Odds-Beating Schools in the Common Core Era:
School of Education Day August 28, 2015
Welcome!

Introductions
Overview / Project Purpose
Sampling and Procedures
Findings
Next Steps
Q & A
Task 1. Refine the DTSDE 2.0 Look and Listen For Resources

Task 2. Develop a DTSDE 2.0 Resource Kit


Task 4. Develop a Pre- and Post-Assessment for DTSDE 2.0 PLC Innovation

Task 5. Collaboratively Design and Then Complete Independently a Multiple Case Study of Elementary Schools Achieving Comparatively Better Outcomes on State Assessments Aligned with the Common Core Learning Standards
The BIG Picture: Regents Reform Agenda and Us

**Task 1. Refine the DTSDE 2.0 Look and Listen For Resources**

**Task 2. Develop a DTSDE 2.0 Resource Kit**


**Task 4. Develop a Pre- and Post-Assessment for DTSDE 2.0 PLC Innovation**

**Task 5. Collaboratively Design and Then Complete Independently a Multiple Case Study of Elementary Schools Achieving Comparatively Better Outcomes on State Assessments Aligned with the Common Core Learning Standards**
Project Purpose

- The primary purpose for the proposed research is to identify the school practices and policies found in elementary and middle schools whose students exceeded performance expectations on the 2012-2013 New York State assessments, which were the first aligned with Common Core Learning Standards (CCLS).
The main question underlying this study is: What accounts for these schools’ comparatively better performance? This question structures five important sub-questions.

(1) To what extent are the schools’ curricula and instructional practices aligned with the CCLS?

(2) To what extent and how do the schools utilize their educator evaluation system processes (observation, feedback, measures of student learning) to improve instruction?

(3) What school and district capacities support implementation of the new curriculum and teacher evaluation system?

(4) What are the workforce configurations, organizational designs, and improvement models in place in the schools and districts?

(5) To what extent and how do the schools’ theories of action align to the DTSDE?
### Research Design: Multiple Case Study

**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
Timeline for Project

- **Analysis of 2012-2013 data to identify schools exceeding expectations conducted, instruments completed, and IRB approved (late in the fall of 2013).**
- **School recruitment and site visit arrangements made (spring–fall 2014).**
- **Site visits conducted (February – December 2014).**
- **Coding of case study data and writing of individual school case studies (June 2014–March 2015).**
- **Cross-case and student performance analyses for final reports (January – June 2015).**
SED Phase 2
Elementary and Middle School

“Odds Beater” School Initial Sample, including alternates

[Map showing elementary and middle schools in New York State, with stars indicating selected schools.]

- Elementary Schools
- Middle Schools
What is “Odds Beating”?

- **Odds Beating**
  - Schools whose students performed significantly better on 2013 state Common Core-aligned assessments in multiple subjects and grade levels than other schools serving populations with similar rates of poverty and English Language Learners.

- **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

Typical Performer

Odds Beater

Expected Score
Elementary Teachers’ Reform Initiatives Concerns

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>TP</td>
<td>61.9%</td>
<td>38.1%</td>
</tr>
<tr>
<td>OB</td>
<td>35.2%</td>
<td>64.8%</td>
</tr>
<tr>
<td>TP</td>
<td>33.3%</td>
<td>66.7%</td>
</tr>
<tr>
<td>OB</td>
<td>61.4%</td>
<td>38.6%</td>
</tr>
</tbody>
</table>

- **TP**: I worry about the security of my job because of the performance of my students or my school on state and/or local tests.
- **OB**: State or district content standards have had a positive influence on my satisfaction with my teaching.
District Leaders are Proactive and Adaptive

- Build Capacity
- Develop Competency
- Responsive to Needs

 IMPLEMENTATION OF CHANGE

Bridging Strategies

Buffering Strategies

Brokering Strategies
Teacher Practices and Support Features for Effective Instruction in Odds-Beating Schools

- an evidence-guided system
- a well-established, understood, and enacted differentiated instructional approach
- an established organizational routine to support teacher collaboration
- a set of expectations and supports that shape teachers’ understandings of their responsibilities and expected behaviors
**Shared Teacher Literacy Instruction Practices in Odds-beating Schools**

1. Used integrative approaches to literacy instruction—**combining the old with the new**.

2. Took a “**student-centered**” approach to CCSS implementation, making decisions based on the local context and the needs of their particular students.

3. **Sustained, embedded, and focused PD** structured around developing instructional skills and knowledge related to CCSS.
1. Integrated Approaches to Literacy Instruction

- Odds beaters combined the old with the new
  - Integrated CCSS shifts into their balanced literacy programs already in place

The Literacy Collaborative at the elementary level really kind of paved the way to the change.

Superintendent, Yellow Valley
2. Student-centered Approach

- Teams in odds beaters *collaborated to modify instruction* to serve diverse learners
  - Mainstream-special education; mainstream-ESL
  - Differentiation the focus

"The ELA department is going to start and write their adapted modules of what they used last year and what worked and what didn’t and what they’re going to use going forward. The ESL teachers will sit with them and say, “This is what we have come up with.”"

District Supervisor of ESL, Goliad
3. Targeted, sustained, embedded PD

- PD in odds beaters focused on deep understanding of the CCSS.
  - Coordinated, focused
  - Sustained and embedded, e.g. through coaching

“Our success comes from a lot of hard work, dedication, [and] professional development.”

Yellow Valley teacher
Implications

(1) district and school investment in modeling and coaching teachers in how to provide balanced and innovative literacy instructional supports in their CCSS-aligned instruction;

(2) placing focused attention on differentiation and student-centered instructional strategies in evaluations of teachers’ instruction; and

(3) targeting professional development (preferably embedded modeling) toward developing specific CCSS-related skills and content knowledge
Figure 1. Antecedents & Co-Requisites

Stable, Committed, Competent Workforce

Organizational Readiness/Capacity for Innovations

Proactive & Adaptive Superintendent Leadership

The Trust-Communication Connection: Reciprocal & Relational Trust

Aligned School & District Leadership: Crafting Coherence Together

An Odds-beating Performance Trajectory

Ability to Reallocate Resources
Figure 2. Learning-Focused Implementation Leadership

- Capacities & Competencies for Data-guided Improvement
- Strategies for Linking Whole Child Development with Academic Learning
- Organizational Readiness/Capacity for Innovations
- Leaders Communicate Innovations’ Advantages
- Strategies for Developing Clarity, Coherence, & Shared Mindsets in Tandem with District Office-School Alignments: Organizational Learning Systems for Performance Adaptations
- Deliberate Efforts to Integrate CCSS, DDI, & APPR into Existing Practices
- Leaders Grant Teachers’ Discretion to Adapt CCSS & DDI
- Responsive Plans for Resources & Professional Development
Figure 3. Drilling Deeper in Odds-Beating Schools

- Positive School Climate Lubricated by Relational Trust
- Collaborative Work Structures & Cultures
- Strong Communication Networks
- A Clear, Adaptable Innovation Implementation Strategy
Figure 4. Improving the Core Technology

Curricular Adaptations with CCSS

CCSS-Aligned, Data-Driven, Differentiated Teaching & Learning Facilitated By Teacher Teams & Student Support Professionals

P-12 Aligned Curriculum Mapping

Positive School Climate Lubricated by Relational Trust

Collaborative Work Structures & Cultures

Strong Communication Networks

A Clear, Adaptable Innovation Implementation Strategy
Odds-Beating Schools in the Common Core Era:
School of Education Day August 28, 2015

Other reports available at:
http://www.albany.edu/nykids/publications_and_presentations.php

Publications: