

# **North Carolina Innovative School District Evaluation Design**

## *4-Year Scope and Goals*

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January 9, 2019

Based on an evaluation plan developed by Laura Knapp and Olivia Rice (RTI International) and Allison Black-Maier, Suzanne Branon, and Trip Stallings (Friday Institute, North Carolina State University)

# Agenda

- ***Framing the Evaluation***
  - State-Required Components
  - Components for Greater Context
- ***Data and Methods***
  - Data Sources and Quantitative Strategies
  - ISD vs I-Zone Evaluation
- ***State-Led Turnaround in Other States***



# Framing the Evaluation

## *Evaluation Questions*

1. Does the ISD improve student- and school-level academic growth and achievement?
2. Does the ISD improve learning conditions, including changes in student behavior?
3. Does the ISD contribute to changes in school-community engagement?
4. Does the ISD contribute to changes in the culture of schooling both in and outside of the ISD?

# Framing the Evaluation

## *Legislatively-Required Components*

1. Does the ISD improve student- and school-level academic growth and achievement?
  - ISD schools achieve and maintain **performance scores at or above a C**.
  - ISD schools' academic **outcomes compare favorably** to eligible but non-identified schools.
  - ISD schools **demonstrate academic growth**.
2. Does the ISD improve learning conditions, including changes in student behavior?
  - ISD schools establish a **safe and positive learning environment**.
3. Does the ISD contribute to changes in school-community engagement?
  - **Community engagement** grows in ways that are attributable to the ISD.
  - **Parent engagement** grows in ways that are attributable to the ISD.
  - ISD school **staff feelings of empowerment** grow in ways that are attributable to ISD school-community engagement efforts.
4. Does the ISD contribute to changes in the culture of schooling both in and outside of the ISD?
  - ISD schools create an effective structure for **holding staff accountable**.
  - ISD schools exhibit **fiscal efficiency and effectiveness**.

# Framing the Evaluation

## Components for Greater Context

1. Does the ISD improve student- and school-level academic growth and achievement?
  - ISD **students demonstrate academic proficiency.**
  - ISD **students exhibit more growth** than students at matched a) local schools (possibly including I-Zone schools), b) transformational schools, and c) considered but non-selected schools; also vs statewide growth averages.
2. Does the ISD improve learning conditions, including changes in student behavior?
  - ISD schools experience **reduction in behavioral referrals.**
  - ISD schools experience **reduction in student absenteeism** and/or increased attendance.
4. Does the ISD contribute to changes in the culture of schooling both in and outside of the ISD?
  - ISD schools **recruit** effective staff.
  - ISD schools **retain** effective staff.

# Data and Methods

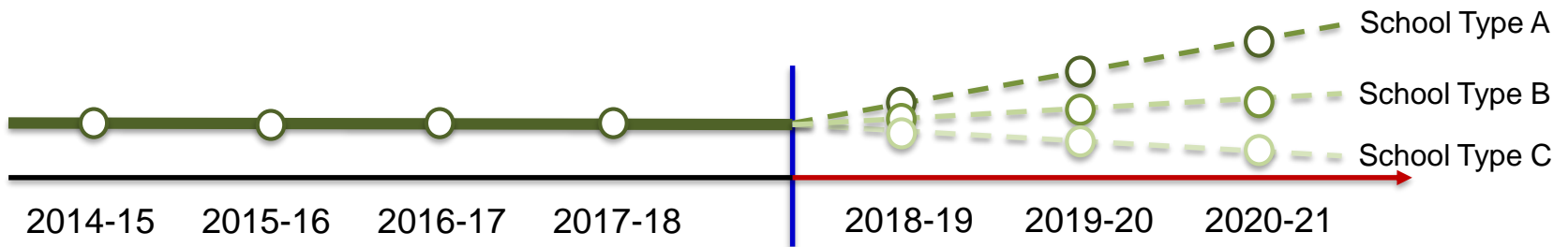
## *Data Sources*

- North Carolina Administrative data (including North Carolina Report Card data)
- Student surveys
- Parent surveys
- Practitioner surveys
- Practitioner focus groups
- North Carolina Teacher Working Conditions survey
- *School-level annual reports\**

# Data and Methods

## Quantitative Strategies

- Comparative Interrupted Time Series



## Limitations

- Small number of schools
- Differences in ISD school governance
- Initiative timeline
- Lack of randomization of impacted students and educators
  - *Also, ISD schools are schools of choice (for both students and educators)*



# Data and Methods

## *ISD vs I-Zone Evaluation*

- No direct evaluation of I-Zone schools; however . . .
- I-Zone schools included as one comparison school group:
  - Schools initially identified as eligible for ISD but ultimately not selected
  - Schools **not** initially identified but similar on multiple relevant measures
  - Schools locally selected for inclusion in an I-Zone

# State-Led Turnaround in Other States

- LA: Recovery School District (RSD)
- TN: Achievement School District (ASD)
- MI: Education Achievement Authority (EAA)<sup>†</sup>
- NV: Achievement School District (ASD)<sup>\*</sup>
- MS: Achievement School District (ASD)<sup>\*</sup>

# State-Led Turnaround in Other States

	Louisiana	Tennessee	Michigan†	Nevada*	Mississippi*
School Eligibility	Louisiana School Performance Score = “ <b>Failing</b> ”; no school transferred after 2008 The passing score has fluctuated over the years	Priority schools = <b>bottom 5%</b> of all TN schools in overall student achievement	Original eligibility target: <b>Bottom 5%</b> of schools statewide Actual eligibility: Detroit Public Schools only (never expanded beyond DPS)	Any school that meets Nevada’s criteria for any state-level intervention: <ul style="list-style-type: none"> <li>• <b>Bottom 5%</b> of elem/middle schs</li> <li>• High schs w/4-year <b>graduation rate less than 60%</b></li> </ul>	Schools or districts either: a) designated as “ <b>F</b> ” for two consecutive school years; or b) designated persistently failing and chronically under-performing (“ <b>F</b> ” for two of the last three years)
Govern- ing Structure	RSD reports to the <b>SBE</b> ; schools in the RSD are direct-run, with the RSD overseeing the schools, or charter-run.	1) Schools managed by <b>ASD</b> 2) Schools managed by a <b>CMO</b> 3) <b>iZone</b> schools	EAA reported to a Board of Directors and an <b>Executive Committee</b> w/policy and decision-making authority	ASD led by an Executive Director (appointed by and reports to the Nevada <b>Superintendent of Public Instruction</b> )	A superintendent is appointed by the <b>SBE</b> .
Number of Schools	<b>80</b> schools across LA (with 68 in NO)	<b>32</b> schools in ASD <b>36</b> schools in iZones	EAA dissolved as of June 30, 2017; served <b>15</b> schools in final year	The plan was to select <b>up to 6</b> schools to join the ASD per year	Per legislation, MS ASD serves only the <b>number of schools for which it has the capacity to serve</b>
Staffing	Relies heavily on <b>TFA</b> and TeachNOLA ( <b>TNTP</b> )	Teachers must <b>reapply</b> ; <b>42%-100% turnover</b> (by management type)	<b>Non-union</b> ; all had to <b>reapply</b> ; federal TIF funds went unspent	All educators must <b>reapply</b>	Personnel are <b>not subject to MS’s standard educator accountability and hiring guidelines</b>

# Contact Information

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