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C-SAIL Year 3 Convening: Implementation Study Presentation

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Abstract

Laura Desimone presents Year 2 findings from the Implementation Study at C-SAIL's second annual "A Conversation on College- and Career-Readiness Standards" in Washington, D.C. on April 27, 2018. This PowerPoint presentation corresponds to a presentation video available at c-sail.org/videos.

Keywords

college and career-ready standards, implementation, curriculum, professional development, assessment, students with disabilities, english learners

Disciplines

Education | Educational Assessment, Evaluation, and Research

Comments

The Center on Standards, Alignment, Instruction, and Learning (C-SAIL), funded from July 2015 through 2020 by the Institute of Education Sciences, examined how college- and career-readiness (CCR) standards were implemented, if they improved student learning, and what instructional tools measured and supported their implementation.

Implementation Study

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What Are the Policy Attributes?

- Used for decades in policy implementation research (Clune, 1993; Berends, Bodilly, & Kirby, 2002; Polikoff, 2012)
  - **Specificity***: how detailed or prescriptive a policy is
  - **Authority***: policy's legitimacy and status, which can be achieved through rules, laws or charismatic leaders
  - **Consistency:** extent to which policies are aligned and how policies relate to and support each other
  - **Power**: how policies are reinforced and enacted through systems of rewards and sanctions.
  - **Stability**: extent to which policies change or remain constant over time (Porter, 1994; Porter et al., 1988).
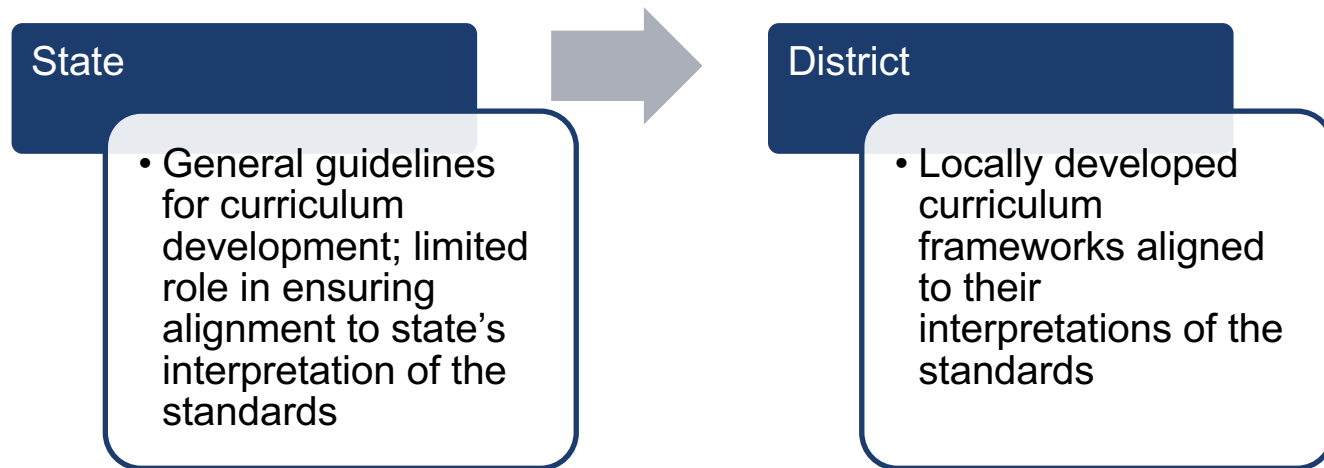
Interviews and Surveys

	California	Kentucky	Massachusetts	Ohio	Texas
State Interviews	Year 1: N = 4 Year 2: N = 3	Year 1: N = 5 Year 2: N = 9	Year 1: N = 5 Year 2: N = 5	Year 1: N = 6 Year 2: N = 9	Year 1: N = 6 Year 2: N = 4
District Interviews	Year 1: N = 0 Year 2: N = 9	Year 1: N = 12 Year 2: N = 11	Year 1: N = 0 Year 2: N = 5	Year 1: N = 12 Year 2: N = 8	Year 1: N = 7 Year 2: N = 9
Surveys Participants and Response Rates	Year 2: **17** district admin (16%) **42** principals (32%) **221** teachers (32%)	Year 1: **170** principals (42%) **740** teachers (32%)	Year 2: **223** teachers (43%)	Year 1: **42** district admin (86%) **111** principals (60%) **417** teachers (64%)	Year 1: **42** district admin (79%) **149** principals (70%) **603** teachers (55%)

Research Question #1:

What are major trends in how states and districts are implementing college- and career-ready standards?

Theme: In local control contexts, greater specificity and consistency is found at the district, rather than the state, level

State

- General guidelines for curriculum development; limited role in ensuring alignment to state's interpretation of the standards

District

- Locally developed curriculum frameworks aligned to their interpretations of the standards

Theme: State and district officials are framing accountability as support, indicating "softer power" compared to previous waves of standards-based reform
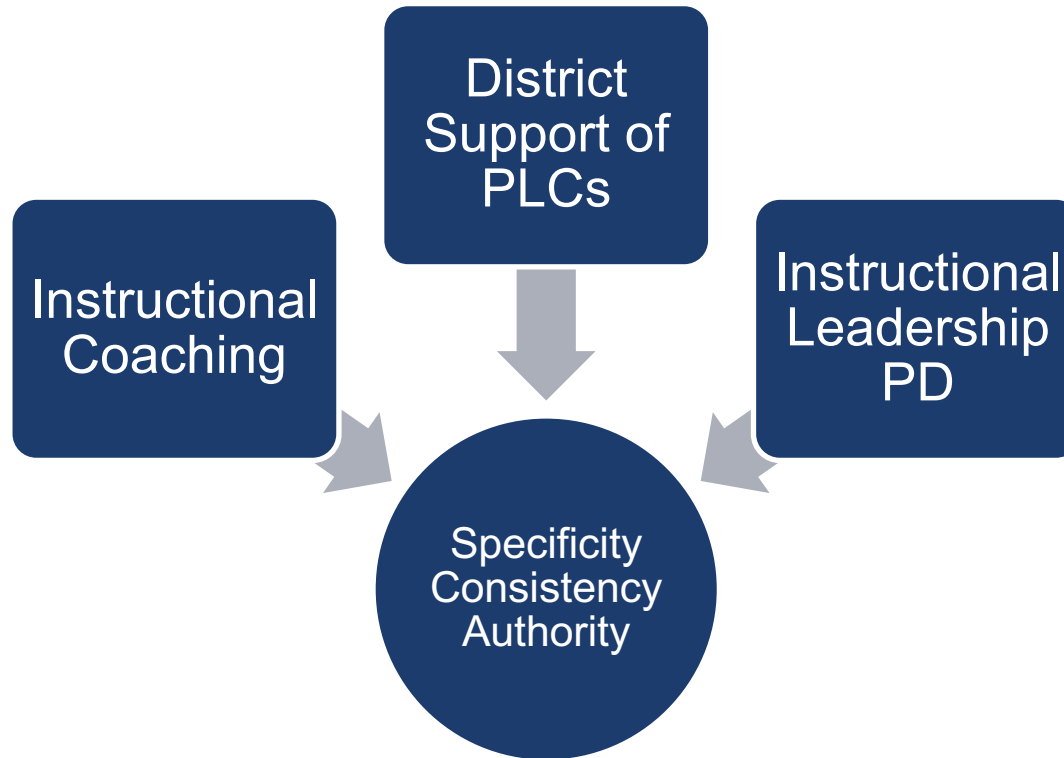
Previous Waves
• Financial incentives • Sanctions on districts, schools, and teachers due to underperformance

| Current Wave |
| --- |
| • Public recognition
• Assistance and guidelines for data-driven decision making for underperforming districts/schools |

# Theme: PD is often the district vehicle for strengthening specificity, consistency, and authority

Research Question #2:

What are major implementation trends for teachers of English language learners and students with disabilities?

Theme: Specificity, consistency, and authority for ELL policies are developed through centralized state supports or through partners with national consortia

WIDA	ELPA21	State-Specific
Kentucky	Ohio	California
Massachusetts		Texas
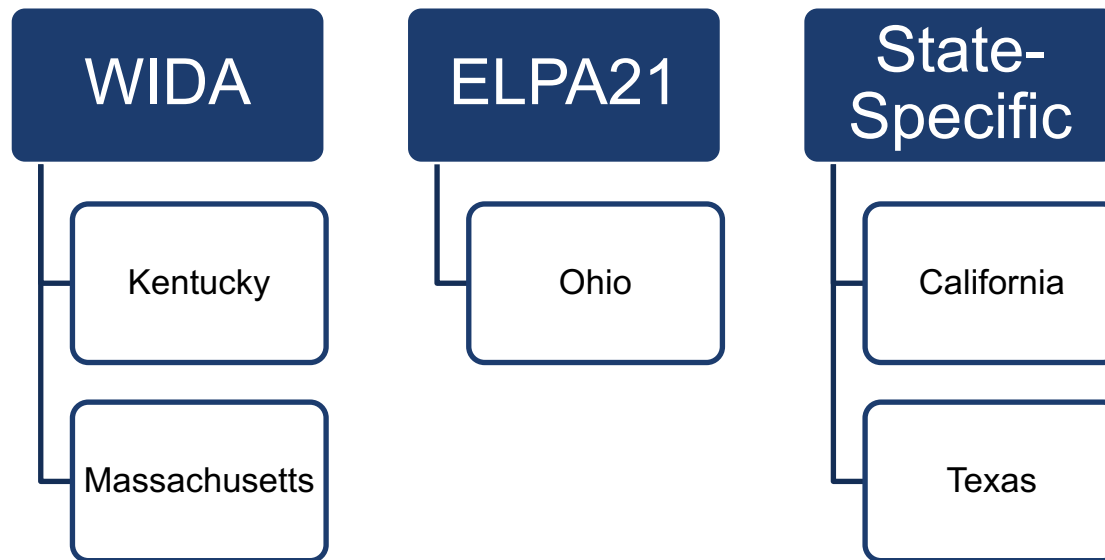
Theme: Some officials question the consistency between IDEA and the CCR policies; they also are working to provide more specific guidance for administrators and teachers of SWDs

State Infrastructure

District Collaboration

State PD

Coaching Supports
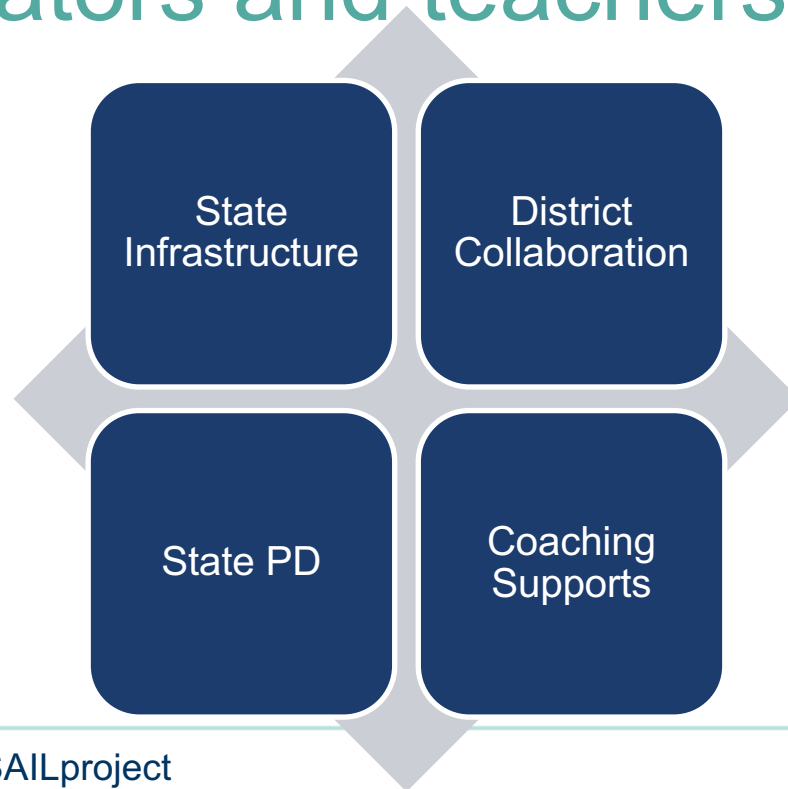
Year 3 Preview

- Deeper dive into innovation, policies/practices revolving curriculum, PD, and differentiation for SWDs and ELLs that enhance the policy attributes
  - Additional data collection: principal and teacher interviews, teacher focus groups, classroom observations in 5 districts

- Additional data collection of perspectives of the state-district relationship at the regional level, and how regional supports enhance state initiatives through their localized implementation approaches

- Persistent or changing implementation strategies from 2015-2016 (Year 1) to 2018-2019 (Year 3)