

Welcome to the Bridge Event



Schools Beating the Odds: Implications for Research and Practice

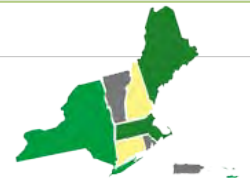
Wednesday, December 7, 2016
3:00–4:00 p.m. ET

**Hosted by the Puerto Rico Research
Alliance for Dropout Prevention at REL
Northeast & Islands**

Today's Agenda



Welcome and Introduction	Sandra Espada-Santos Alliance Facilitator, PR Alliance for Dropout Prevention, REL Northeast & Islands
Overview of the Topic	Dr. Coby Meyers, Chief of Research, Partnership for Leaders in Education; Associate Professor of Education, University of Virginia
Presentation #1 “Schools as Innovation-Ready Learning Organizations: A Multiple Case Study of Odds-beating Schools Implementing Race to the Top Policy Innovations”	Dr. Kristen Wilcox, Assistant Professor, School of Education, Department of Educational Theory and Practice, University at Albany—SUNY Dr. Kathryn Schiller, Associate Professor, School of Education, Department of Educational Administration and Policy Studies, University at Albany, SUNY



Today's Agenda



<p>Presentation #2 “More Efficient Public Schools In Maine: Learning Communities Building the Foundation of Intellectual Work”</p>	<p>Dr. Erika Stump, Research Associate, Center for Education Policy, Applied Research, and Evaluation (CRPARE), University of Southern Maine</p>
<p>Presentation #3 “Puerto Rico Schools Beating the Odds”</p>	<p>Dr. Yinmei Wan, Senior Researcher, American Institutes for Research (AIR)</p>
<p>Moderated Q&A</p>	<p>Dr. Coby Meyers</p>
<p>Wrap-up and participant survey</p>	<p>Sandra Espada-Santos</p>



Puerto Rico Research Alliance for Dropout Prevention



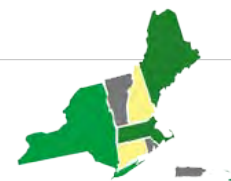
Goal: The Puerto Rico Research Alliance for Dropout Prevention collaborates with Puerto Rico education stakeholders to support the goal of preventing and reducing the number of students dropping out of school by providing applied research and analytic technical support on how to best utilize available data to both establish robust early warning systems and to identify interventions to help improve outcomes for students at risk.



Sandra Espada
Alliance Facilitator



Claire Morgan
Alliance Researcher



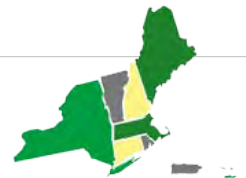
Core Planning Group Members

- Rafael Roman Melendez, PR Secretary of Education
- Harry Valentín, Undersecretary Academic Affairs, PRDE
- Ana Rosado, Interim Deputy Secretary Planning and Development, PRDE
- Lydiana Lopez, Interim Director Office of Statistics, PRDE
- Awilda Iglesias, Assistant to the Secretary, PRDE
- Mario Marazzi, Executive Director, PR Institute of Statistics,
- Orville Disdier, Education Manager, PR Institute of Statistics
- Cesar Rey, Chair Advisory Panel, College Board PRLAO
- Antonio Magriña, Executive Director, Research and Measurement, College Board PRLAO
- Maritza Fernández, Research Director, College Board PRLAO
- Angeles Molina, REL-NEI GB Member; Professor, School of Education, UPR, Rio Piedras
- Nelson Colón, REL-NEI GB Member; President, PR Community Foundation



Works in Progress

- Examination of Puerto Rico school-level characteristics and student graduation
- School restructuring baseline data analysis

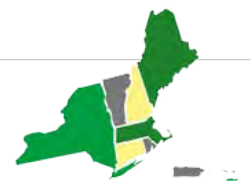


Today's Goals



After participating in the webinar, participants will understand:

- What schools “beating the odds” (BTO) look like and ways they can be identified
- Some factors that contribute to schools beating the odds
- How some jurisdictions in the REL Northeast & Islands Region approach identification of and learning from BTO schools
- Some promising practices of BTO schools and how these might be applied in other settings



Overview of the Topic



- Compared to other schools with similar demographics, BTO schools demonstrate success in serving students at high risk for academic challenges.
- Correctly identifying BTO schools is critical.
- Having a clear focus about what you want to learn is necessary.
- Studying a comparison sample is important to understand differences.





Kathryn S. Schiller

Kristen C. Wilcox



Odds-Beating Schools in the Common Core Era



Welcome !

Project Purpose: The primary purpose of this research was to identify the school practices and policies found in odds-beating elementary and middle schools whose students exceeded performance expectations on New York State assessments aligned with the Common Core State Standards.

Background:

- Collaboration between the University at Albany and the New York State Education Department
- Race to the Top funded

Guiding questions for this presentation:

1. How do we define 'odds-beating'?
2. What methods were used to identify the sample and conduct the research?
3. What are some of the factors that relate to schools beating the odds?

What Is “Odds Beating”?

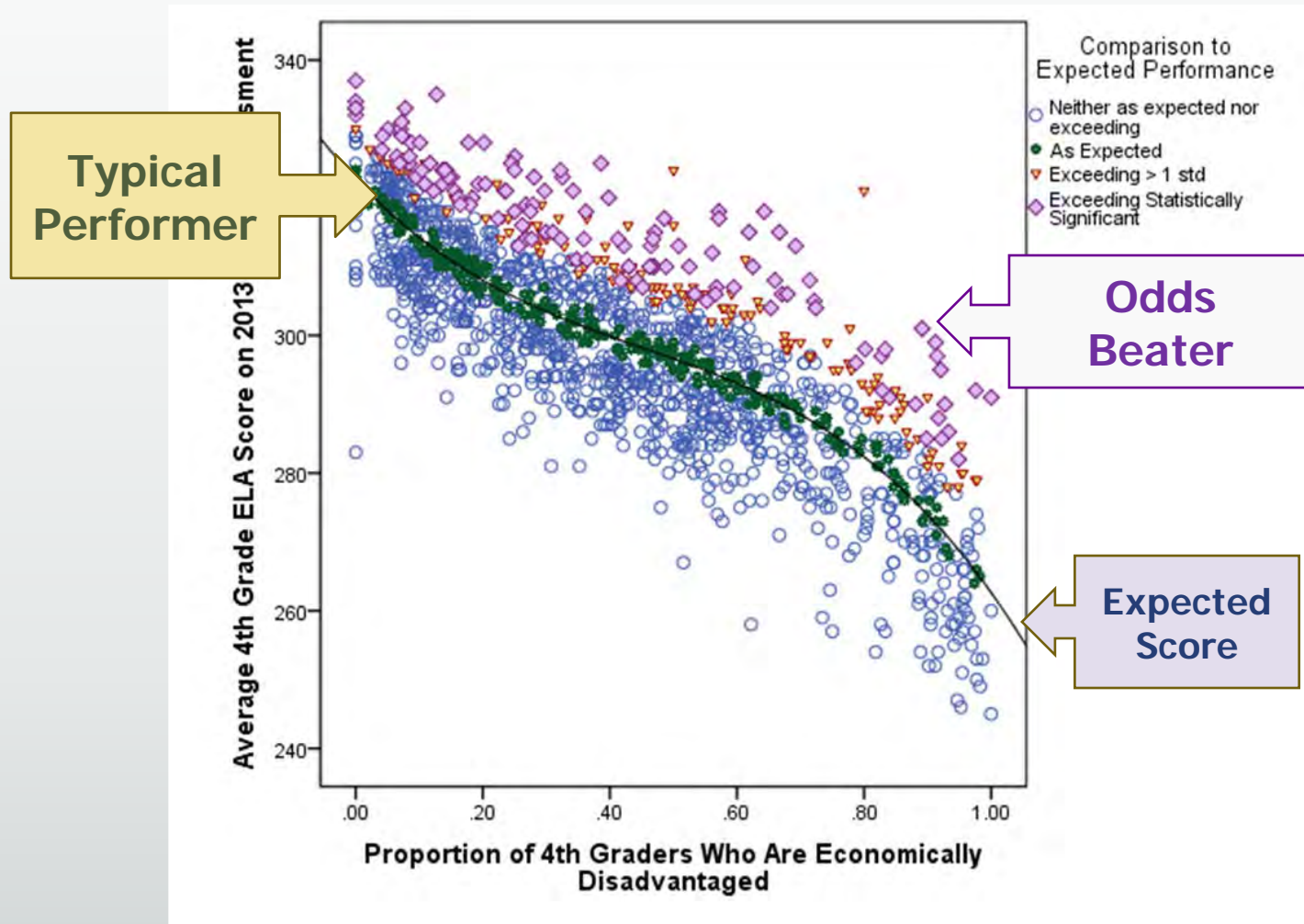
▣ Odds-Beating Schools

- Schools whose students exceeded expectations on state assessments for the population served.
 - ▣ 2013 state Common Core-aligned assessments in English Language Arts (ELA) & mathematics
 - ▣ Three grade levels (3–5 elementary; 6–8 middle)
 - ▣ Demographic characteristics: % Economically Disadvantaged and % English Language Learners in grade-level.

▣ Typically Performing Schools

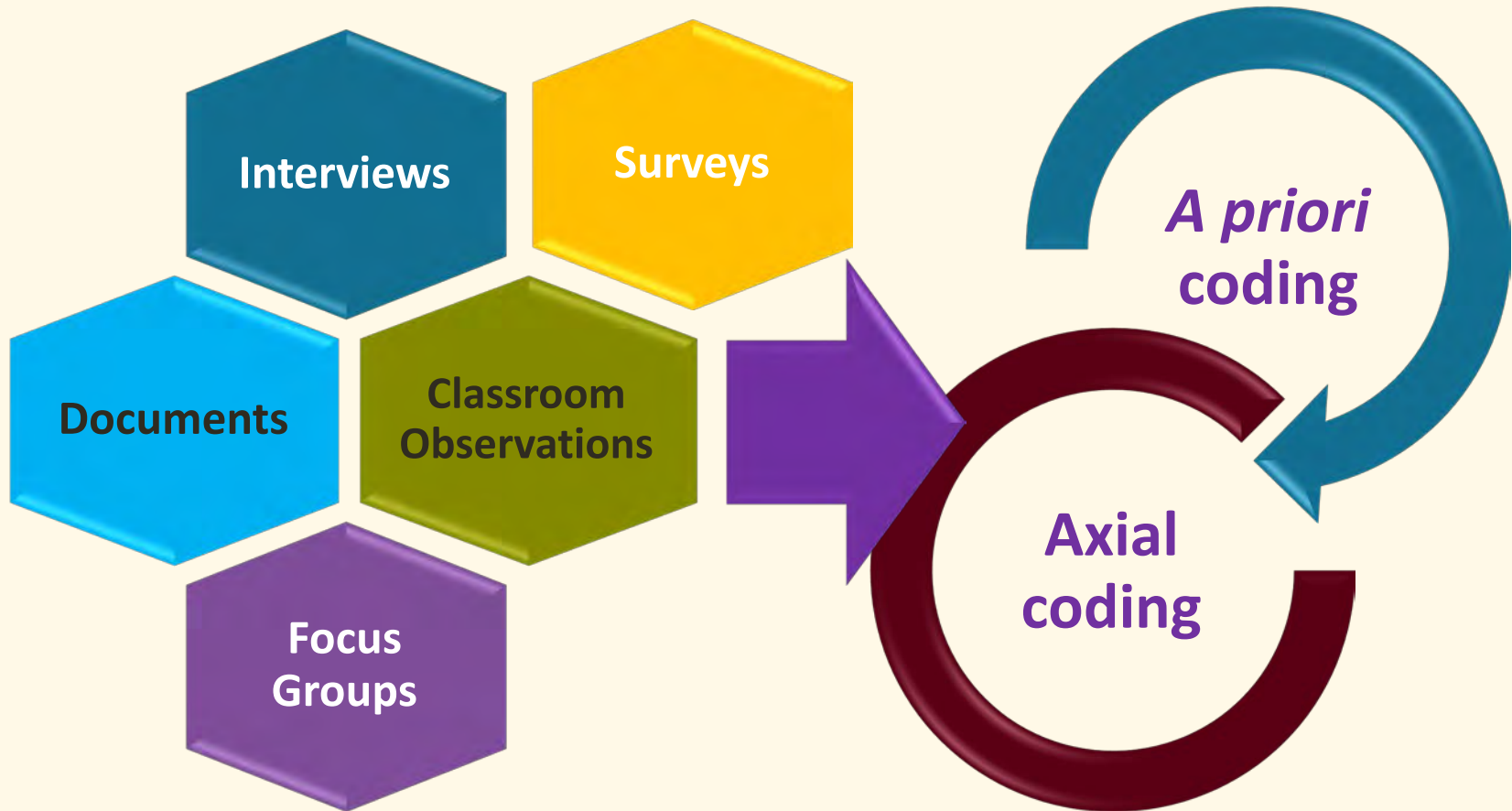
- Schools whose students performed as expected on state assessments for the population served.

Rates of Economic Disadvantage & Average 4th Grade ELA Score



Cross-Case Study Design

12 Odds-Beating & 6 Typically Performing



District-Level Interviews

- Superintendent Interview
- Asst. Super for Curriculum & Instruction Interview
- Director of Special Education
- Community Outreach Coordinator
- Director of Assessment
- Director of Professional Development
- Director of ESL/Bilingual Ed
- Director of Student Services

School-Level Interviews and Focus Groups

- Principal Interview
- Building Leadership Team Focus Group
- Mainstream Content Teacher Focus Group
- Support Staff Focus Group (School Psychologist, Social Worker, Nurse)
- ESL Teacher Interview (or Focus Group upon request)
- Special Education Interview (or Focus Group upon request)
- Instructional Coach/Master Teacher Interview
- Individual Mainstream Teacher Debrief Interview

Other Data Sources

- Interpretive Memo
- Classroom observation protocol ELA Part 1
- Classroom observation protocol Math Part 1
- Classroom observation Part 2
- Documents
- Surveys:
 - (1) Of all Staff
 - (2) Of teachers of math and English Language Arts

Phases of Analysis

Phase 1

- Creating a priori codes based on relevant literature and theory
- Applying a priori codes to data (Reliability measures: interrater reliability testing and use of data reduction software)

Phase 2

- Generating code reports and organizing code reports into categories and dimensions (Reliability measures: source triangulation)

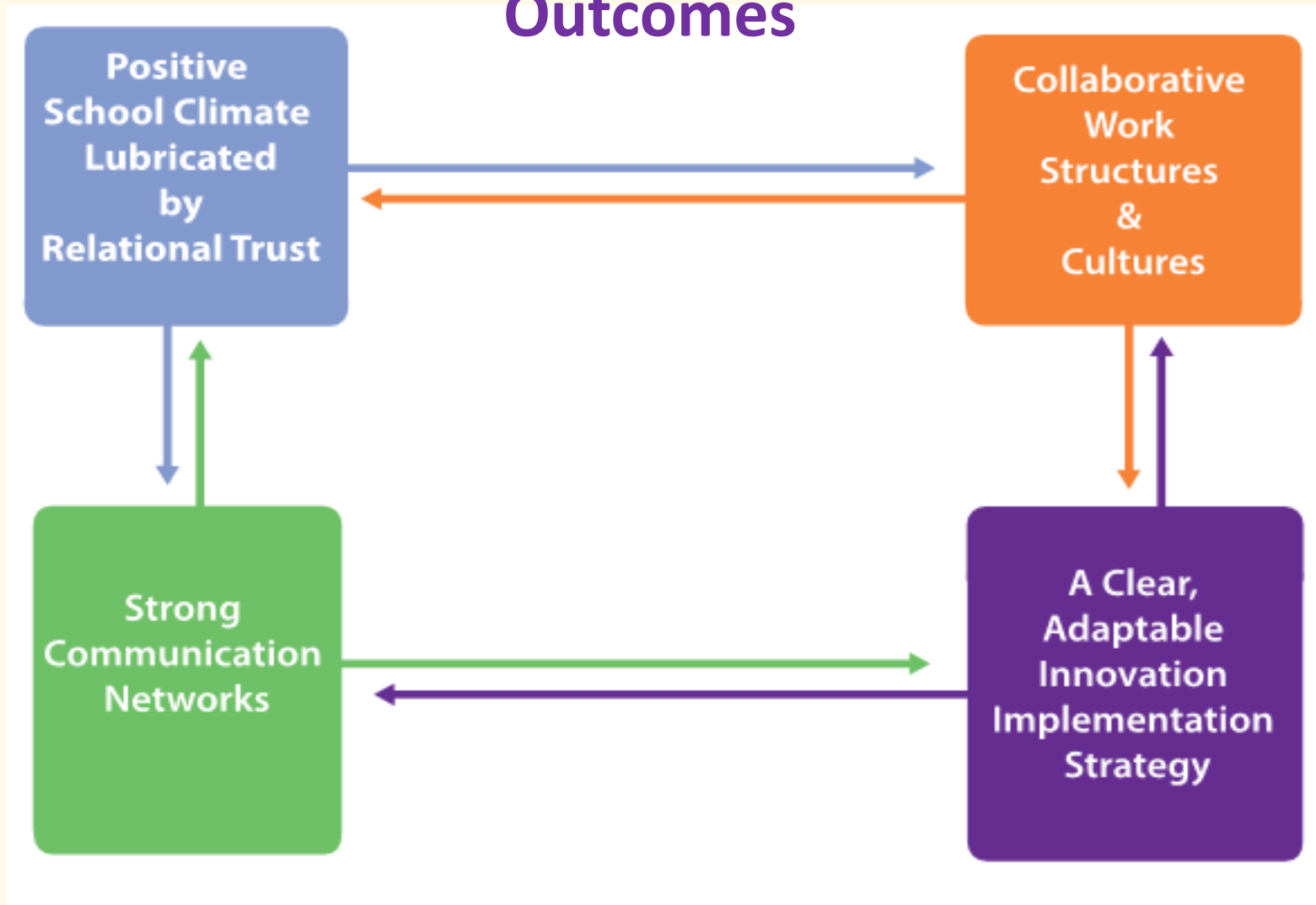
Phase 3

- Mapping intra-case relationships between categories and dimensions graphically (Reliability measures: testing against theoretical propositions and rival explanations)
- Writing individual school case studies (Reliability measures: investigator triangulation and member checking)

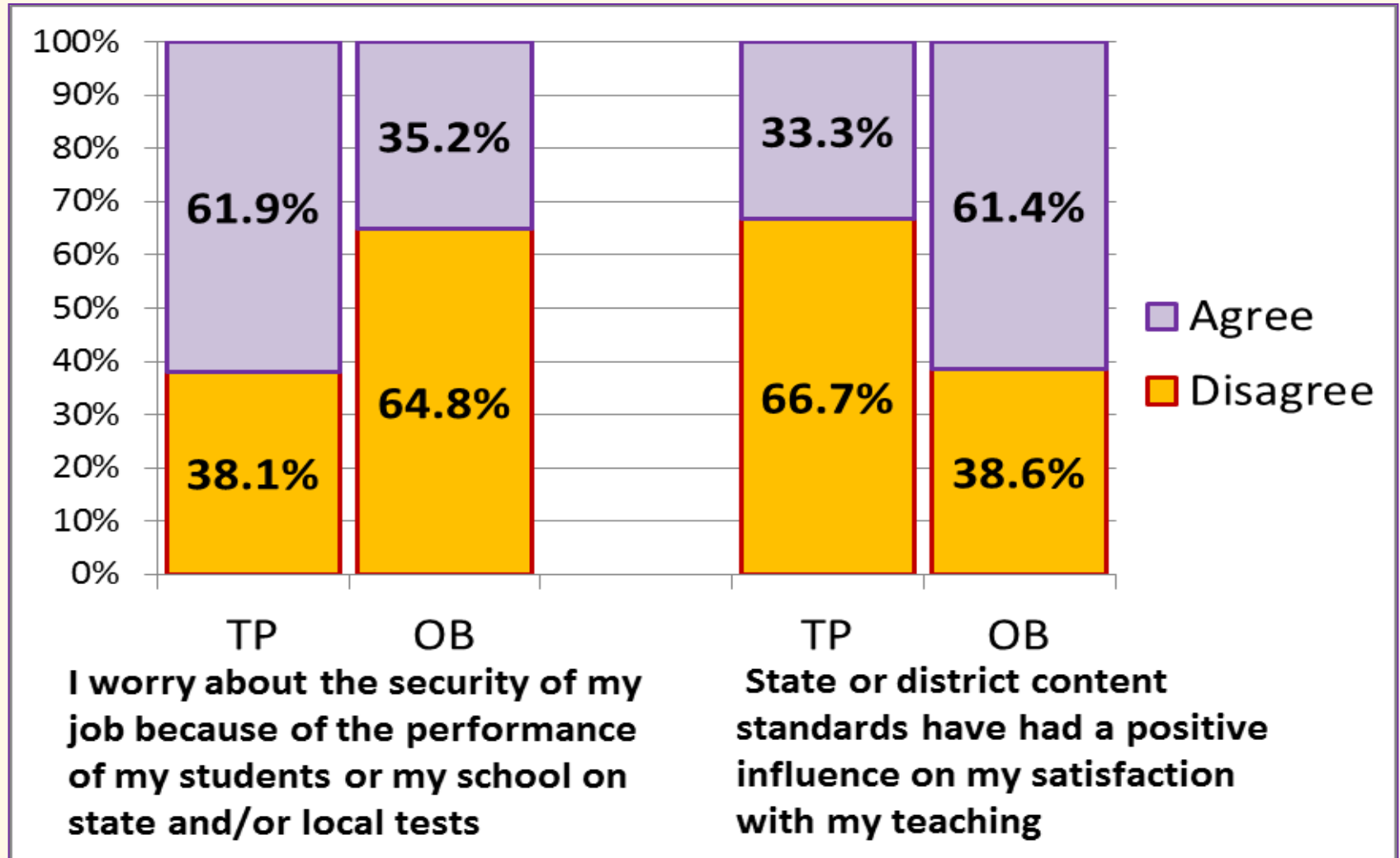
Phase 4

- Mapping inter-case relationships between categories and dimensions graphically and across and between different data sets (e.g. typically-performing and odds-beating; rural, suburban, urban;) (Reliability measures: testing against theoretical propositions and rival explanations)

Factors Related to Odds-beating Outcomes



Factor 1: Relational Trust



Factor 2: Strong Communication Networks

Poster from Spring Creek Elementary
School District Office

Culture and Communication

- Leadership, Leadership, Leadership – open, honest, transparent, approachable with strong follow through
- Collaborative, Consistent and Continual
- “Borish Redundancy”
- **One on one meetings** with teachers and attend grade level meetings
- Blog posts, newsletter, emails, BOCES staff development opportunities
- Parent and Community Evening Forums



Factor 3: Collaborative Work Structures and Cultures

Collaborative
Work
Structures
&
Cultures

When I think of the culture of Bay City, I think of a whole group working together. It's such a group effort here. We have a very good support system. We all work together, just with different support systems. . . . I think how we work together is what makes it work. It comes from central office, where they know every building is different. Every building has different needs. . . . They listen, listen to what we need. As far as the leadership goes in this building, it is one of mutual respect. Everyone has a different job to do, and I think everyone can speak freely about what they need, what are their problems.

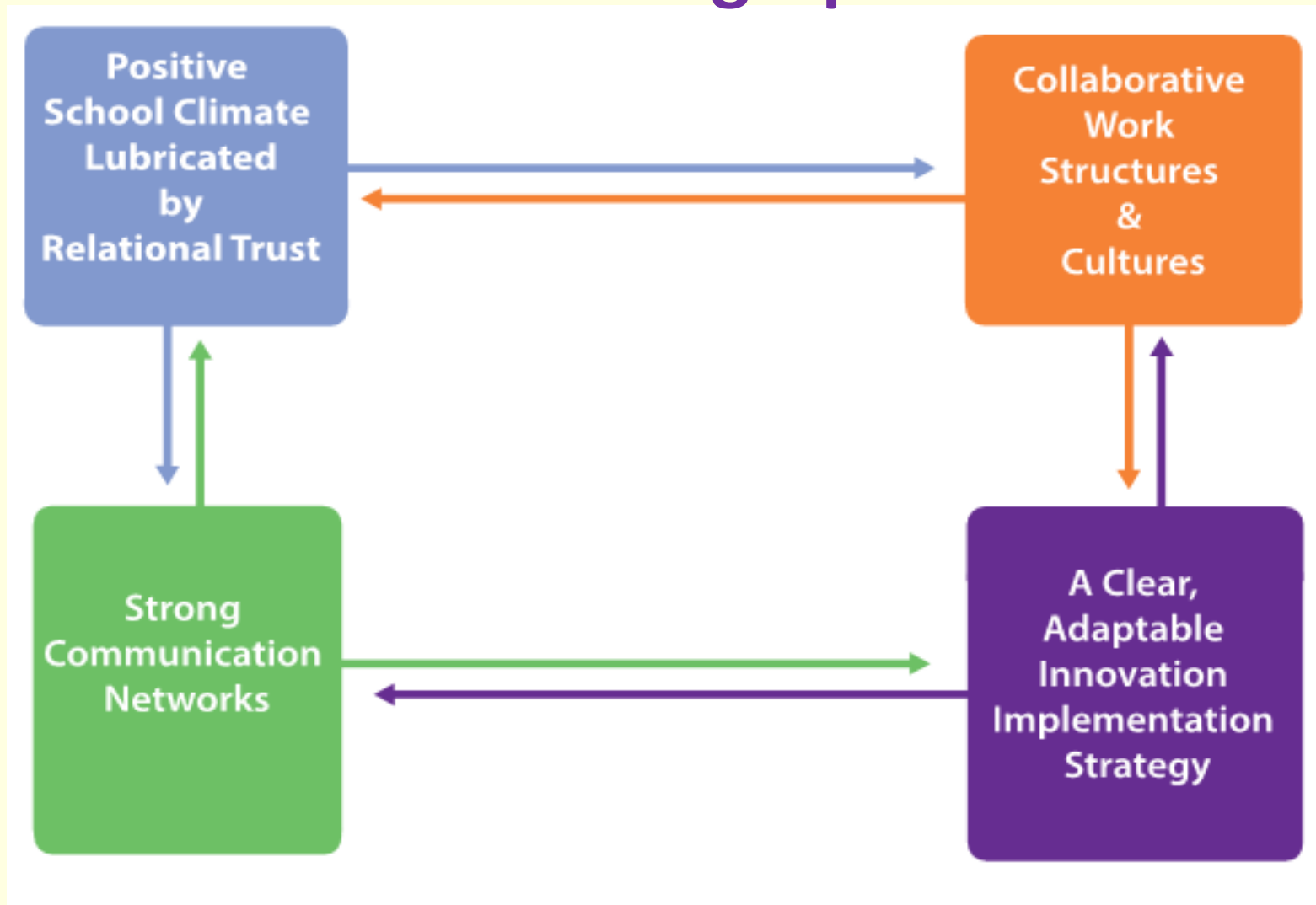
- Bay City ES instructional coach

Factor 4: Innovation Implementation Strategies

District Office & School Leaders' Implementation Strategy	Make It Happen:	Help It Happen:	Let It Happen:
	Top-down compliance directives with scripted protocols, strict implementation timetable and fidelity standards, tight monitoring, And narrow training	Implementation entails mutual adaptation, and it is facilitated by responsive technical assistance, social supports, and needed resources, together with organizational learning mechanisms	Loosely-configured implementation plan with variable guidance and monitoring, technical assistance, social supports, and resources
Teachers' and Other Front-line Professionals' Motivations for Implementation and Performance Adaptation	Have-to Motives:	Want-to Motives:	Ought-to Motives:
	Front-line professionals feel like Implementation puppets, not expert professionals with discretion	Front-line professionals value the innovation and are committed to adapt, learn, and improve as they implement it	Front-line professionals feel a sense of obligation, but "their hearts aren't in it," resulting in variable implementation

A Clear,
Adaptable
Innovation
Implementation
Strategy

Summing Up



Select References

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- Honig, M.I., & Copland, M.A. (2014). Conditions supportive central office leadership for instructional improvement. In M.S. Knapp, M. Honig, M. Plecki, B. Portin, & M. Copland (Eds.), *Learning-focused leadership in action: Improving instruction in schools and districts* (pp. 102-120). New York: Routledge.
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- Rothstein, R. (2004). *Class and schools: Using social, economic and educational reform to close the black-white achievement gap*. Washington, DC: Economic Policy Institute.
- Schiller, K.S., Durand, F., Wilcox, K.C., & Lawson, H.A. (2014). *Identification of "odds-beating" and "typically performing" elementary and middle schools: Sampling methodology report*. A report for the New York State Education Department as part of the School Improvement Study. University at Albany, State University of New York.
- Wilcox, K.C., Lawson, H.A, & Angelis, J.I. with Durand, F., Schiller, K, Gregory, K., & Zuckerman, S (in press) *Innovation in odds-beating schools*. Rowman & Littlefield.

Odds-Beating Schools in the Common Core Era

Other reports available at:

http://www.albany.edu/nykids/publications_and_presentations.php



UNIVERSITY AT ALBANY
State University of New York

More Efficient Public Schools in Maine: Learning Communities Building the Foundation of Intellectual Work

*An Examination of Strategies and Practices
in Selected Maine Schools*

Dr. David L. Silvernail

Dr. Erika K. Stump

Maine Education Policy Research Institute
University of Southern Maine


Study Overview:


In 2010-11, the Maine Legislature requested that the Maine Education Policy Research Institute (MEPRI) at the University of Southern Maine conduct a study of higher performing, more (fiscally) efficient Maine public schools.


Study Goals:

- To identify strategies and practices schools are using effectively to support all learners.
- To identify schools in which students are demonstrating achievement and education professionals are practicing efficient use of resources.

Phases of More Efficient Schools Study

- 
- Identify Maine schools that qualify as producing both higher performance and higher returns on spending, thereby acquiring the status as a **More Efficient** school. (2011)

- 
- Conduct qualitative cases studies of a sample of More Efficient and Typical schools at different grade levels, geographic locales (Maine), poverty levels & enrollment. (2011-2012)

- 
- Disseminate the school profiles as well as the distinguishing strategies and practices found in Maine's More Efficient schools. (2012 – present)

To qualify as a Higher Performing school, a school must:

- perform better than the statewide average and better than predicted (history & peers) on state test
- demonstrate higher performance from various groups of students
- in the case of high schools, have a graduation rate above the state average

To qualify as a More Efficient school, a school must:

- meet the performance criteria
- have a return on spending better than the statewide average and better than predicted.

SAMPLE

School Efficiency Profile

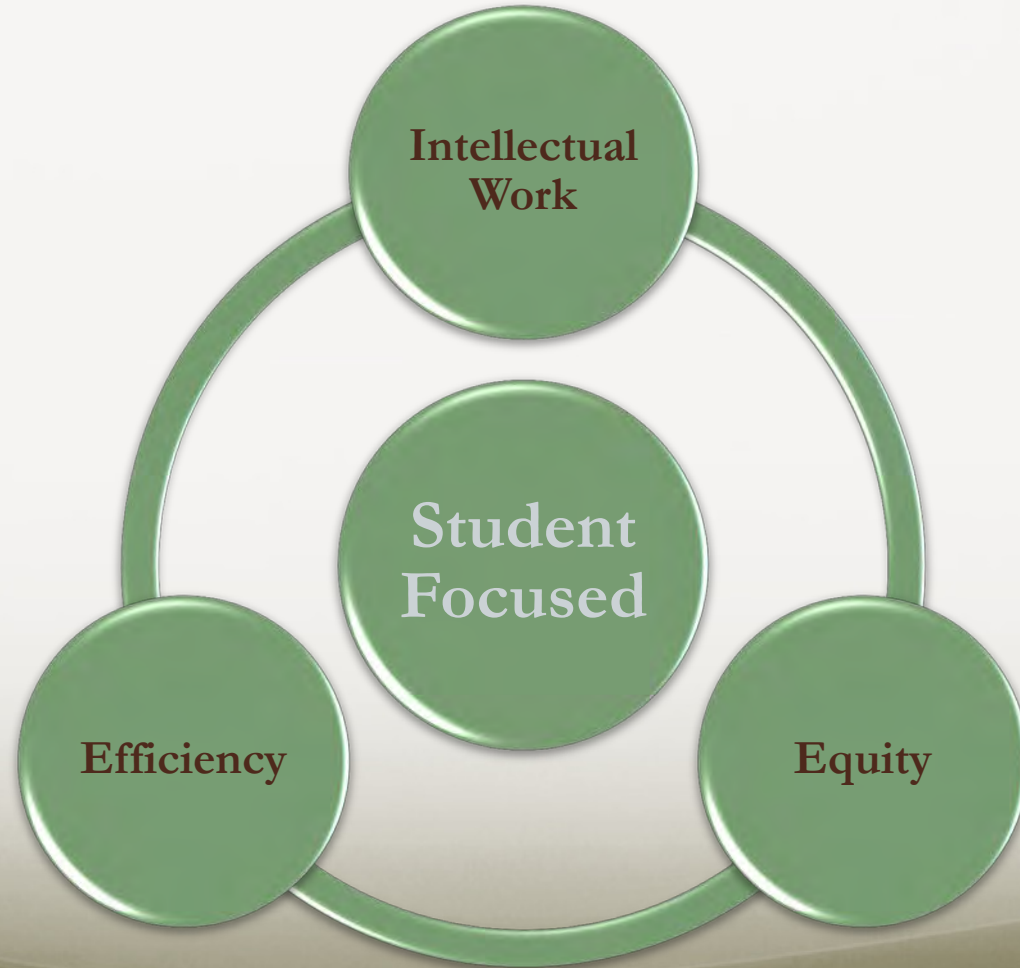
Academic Performance and Return on Spending Criteria				Met Criterion?	
				Yes	No
Efficiency	Performance	P1.	Average school score on statewide assessment compared to state comparison score.	✓	
		P2.	Average school score on statewide assessment compared to expected score.	✓	
		P3.	School percent of students that Meet or Exceed standards on statewide assessment compared to state percentage.*		✓
		P4.	School percent of students that Partially Meet, Meet, or Exceed standards on statewide assessment compared to state percentage.*	✓	
	Return	R1.	School's return on spending ratio compared to state ratio.		✓
		R2.	School's return on spending ratio compared to expected ratio.	✓	

*This study uses the 2008-2009 Maine Department of Education standards-based proficiency levels: "Does Not Meet," "Partially Meets," "Meets," and "Exceeds."

Maine Schools Meeting More Efficient Selection Criteria

School Level	Schools Evaluated	Higher Performing	More Efficient
K-8 Schools (gr 4&8)	96	16 (16.8%)	10 (10.5%)
Grade Schools (gr 4)	228	67 (27.8%)	54 (23.6%)
Middle Schools (gr 8)	93	22 (23.7%)	17 (17.9%)
High Schools (gr 11)	107	14 (13.3%)	9 (8.6%)
Total	524	119 (22.7%)	90 (17.2%)

Distinguishing Features of More Efficient Public Schools in Maine



Defining *Student-Focused*

**Student-
Focused**

**Students and their intellectual
development are at the core of the
school's work.**

Defining *Student-Focused*

Greater consistency among students' educational experience.

Professional collaboration that improves student learning.

Efficient, strategic, focused use of school day and instructional time.

Defining *Intellectual Work*

Core Skills
Content Knowledge
Behavioral & Social



Constant Inquiry
Higher Order Thinking
Innovative Solutions

Clear Communication
Invigorating Ideas

Defining *Intellectual Work*

Students engage in intellectual work that involves developing practices of mind regarding academic knowledge and skills as well as social and behavioral learning.



**Intellectual
Work**

Adults engage in collaborative and independent intellectual work to develop and sustain practices of mind that improve organizational knowledge and student performance.

Defining *Intellectual Work*

“We are not going out and buying something; we are building it from within.”

Sustain a concise schoolwide focus, which often incorporates literacy.

Students can explicitly discuss and clearly demonstrate the academic and behavioral expectations through their own successes and struggles.

Defining *Equity*

Equity

Teachers and leaders believe they have a moral obligation to focus on the intellectual development of students as a means towards a better world.

Defining *Equity*

High standards and high expectations for all members of the school community.

“I really became a teacher for social justice reasons... in our society, every single kid deserves to be able to do the things in the Common Core Standards.”

Literacy is not a mundane set of skills, rather it is a tool to fight social, educational, and political inequity.

Defining *Efficiency*



Efficiency

Human and financial resources are used efficiently to maximize learning opportunities for students and staff.

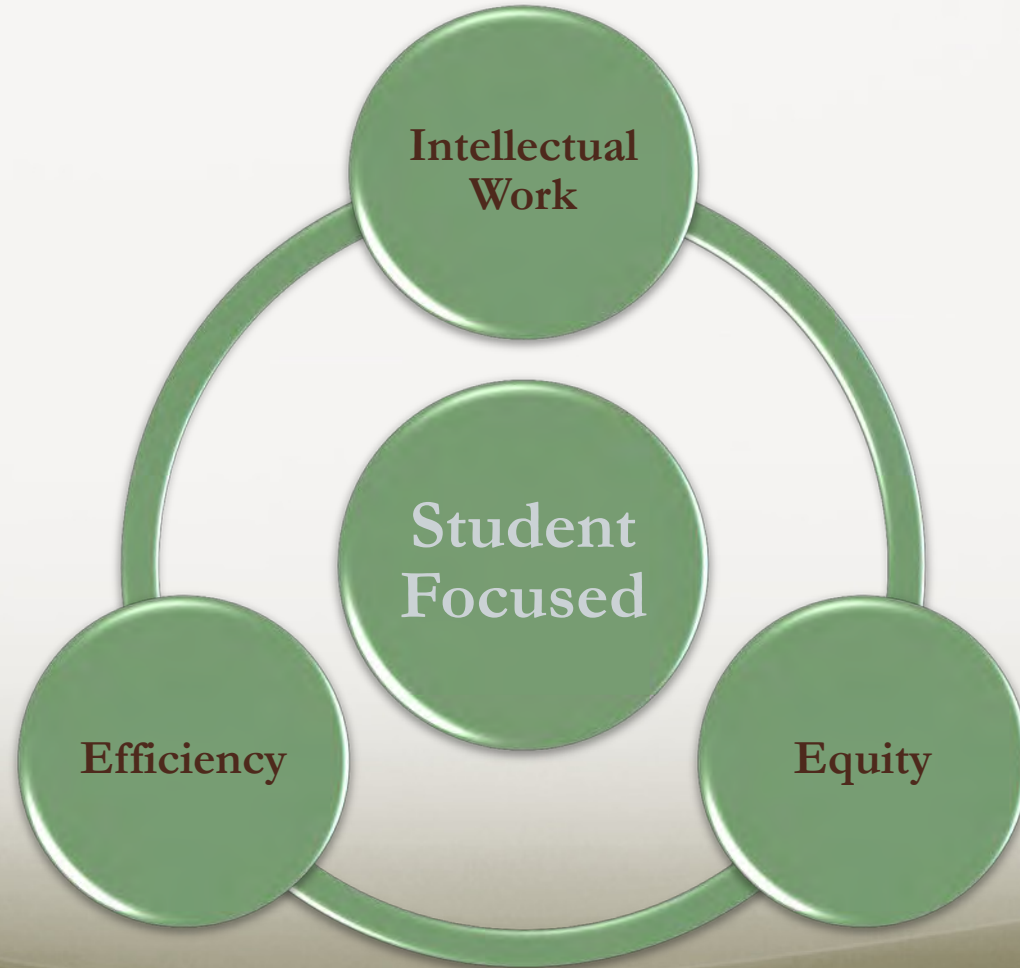
Defining *Efficiency*

More efficient use of the school day could gain students over six months more learning time.

Educators teach and directly interact with students.

Professional development and use of external resources closely align with school vision and priorities.

Distinguishing Features of More Efficient Public Schools in Maine



More Efficient Schools Study Report:

http://usm.maine.edu/sites/default/files/cepare/MoreEffPblcSchls_2012R1.pdf

Maine School Efficiency Profiles:

<http://www.usm.maine.edu/cepare/maine-public-school-efficiency-profiles>

Questions?

Dr. Erika Stump

University of Southern Maine

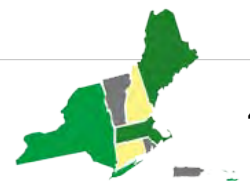
Maine Education Policy Research Institute

erika.stump@maine.edu

A Comparison of Two Approaches to Identify Beating-the-odds High Schools in Puerto Rico

Coby V. Meyers
University of Virginia
American Institutes for Research

Yinmei Wan
American Institutes for Research



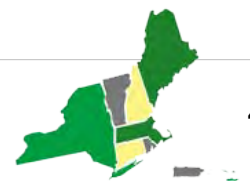
Research Questions

- What is the agreement rate of schools identified as beating the odds between the two methods?
- What are the characteristics of schools that are identified as beating the odds by each method?



Sample

- Regular public high schools (vocational schools and alternative schools were not included)
- With poverty rate of 40% or higher
- With valid data on 2011/12 grade 11 reading and mathematics assessment results AND 2012/13 graduation rates
- 159 high schools



Outcome Measures

- 2012/13 cohort graduation rate
- 2011/12 grade 11 proficiency rate for reading (in Spanish) and mathematics combined, weighted by number of students tested in each subject



Two Methods

Status Method

Ranks schools based on their actual (observed) performance on outcome measures

Exceeding-Achievement-Expectations Method

Ranks schools based on how much their actual performance exceeded (or fell short of) their expected performance (performance net of expectations)

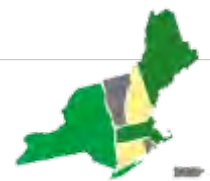
Status Method

- Schools are ranked based on their actual (observed performance) on the two outcome measures (2012/13 graduation rate and 2011/12 proficiency rate).
- Schools that ranked among the top 25 percent on both outcome measures were identified as beating-the-odds schools.



Exceeding-Achievement-Expectations Method

- Schools' expected performance on the two outcome measures is estimated using statistical techniques that controlled for schools prior achievement, school poverty rate and other student and school characteristics.
- Differences are calculated between schools' actual performance and their expected performance.
- Schools are ranked based on the differences between actual performance and expected performance.
- Schools that ranked among the top 25% on both outcome measures were identified as beating-the-odds schools.



Agreement Rate Between Two Methods

Outcome measure	Criterion	Number of high schools identified			Agreement rate between methods (percent)
		Status method	Exceeding-achievement-expectations method	Both methods	
Graduation rate, 2012/13	Top 25%	40	40	23	58
Grade 11 proficiency rate, 2011/12	Top 25%	40	40	27	68
Both measures (beating-the-odds schools)	Met both criteria	17	15	6	38

Correlations of Rankings on Outcome Measures

		Ranking by exceeding-achievement-expectations method	
		Graduation rate, 2012/13	Grade 11 proficiency rate, 2011/12
Ranking by status method	Graduation rate, 2012/13	.76**	.19*
	Grade 11 proficiency rate, 2011/12	.20*	.51**

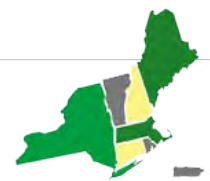
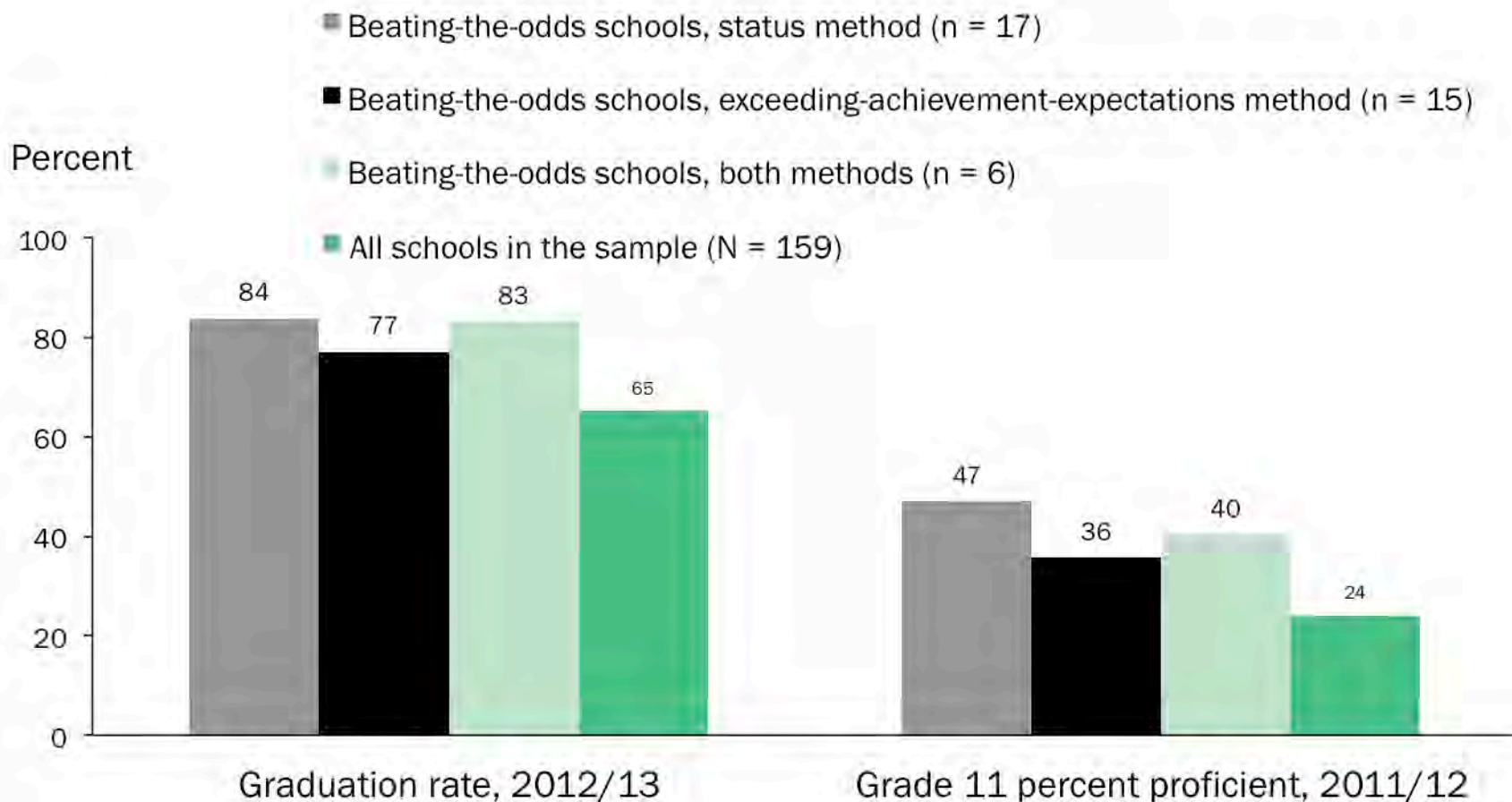


Characteristics of BTO High Schools

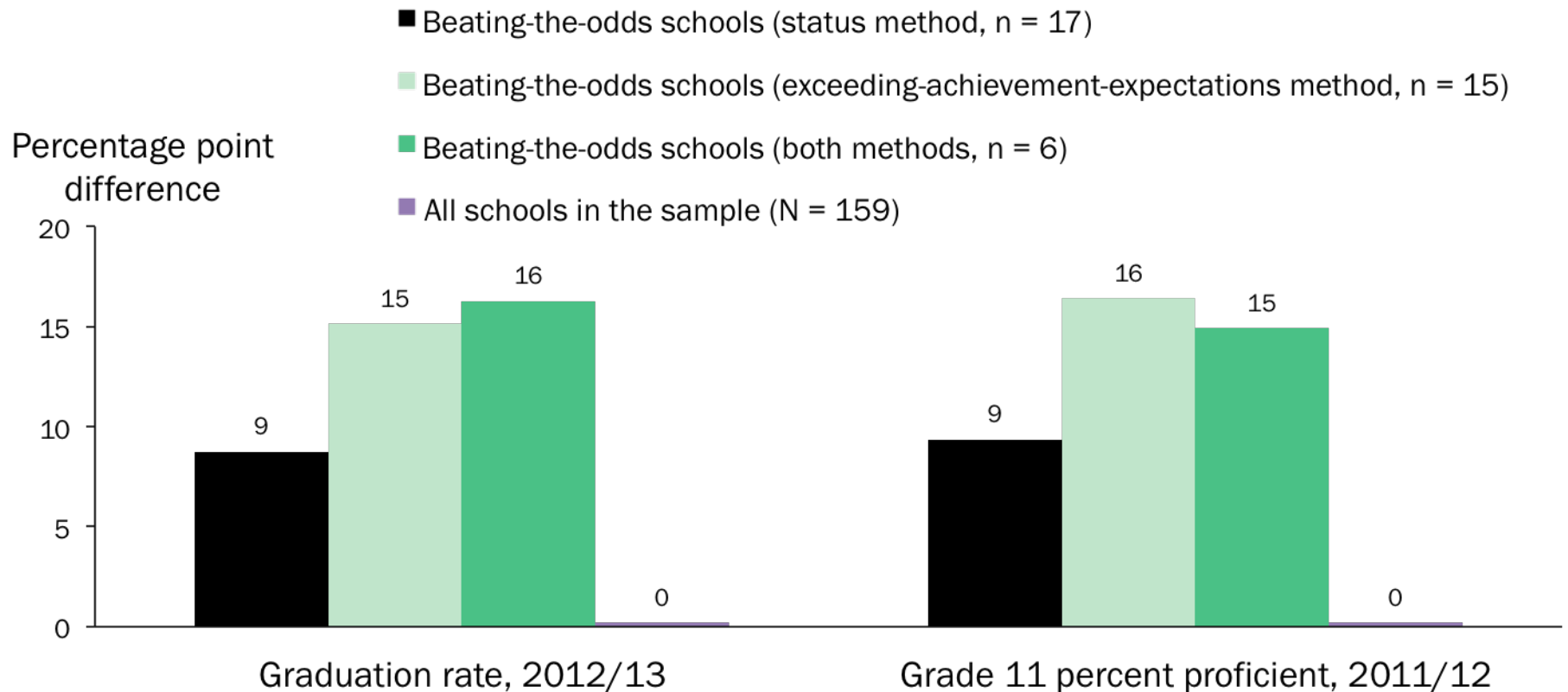
Characteristics	Identified by status method (<i>n</i> = 17)	Identified by exceeding-achievement- expectations method (<i>n</i> = 15)	Identified by both methods (<i>n</i> = 6)	All schools in sample (<i>N</i> = 159)
School enrollment	466	470	451	490
School percentage of female students	55.9	51.2	51.8	52.1
School percentage of students below poverty level	61.3	74.4	73.5	71.2
Cohort percentage of students with disabilities	9.6	17.9	12.9	15.9



Observed Performance for BTO High Schools



Differences Between Actual Performance and Expected Performance for BTO High Schools



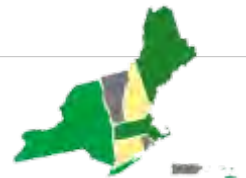
Implications and Limitations

- Identification of beating-the-odds schools can be affected by methodological choices.
- It may be useful to consider both methods for identifying beating-the-odds schools.
- The cutpoint (top 25%) was used here and in other BTO studies, but other cutpoints could be justified for other local contexts.
- Analyses could be improved by using multiple years of performance data and a more complete set of school factors.

Contact Authors

Coby Meyers, cvm2x@eservices.virginia.edu

Yinmei Wan, ywan@air.org



Download the Report

<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4468>



Moderated Q&A



Take the Participant Survey!

**The US Department of Education and
REL Northeast & Islands want
your feedback on this Bridge Event:**

<https://www.surveymonkey.com/r/PR12072016>



Thank You!

Visit the Puerto Rico Research Alliance for Dropout Prevention at relnei.org

Sandra Espada-Santos, Alliance Facilitator
saespada@gmail.com

Claire Morgan, Alliance Researcher
cmorgan@wested.org

