DEFINING CHARACTERISTICS AND PRACTICES OF “ODDS-BEATING” ELEMENTARY SCHOOLS IMPLEMENTING THE COMMON CORE LEARNING STANDARDS AND ANNUAL PROFESSIONAL PERFORMANCE REVIEWS
INTRODUCING THE RESEARCH

- Funded by New York State Education Department as part of the Race-to-the-top Agenda
- Collaboratively designed with academic freedom
- 9 elementary schools in round 1
  - 6 “odds-beaters:” 2 rural, suburban & urban
  - 3 comparison “typical schools”
PRIMARY RESEARCH QUESTIONS

- What forces, factors, and actors help to explain odds-beaters performance on state learning assessments as they implement the common core state standards (CCSS), the annual professional performance reviews (APPR), & data-driven instruction (DDI)?

- Do the CCSS, APPR, & DDI penetrate to the instructional core & result in curriculum & instruction shifts?

- What is the overall theory of action for odds-beating elementary schools?
**METHODS**

- Comparative case study design with mixed methods
- Research teams complete site visits over 2 days:
  - Key informant interviews & focus group interviews
  - Structured classroom observations
  - Document reviews
  - Structured survey for school climate & instruction
  - Students were not interviewed
THE RTTT POLICY FRAME: THE PRIORITY FOR MULTI-LEVEL ALIGNMENT

State Education

District Office

School

Classroom