District Case Study Evaluation Design

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Case studies of four districts

- SCALE impact on district policy (Tier 1)
- District policy impact on teachers & schools (Tier 2)
- Qualitative data
- Cross-site analysis
SCALE theory of action

- Multiple points of access to district policy & practice
- Create multi-dimensional change in instructional guidance
- Which produces improved instruction and instructional support in schools
## Tier 1 Activities: Co-construction of instructional guidance

<table>
<thead>
<tr>
<th>Multiple levels of system</th>
<th>Co-construction activities</th>
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<tbody>
<tr>
<td>Top leadership</td>
<td>Strategic planning</td>
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<tr>
<td>Department heads</td>
<td>Formative feedback</td>
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<tr>
<td>Local superintendents</td>
<td>Curriculum design</td>
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<tr>
<td>Principals</td>
<td>Professional development</td>
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<tr>
<td>Coaches</td>
<td>Co-piloting</td>
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<td>Teachers</td>
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Tier1 Outcomes: Multi-dimensional improvements in instructional guidance

- Quality, consistency in 5 dimensions of instructional guidance

- Improved leverage on instruction
  - Integration of T&L departments with school management
  - Nested learning communities (IFL)

- Redirection of resources
  - Capture of loosely coupled resources
  - Reduction of guidance overload on schools and teachers
The Problems of Causal Attribution

- Co-construction of district policies
- Policies often pre-date SCALE
- Effects of co-construction are diffuse
- Instructional guidance has diffuse effects
- All effects mediated by district/school context
# Two-Level Evaluation Strategy

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Top-down (initiative out)</th>
<th>Bottom-up (effects back)</th>
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<tbody>
<tr>
<td>district</td>
<td>Track co-construction of specific initiatives</td>
<td>Examine all instructional guidance for SCALE-like traits</td>
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<tr>
<td>Tier 2</td>
<td>Track impact of specific initiatives on schools and teachers</td>
<td>Examine instructional practice for SCALE-like traits</td>
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Tier 1 Data

- Interviews
- Observation of meetings
- District documents;
- internal data on SCALE activities
Tier 1 Interviews

- Semi-structured, about district instructional guidance:
  - context and history
  - goals and strategies
  - procedures and actions taken or to be taken
  - role of individuals
  - factors that have inhibited or supported progress
  - estimated current and future effects
Common Outline for District Reports

I. District Context
   • Demographics, student assessments
   • Central office administration
   • History of relationship with IFL and SCALE

II. Description of major intended changes in math/science instructional guidance
   • Guidance, goals, history
   • Staff, teams, leadership
   • Implementation, obstacles

III. Analysis: Effects of SCALE and effectiveness of instructional guidance
   • SCALE influences and effects