

# **The Problem of Human Capital**

## **State Implementation of Federal School Improvement Grants**

April 3, 2014

American Evaluation Research Association Annual Meeting

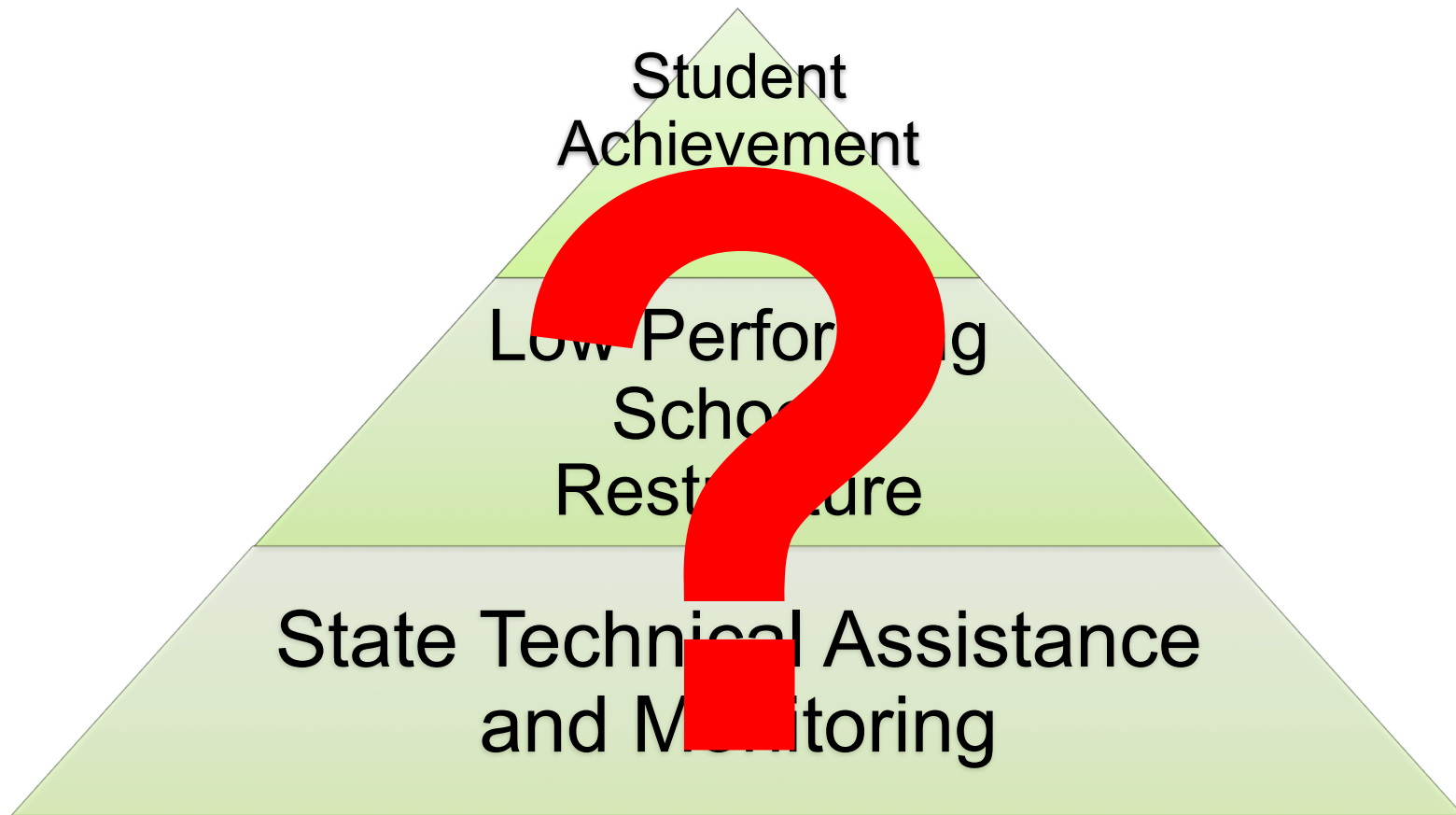
Caitlin Scott and Nora Lasley

# CHANGE

# Policy background



# The ideal statewide system of support under NCLB (2002)



# Primary research questions about the NCLB waivers

- To what degree do states report implementation of supports for federal school-turnaround principles?
- Do reports vary based on ESEA waiver status? In other words, are some principles holding states back?  
(35 SEAs with waivers and 19 without)

# CST Annual State Survey

All 50 states, DC,  
American Samoa,  
BIE, Virgin Islands



# Federal turnaround principles

1. Provide strong leadership
2. Ensure teachers are effective
3. Extend learning time
4. Use an effective curriculum
5. Use data to inform instruction
6. Establish a safe environment
7. Engage parents and community

**16 survey items**

# Stages of implementation (Fixsen)

## **Exploration**

Assessing options

## **Installation**

Planning and preparing

## **Initial**

First year

## **Full**

Second year or beyond



In what stage is your state in *assisting or monitoring* district implementation of the following “turnaround principles”?

	Exploration (assessing options)	Installation (planning & preparing)	Initial implementation (first year)	Full implementation (second year or longer)
Providing principals operational flexibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Replacing principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviewing performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

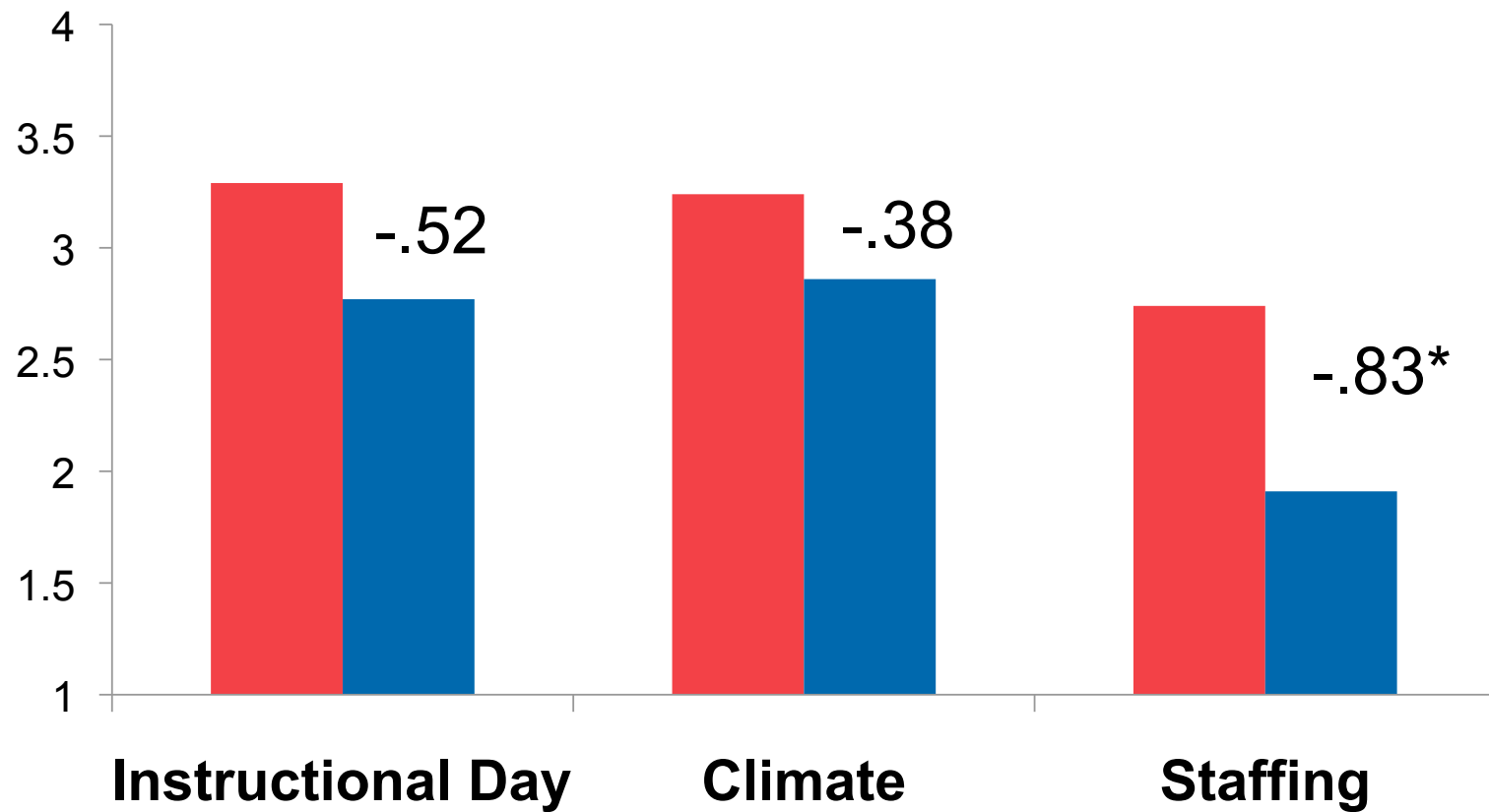
Turnaround principles (largest percentages)	Full state assistance or monitoring
Using data to inform instruction	60%
Providing time for collaboration on data use	49%
Establishing a safe school environment	46%

Turnaround principles (smallest percentages)	Full state assistance or monitoring
Reviewing the quality of staff	22%
Retaining only effective staff members	19%
Preventing ineffective teachers from transferring	9%

# Results: factor analysis

- Instructional day (.891-.731),  $\alpha = .938$
- Climate (.801-.537),  $\alpha = .895$
- Staffing (.860-.695),  $\alpha = .874$

# Results: **waiver** vs **nonwaiver**



# Secondary research question

To what extent does factor-analysis produce different results from an item-by-item approach, which also corrects for multiple comparisons?

# Results: BH correction

	Mean difference	P	BH-adjusted P
Preventing ineffective teachers from transferring	1.11	0.000	0.003
Retaining only effective staff	0.96	0.002	0.006
Reviewing the quality of all staff	0.79	0.002	0.009
Reviewing principal performance	0.66	0.019	0.013
Redesigning the schedule to add time for teacher collaboration	0.76	0.024	0.016
Redesigning the schedule to add time for student learning	0.66	0.037	0.019
Providing operational flexibility	0.67	0.064	0.022

## Two analyses → unified message

- States reported implementing supports for school turnaround principles around staffing less fully
- Nonwaiver states, in particular, reported low implementation of supports for staffing changes

# CHANGE?

- Keep exploring state reports with both factor and BH
- Other agencies support states
- Change the requirements (but not the idea that we need great educators)





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