



A DEVELOPING THEORY OF ACTION FOR RACE-TO-THE-TOP POLICY INNOVATIONS

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THE POLICY PROBLEM AT BASELINE

- The policy problem: **Demography predicts educational destiny.**
 - Policy targets:
 - **Equitable access to knowledge** provided by competent, committed teachers in safe, supportive, effective schools
 - **Equitable high school graduation** with demonstrated competence & readiness for postsecondary education & careers
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THE ESPOUSED POLICY THEORY OF ACTION: SIMPLIFIED

**Three
Disruptive
Innovations
CCSS, APPR, &
DDI**

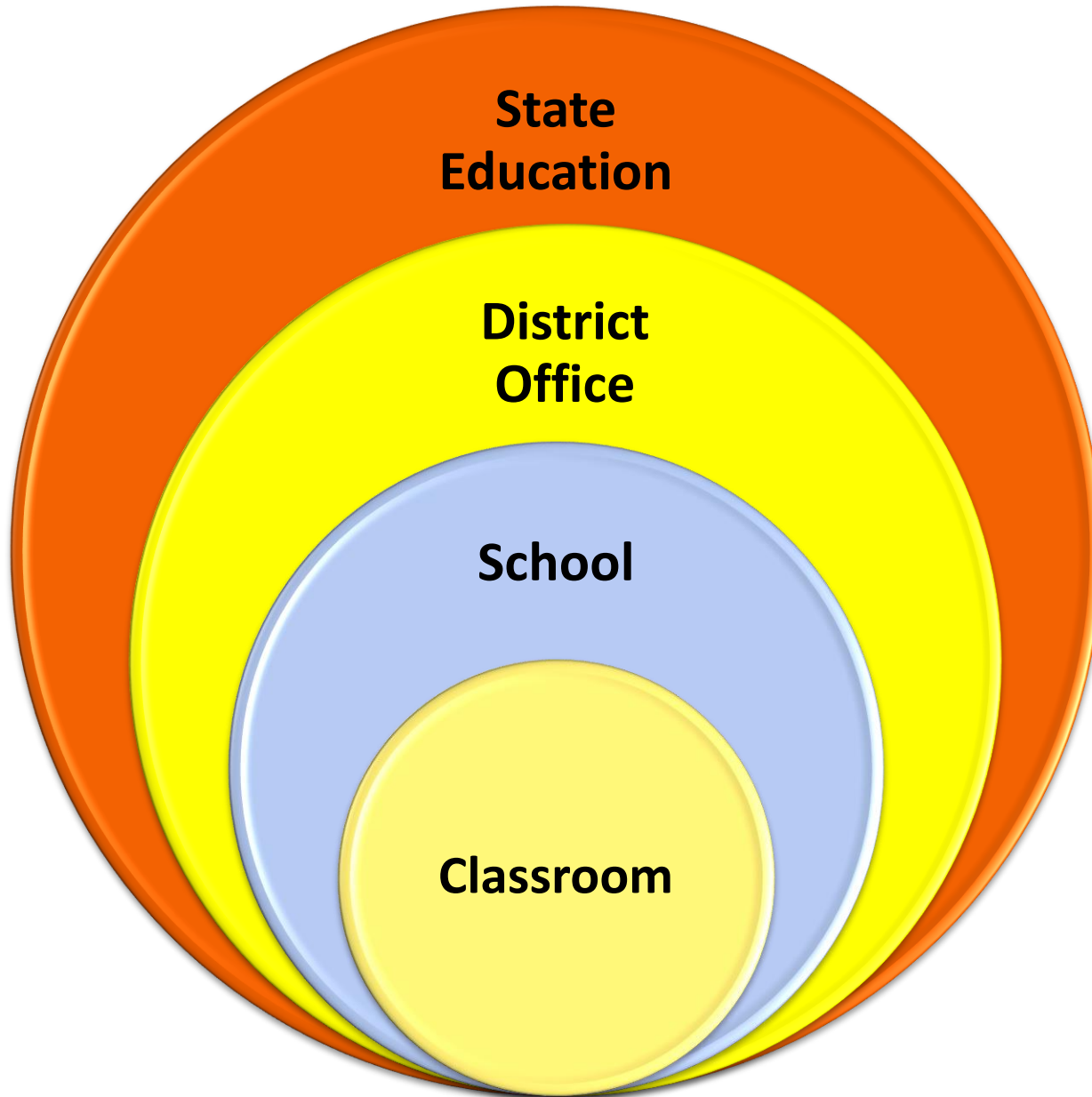
**Implementation
Moves from
District Offices
to Schools &
Results in
Performance
Adaptations**

**Students Gain
Equitable Access
to Teachers,
Learning
Resources &
Gain Important
Knowledge**

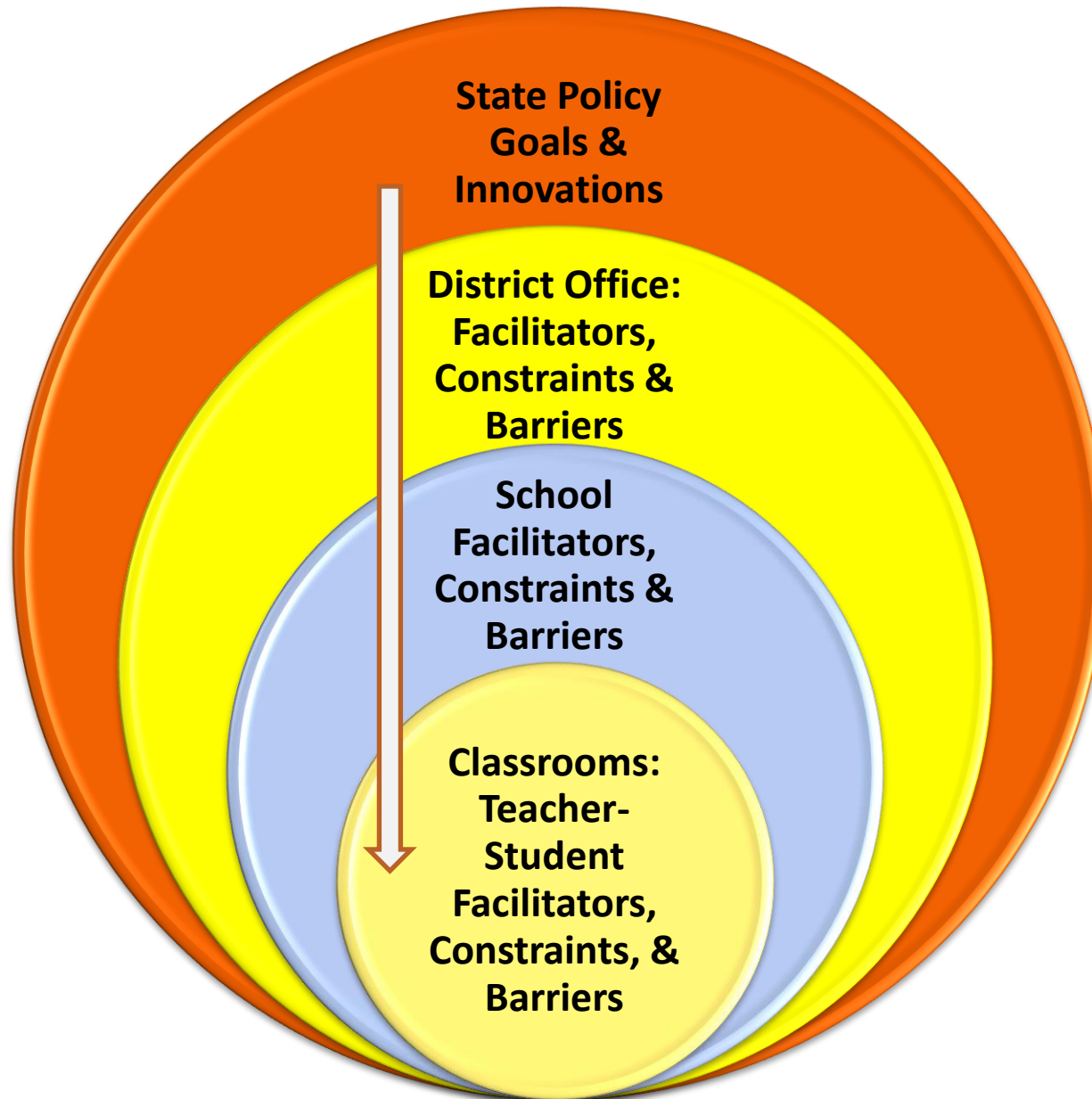
**More College-
and Career-
ready Students
Graduate from
High School with
Demonstrated
Competencies**



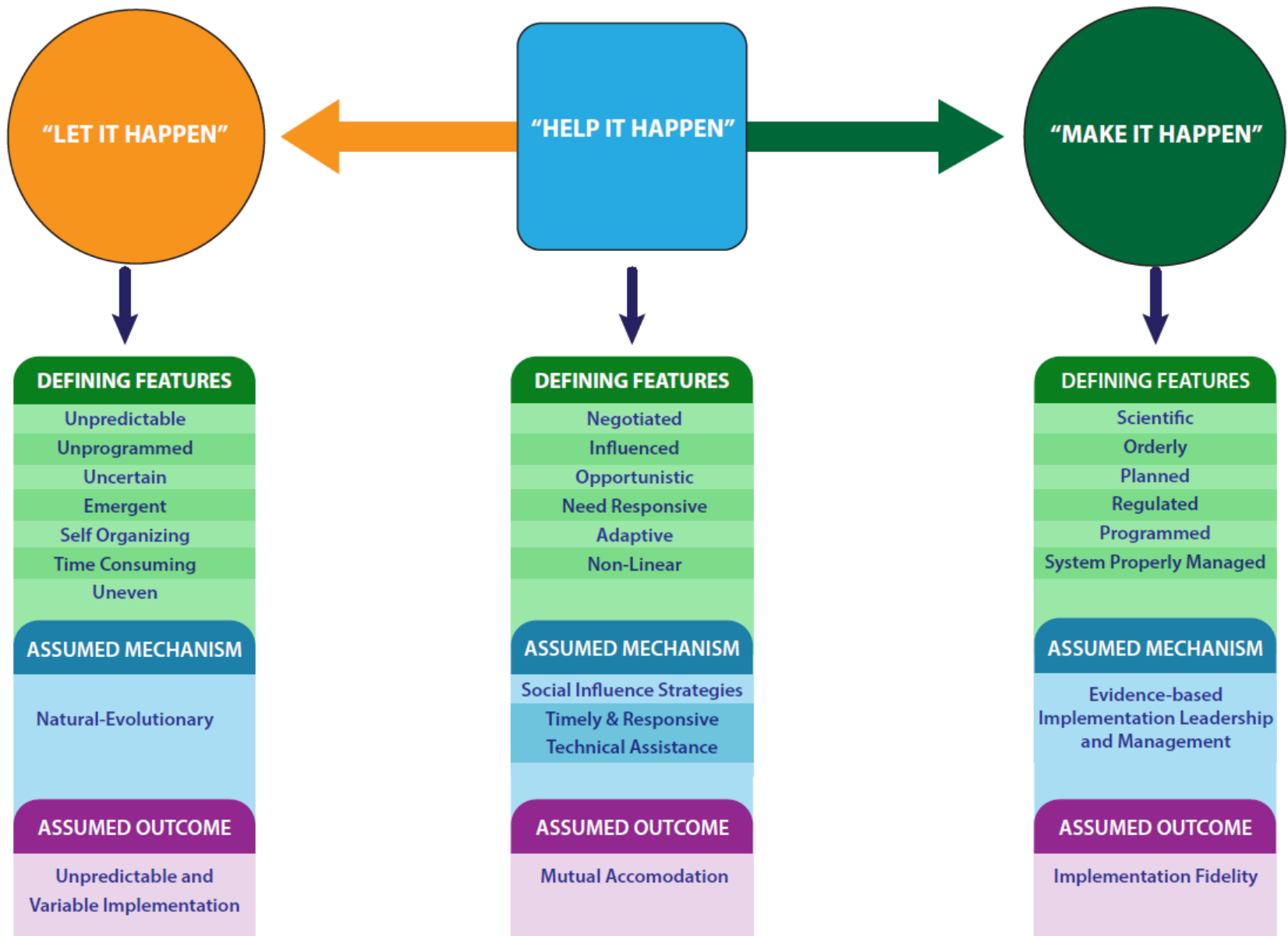
THE RTTT POLICY PRIORITY FOR MULTI-LEVEL ALIGNMENT



THE POLICY IMPLEMENTATION JOURNEY



A Continuum of Strategies for Implementing and Embedding Innovations



DYNAMIC THEORIES OF ACTION: ITERATIVE CYCLES

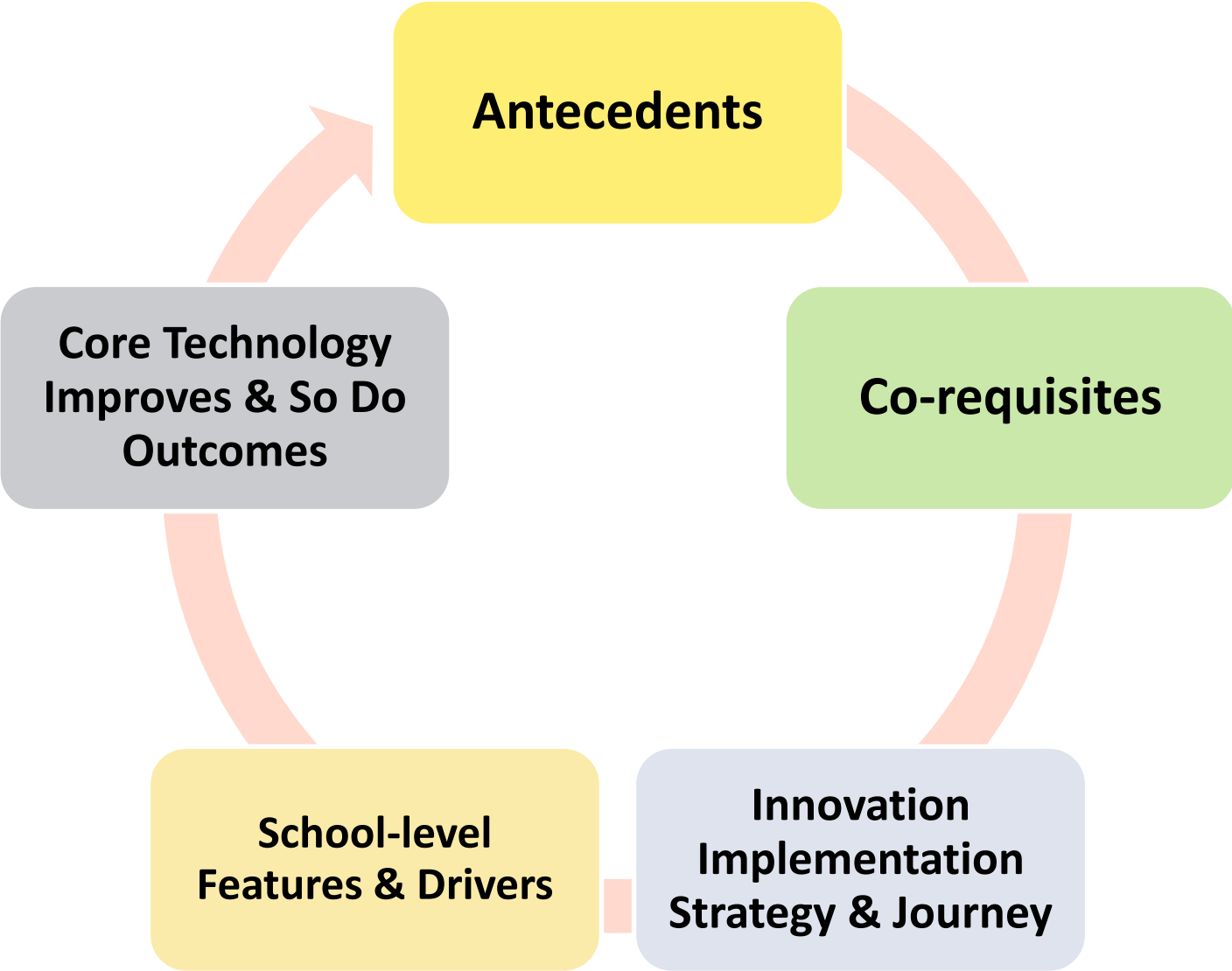


Figure 1. Antecedents & Co-Requisites

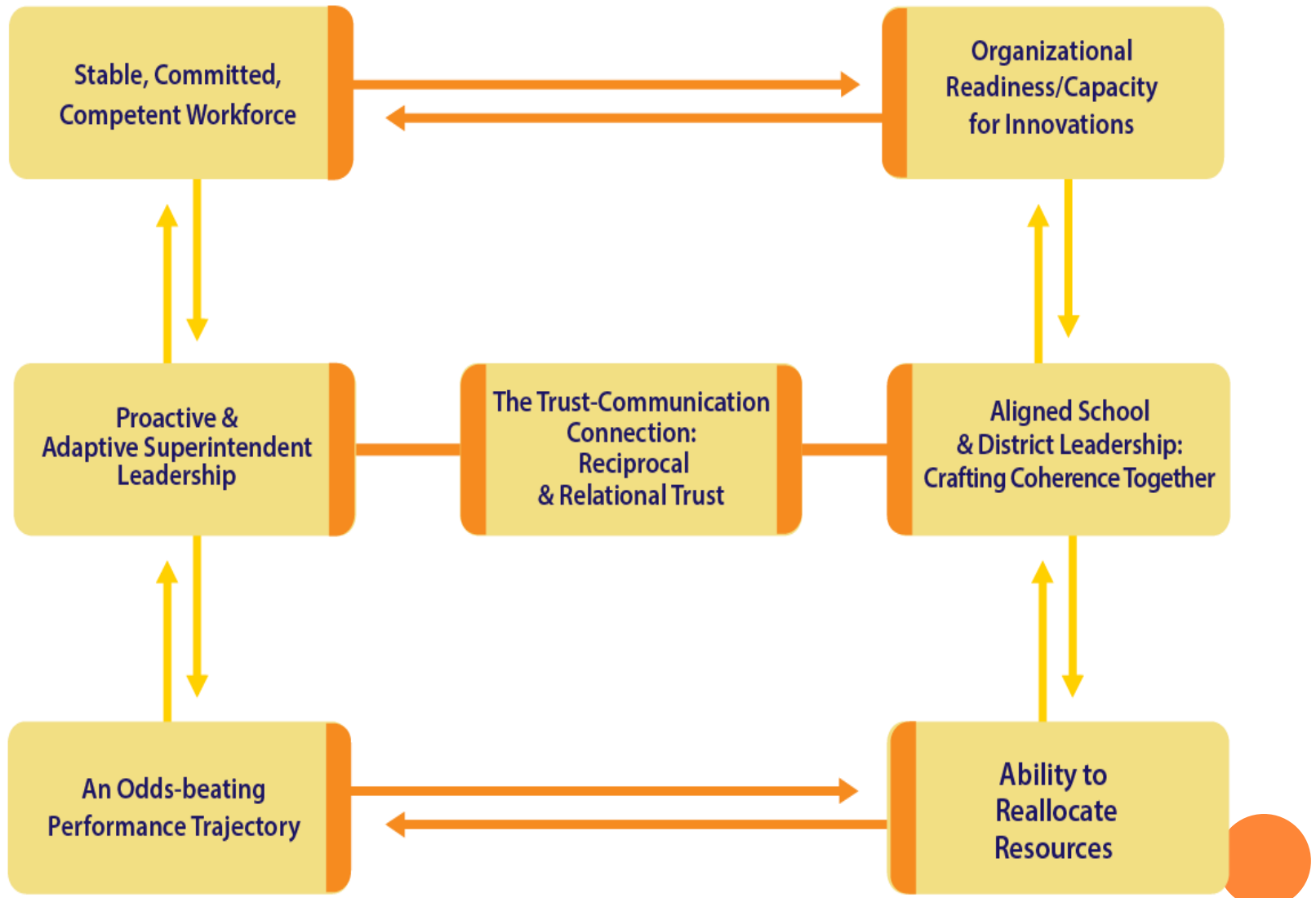


Figure 2. Learning-Focused Implementation Leadership

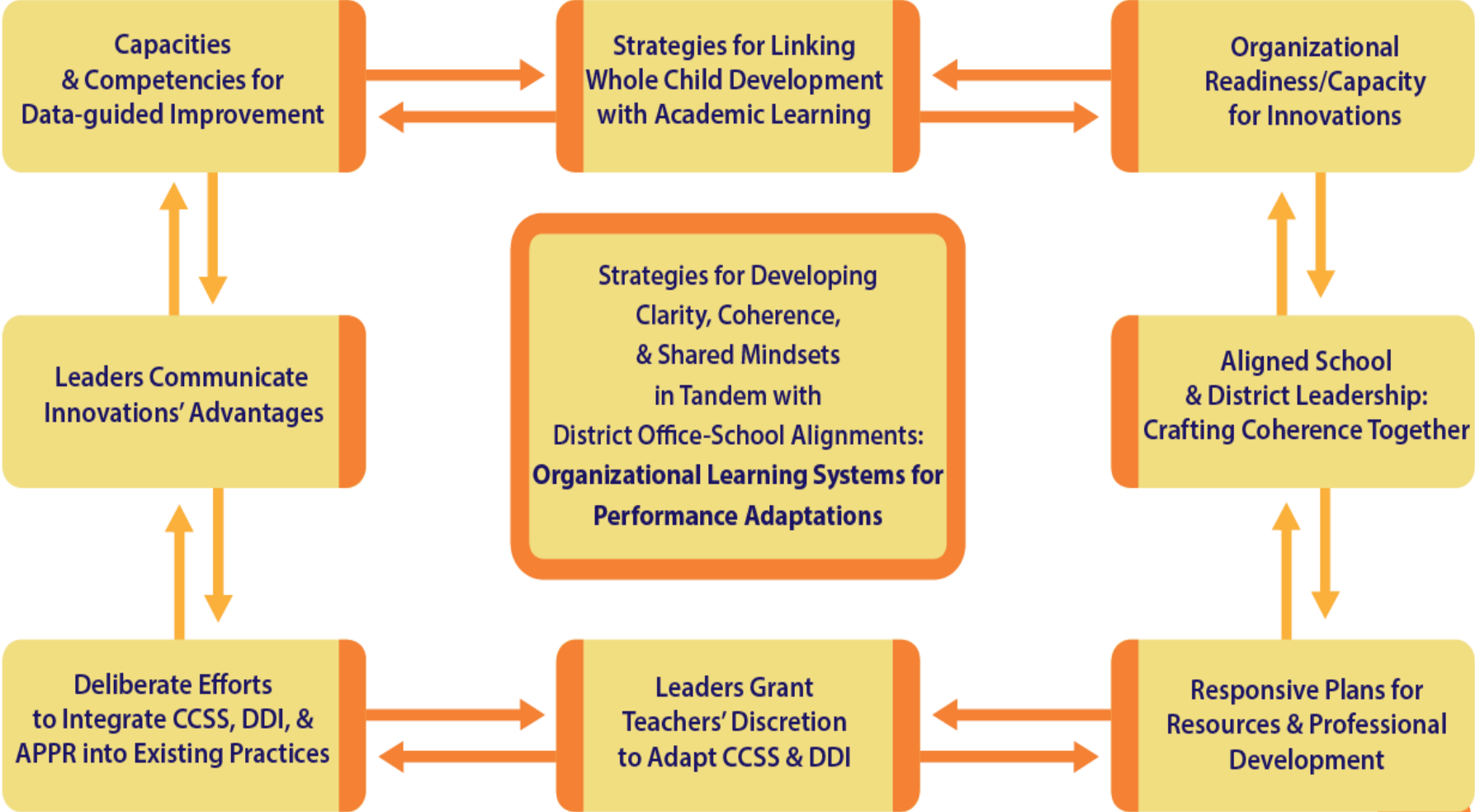


Figure 3. Drilling Deeper in Odds-Beating Schools

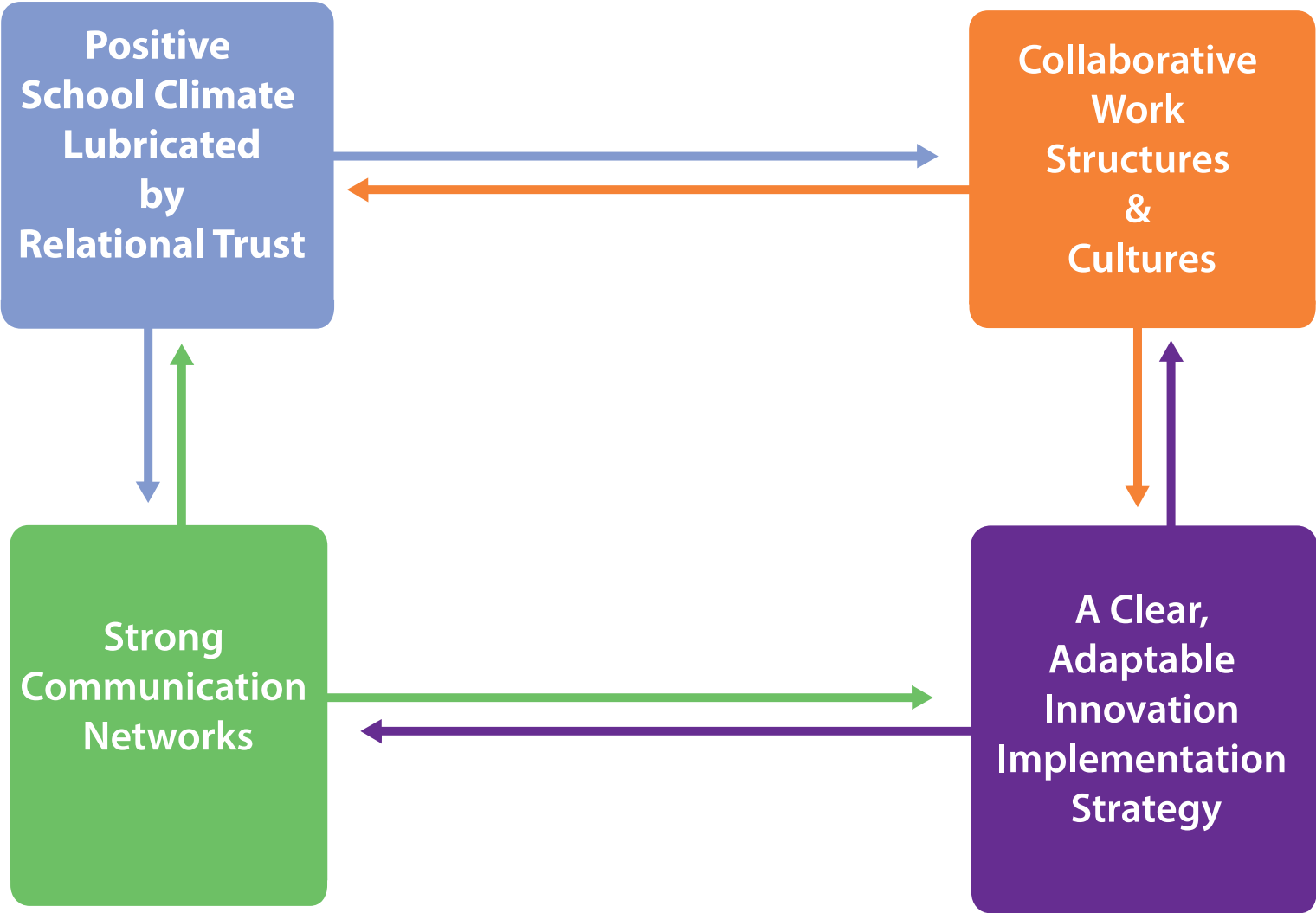
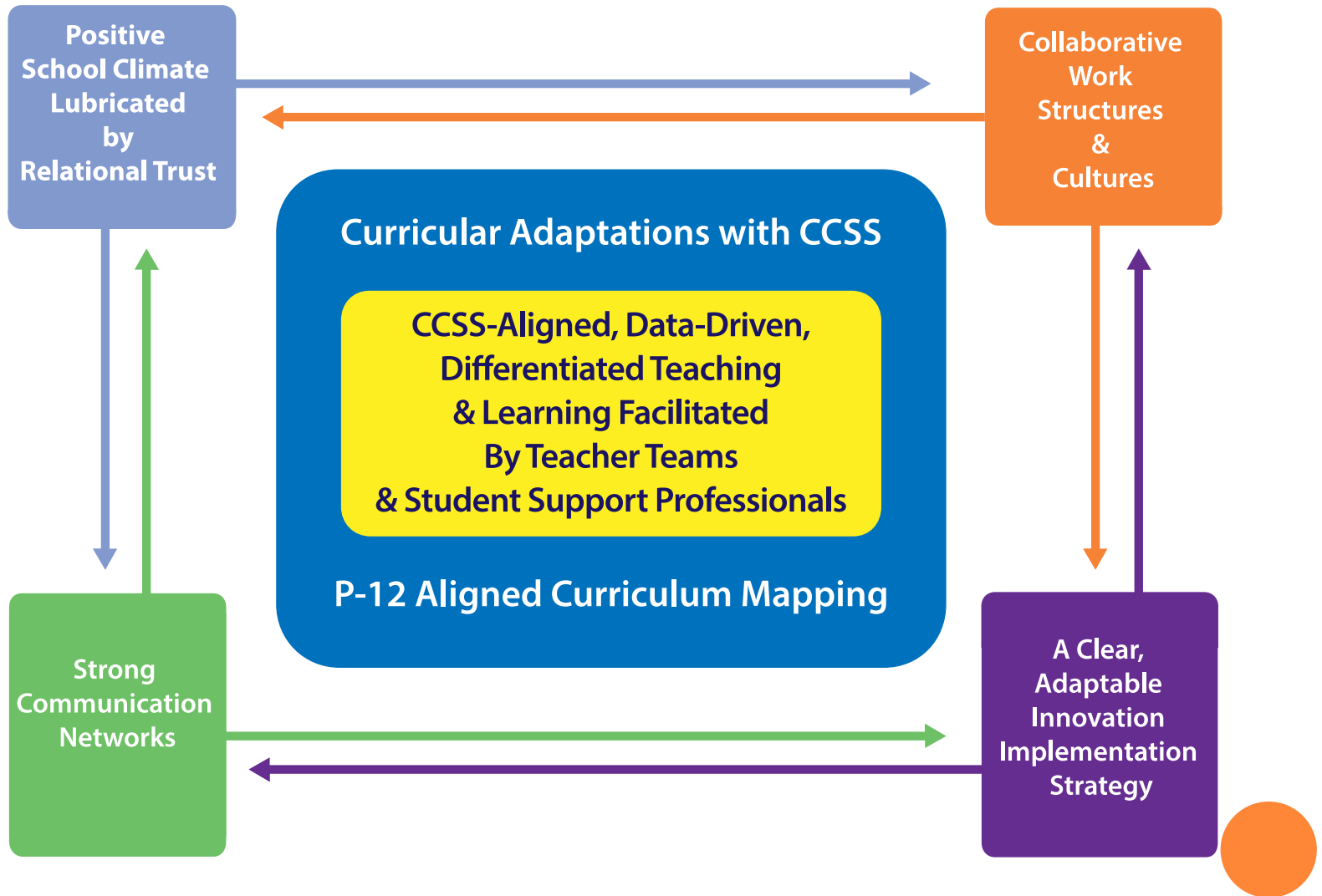


Figure 4. Improving the Core Technology



FOUR IMPLICATIONS

- Although odds-beating schools are not high performers, they are special; and in many ways “atypical.”
- Atypical districts & schools may not be the best exemplars for educational policy (Hatch, 2009)
- **A four component classification:**
 - High performers
 - Odds-beaters
 - Typicals
 - Turnarounds



THE MISSING PART IN ESPOUSED POLICY TOA



**Three
Disruptive
Innovations**

**Implementa-
tion: From
District Offices
to Schools &
Results in
Performance
Adaptation**

**Proximal
Outcomes:
New
Organizational
Capacities, New
Workforce
Configurations
& Competencies**

**Students Gain
Equitable
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