



Education Express

For the past decade, there has been a fast-moving train crossing the country carrying students to higher educational achievement. Every state, every county, and every school district has laid down track to facilitate this journey: a track of more rigorous content and skill requirements expected of students, a track laid upon solid bedrock of teacher training and development and accountability for results. ***How can Sharing Success keep your school on track? How can it help you get the results you are looking for in a timely and cost effective way?***

Sharing Success - The Replication Process in New York State

One of the most effective systems for achieving results in New York State is the *Sharing Success* system. For the past 25 years, *Sharing Success* has been in the forefront of school improvement due to its ability to link schools with quality programs developed through federally and State funded research & development (R & D) activities. It is a cost effective system based on common sense advice: “don’t reinvent the wheel.” To date, more than 90% of all school districts in New York State, as well as many community-based organizations, have replicated a research-based program through the *Sharing Success* system. These schools are enjoying the benefits of proven practices at a fraction of the time and cost that would have been expended had they developed a new program on their own. ***How can the replication of a Sharing Success program help your school to meet the higher learning standards?***

The mission of *Sharing Success* is to identify programs and practices that work and to distribute these products to those who need them.

Replication through Sharing Success - Addressing Higher Learning Standards

Replicating a research-based program with proven results is an effective strategy for meeting higher learning standards. Whether your school is looking for a way to meet reading standards, math standards, standards in other content areas, or searching for ways to improve student attendance, high school retention, or other areas of identified need, *Sharing Success* has an approach that can help you. *Sharing Success* programs run the gamut from whole school reform models to content and age-specific interventions. And although the replication of one comprehensive program might be able to address most or all of your needs, a more effective strategy might be the *coordinated* replication of multiple content-based programs to support a comprehensive reform effort. The decision to replicate a specific research-based program(s) is a local one and should be based on a careful analysis of your school’s needs. *Sharing Success* recommends that the final selection be keyed to student performance data, overall community data, and your school’s goals to meet higher learning standards. In other words, the final selection must be *relevant to and appropriate* for the multiple needs of your school. ***What do we know about effective replications?***

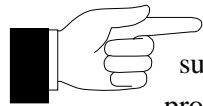


Effective Replication - The Research

Research over the past 25 years has provided with growing insight about the do's and don'ts of successful educational change, such as an understanding of the barriers to and conditions for successful replication. For example, we have learned that replicated programs are rarely implemented as planned, yet the quality and fidelity of program implementation are strongly correlated to student achievement. Moreover, the implementation process itself is influenced by a host of factors including the strategies and methods schools employ to introduce and support the use of the replicated program at the classroom level. Foremost, research also shows that managing replication is an art and, if done well, can lead to continuous school improvement. The art of replication management requires cycles of planning, implementation, and evaluation — cycles that this *Guide* helps explain and walks you through. ***How do you begin and what assistance is available to you?***



The Replication Process - Resources Available to You



The *Sharing Success Replication Guide* will help point out the resources available and suggest pertinent activities to help your school select an appropriate research-based program to replicate. The following general assumptions about the replication process may provide some perspective as you begin to implement the new program:

- There are several milestones in the overall process of replicating a new program that are predictable and will be helpful in marking your progress (see *Steps to Replication Management System Checklist* on page 9).
- Although there are commonly acknowledged milestones, the process is not necessarily sequential or lockstep. The unique characteristics of your replication process depend on a number of factors including school or district priorities, organizational culture, resources, and timetables.
- A successful replication requires district commitment, leadership, and sound planning.
- Implementing a well-designed replication plan will result in:
 - * substantial professional growth for participating staff members,
 - * students achieving higher standards of academic performance, and
 - * increased school district capacity to address higher learning standards.

Although there are many details to consider in the replication process, several resources are available to assist you. They include:

- Sharing Success Developer Demonstrator Program Staff — The Developer/Demonstrator of state- or nationally certified programs with research evidence trains the administrators and staff from your school and provides ongoing technical assistance as you put the program in place. Information on these programs is available in electronic format [www.sharingsuccess.org] or print [The *Educational Programs That Work* book].
- Technical Assistance Field Agents - These agents act as linkers between research-based programs and school districts within various regions of the state. They include statewide professional development networks, such as the Effective School Consortia Directors, the Staff and Curriculum Development Network, Teacher Centers, Title 1 School Support Teams, and national networks like the Regional Educational Laboratories. For a complete list of technical assistance agents serving *your* school district, use the “Network Search” engine on the *Sharing Success* website [www.sharingsuccess.org].
- New York State Education Department — The SED coordinates *Sharing Success* and includes the following units:
 - Office of Innovation, Room 464 EBA, Albany, NY 12234 518-474-1280
 - Regional School Services, Room 465 EBA, Albany, NY 12234 518-474-5923
- Technical Assistance Center (TAC) — This statewide support center provides assistance to schools and not-for-profit agencies seeking certification status, help in becoming a quality demonstrator, and/or information about exemplary projects to replicate. It is operated by

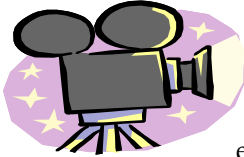
The Westchester Institute for Human Services Research, Inc.
 7-11 So. Broadway, Suite 402, White Plains, NY 10601
 Phone: 914-682-1861x328
 email: larkin@sharingsuccess.org

- Education 21, Inc — This statewide dissemination center provides information about exemplary projects to replicate in several formats, including the “*Sharing Success Interactive*” CD-ROM and the *Sharing Success* Newsletter. It is located at

39 First Street
 Troy, NY 12180
 Ph: 518-270-0126
 email: educ21@aol.com

Steps to Replication Management

Over the years, a system for guiding the replication process, *Steps to Replication Management* (STRM), was designed to help systematize and coordinate the efforts of those involved in transferring educational success. A revised overview of this system is provided in chart form (see page.8) and an updated, convenient *STRM Checklist*¹ with details for monitoring the seven stages of the replication process is included (se pages 10-13). The STRM stages are described below.



STAGE 1: Identify Local Needs

Schools must continuously design/revise programs to respond to meet the emerging needs of their students. The decision to design a new program, revise an existing program, or replicate a “proven” program should be linked to the school plan to meet the higher learning standards and be data driven, that is, based on data from the School Report Card, BEDS, and other local sources such as demographic and perceptual data. A critical examination of your current situation **before** program revision/selection cannot be overstated. It can help you to pinpoint your highest priorities for improvement.

For example, a comprehensive needs assessment may highlight problems in areas of school governance and management, curriculum, professional development, and home/school communication, suggesting the need for a whole-school reform model. Or the needs analysis may pinpoint problems in a particular learning standard area requiring the replication of a targeted content-based intervention. For assistance in analyzing and defining needs and the root problem area(s), consult with technical assistance agents available to your districts (e.g., the Effective School Consortia, the Staff Curriculum Development Network, Teacher Center Directors). These agents can also provide information about research-based programs that can address your priorities.

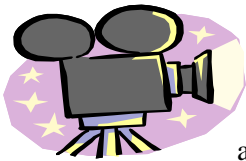


STAGE 2: Match Need(s) with Research-based Program(s)

Once you have determined your strengths and priorities for improvement, you are ready to select a research-based program that can support your overall approach. As a first step in the selection process, you should gather background information about the programs to determine the match between your school/district’s needs, culture, staff, and resources and the research-based programs under consideration. How relevant is the program to your school’s plan to address the higher learning standards? What gaps exist between your needs and the program? How willing is the developer to assist you in adapting the program for your site? How ready are

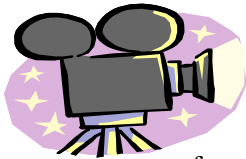
¹ Developed by The Westchester Institute for Human Services Research, Inc. (revised July 1996)

the key district staff to change the current program? Replication is a powerful strategy for timely, effective, and cost efficient program development when there is an appropriate match between the program and the replicator. The decision to replicate, as noted earlier, is a *local* decision based on the match between your needs and the research-based program. If your data indicate needs in more than one learning standard area, e.g., English Language Arts and Social Studies, coordinated replica-tions of research-based programs in the content areas can significantly strengthen your school’s program.



STAGE 3: Decide to Replicate

Once you have determined that there is a good match between your needs and an existing research-based program, you must assess the feasibility and practicality of replicating the program(s). What are the replication requirements and costs and what is the implementation timetable? Does your school have the capacity to provide the required resources to implement and maintain the project? How does the replication process compare with your R & D capacity, vis á vis necessary expertise, resources, time, projected “ready to implement” date, and costs to develop a new program? If the decision to replicate is made, a senior administrator/Shared Decision-Making (SDM) team member with the authority to commit the school/district resources to replicating the new program should be involved early in the adoption process.



STAGE 4: Plan for the Replication

Research shows that the impact of research-based programs upon students is a function of how well the programs are implemented by the replicating site. Implementation, however, can be highly influenced by certain “givens,” such as the strategies and methods used to introduce and sustain the programs at the replicating site. During this stage of the replication process, an operational plan should be developed that identifies the sequence of activities, staffing assignments, procedures, and timetables that must be followed to ensure a successful implementation. At this stage, also, it is important to inform key district personnel, including Board members, parents, and other key stakeholders as appropriate, about the core elements of the program so that implementation can be based upon a clear understanding of program procedures and intended outcomes.

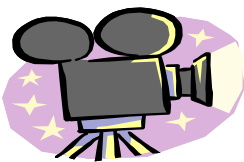
The senior administrator/SDM team member given responsibility for the replication must convey the expected benefits of program replication to relevant audiences. This person should finalize the replication agreement with the program developer and specify developer and district responsibilities, including what services and materials will be provided by the program developer and at what costs to the district; who will identify and obtain funding to support the program

implementation; who will arrange for and conduct professional development activities; who will select and assign staff to the replicated program; what materials will be needed and who will purchase them; what adaptations to content/instructional strategies/staffing need to be made to the research-based program and who will make them; what procedures need to be in place to monitor the implementation process and who will do it; how will technical assistance needs be determined; who will provide the technical assistance, and at what cost; and, what procedures need to be in place to facilitate communication between the developer and the replicator and intra-school communication about the program.

The senior administrator/SDM team member should at this stage also appoint a qualified contact person to act as the liaison between the school and the research-based program and staff. This person is central to the success of the effort and should have the skills to

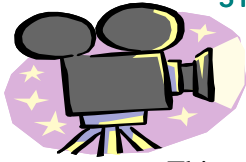
- orient staff and administration to the project;
- organize training for staff;
- motivate staff and administration;
- facilitate fiscal, curricular, and staffing decisions; and
- provide follow-through to ensure that the project continues to thrive after the initial implementation occurs.

The planning stage also requires consideration of how the program will be evaluated. You may elect to implement a modified version of the research-based program's original evaluation design, or you may elect to develop your own in accordance with district requirements. In either instance, you should be aware of program evaluation requirements early on so you can plan your schedule accordingly. The final planning step is to identify the core staff who will be trained to implement the new program. Professional development conducted by the program developer will provide this core group with the working level competencies to begin program implementation.



STAGE 5: Provide Professional Development

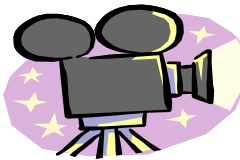
Professional development is the cornerstone of the replication process. All New York State *Sharing Success* programs provide professional development for replicators. The research-based program developer has identified competencies that staff need to implement the program. The district and program developer must assess staff needs vis á vis these competencies and provide training *prior to* the implementation. Feedback loops must also be established during initial program implementation to facilitate communication between the district and the program developer and to guide follow-up training and technical assistance activities. Clear feedback loops can help identify implementation problems early on and lead to quick resolution.



STAGE 6: New Program is Implemented, Technical Assistance Provided, and Evaluation is Considered

This stage includes the actual implementation of the new program — perhaps on a pilot basis — and evaluation. Depending upon the research-based program's key elements, implementation will involve changes in: a) subject matter or materials, b) organizational structure, c) curricular content, d) roles and behavior of staff, and e) parent or community involvement. Because these changes may be extensive, regular meetings will be necessary to facilitate sharing and communication among staff. Additional professional development activities may also be necessary to ensure program fidelity.

Evaluation is another vital component of the replication process. In most cases, two aspects of the new program will be measured. The first is an ongoing assessment of program implementation to verify that the key elements of the project are installed as planned; while the second is an assessment of program impact where students data at the replication site are collected to see if achievement outcomes are similar to those obtained by the original developer. As noted earlier, most research-based program developers will provide replicators with guidelines for program evaluation activities.



STAGE 7: Continue and/or Expand the New Program

Once the replicated program has been initially implemented in your district — core elements are in place and outcomes match those of the developer/demonstrator — the program may be expanded as appropriate to new schools within the district or to new classrooms and grade levels at the building level. The ultimate goal of continuing or expanding the replication, guided by program evaluation data, is to support the change process over a period of time. The continued success of the replication is a serious commitment. Cost decisions must be made that will affect the scale of program operation/expansion, and political and organizational factors must be considered that could critically influence the future of the project. Thus, it is important to obtain support for the program from a variety of key decision-makers and other relevant groups. Replicating a project involves hard work but provides everyone involved — teachers, administrators, Board members, parents and students — with the excitement and achievement of improving their educational offerings.

AN OVERVIEW OF THE STEPS TO REPLICATION MANAGEMENT (STRM)

| | | | | | |
|--|---|---|--|-----------------------------------|---|
| STAGE 1 | | | | | |
| Identify Local Needs | Identify areas for improvement based on data | Assess staff/parent satisfaction with current school program/practices | Determine root causes | Prioritize needs | Consult with TA agents |
| STAGE 2 | | | | | |
| Match Needs with Research-based Program | Obtain research-based program information | Determine relevance to school plan to address higher learning standards | Determine gaps between program and local needs | | |
| STAGE 3 | | | | | |
| Decide to Replicate | Determine replication requirements, services provided, and costs | Assess overall match between program and local needs | | | |
| STAGE 4 | | | | | |
| Plan for the Replication | Assign senior administrator/SDM team member to finalize replication agreement | Set program expectations and assign local coordinator | Write implementation plan | Orient key stakeholders | Examine program evaluation requirements |
| STAGE 5 | | | | | |
| Provide Professional Development | Identify staff competencies required for program | Assess staff needs vis `a vis competencies | Schedule/conduct training | Obtain feedback on implementation | Conduct follow-up activities as needed |
| STAGE 6 | | | | | |
| Implement and Evaluate | Implement the program | Collect and review formative feedback | Verify key elements of program are in place | Determine program impact | Calculate replication costs |
| STAGE 7 | | | | | |
| Continue and/or Expand the New Program | Share results of initial implementation with relevant audiences | Plan for continuing/expanding the new program | | | |

STEPS TO REPLICATION MANAGEMENT SYSTEM CHECKLIST

This checklist serves as an overview of the replication process from program selection, to planning, to implementation and through evaluation. Use it as a roadmap to keep your replication effort on the right track. The items detailed in Stages 1, 2, and 3 will help your school determine whether or not replication is appropriate and feasible. Rating scales have been provided for these Stages. An overall average of 3 or less indicates weak support for replication while an average score of more than 3 indicates moderate to strong support for replication. Remember, local commitment and support are critical to a successful replication.

The items detailed in Stages 4, 5, 6, and 7 will help you plan, implement and manage your replication by using the progress check-offs (“done,” “not done” or “in process”) provided for these Stages. While Stages 4, 5, 6, and 7 are not strictly sequential (activities may indeed occur simultaneously), it is generally recommended that all of the activities be checked off as either “done” or “in process” before proceeding to next Stage, except for Stage 5 since follow-up activities cannot occur before proceeding to Stage 6. Planning, professional development, and implementation fidelity of the replication are critical to a successful replication leading to higher performance.

| <u>Done</u> | <u>Not Done</u> | <u>In Process</u> | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Prepare written implementation plan ___ Describe student population to be served ___ Select teachers/resource persons ___ Specify principal's commitment/role ___ Identify resources to support the replication (e.g., Goals 2000 funds, local monies) ___ Adapt research-based program to meet unique needs of district ___ Establish timetable for implementing new program |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Orient additional key stakeholders necessary to implement program, including ___ Board of Education ___ District Administration (central office/building) ___ Teacher Union ___ Other: _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Examine research-based program/and or district program evaluation requirements ___ Determine implications for program implementation ___ Collect necessary baseline data |



Stage 5: Provide Professional Development

| <u>Done</u> | <u>Not Done</u> | <u>In Process</u> | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Identify staff competencies required for implementing new program |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Determine staff knowledge and skills relative to the competencies |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Schedule and complete initial training |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Establish feedback mechanisms from staff to district and research-based program developer |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Schedule and provide follow-up training/technical assistance |



Stage 6: Implement and Evaluate

| <u>Done</u> | <u>Not Done</u> | <u>In Process</u> | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Complete initial program implementation |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Collect and review formative feedback during implementation |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Verify that program was implemented as planned (i.e., key elements of program are in place) ___ Use program developer's implementation assessment tool ___ Use other method for verifying transfer of new practice (specify) _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Determine impact of replicated program ___ Use research-based program evaluation design or district developed plan ___ Analyze and prepare report of results |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Determine district costs for the replication of the new program, including ___ training costs (e.g., teacher stipends, trainer costs, transportation) ___ materials ___ other costs (specify) _____ |



Stage 7: Continue and/or Expand the New Program

| <u>Done</u> | <u>Not Done</u> | <u>In Process</u> | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Share results of initial implementation with key stakeholders, including ___ Board of Education/Central Administration ___ Teachers/teacher organizations/Teacher Center Staff ___ U.S./NYS legislative representative ___ Parents/community ___ Media |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Develop a plan for continuing/expanding the new program ___ Make changes in curriculum/instruction or policy ___ Arrange for additional training and ordering materials to support the program |