



# District Case Study Evaluation Design

Bill Clune

AERA

April, 2005



# 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

Multiple levels of system	Co-construction activities
Top leadership	Strategic planning Formative feedback Curriculum design Professional development Co-piloting
Department heads	
Local superintendents	
Principals	
Coaches	
Teachers	



# 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

	<b>Top-down (initiative out)</b>	<b>Bottom-up (effects back)</b>
<b>Tier 1 (district)</b>	<b>Track co- construction of specific initiatives</b>	<b>Examine all instructional guidance for SCALE-like traits</b>
<b>Tier 2 (schools &amp; teachers)</b>	<b>Track impact of specific initiatives on schools and teachers</b>	<b>Examine instructional practice for SCALE-like traits</b>



# 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***