

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).

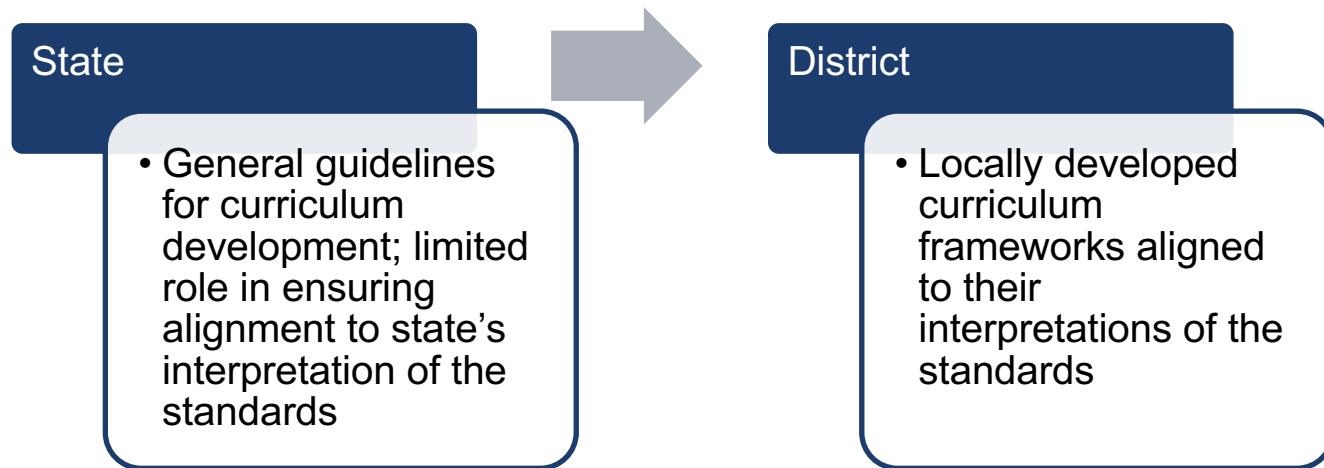
Interviews and Surveys

	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



Theme: State and district officials are framing accountability as support, indicating “softer power” compared to previous waves of standards-based reform

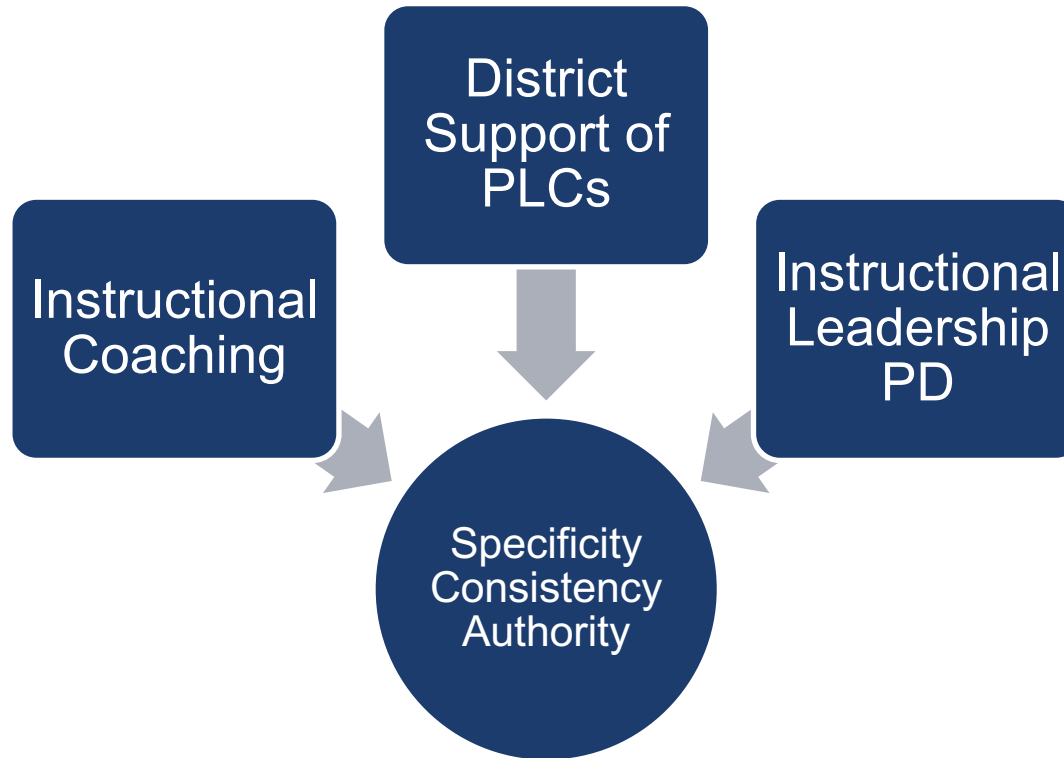
Previous Waves

- 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

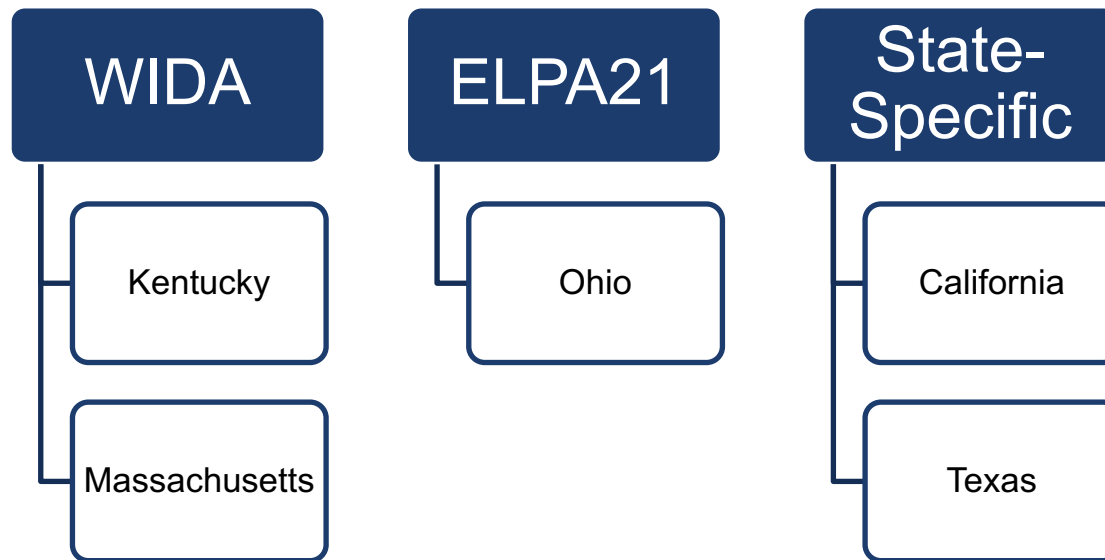
Theme: PD is often the district vehicle for strengthening specificity, consistency, and authority



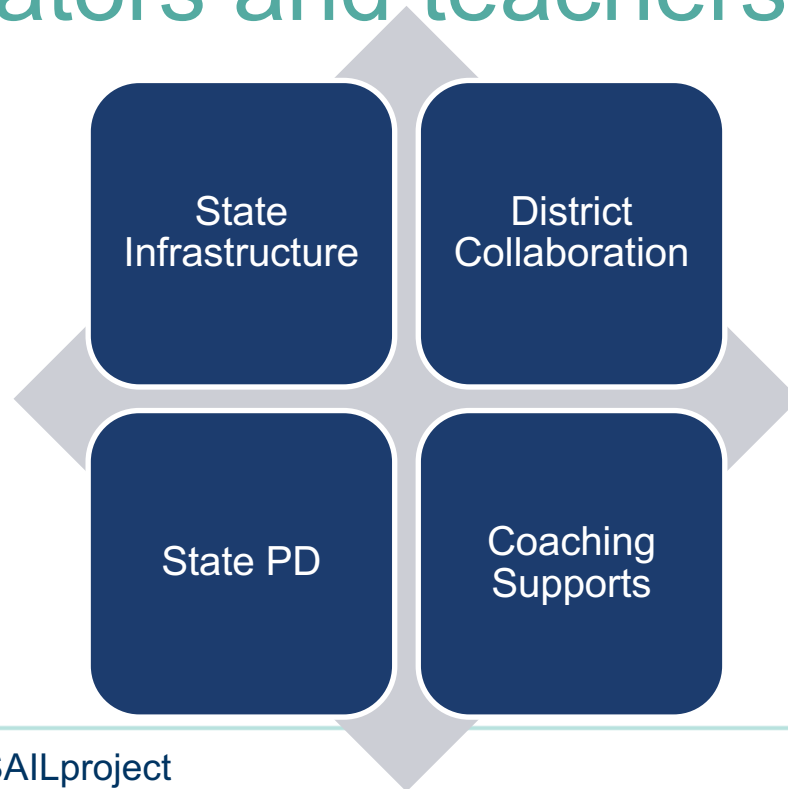
Research Question #2:

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



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



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)