The Problem of Human Capital

State Implementation of Federal School Improvement Grants

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Policy background

- ESEA (1965)
- NCLB (2002)
- ESEA Waivers (2011)
The ideal statewide system of support under NCLB (2002)

- Student Achievement
- Low Performing Schools
  - Restructure
- State Technical Assistance and Monitoring
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”?

<table>
<thead>
<tr>
<th></th>
<th>Exploration (assessing options)</th>
<th>Installation (planning &amp; preparing)</th>
<th>Initial implementation (first year)</th>
<th>Full implementation (second year or longer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing principals operational flexibility</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Replacing principal</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Reviewing performance</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
### Turnaround Principles

<table>
<thead>
<tr>
<th>Turnaround principles (largest percentages)</th>
<th>Full state assistance or monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using data to inform instruction</td>
<td>60%</td>
</tr>
<tr>
<td>Providing time for collaboration on data use</td>
<td>49%</td>
</tr>
<tr>
<td>Establishing a safe school environment</td>
<td>46%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Turnaround principles (smallest percentages)</th>
<th>Full state assistance or monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewing the quality of staff</td>
<td>22%</td>
</tr>
<tr>
<td>Retaining only effective staff members</td>
<td>19%</td>
</tr>
<tr>
<td>Preventing ineffective teachers from transferring</td>
<td>9%</td>
</tr>
</tbody>
</table>
Results: factor analysis

- Instructional day (.891-.731), $\alpha = .938$
- Climate (.801-.537), $\alpha = .895$
- Staffing (.860-.695), $\alpha = .874$
Results: **waiver vs nonwaiver**

- Instructional Day: 
  - Waiver: 3.5
  - Nonwaiver: 2.5
  - **Difference:** -.52

- Climate: 
  - Waiver: 3
  - Nonwaiver: 2.5
  - **Difference:** -.38

- Staffing: 
  - Waiver: 1.5
  - Nonwaiver: 2
  - **Difference:** -.83*
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

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Mean difference</th>
<th>P</th>
<th>BH-adjusted P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preventing ineffective teachers from transferring</td>
<td>1.11</td>
<td>0.000</td>
<td>0.003</td>
</tr>
<tr>
<td>Retaining only effective staff</td>
<td>0.96</td>
<td>0.002</td>
<td>0.006</td>
</tr>
<tr>
<td>Reviewing the quality of all staff</td>
<td>0.79</td>
<td>0.002</td>
<td>0.009</td>
</tr>
<tr>
<td>Reviewing principal performance</td>
<td>0.66</td>
<td>0.019</td>
<td>0.013</td>
</tr>
<tr>
<td>Redesigning the schedule to add time for teacher collaboration</td>
<td>0.76</td>
<td>0.024</td>
<td>0.016</td>
</tr>
<tr>
<td>Redesigning the schedule to add time for student learning</td>
<td>0.66</td>
<td>0.037</td>
<td>0.019</td>
</tr>
<tr>
<td>Providing operational flexibility</td>
<td>0.67</td>
<td>0.064</td>
<td>0.022</td>
</tr>
</tbody>
</table>
Two analyses → unified message

- States reported implementing supports for school turnaround principles around staffing less fully
- Nonwaiver states, in particularly, 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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