IN THIS ISSUE

By Paula Arce-Trigatti | NNERPP

WELCOME TO VOLUME 6

We are thrilled to kick off Year 6 of NNERPP Extra with this issue and thank you for joining us for another year – or if you are a first-time reader, thank you for newly joining us! As we start our sixth year of this magazine, we are excited to see the knowledge, ideas, critical reflections, and insights that are shared in NNERPP Extra articles continue to grow. Thank you for joining us in this space, and please let us know if you have comments, ideas, or questions!

First up in this issue is a collection of stories of RPP research and impact, as told by partnerships within NNERPP from various settings and contexts; next, an account of how researchers, teacher-practitioners, and evaluators merged their varied experiences and a shared vision in a collaborative writing process; then an overview of a just-released updated framework for conceptualizing RPP health and effectiveness; and finally, a contribution sharing recent efforts around engaging families and students in continuous improvement work. A special thank you goes to our wonderful guest authors who contributed to this issue. Happy reading!

NNERPP | Extra Online
Be sure to check out the NNERPP | Extra website if you'd like to explore this issue's articles (and more!) online.

About NNERPP
NNERPP aims to develop, support, and connect research-practice partnerships in education to improve their productivity. Please visit our website at **nnerpp.rice.edu** and find us on Twitter: **@RPP_Network.**

STORIES OF RPP IMPACT: SIX RESEARCH VIGNETTES

Nina Spitzley| NNERPP, with NNERPP member teams

What does authentic research-practice partnership (RPP) work look like? How does RPP research make an impact in the real world?

These are common questions we often hear from those new to RPPs and sometimes from those who aren't that new to the work, too! They are good questions and the main motivation behind the Research Insights section of NNERPP Extra. This section aims to bring to life the "behind the scenes" work that happens as RPP teams engage in collaborative research projects.

As we start the new year, we embark on a reflection of the one just past. For this edition of Research Insights, we are excited to feature six shorter snapshots of RPP projects taken on by our members from across the country that took place last year (and are in some cases continuing into this year). The stories are part of a much bigger collection of our members' work and can be found in the 2023 NNERPP Yearbook, which we published just last month. The Yearbook shares stories of impact from the incredible RPPs that make up the NNERPP community – more than 60, to be precise, told by the partnerships themselves! Given space limitations, we are only able to highlight a few stories here, and thus, we warmly invite you to explore the entire Yearbook for the full experience. We start with a quick guide to the 2023 NNERPP Yearbook below, followed by the selection of impact stories. We hope you join us as we dive in!

OVERVIEW: THE NNERPP YEARBOOK

The NNERPP Yearbook celebrates our members' amazing RPP efforts and the NNERPP community's shared collaborative activities over the most recent calendar year. We first started producing yearly reports of the work happening in the NNERPP community in 2017 and then published our first official NNERPP Yearbook in 2022. The Yearbook is not just for our members but for anyone interested in learning more about what RPPs are up to, as told by a diverse set of partnerships from across the country (and some working internationally!). We hope the Yearbook is a helpful resource for all who are curious about RPPs as it brings partnership work to life.

The Yearbook also offers a reflective look at what we have done together as a community over the past year as well. We start by sharing the history of NNERPP and our "why," then include just a few highlights of the many things we did together throughout 2023. Next comes a beautiful map showing where our NNERPP members are located, in the U.S. and beyond. We then share some cool stats about the NNERPP community, including how it's grown over the years, which types of groups and organizations the RPPs in NNERPP count among their partners, and the kinds of expertise they have.

The remaining 60+ pages are dedicated to the stories of impact each participating RPP chose to share, told in a bite-sized format and in many cases accompanied by the RPP's own photos. In true Yearbook-fashion, each partnership in NNERPP has one dedicated page to tell its story. This includes a few short partnership facts that help you get to know the partnership –including information about when the RPP was founded, when it joined NNERPP, what its mission, involved partners, and key areas of work are– and a story of RPP impact that the partnership chose to highlight for the year. These stories include a broad range of concrete examples showcasing what authentic RPP work and impact look like in each RPP's unique context.

We are so thankful to all of our members for their tremendous help in bringing together the details of the Yearbook and we especially love that even the process of choosing and writing their impact story and picking photos or graphics to go with the story invites our members into yet another collaborative process of working together and reviewing their year as a team!

Please find the full Yearbook for your exploration here.

SIX STORIES OF IMPACT

We selected six stories of impact from the Yearbook to highlight; we do invite you to check out the full Yearbook for many, many more RPP stories as well. Here, you'll find stories representing a variety of RPP structures and highlighting many different types of projects, coming from all regions of the U.S. and from an RPP that is active internationally as well. Together, these six stories highlight the breadth of research topics and types of RPPs that we see across NNERPP.

(I) inquiryHub
Region: West

The RPP

Based in: Boulder, CO
Founded: 2007
Mission: Design, test, and implement tools and strategies for supporting teachers in developing ambitious and responsive instruction that can help all students achieve at high levels in mathematics and science.

The Story of Impact

In 2023, our partnership has been a major part of the Institute for Student-AI Teaming (iSAT), a National Science Foundation-funded initiative to develop innovative Artificial Intelligence applications that can support more effective and equitable collaborative learning. iSAT is one of 20 Institutes that the NSF has funded, and one of just a few that is focused squarely on education. So far, we have co-designed several units to teach students about AI and are engaged in classroom testing of an AI partner called the "Community Builder," or CoBi, which supports students in establishing and reflecting on small groups' adherence to a set of classroom community agreements developed as part of another one of our projects, the OpenSciEd High School Developers' Consortium.

Our work in iSAT extends the practice of co-design to involve youth in helping not only to design the AI partners we are using, but also in more "expansive participatory dreaming" of what collaboration in classrooms could look like. To develop the idea for CoBi and other AI partners in development, we engaged youth in a series of workshops we call "Learning Futures Workshops."

The goal of these workshops was to surface youth's expansive hopes and dreams around collaboration in schools and identify the role AI has to play in making these a reality. By expansive, we mean expanding beyond the possibilities afforded by the "grammar of schooling" (Tyack & Cuban, 1995) that focuses on narrow ideas of achievement and collaboration as a means to promote individual, rather than collective learning.

A recent Learning Futures Workshop took place in person at the campus of the University of California at Berkeley. Fifteen high school students from the California East Bay took part in the 5-day event, which focused on imagining possible roles of AI within collaborative spaces both in and out of school. Early in the workshop, students visited a student cooperative house, where they were introduced to the concept of "Community Agreements" and met a Coop "Community Builder" who worked with house members to construct these agreements collectively and interactively.

Where in our first workshop, youth seemed to be interested in an AI partner who could discipline other youth to pay attention and stay on task, this visit helped shift the discourse from disciplining young people to thinking about accountability to mutually agreed upon norms. They wanted an AI partner that could help them in whatever ways made sense to form relationships with each other that could support their learning. Much like cooperative community agreements, they thought that the norms being supported by the AI should be customized to the needs of the students and teachers involved in the collaboration. And they thought these norms (and the data necessary to make it possible) should be continually negotiated and revisited.

The CoBi AI partner supports exactly the kinds of community agreement building that young people asked for, using a set of instructional routines for creating and revisiting classroom-level agreements. With the help of the teacher, students work in small groups to input their examples of agreements into the CoBi interface.

As students work on collaborative tasks, CoBi analyzes student discourse for evidence, or "noticings" for each category of agreement (e.g., respectful, equitable). The results are aggregated across student groups (to protect student privacy), and then visualized at the classroom level. Teachers can see these visualizations develop in real time to provide class-level guidance about the extent to which students are realizing their agreements. Two types of visualizations are available: a more quantitative, summative design represented as a radar chart and a more qualitative, creative, and expansive representation of noticings by way of a growing tree animation. At the end of a collaborative learning task, teachers use CoBi to guide students to reflect on the extent to which their collaborative discourse was aligned with their co-negotiated community agreements.

We are just beginning to study CoBi in the classroom and are planning an experimental study of its impact on collaboration and STEM learning within a laboratory setting in spring 2024.

(II) Detroit Partnership for Education Equity & Research
Region: Midwest

The RPP

Based in: Detroit, MI
Founded: 2017
Mission: The Detroit Partnership for Education Equity & Research is dedicated to community-centered, equity-focused research to support improvement in the Detroit education ecosystem.

The Story of Impact

Officially launching as Detroit PEER in October of 2022, we have continued to grow our network of educational research and advocacy partnerships. Based out of the College of Education in Wayne State University, our research affiliations reach across our own campus and towards the broader academic community as a whole. Guiding our work, our advisory board consists of local education and community leaders, with wide-ranging backgrounds from grassroots organizations to city government. Our funding sources have continued to grow this year. With a new award from the Kresge Foundation, we will expand our research into the connections between neighborhood conditions, housing, and education.

This year, in collaboration with the Poverty Center at the University of Michigan and the Detroit Public Schools Community District, we conducted a qualitative study on homeless and housing unstable families and their access to federal Mckinney-Vento services through their schools. Listening to family experiences in dealing with housing instability, we were able to find patterns that potentially explained this disconnect. From this project, we created a policy report outlining how schools and the city as a whole can better support housing unstable families and school-aged children.

We have begun studying the patterns and potential causes of teacher mobility across Detroit public, charter, and larger suburban schools. Additionally, this year has also seen the start of a longitudinal research project on a mixed-income housing development in the Corktown neighborhood of Detroit. With our partners, we wrote an essay on this project that was recently published by the American Institutes for Research called "Community Development for Integrated Schools: The Detroit Choice Neighborhoods Initiative." A $50,000 three-year matching grant from Kresge will help us launch this project as we seek additional partners.

(III) Illinois Civics Hub x CIRCLE Civic Learning RPP
Region: Midwest

The RPP

Based in: Wheaton, IL
Founded: 2010
Mission: The Illinois Civics Hub x CIRCLE Civic Learning RPP is working to improve the quality and equity of standards and mandate implementation of civics classes in schools and districts across Illinois.

The Story of Impact

Our RPP has continued to work closely together, especially focusing on two streams of work: 1. Illinois Democracy Schools (IDS) expansion and alignment to districtwide model, and 2. Middle schools civics mandate evaluation. IDS work has advanced forward in two ways. One is to pilot youth-led participatory budgeting with Voice4Youth grant from NNERPP in three different high schools, starting with different "homes" for participatory budgeting. Second is to align and extend the existing IDS model by realigning the elements of IDS to Educating for American Democracy's 6-principle framework for inclusive and high-quality pedagogy, teacher and leadership readiness, and community support. Educating for American Democracy is a national effort to scale and deepen student readiness for civic participation using deep and balanced inquiries about historical and civic content. The realignment process allows us to welcome K-8 schools to be part of the IDS network, and to provide cohesive resources and support to educators and leaders through the online micro-credential courses and administrator training IL Civics Hub already offers in alignment with the Educating for American Democracy framework. Our team has been gathering deep input from K-8 educators, school and district leaders, and community stakeholders so far, and look forward to taking student feedback next.

As an RPP, we have also published what we have been doing on CIRCLE's website and recorded a podcast episode and shared how we work as an RPP at the American Education Research Association convening in April 2023.

(IV) The Village@FCRR
Region: South

The RPP

Based in: Tallahassee, FL
Founded: 2019
Mission: Taking a place-based, collective impact approach, The Village creates, supports, and sustains research-practice partnerships to support reading achievement, school readiness, and school success among vulnerable children and youth.

The Story of Impact

Our work in 2023 has been a continuation of last year's efforts, including the expansion of our ReadUp Partnership –an RPP between Florida Center for Reading Research (FCRR) and the local school district– through this Institutional Challenge Grant awarded to us last year by William T. Grant Foundation, Spencer Foundation, and Doris Duke Foundation. The grant is allowing us to develop a model for how other college-town universities can partner with their communities to reduce educational disparities: We are creating a toolkit and framework to help universities leverage the expertise of the university and promoting research-practice partnerships as a mechanism to address the needs of students, families, educators, and communities. Additionally, mid-career faculty fellows at Florida State University and Florida A&M University will also carry out their own research projects within the partnership, increasing their capacity to create and sustain RPPs. Focusing on reading achievement, early learning, special education, and college and career readiness, this work will directly impact the trajectory of the children growing up in our community.

Our team was also excited to continue our efforts around our Book Nook Bundles this year: In partnership with Maya's Book Nook, we developed a box filled with a diverse children's book, aligned Beyond the Book guide, and extension language and literacy activities last year – this year, our bundles have been delivered to each library branch of the LeRoy Collins Leon County Public Library System, libraries being one of the few places where books and media are available to all for free. Families are able to check out 25 different bundles filled with these interactive and engaging materials, helping to build strong language and literacy foundations.

Finally, we continued to expand our partnership with our local public library through a project called Engaging Librarians in the Science of Reading. As librarians play an important role in our communities in fostering a love for reading, youth services librarians from the seven local library branches are currently participating in a series of professional development workshops to increase their knowledge of language and literacy development. Together, we are investigating barriers and facilitators to increasing librarian's use of evidence-based practices during story time sessions and youth programming and while engaging families who attend library events.

(V) Investigating and Scaling Computing-Integrated Teacher Education
Region: Northeast

The RPP

Based in: New York, NY
Founded: 2022
Mission: Ensuring that efforts to integrate computing and digital literacies into teacher education programs are meaningful, equitable, and coherent across all lines of an institution's work so they may be sustained in the long term.

The Story of Impact

How can colleges of education ensure that future teachers can meaningfully and equitably integrate computational and digital literacies into their classrooms? This question animates the Investigating and Scaling Computing-Integrated Teacher Education (InSCITE) research-practice partnership between City University of New York and Telos Learning, which aims to transform 15 colleges of education across the CUNY system. In 2023, we focused on supporting the launch of faculty teams that would lead strategic planning around their colleges' comprehensive computing-integrated teacher education initiatives.

We leveraged data to build effective scaffolds for institutional change, creating a series of 'data

lloops' to help guide our designs. Our first challenge was understanding where each college was at when it came to readiness for strategic planning, and our first data loop, 'GPS 1.0', used university administrators' first-hand knowledge and a 'readiness' rubric to locate each college team's capacity for strategic planning. We then shared the results of this analysis back to each college team (a second data loop) to conduct a 'member check' to give each team a chance to locate themselves in a different readiness category. Afterwards, we designed and facilitated a series of full-day strategic planning sessions held in January 2022, that, utilizing the data loop analyses, differentiated session supports for faculty teams. For instance, teams that were much further along and had established routines of collaborating had more open-ended work time built into their agendas, whereas teams that were just forming received more specified scaffolds to help establish team roles and vision.

We analyzed data gathered during the January strategic planning sessions and from follow-on check-ins with teams a few months later to generate "GPS 2.0", a data loop our RPP team used to gauge the progress of each college team's strategic planning efforts mid-year. This data loop was then used to surface compelling examples of activities and goals around organizational change and to help inform differentiated funding opportunities around strategic planning that met college teams where they were at.

This analysis was then looped back to college team leads to help them determine their next steps for strategic planning and to identify which funding tracks they were well-suited to apply for. Simultaneously, the GPS 2.0 analysis was translated into short case narratives that illustrated the problem and opportunity spaces of each college team's strategic planning efforts. In particular, one finding from the GPS 2.0 analysis centered on the need that a number of college teams had around coordination of their strategic planning efforts. With college teams often led by overtaxed faculty, administrative challenges in "herding cats" and coordinating faculty participation were hampering momentum. These cases were shared with potential funders, leading to funding for several coordinator positions to meet the specific strategic planning needs of multiple college teams.

As they move into 2024, 46 programs across 11 colleges have developed plans for how they'll develop program-wide learning goals around integration of computing and digital literacies, with our RPP team ready to continue to create evidence-based opportunities to help them move forward.

(VI) Multilingual Learning Research Center (MLRC) School Network
International

The RPP

Based in: Madison, WI; working internationally
Founded: 2023
Mission: Advancing outcomes for multilingual learners through socially just research.

The Story of Impact

The Multilingual Learning Research Center (MLRC) at the University of Wisconsin-Madison approaches research-partnerships in different ways with a variety of partners, but always with a focus on the education of multilingual learners.

Launched on July 1, 2023, our MLRC School Network includes over 160 international and independent schools in more than 50 countries. Currently, MLRC School Network members have opportunities to engage in dialogue and collaborative research to explore common problems of practice in teaching multilingual learners in two ways: A) the online MLRC School Network Hub or B) in-person MLRC Research Symposia.

> A. In the MLRC School Network Hub, members can engage with research summaries, recorded webinars and conference presentations, and discussions organized around guiding questions. Our 2023-2024 research topics are translanguaging, collaboration, and inclusive EAL (English as an Additional Language). Over 100 members have accessed school improvement tools to enhance their programs to serve multilingual learners.

> B. The MLRC Research Symposium is a two-day opportunity for international teachers and school leaders to engage deeply with existing research about multilingual learners, connect with global education scholars, inquire together about shared problems of practice, and discuss innovative strategies for serving multilingual learners. In 2023-24, we are hosting three research symposia in Barcelona, Singapore, and Guatemala City, expecting over 95 global attendees.

The MLRC also has a research-practice partnership with the Secondary Teacher Certification Program at UW Madison. MLRC partnered with the Secondary Science Teacher Education Program Coordinator to pilot a year-long project with the goal to enhance the knowledge and capacity of future science teachers in the application of core teaching practices with Multilingual Learners. The project utilizes mixed-reality simulation technology, which provides preservice teachers (PSTs) with the opportunity to interact with virtual avatar students manipulated by trained actors, to simulate and rehearse teaching practices. These simulations provide formative, low-stakes learning opportunities and the ability to redo practices based on feedback, which may not be not feasible in the field. The team is developing an initial set of simulation tasks for eliciting student thinking with multilingual learners in mind, which integrates science and language teaching practices. Twelve University of Wisconsin-Madison's secondary science teacher candidates are participating in the tasks, with teacher educators observing their interactions and providing support and formative feedback. The project aims to benefit both PSTs and teacher educators, with PSTs developing targeted teaching practices for multilingual learners and teacher educators learning how to design, implement, and interpret effective simulation tasks.

CONCLUSION

We hope this selection of stories has helped give you more insight into what RPPs are up to or, if you are a seasoned RPPer yourself, what partnerships in other places and contexts are working on and how they are structured. Please do check out the full Yearbook for many more additional stories highlighting many other RPP projects and experiences. We look forward to joining the RPPs in NNERPP for another productive and important year of impactful RPP work!

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PROMISING PRACTICES FOR COLLABORATIVE WRITING IN RESEARCH-PRACTICE PARTNERSHIPS

By Maren Harris | Catalyst Consulting Group, Alexandria Brasili | Maine Mathematics and Science Alliance, and Karen Peterman | Catalyst Consulting Group

It is often left to researchers and evaluators to document the main findings or takeaways of a project in peer-reviewed academic papers, even when practice-side and other stakeholders have been key partners all along the way, as is the case in research-practice partnerships (RPPs). While it may be natural for those with more academic writing experience and dedicated time for such writing activities –which tend to be researchers and evaluators– to take on the responsibility of summarizing the work, this leaves the voices and input of core RPP members up to the interpretation of other members of the team. This can dilute their input and is not in line with the collaborative and disruptive spirit of RPPs.

This article is our RPP's story of how researchers, teacher-practitioners, and evaluators merged their varied experiences and a shared vision in a collaborative writing process that resulted in a journal article. We share our experiences of how a collaborative academic writing process can be successful if all contributing writers are mindful of the strengths, areas of growth, and scaffolds needed for each RPP member to contribute effectively. The lessons learned are not specific to our context, and we feel they can be applied to any collaborative writing scenario and be helpful for other RPPs looking to include the diverse perspectives of all stakeholders into the writing component of their partnerships.

THE PROJECT

iWonder (formerly WeatherBlur) is a longstanding web-based citizen science program facilitated by the Maine Mathematics and Science Alliance (MMSA) that brings together students, teachers, and community experts as equals in the process of designing

and creating science investigations relevant to their lives and communities. iWonder classrooms collaborate across regions using an interactive online platform and work together to pose research questions, share knowledge, collaboratively design scientific investigation protocols, collect and analyze data, and create action projects. From its inception, the iWonder project has valued the input and expertise of teachers to guide the development of the project, using co-design principles. During the 2021–2022 school year, evaluators from Catalyst Consulting Group concluded a multi-year project with MMSA, evaluating the ways in which a Teacher Advisory Group (TAG) of veteran iWonder teachers informed the ongoing development of the program. As we worked together, we figured out how to bring together people with different ideas, backgrounds, and opinions in a way that produced deeper levels of understanding, while simultaneously pushing each individual's thinking and the work itself in new directions. During the course of the project, iWonder changed in significant and meaningful ways thanks to the input of the TAG. These changes included professional development, assessments, curriculum materials, web design, and timelines (and more!). All of these changes were well documented, and served as the basis for other publications.

As the project came to a close, it was clear that we had learned a tremendous amount about how to effectively construct and execute a co-design process, using the insights and expertise of both research and practice-side partners. We felt it was important to share what we had learned with a broader audience, so we set out to write a manuscript detailing this co-design process. We had two clear objectives:

1. It was critical that we include all the voices that had informed the project's co-design. To achieve this goal, we engaged five teacher leaders (TAG members) to write alongside MMSA educational researchers and two Catalyst Consulting evaluators.

2. It felt natural to apply the project's collaborative and iterative approach to the actual writing process. Because this format was already established, it felt comfortable to proceed in similar ways. From the beginning, all authors were involved in discussions regarding planning and revisions.

We outline our writing process below, with a focus on how we deliberately developed a process that would allow a range of collaborators to articulate their experiences in a way that valued the perspectives of all voices.
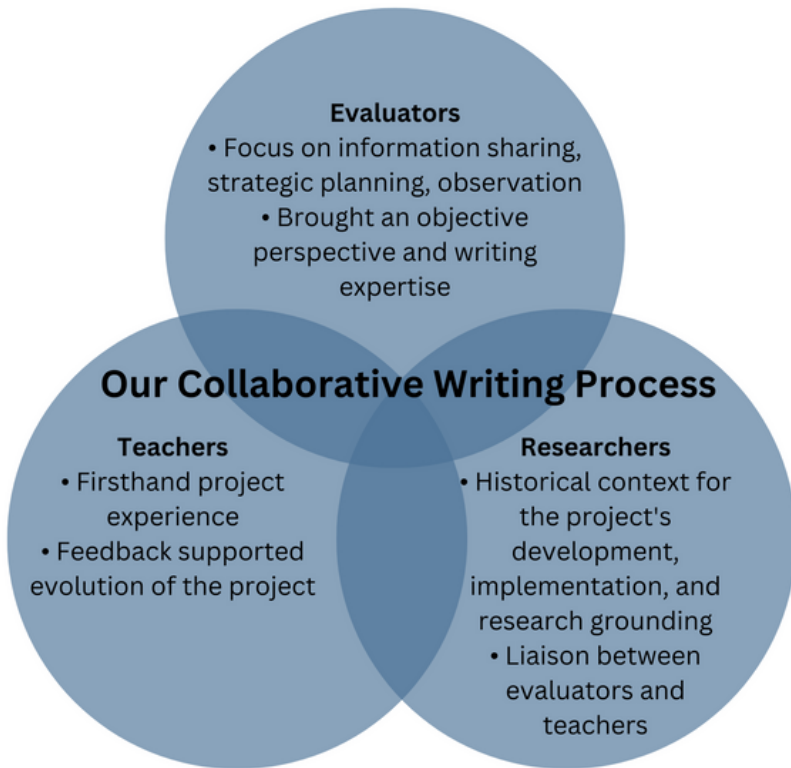
THE WRITERS

We had a group of writers with diverse perspectives, project-related experiences, and schedules. While the group members did have some overlapping experiences and expertise, each provided their own unique perspectives and contributions to the writing process. Below we describe contributions of each type of group member. The diagram summarizes these contributions and depicts what core components may be left out by excluding any of these perspectives from the writing process. Our group included the following:

1. **_Evaluators_**: The lead writers. Although they had been observing and analyzing the TAG/MMSA co-design process for several years, they had not directly participated in the project. Their interactions with the MMSA staff had focused primarily on information-sharing and strategic planning, while their interactions with the TAG members were more formal. Evaluators had interviewed each TAG member several times, and observed them in video recorded professional development sessions. The evaluators were very much an external entity, and although they had become friendly and familiar with the TAG members over time, they had not interacted in ways that established relationships. As a result, the evaluators brought an informed and external perspective, and kept the group focused on the paper's thesis. They also handled the literature review and the "deep dive" into how to make the paper fit the journal's requirements.

2. **_Researchers_**: The project leads. The iWonder leadership team included MMSA staff with deep understanding of the project's goals and all the iterations throughout the project's development and implementation. This group had had significant interactions with the TAG members for many years. They had visited their classrooms, provided support, and guided them through professional development. The researchers were, effectively, the liaison between the TAG and the evaluators, as they had engaged with both groups throughout the duration of the project. Having invested so much time and thought into the project, they brought with them a sense of ownership, and the skills to make meaning of all that had happened throughout the project's journey. This group had writing experience, and was familiar with the research that we could use to support our findings.

3. **_Teachers_**: The practice experts. This cohort of experienced iWonder teachers were the "boots on the ground." They experienced the project firsthand, and were intimately aware of all its successes and challenges. Their primary objective had always been to make the iWonder experience as effective and meaningful as possible for their students and peer teachers. They had dedicated significant amounts of time to sharing their experiences and to deepening their content knowledge and understanding of the project in order to improve their students'

learning. They had fought through the trial and error stages, shared their suggestions, and brainstormed ideas. They provided communication and feedback that was essential to the project's evolution, and they were best suited to articulate these elements in the manuscript. Their academic writing experience was limited. Their insight was invaluable.

Figure 1: Contributions to the Writing Project by Writing Group.

Evaluators
• Focus on information sharing, strategic planning, observation
• Brought an objective perspective and writing expertise

Our Collaborative Writing Process

Teachers
• Firsthand project experience
• Feedback supported evolution of the project

Researchers
• Historical context for the project's development, implementation, and research grounding
• Liaison between evaluators and teachers

THE WRITING PROCESS

The following elements were critical to the success of our writing collaboration:

1. ***Content grounded in participant experiences***. The focus of our manuscript was rooted in participants' reflections of their experience during the co-design process. Because this was something that

each TAG member went through, they were able to contribute meaningfully to the content and structure of the paper. The evaluators guided the TAG through an exercise that allowed participants to summarize the co-design experience in their own words, to generate consensus about which elements were most critical to success, and to articulate these key steps in a way that a broader audience could understand. The thesis and structure of our manuscript was born from this activity. Incorporating all these factors, we

created a detailed outline that served as our guide throughout the entire writing process.

2. ***Transparency and delegation.*** This outline was uploaded into a shared Google Drive that all authors could access at any time. Presented as a spreadsheet, it included the headings and a brief summary of key discussion points for each section. Authors signed up for the sections they felt most compelled and prepared to write about. Each section had two authors and one editor.

3. ***Responsive timelines.*** The lead writers drew upon their experience with academic writing and journal submission. Knowing the end point, they created a timeline with milestone points and check-ins along the way. This map clearly articulated each benchmark that we needed to hit in order to meet our deadline. From the first writing group meeting, we collaboratively laid out the schedule for all the writing tasks, from brainstorming to drafts to editing and final submission. We adjusted our timeline around writers' availability. For example, teachers had more free time to write in the summer, so we designated their writing time in June–August. The MMSA staff contributed their content in

May–June, and served in an editing capacity in August–October once the teachers' sections were complete. Catalyst evaluators managed the workflow and emailed the authors as deadlines approached. As a result, all writers completed their tasks on time. Because the timelines were developed with input from all parties, writers could plan accordingly and were committed to meeting expectations.

4. ***Regular check-in opportunities***. Although we spent a lot of time up-front talking about the vision for the paper, it understandably evolved through the writing process, and we all had questions. So, we made a point of scheduling monthly virtual meetings where we could talk through the challenges and brainstorm solutions together. Sometimes these sessions were conceptual discussions. Other times they were editing sessions, with the paper in front of us. We left the structure open so that the meetings could serve whatever purpose was needed at the time.

5. ***Well-articulated schedules***. We committed to a meeting time that worked for everyone, and we stuck to the same day and time for every meeting. MMSA staff sent reminders,

with specific tasks for everyone to complete in preparation for each session. Having a designated time slot created consistency, and the group became familiar with our schedule and routine. Our collective commitment to a regular check-in time resulted in high participation and engagement during those sessions. When we honored everyone's commitment, participation levels were high.

6. ***Respect***. Once the writing was finished, the evaluators took on the task of merging all the sections together to make the paper cohesive. This involved a good deal of careful editing so that the voice, tone, and style were consistent, despite having been written by many people. Here we had to make sure not to lose the perspective of each individual author. It was challenging at times, but we did it. Because our goal was synthesis, we had to look at the entire document with an objective lens, without regard for which authors had written which sections. We had to set aside our personal connections, and not worry that our changes would hurt anyone's feelings. (We had discussed this as a group beforehand and had come to a mutual understanding, which definitely helped with the process.) A large part of this task was to eliminate redundancies, where different authors had written similar ideas in separate sections. We also chose to remove any "I" statements or specific and/or identifying information. While the TAG teachers had significant anecdotal evidence to share from their classroom settings, we had to stay focused on the big picture. One last critical step in this phase was to create a flow that made sense. This involved significant cutting and pasting, and shifting the sequence of sections to tell our story in a logical, progressive way.

7. ***Agreement***. The manuscript was not finished until ALL authors agreed to the final product. After completing the editing process, everyone had a final chance to review the paper. We received minimal feedback, incorporated some minor changes, and sent it off to the journal with the blessing of the entire writing team.

LESSONS LEARNED

Upon completion of the paper, the writing team met one final time to celebrate our accomplishment and to debrief on the process. We all agreed that it was a positive and successful collaboration, and we shared input on how we could enhance and further streamline the process for future collaborative writing efforts. We approached this conversation very similarly to the way we had conducted all of our writing meetings. With open minds, we listened to everyone's thoughts and suggestions. We discussed them without judgment or defensiveness and we collected them into a document that can be used for future reference. These key takeaways are summarized below.

Successful logistics that we would use again:

- **_Word counts are important_**. In the outline, we assigned word counts to each section. This enabled writers to be concise and maintain focus on their specific content. It helped tremendously during the editing process because each section was already concise.

- **_Color-coded organization chart_**. We broke the paper into sections, and then presented it as a spreadsheet. Headings for each section included thesis, word count, writer(s), editor, and timeline for completion. Each row/section started with no color-coding. Writers highlighted the section in green to indicate they had begun writing. Highlighting was changed to yellow to indicate it was ready for editing. Editors highlighted in red to indicate the section was complete. Having this visual allowed the lead writers to monitor progress, and to check in on writers who were delayed and/or struggling with a section. It limited the volume of emails and streamlined communication.
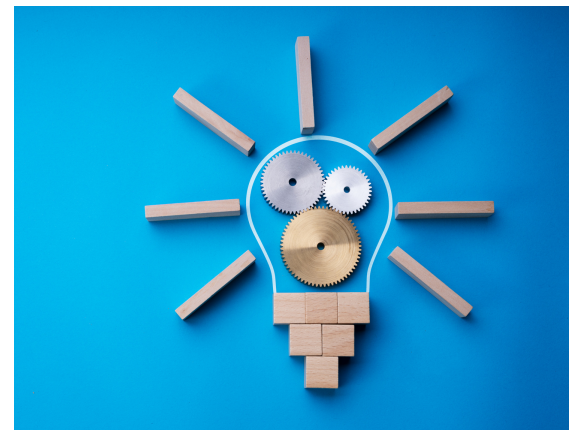
- **_Writing in a "live" document._** Our paper lived in a Google Drive throughout the duration of the writing process. This way, multiple writers could work at the same time, if necessary, and we did not have to track changes or wait between emailed versions. We separated the sections into different documents, with the intention of making it easier to access each section without scrolling through too many pages (this part of our document organization could be improved next time – see more on this in our section on possible improvements below). Communication existed primarily through comments directly within the document. This approach allowed writers to stay focused on their assigned sections and to communicate directly with those who shared their sections. Other writers could be flagged to review or provide input as needed. All sections were available to all writers to access, read, review, and use as a reference to ensure continuity across sections and to help eliminate redundancies. Using Google Docs, we were able to check the version history at any point, which made it easy to retrieve deleted text if necessary.

- **_Compensation of practitioners._** Our teacher writing teammates were compensated on an hourly basis for their time and expertise in contributing to the manuscript. We recognized that

this task was above and beyond the original scope of their TAG member responsibilities and felt it was important to compensate them as professionals. We asked TAG members to keep track of their hours and paid them a set hourly rate equivalent to rates we pay to other professional educational consultants. We documented this agreement through a formalized contract that outlined the expectations of participation. This process allowed them to engage at a level that worked with their schedules and be paid for the time they devoted to this project, rather than a set stipend for all members.

Improvements suggested by writing team members:

- ***Devising a more democratic process for selecting writing sections***. We initially used a "first-come, first-served" approach, but some writers were unable to access the document immediately due to the teaching schedules and felt they missed the opportunity to write about the things that they felt most informed and/or passionate about. While we accommodated them as editors for these sections so their voices were included, we could have found a better way to incorporate their perspectives earlier on in the process. Next time, we will try using one of the regular meetings to jointly negotiate writing assignments.

- ***Limiting the number of writers per section***. We assigned two writers to most sections, and this presented a challenge, as writers had different schedules and writing styles. The more effective approach was assigning a lead writer and then a second writer who served more as an editor for that section. Our writing team suggested using this structure next time.

- ***Providing more guidance, specifically about academic writing***. This would have expedited the editing process and taught writers how to be more concise with their ideas. While the evaluator team members did share some prior publications for authors to use as references, we could have spent some of our meeting time discussing and analyzing these articles with an eye on how our article should be similar and/or different. Next time, we will take this approach, or possibly share excerpts from other papers that could guide a conversation about why that exemplar is a good model for the type of paper we aim to write.

- ***Taking a different approach to document organization***. Each section had its own document, as we felt it would be challenging to read through so many pages, and it can be difficult to work in a document if many other writers are writing at the same time. But this meant we had to jump back and forth between documents to understand where one section fit in with the rest of the paper. This resulted in redundancies, as different writers wrote similar ideas in separate sections, which then led to more editing work than would be required in a paper with fewer authors. Next time, we will use one Google Document for all sections and the Table of Contents feature to allow writers to jump easily from section to section within the document. Having all

text in one document will also allow writers to search for key terms that have already been introduced in earlier sections. We will also add redundancy checks to our regular meetings to make sure the team is not duplicating efforts.

- ***Shortening the timeline***. Spreading the writing process out across many months meant we had to re-familiarize ourselves with the paper each time we revisited it. This made each edit take longer, as we had to acquaint ourselves with the new content. Compressing the timeline would have made it easier to remember and keep track of our progress and thesis. The next time we work with teacher practitioners, we will endeavor to complete the entire collaborative writing process in the summer months.

Table 1: Summary of Effective Strategies and Improvement Areas for Collaborative Writing Efforts	
Effective Strategies	**Improvement Areas**
Clear communication and writing structures (word counts, color-coded writing process)	Avoid "first-come, first-served" writing assignments for more fair distribution of assignments
Collaborative writing in a "live document"	Limit the writers working on each section so each feels ownership
Fair compensation	Work towards more unified voice and consistency by organizing document sharing, shortening timeframe, providing additional writing guidance

THE RESULT

It took us approximately eight months to complete our manuscript. While this is certainly longer than a typical writing process, it was necessary in order for us to accommodate all the factors we've articulated here. Our paper should be published soon, and we are happy to know that others will have the chance to learn from our co-design experience. We are also proud to tell the story of how

our manuscript came to be, and how much we learned in the process. We hope there will be more collaborative writing in our future, and that our readers will embrace the challenge and apply our methods to their own approach.

Maren Harris is an independent researcher, evaluator, and school improvement consultant who collaborated with Catalyst Consulting Group for this project; Alexandria Brasili is a research associate at the Maine Mathematics and Science Alliance; and Karen Peterman is the President of Catalyst Consulting Group.

INDICATORS OF RPP HEALTH AND EFFECTIVENESS: INTRODUCING AN UPDATED FRAMEWORK

By Paula Arce-Trigatti | NNERPP and Caitlin Farrell and Alison Fox Resnick | CU Boulder / NCRPP

INTRODUCTION

We are thrilled to officially release "Indicators of Research-Practice Partnership Health and Effectiveness: Updating the Five Dimensions Framework" by Erin Henrick, Caitlin C. Farrell, Corinne Singleton, Alison Fox Resnick, William R. Penuel, Paula Arce-Trigatti, Danny Schmidt, Stacey Sexton, Kristina Stamatis, and Sarah Wellberg, an updated version of a 2017 framework conceptualizing research-practice partnership (RPP) effectiveness. The 2017

framework was authored by Erin Henrick, Paul Cobb, William R. Penuel, Kara Jackson, and Tiffany Clark and represented a critical inflection point in the education RPP space, articulating five dimensions of effectiveness that emerged from a field-wide scan of education partnerships. It offered a clear pathway to begin the study and assessment of the effectiveness of education RPPs and was a giant step forward in our thinking and practice of RPPs.

As a part of a recent project to develop tools to

support RPP health, a team across NNERPP and the National Center for Research in Policy and Practice (NCRPP) has updated the original 2017 framework. This revision is based on field testing and co-design with over 300 RPPers across 70 RPPs. The revised framework and accompanying tools are designed to help partnerships reflect on their joint goals, consider possible next actions, and foster improvement within their partnerships in ways that will fuel educational change and the transformation of systems more broadly.

In this NNERPP Extra piece, we outline the major shifts in the revised version of the framework, share reflections from RPPers who had a chance to explore the framework and accompanying toolkit, and invite future engagement. We invite you to explore the full framework here and the toolkit here.

WHAT'S THE SAME? WHAT'S DIFFERENT?

The revised framework has many familiar features from the 2017 version. It is organized around the **same five dimensions** that reflect a set of desired goals RPP partners might want to work towards, with indicators that shed light on what progress on that dimension could look like or entail. Second, the dimensions and indicators continue to be **applicable across RPP contexts**. How a partnership meaningfully brings any one of them to life will depend on their context, relationships, and goals. The potential power of partnership work lies in their ability to be responsive to local contexts, people, and relationships – thus, we worked carefully to make sure we were being as general as

possible in our framing, with the idea that each partnership will need to further specify what "health and effectiveness" means for them in relation to each dimension.

The revised framework also reflects significant shifts from the 2017 version. There is now **explicit attention paid to equity, voice, privilege, and power** across all dimensions and their indicators. This emphasis can be seen throughout each dimension, with an invitation for partners to meaningfully include the voices of students, families, and communities and to pay attention to how power dynamics unfold within partnership work. Based on clear direction from RPPers involved in this project, we intentionally incorporated this focus across the dimensions because the work of seeing and disrupting power dynamics requires us to rethink all the layers of work in partnership.

Second, the revised framework is designed with a **broad range of RPPs in mind** that vary in their goals, composition, and ways of organizing, per the revised RPP definition from the recent state of the field report. The revision doesn't call out specific "types" of RPPs anymore. Similarly, the language shifts from "researcher" and "practitioner" as set roles towards a **wider range of possible participants** with research, practice, policy, or community perspectives, with an acknowledgment that roles can be fluid.

Finally, it's one thing to put forth the framework vision of the dimensions and indicators of RPP Health and Effectiveness. It's another thing to know how to see and improve those dimensions and indicators within your

own unique RPP. To support RPPs in making sense of the framework in relation to their own partnership, **we created an online toolkit to accompany the framework**. Released in July of 2023 at the NNERPP Annual Forum, the RPP Effectiveness and Health Tool Kit contains a set of survey items, mini-routines, and reflection exercises meant to facilitate a partnership's quest both to understand how the RPP is currently doing and to inform improvement goals.

REFLECTIONS FROM NNERPP MEMBERS AND FRIENDS

In December 2023, we hosted a virtual webinar where NNERPP members and friends had an opportunity to dig into the revised framework and explore the toolkit. Here are some of the ideas, questions, and feedback that emerged.

The group focused on **Dimension 1, Cultivate Trust and Relationships** discussed how the revised ideas around trust might look different

in a partnership that was established with returning members, a partnership that had new members coming into an existing structure, or a partnership that was just getting off the ground. The group also discussed the conditions under which they'd want to use an anonymous survey scale or one-on-one interview questions to understand members' sense of trust.

A second group dug into **Dimension 2, Engage in Research or Inquiry to Address Local Needs**. This group appreciated the wide range of tools developed for RPPs and imagined many different ways for tools to fit together based on an RPP's time and capacity. Several RPPers wanted to try out the 5-minute mini-routine at upcoming meetings, while one member… "liked the idea of using the survey scales to get a read on where our districts are within our RPP that has been running (and growing) for about 5 years. We haven't done a lot of explicit work toward RPP health, and I think this could be a place to start to get a baseline."

Group three considered the revised **Dimension 3, Supporting Practice or Community Organization in Making Progress on its Goals**. The group talked about how comprehensive the updated dimension seemed, noted the many different ideas that were included in the indicators of this dimension, and brainstormed the different places their RPP might want to start with their own inquiry into this dimension.

Turning to **Dimension 4, Engage with the Broader Field to Improve Educational Practices, Systems, and Inquiry**, the group discussed who is the "broader audience" for each of their partnerships. One RPPer "appreciate[d] the inclusion of other audiences and variety of messagers, centering community/practice voices, [and] the idea that we can share both findings and process knowledge, as well as tools, routines, etc." The group was particularly drawn to the reflection prompts in the discussion activities and mini-routines, noting the need to intentionally think through who to pose each, when, and how often.

A final group focused on **Dimension 5, Foster Ongoing Learning and Develop Infrastructure for Partnering**. The group discussed the intentional shift towards mutual "learning" versus the earlier language of "capacity building." They puzzled about if and how learning occurs sequentially or concurrently across the nested layers of individuals, organizations, and the RPP itself. They also discussed which individual or group in the RPP might be responsible for creating opportunities for learning across these multiple layers.

EXPERIMENTING AND LEARNING TOGETHER IN 2024

We invite all NNERPPers and the broader RPP field to engage with the newly revised framework and toolkit. Please let us know how you are making adaptations and using them within your context. Do you have ideas about how you might want support in learning and experimenting with the framework and tools? Want to be a part of a subnetwork focused on RPP health? Want a partner-in-crime to help adapt and test tools with your partnership? Have questions before you begin? We're all ears. Please stay tuned for upcoming opportunities to engage with the NNERPP community around the framework tools in the days ahead!

Paula Arce-Trigatti is Director of the National Network of Education Research-Practice Partnerships (NNERPP); Caitlin Farrell is director of the National Center of Research in Policy and Practice (NCRPP) at the University of Colorado Boulder; and Alison Fox Resnick is Research Associate at NCRPP.

IMPROVING IMPROVEMENT: CONNECTING WITH STUDENTS AND FAMILIES IN CONTINUOUS IMPROVEMENT EFFORTS

By Amber Humm Patnode | Proving Ground

This is the tenth installment of _Improving Improvement_, our quarterly series focused on leveraging the power of research-practice partnerships (RPPs) to build schools', districts', and states' capacity to improve. Previously, we shared how we support districts to strategically embed empathy building activities and student voice to inform improvement work. In this installment, we are following up on the progress of the Ohio cohort and how their empathy building and "ask them" activities are informing their improvement work. The Ohio cohort is comprised of eight urban or suburban school districts largely sponsored by the Ohio Department of Education and Workforce that are focusing on attendance and chronic absenteeism.

In November, Proving Ground hosted our annual Convening, where all of the districts, charter management organizations, state education agencies, and other entities with which we partner come together for two and a half days of learning, collaboration, and networking. Each year we survey our participants about the things they are most interested in talking with and learning from others about at the Convening and use this information to plan content and programming. Student and family engagement, along with best practices in supporting all learners, were topics of greatest interest this year. As we looked through the more nuanced feedback our partners provided about these topics, the overarching theme emerged: elevating student and family voice within continuous improvement efforts.

One of our Convening presenters, Dr. Shadae Harris, the Chief Engagement Officer for Richmond Public Schools (you can learn more about her and her work here), made a statement during one of the sessions that has stuck with me: "You have to get proximate to the people you want to serve." In the previous installment, I shared that almost all of our partners complete a continuous improvement self-assessment before beginning improvement work with us that asks respondents

to reflect on how well and how often their organization engages in various improvement activities and which critical perspectives are included in the process (such as staff, family, student, community perspectives). Whenever we ask this question, the majority of partners report that students are "never" engaged in improvement activities (such as identifying root causes of identified problems or selecting and designing interventions aligned to root causes) or that students are "sometimes" engaged, but primarily to provide feedback after decisions have been made. The pattern is very similar when we look at reported family involvement, with the majority of partners reporting that families are either "never" engaged or are "sometimes" engaged, but again mainly to provide feedback on decisions that have already been made or work that has been completed.

To address this, our focus at Proving Ground in recent years has been to support districts in "getting proximate" to the people they are serving in various ways to increase the likelihood that the strategies they implement are aligned with the needs of their students, families, and community.

ENGAGING FAMILIES IN OHIO

Two of our partner districts in the Ohio Attendance Improvement Network have used the empathy building activities referenced in the previous installment to inform the development of the attendance interventions they are piloting this school year. One of the first steps in the attendance interventions for both districts was to connect with the families of students who had been chronically absent in the 2022/2023 school year via phone calls either from the building principal or designated staff member or the Family Liaisons to ask them questions about family strengths, needs, and barriers to attendance. Jerimie Acree, the Attendance and Residency Coordinator for Euclid City Schools framed the value of getting proximate to families as:

> "This simple but significant step helped the district identify barriers to attendance, such as transportation issues and residency changes or updates. We will continue with this proactive approach... which allows us to touch base with our families and provide the resources needed for our students to be successful. Our District strongly believes this intervention, along with our SITG [1] campaign efforts, have helped decrease our chronic absenteeism percentage by 11.27% compared to this time last year!"

Dr. Wanda Lash, the Director of Student and Family Services in Akron Public Schools, shared insights they gained as they connected directly with families:

> "Through initial phone calls to families, the school leaders were able to make a personal connection with families not tied to a student's performance. It was simply to reach out with a mindset of, I see you, I hear you, and how can I support you. Insights were gained about

barriers experienced by families, and school leaders took the opportunity to offer potential solutions and/or resources to assist. In some cases, school leaders were able to help families think through goals for their student for the school year and how to navigate "school processes" to better help their child. Making these calls helped school leaders appreciate the difference the initial call makes with hopes to continue the practice beyond the intervention."

One of the districts noted that trying to connect with families via phone calls highlighted challenges they have with ensuring accurate contact information due to several factors, one of which is mobility rates of over 30% district-wide, and rates that may be even higher within specific buildings. In addition to high mobility rates, the district identified challenges with how they were able to access contact information within their student information system and recognized that there are some steps they can take in the future to more efficiently access parent and/or guardian contact info.

THE VALUE OF STUDENT VOICE IN CONTINUOUS IMPROVEMENT EFFORTS

In addition to informing intervention development, the empathy building activities the Akron team engaged in –specifically the student shadowing activity we outlined in our previous article– have helped them think through how to best elevate student voice in all their improvement efforts. Dr. Lash shared:

"We mapped a draft plan for the year that would start with shadowing experiences early in the school year and include various focus groups around school topics that matter to students. The hope is that students would not only inform district staff, but also be involved in the responses and action steps."

II recently had the opportunity to ask Heather Van Benthuysen, the former Executive Director for Student Voice and Engagement in Chicago Public Schools and the current Founder of HVB

Consultancy, about student voice in continuous improvement efforts. Heather was also a presenter at our Convening. As we reflected on the unique power young people bring to this work, she noted students have "expertise, perspective, and ideas that can only come from lived experience – the insight of those most impacted by our policies and practices…. And there is a lasting ripple effect – an overall impact on school culture, relationships, sense of belonging, and academic outcomes."

While responsiveness to student voice can have a positive relationship with improved student outcomes such as grades and attendance (see this recent study), Heather cautions that there is the potential for harm if student perspectives are collected but not acted upon. She notes that in order to do this well, we must be mindful:

> "It demands more than merely listening; it requires a fundamental shift in how we view and engage students within the educational ecosystem. Doing so, moving beyond seeing students as subjects but as partners and actors in school improvement, builds a culture of genuine respect, collaboration, and participation. By engaging students, we ensure that school improvement is not just something that happens to them, but with them, harnessing their insights to create learning environments that are both dynamic and deeply attuned to their needs."

This strongly resonated with me and reflects why and how we want to continuously work on elevating student and family voice at Proving Ground. We will continue to identify ways to support districts in "getting proximate" to those they want to serve through strategic partnerships, empathy building activities, as well as strategies for (1) collecting and (2) responding to student and family voices within continuous improvement efforts.

LOOKING AHEAD

In the next installment, we will share updates from the Ohio Cohort and how we are thinking about creating efficiencies within improvement efforts.

[1] The Stay in the Game! Attendance Network is a partnership between the Cleveland Browns and Columbus Crew Foundations, the Ohio Department of Education and Workforce, and Proving Ground that works together to campaign, connect, and convene with experts and supporters to dramatically improve attendance. The linked website provides resources and tools other districts can use to support attendance in their settings.

Amber Humm Patnode is Acting Director of Proving Ground.

RESEARCH HEADLINES FROM **NNERPP MEMBERS**

CAREER+TECHNICAL EDUCATION

HOUSTON EDUCATION RESEARCH CONSORTIUM
examines career and technical education participation in the Houston region

COURSE-TAKING

ILLINOIS WORKFORCE AND EDUCATION RESEARCH COLLABORATIVE
examines dual credit participation trends in Illinois

METROPOLITAN EDUCATIONAL RESEARCH CONSORTIUM
examines how advanced course-taking varies by student demographics and intersectional identities

OFFICE FOR EDUCATION POLICY
examines disparities in ninth-grade advanced courses

COVID-19

EDUCATION POLICY INNOVATION COLLABORATIVE
examines
·district and school leaders' continued approaches to COVID-19 pandemic recovery in Michigan
·students' progress on Michigan's benchmark assessments for 2022-23

GEORGIA POLICY LABS
examines gender differences in remote learning amid COVID-19

ILLINOIS WORKFORCE AND EDUCATION RESEARCH COLLABORATIVE
examines patterns of learning renewal after the COVID-19 pandemic in Illinois school districts

EARLY CHILDHOOD EDUCATION

BALTIMORE EDUCATION RESEARCH CONSORTIUM
examines kindergarten readiness in Baltimore

BOSTON P-3 RESEARCH-PRACTICE PARTNERSHIP
examines
• the role of early schooling in shaping inequality in academic, executive functioning, and social-emotional skills
• the extent to which instructional alignment is associated with a sustained pre-k boost

EDUCATION POLICY INNOVATION COLLABORATIVE
examines retention eligibility under Michigan's Bead by Grade Three law

NEW ORLEANS COLLABORATIVE FOR EARLY CHILDHOOD RESEARCH
examines
• how well New Orleans parents understand the enrollment process
• the challenges parents face when verifying eligibility for early childhood programs

HEALTH AND MENTAL HEALTH

METROPOLITAN EDUCATIONAL RESEARCH CONSORTIUM
examines adolescent THC usage in Virginia and strategies for schools

TENNESSEE EDUCATION RESEARCH ALLIANCE
examines mental health in Tennessee schools

POSTSECONDARY

HOUSTON EDUCATION RESEARCH CONSORTIUM
examines
• the role that CTE plays in postsecondary outcomes of high school graduates in Houston
• college enrollment and postsecondary degree attainment for CTE graduates in the Houston region
• employment and earning outcomes for CTE graduates in the Houston region
• postsecondary trajectories of CTE graduates in the Houston region

OFFICE FOR EDUCATION POLICY
examines the role of AP & concurrent courses on student postsecondary outcomes

UCHICAGO CONSORTIUM
examines
• the educational attainment of Chicago Public Schools students (2022)
• differences between the four-year and six-year completion rates for Chicago Public Schools graduates

PRINCIPALS

TENNESSEE EDUCATION RESEARCH ALLIANCE
examines school leader experiences in Tennessee
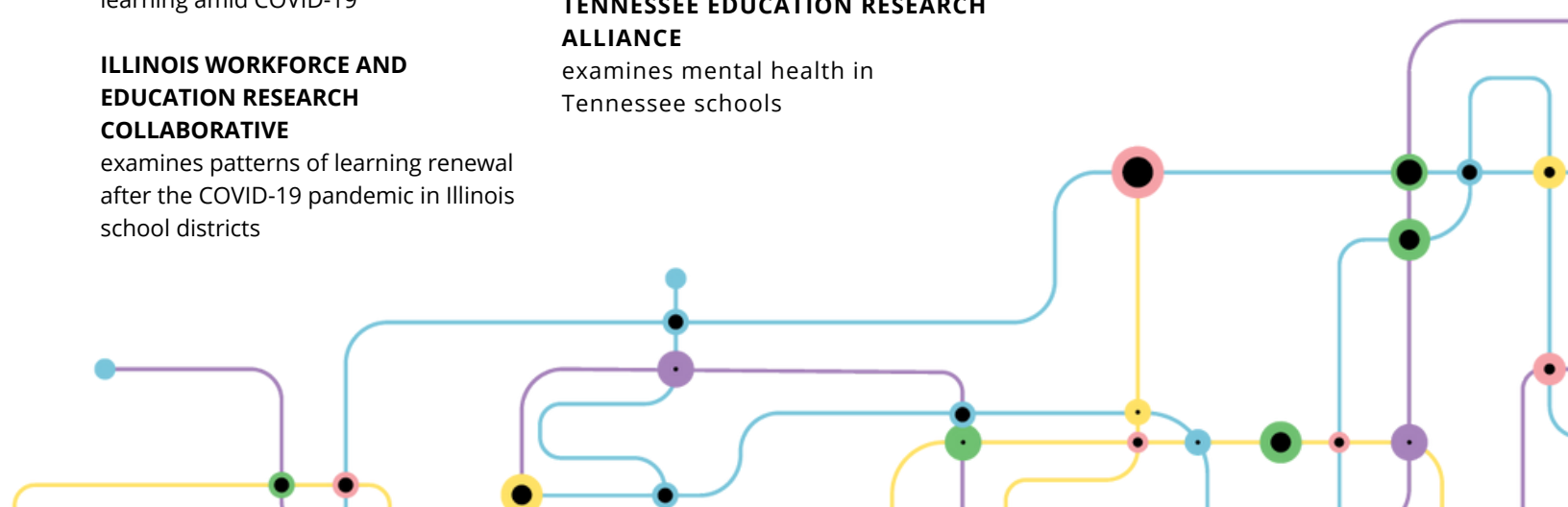
SCHOOL CALENDAR

OFFICE FOR EDUCATION POLICY
examines academic outcomes in Arkansas's four-day school weeks and year-round calendars

SCHOOL CHOICE

EDUCATION RESEARCH ALLIANCE FOR NEW ORLEANS
examines
• how centralized enrollment has affected New Orleans schools
• who benefits from the priority categories in the New Orleans centralized enrollment system

SCHOOL DISCIPLINE

OFFICE FOR EDUCATION POLICY
examines student discipline trends in Arkansas

SCHOOL PLACEMENT

EDUCATION RESEARCH ALLIANCE FOR NEW ORLEANS
examines the New Orleans school placement algorithm

SCHOOL TURNAROUND

EDUCATION POLICY INNOVATION COLLABORATIVE
examines human capital challenges in Michigan turnaround schools

STRATEGIC PLANNING

METROPOLITAN EDUCATIONAL RESEARCH CONSORTIUM
examines emerging issues and innovations that PK-12 school districts should consider when engaging in strategic planning

STUDENT ENROLLMENT

EDUCATION POLICY INNOVATION COLLABORATIVE
examines student enrollment in the first two cohorts of Michigan Partnership turnaround schools

STUDENTS

HOUSTON EDUCATION RESEARCH CONSORTIUM
examines
·equity in student access to health resources
·equity in student access to support staff

TEACHERS

EDUCATION POLICY INNOVATION COLLABORATIVE
examines opportunities for K-3 teachers' professional development in literacy

ILLINOIS WORKFORCE AND EDUCATION RESEARCH COLLABORATIVE
examines causes of educator shortages and reactions to policy

METROPOLITAN EDUCATIONAL RESEARCH CONSORTIUM
examines
• how administrators provide feedback to teachers
• how school and district leaders can conduct an economic evaluation of their teacher induction program

TENNESSEE EDUCATION RESEARCH ALLIANCE
examines
• trends in teacher recruitment and retention in Tennessee
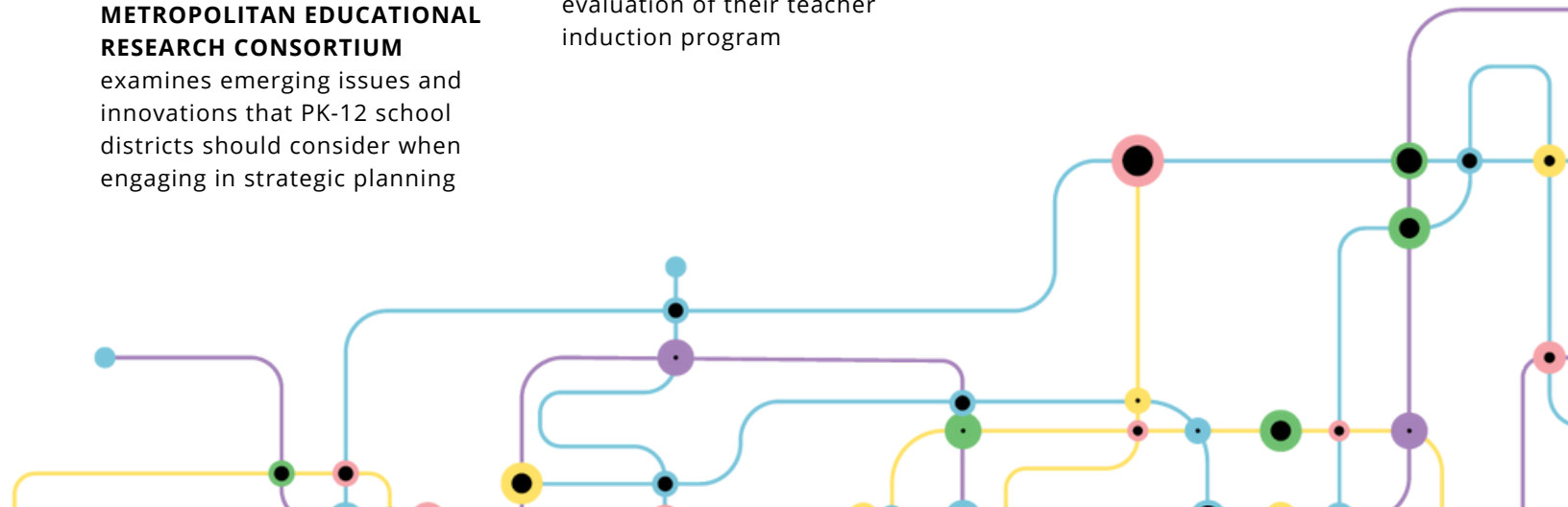• school counselor experiences in Tennessee

TECHNOLOGY

HOUSTON EDUCATION RESEARCH CONSORTIUM
examines equity in student access to technology

WORK-BASED LEARNING

RESEARCH ALLIANCE FOR NEW YORK CITY SCHOOLS
examines student recruitment, enrollment, and retention in a work-based learning program

END NOTES

NNERPP | Extra is a quarterly magazine produced by the National Network of Education Research-Practice Partnerships (NNERPP), a professional learning community for education research-practice partnerships (RPPs) housed at the Kinder Institute for Urban Research at Rice University. NNERPP's mission is to develop, support and connect RPPs in order to improve the relationships between research, policy, and practice.

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