

RISING STARS PROGRAM



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Lessons Learned from a Meta-Analysis:
Essential Elements for a Successful Implementation

Report prepared under contract with the University of Georgia Research Foundation by:

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EXECUTIVE SUMMARY

The University of Georgia was contracted by the Georgia Leadership Institute for School Improvement (GLISI) to analyze the qualitative and quantitative data collected through site visits by external evaluation teams on the implementation of the Rising Stars Collaborative™ Program. Dr. Wendy Ruona, Associate Professor of Human Resource Development (<http://www.coe.uga.edu/leap/adulted/index.html>), and Tracy Elder of the Education Policy and Evaluation Center of the College of Education (<http://www.coe.uga.edu/EPEC/>) contributed to the project and meta-analysis. The report was finalized in September, 2009 and is available upon request. Please contact GLISI evaluation through Becky Shaver at becky.shaver@glisi.org.

This report details a meta-analysis of 10 site visit reports written over the course of the history of the program (August 2005 – May 2008). The aim of the report was to analyze the data from the 10 site visits to identify the “essential elements” necessary for a successful implementation of the Rising Stars Collaborative™ Program. These essential elements are defined as clear strengths of the program that were most often mentioned by stakeholders (through site visit focus groups, interviews, and surveys). GLISI will use the data to make decisions about the program and for continuous improvement purposes.

The essential elements were found to be: Leadership and Administration, Engagement and Support of Partners, Classes and Curriculum, a Performance-based Program, and Coaching and Feedback. Each of these elements of the program is discussed in detail in the full report with example statements and constructive feedback on how each element can be further improved upon in future implementations as suggested by the UGA team.

An assessment of the impact of the program was also researched based on the perceptions of stakeholders interviewed. The data reported in the meta-analysis has not been corroborated through other data sources and is solely based on the information collected during the site visits. Impact statements and observations have been grouped into six key areas: Leadership Development, Data-driven Decision-making, School and District Capacity, Student Achievement, Regional Development and Capacity, Skills, and Coaches.

Recommendations for program improvement as suggested by the UGA team are summarized at the end of the report. These recommendations focus on what the Collaboratives and GLISI could change.