Innovations in Education Research

Montana Data Use Conference

Aurora Moore & Sarah Frazelle
Sept. 27, 2017
Agenda

1. What is a research practice partnership?
2. How has the structure shaped our work in MT?
3. What are some accomplishments and insights?
4. How can you get involved?
Think about a dilemma, challenge or problem related to your practice as an educator/researcher/policymaker – in the classroom, school, district, or state

Pair with your elbow partner

Share your “problem of practice”
What have “we” been doing?

- Understanding implementation contexts
  - 1960s-70s
  - Coleman Report

- Why are some schools more effective?
  - 1980s

- How can we make all schools effective?
  - 1990s

- What works according to “science?”
  - 2000s

- How can research better affect decisions & practice?
  - 2010s

Can federal programs make a difference?
Moving from the “ivory tower”
REL 2012-2017: Research Alliances

“A group of stakeholders who share a specific educational concern and agree to work together to learn more about the concern so that they can make sound decisions to improve education outcomes.”

(REL Performance Work Statement, April 2011)
Develop an Early Warning System for MT

**Original idea**
- Develop an Early Warning System for MT

**Relationship Building**
- Get to know regional partners’ context and history

**Understanding the issue**
- Define goals and bottlenecks from practitioners’ perspective

**Collaborating on design**
- Identify research based solutions and appropriate supports

**Doing the work**
- Build capacity to support partner momentum
Accomplishments
Welcome!

Welcome to the first of six modules that will help you implement Early Warning Systems (EWS). An EWS is a powerful way to combine a variety of data into one comprehensive, easy-to-use system for tracking dropout prevention. The modules will help your team use an EWS to:

- Place students in more effective interventions earlier in their school career
- Identify struggling students when they first start to have trouble
- Proactively address gaps found in subgroups of students in real time
- Evaluate which interventions produce the best student outcomes

Get Started!
Research based insights

Four common strategies revealed by the interviews:

- Establish consistent program structure
- Provide instructional support
- Build relationships and establish open communication across the program
- Develop data tools to monitor and communicate student progress
Bridging silos

Connecting to real priorities
Supporting collective impact
Dilemmas & Insights
Reaching group consensus takes patience and time

Being clear about roles and expectations
Balancing funding sources

“Scope creep”

Annual plans vs reality
How RPPs are like Effective Schools

Key Supports for RPPs are the same supports for collaborative leadership…

**Time** for collaboration so that stakeholders can assess issues, set common goals, make plans, reflect and build on practice, and deepen relationships.

How RPPs are like Effective Schools

Key Supports for RPPs are the same supports for collaborative leadership…

Prioritizing processes that allow people to engage honestly and constructively in problem solving and creating shared ownership of the process by creating designated spaces for open dialogue, collective reflection and improved practices.

Source: (2017), Daniel, Julia. Strong Collaborative Relationships for Community Schools
http://nepc.Colorado.edu/publication/leadership
How RPPs are like Effective Schools

Key Supports for RPPs are the same supports for collaborative leadership…

Creating structures and roles that provide meaningful ways for stakeholders to sustain participation and develop leadership, including regular meetings and supportive but challenging leadership.

Source: (2017), Daniel, Julia. *Strong Collaborative Relationships for Community Schools*
http://nepc.Colorado.edu/publication/leadership
How RPPs are like Effective Schools

Key Supports for RPPs are the same supports for collaborative leadership…

Committing to **collective leadership** development that builds the capacity of community members and other stakeholders to participate in improving conditions for learning and growth both inside and outside of the school.

Source: (2017), Daniel, Julia. *Strong Collaborative Relationships for Community Schools*  
# REL Northwest Capacity-Building Framework

<table>
<thead>
<tr>
<th>Domain</th>
<th>Capacity</th>
<th>Description - Capacity to…</th>
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<tbody>
<tr>
<td><strong>Orient</strong></td>
<td>Value</td>
<td>Create and sustain a work culture that values and trusts data and evidence</td>
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<td></td>
<td>Inquiry</td>
<td>Identify needs and develop relevant and appropriate research questions to address those needs</td>
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<td>Awareness</td>
<td>Be aware of the social, cultural, and political implications of conducting research and evaluation</td>
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<td><strong>Prepare</strong></td>
<td>Inventory</td>
<td>Describe existing data and identify the strengths and limitations of those data</td>
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<td>Data systems</td>
<td>Build the infrastructure needed to store and manage data to support analysis and interpretation</td>
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<td>Data quality</td>
<td>Assess and improve the quality and credibility of existing data</td>
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<tr>
<td><strong>Collect</strong></td>
<td>Instrument design</td>
<td>Design valid and reliable protocols for data collection, including survey and interview questions, structured observations, and/or student assessments</td>
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<td></td>
<td>Data security and policies</td>
<td>Understand, create, and implement comprehensive systems for legally obtaining, storing, and sharing data</td>
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<td></td>
<td>Administration</td>
<td>Request existing data and collect new data</td>
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<td><strong>Analyze</strong></td>
<td>Analysis</td>
<td>Conduct appropriate and rigorous analyses using existing or newly collected data</td>
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<td>Interpretation</td>
<td>Interpret the results of analyses and draw proper implications based on those interpretations</td>
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<tr>
<td><strong>Report and Disseminate</strong></td>
<td>Messaging</td>
<td>Explain research findings to various audiences in ways that are clear and actionable</td>
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<td>Visual Displays</td>
<td>Present data and evidence in clear and compelling ways</td>
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<td>Written Products</td>
<td>Produce clear and comprehensive written reports, briefs, evidence summaries and other documents that provide unbiased and actionable findings</td>
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<td>Presentations</td>
<td>Present findings to multiple audiences using a variety of media</td>
</tr>
<tr>
<td><strong>Use Data &amp; Evidence</strong></td>
<td>Decisions</td>
<td>Use data to inform policy or practice decisions and assess their effectiveness</td>
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<td>Actions</td>
<td>Use data to change policies, procedures, protocols, and practices to enhance data management and coordinate use across systems</td>
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REL 2017-2022: Current State

12 partnerships across 5 states
• Partnerships can change throughout the contract period

Advised by REL Northwest governing board
• Susie Hedalen, designee of Superintendent Arntzen, Mike Magone, Superintendent of Lolo School District, Curtis Yarlott, Director of St. Labre Indian School

In consultation with and approved by Institute of Education Sciences
• Annual project plans are set in April
Examples of REL Partnership-driven Projects

Culturally responsive practices to close the achievement gap

Comparing outcomes for students placed in developmental vs. credit-bearing courses

Characteristics and education outcomes of high school dropouts who re-enrolled

Cost analyses to inform decision-making

Facilitator’s guide for the WWC Practice guide on teaching academic content and literacy to English Learners

Leadership practices in charter schools
Think-Pair-Share

Recall the dilemma, challenge or problem…

**How could research or research-based support help address this problem?**

Share with your elbow partner
