

Bridging the worlds of research, practice, and policy, JFF’s Student-Centered Learning Research Collaborative investigates student-centered approaches to improve outcomes for learners from all backgrounds, particularly those who have been marginalized or underserved by the current system. This bold initiative began in 2016 with a core group of scholars, school leaders, policymakers, practitioners, and funders—each known for their impact and influence—coming together to clarify and catalyze the field. Since that time, the Research Collaborative has supported:

- multiple research teams employing a diverse set of research methods to build the evidence base for student-centered learning;
- a variety of field-advancing projects that accelerate innovation and generate investment in student-centered practices;
- a cohort of Students at the Center Distinguished Fellows who show what’s possible when applications of student-centered practices are driven by rigorous research and a commitment to equity;
- and a series of public-facing resources designed to scale implementation and ensure all students flourish in our schools.

High Tech High Graduate School of Education (HTH) conducted this study as part of the Research Collaborative’s initial cycle of research. The team at HTH worked alongside fellow scholars, educators, and policymakers to investigate the impact of specific student-centered practices and then translate their findings for cross-sector audiences. This report represents their work over the past two years as they partnered with middle and high schools from four California districts to test, refine, and spread “high-leverage” practices that reframed mathematical struggle as learning and engaged students in collaborative problem-solving.

Other Research Collaborative studies in this cycle include:

- ◆ *Implementation of Student-Centered Learning Approaches*, American Institutes for Research
- ◆ *Learning With Others: A Study Exploring the Relationship Between Collaboration, Personalization, and Equity*, American Institutes for Research
- ◆ *“In theory it’s a good idea”*: Understanding implementation of proficiency-based education in Maine, Education Development Center

For more information about and additional resources derived from this study from American Institutes for Research and the Student-Centered Learning Research Collaborative, visit sclresearchcollab.org.

This study is generously funded by the Nellie Mae Education Foundation and Overdeck Family Foundation.