



Understanding School Turnaround: Achievement School District & iZone Schools in TN; Transformation in NC

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State Takeover of Chronically Low Performing Schools

In 2009, Secretary Duncan estimated over 5,000 chronically low performing schools in U.S.

- Supreme Court removed tools for desegregation – busing
- Re-segregation, bureaucratic neglect, lack of political will, or inadequate capacity

Policy tools targeting low performing schools

- Comprehensive School Reform (prior 25 years)
 - Targeted teaching and learning processes
 - Largely unsuccessful
- More fundamental reform – Turnaround models
 - Personnel replacement
 - Changes in governance (i.e. state takeover) and management
 - Teaching and learning processes???



Conclusions

1. Turning around lowest achieving schools effective
 - North Carolina: positive effects on average, effects largest in lowest of low performing schools
 - TN iZones: positive effects on average in all subjects & in all three districts
2. Changes in governance (state takeover) not necessary for effective turnover
 - **Threat of state takeover may be needed for districts to exercise political will by districts to meaningful reform**
3. Capacity for iZone reforms may only exist in large districts
4. Teacher recruitment and retention key ingredient for successful reform
 - iZones replaced over 50% of teachers (ASD over 75%)
 - iZones hired and retained more effective teachers ratio of above average to below average 1.7 in iZone & 0.6 in ASD
 - Memphis provided approximately 14% salary increases for teachers in schools in iZone
5. Many issues must be addressed for Achievement or Opportunity School districts

Issues for State's Considering Achievement School District

1. Neighborhood Schools or Schools of Choice?
2. Which schools will be selected for takeover by state/ASD?
3. Who will manage CMO-school matching? Community and parent input?
4. Who will hold the CMO accountable? For what? Balance between autonomy and accountability?
5. Can charter management organizations be recruited?
6. Whole school or grade-by-grade takeover?
7. How will students with disabilities be identified and their needs met?
8. How will talented teachers/principals be recruited and retained?
9. How will parents and the community provide continued input?
10. Who will determine if sufficient improvements in students outcomes occur?

Upper 50-100 (2010)

Upper 50-100 (2011)

Upper 50-100 (2012)

Upper 50-100 (2013)

Upper 50-100 (2014)

Bottom 25-50 (2010)

Bottom 25-50 (2011)

Bottom 25-50 (2012)

Bottom 25-50 (2013)

Bottom 25-50 (2014)

Bottom 10-25 (2010)

Bottom 10-25 (2011)

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Bottom 5 (2013)

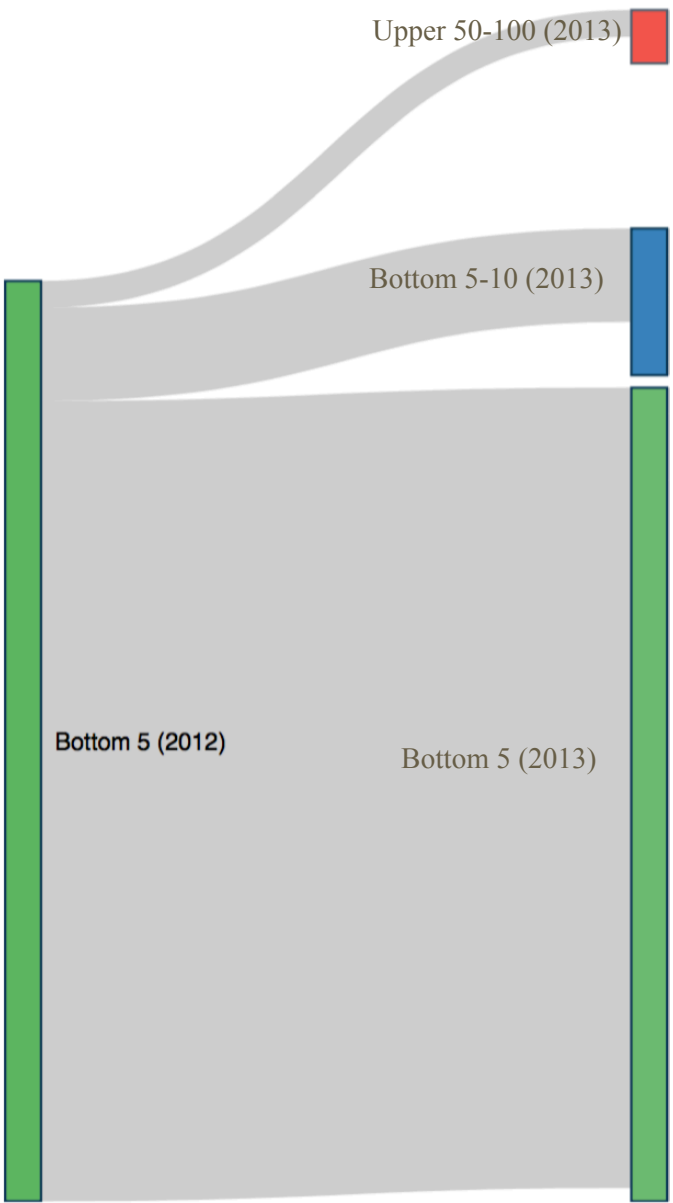
Bottom 5 (2014)

Movement within Tennessee's Bottom 5 Percent Schools

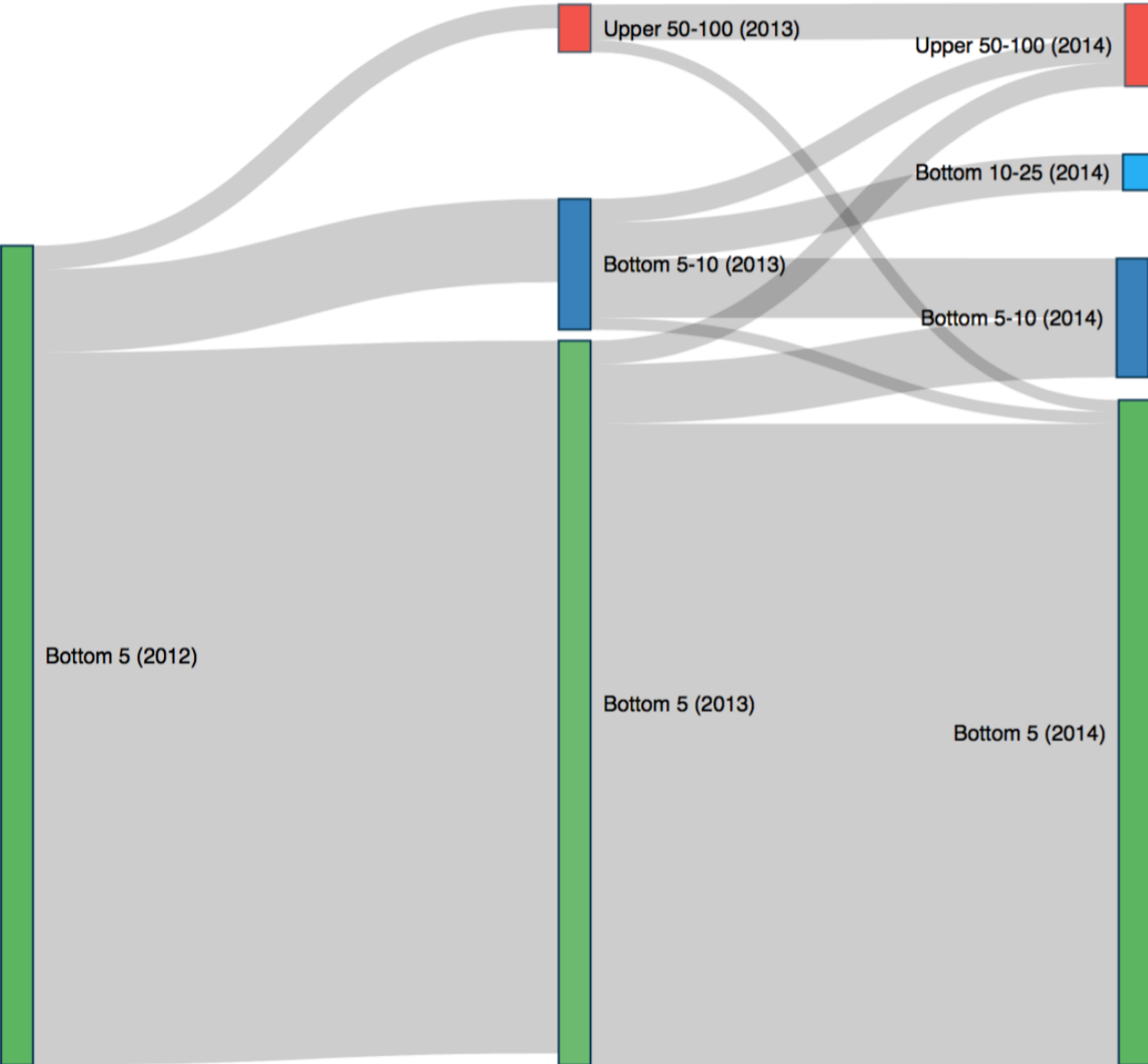


Bottom 5% Schools in 2011-12 SY

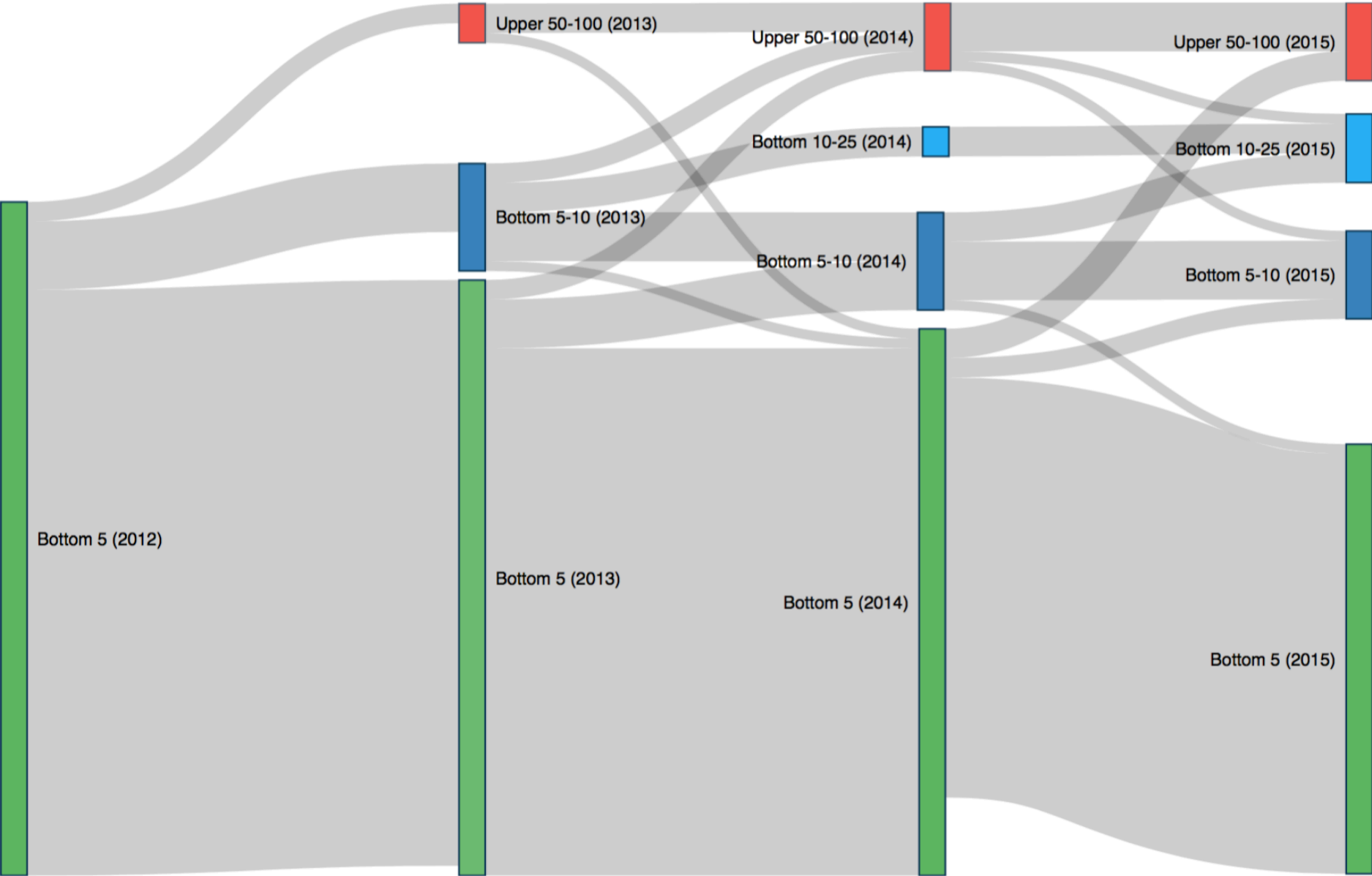
Movement within Tennessee's Bottom 5 Percent Schools



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Movement within Tennessee's Bottom 5 Percent Schools





**TURNAROUND SCHOOLS:
NORTH CAROLINA TRANSFORMATION**

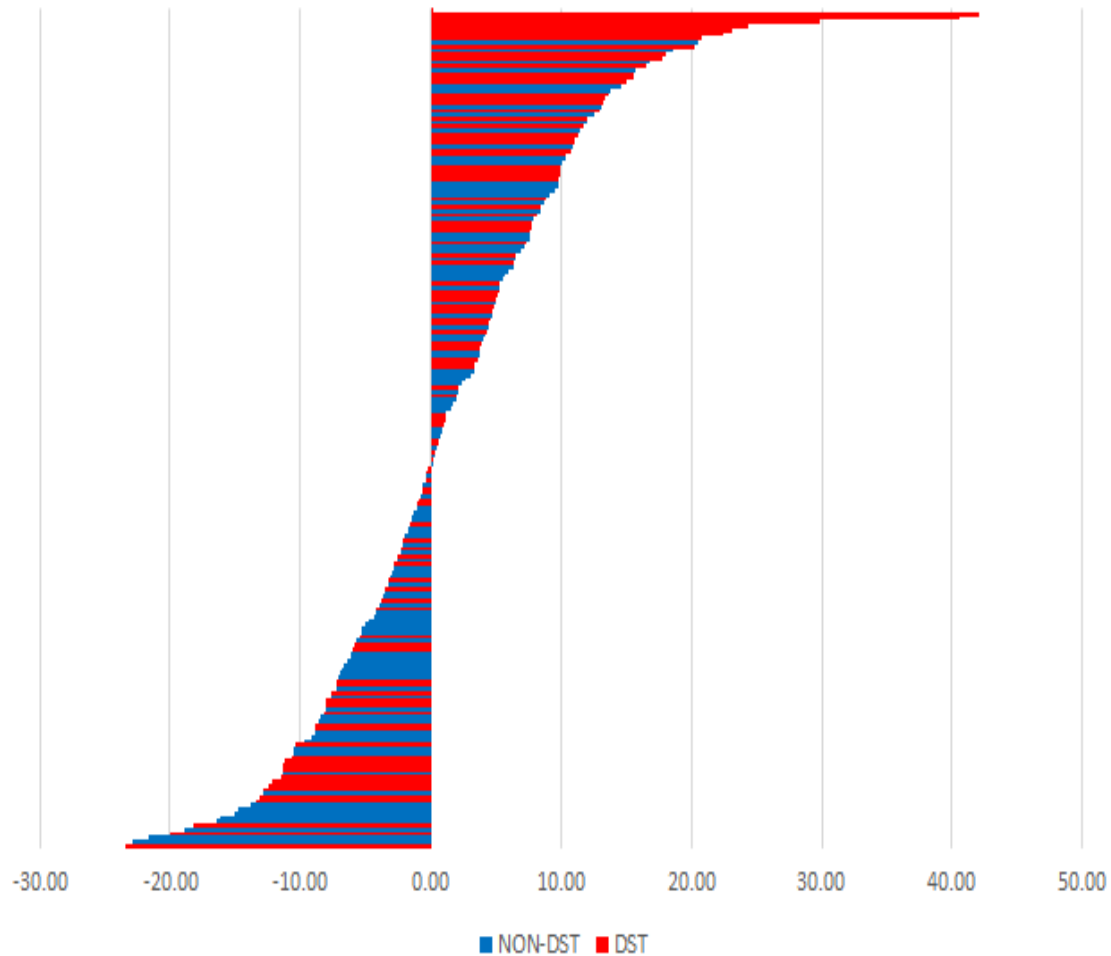


Turning Around Low-Achieving Schools

Race to the Top initiative

- State-level: District and School Transformation
 - Bottom 5% of schools¹
 - 65 elementary schools (< 52.4%)
 - 24 middle schools (< 53.5%)
 - 20 high schools (< 58.1%)
 - +7 high schools (<60.0% graduation)
- Personnel replacement, district coaching, principal coaching, instructional coaching, & PD
- No change in governance or management

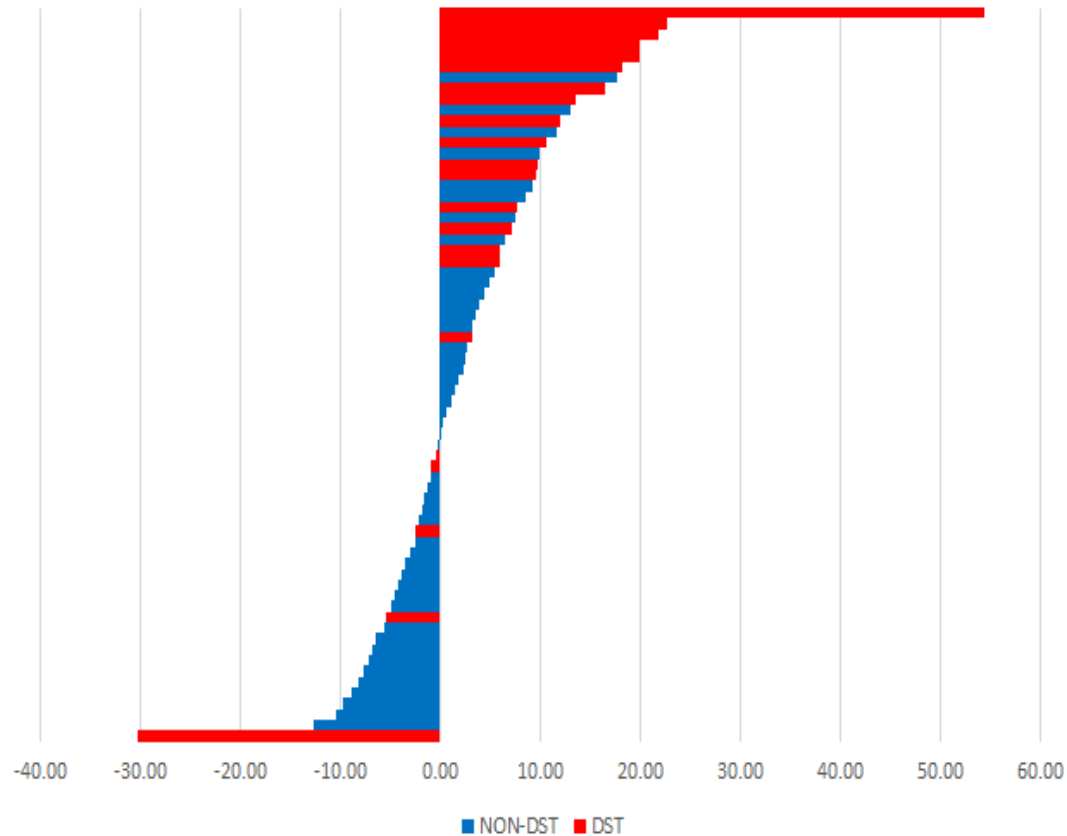
Change in Proficiency Rates



60% of TALAS schools outperformed state average change



Change in Graduation Rates



- + 7.0%: Average growth in non-TALAS high schools ('08-'10 to '12-'14)
- +16.7%: Average growth in TALAS high schools
- 75% of TALAS schools outperformed state average growth



TALAS: Overall Average Effects

	Proficiency Rates	Graduation Rates	School Value-Added ¹	Teacher Value-Added	Teacher Retention
ALL	0.18*	0.29	0.21	0.05	-0.16
ELEMENTARY	0.15		0.19	0.11	-0.23
	0.26		0.39	0.26*	-0.12
SECONDARY	0.25	0.29	0.12	-0.08	-0.04
MATH	0.21*				
ELA	0.08				
SCIENCE	0.21*				

* p<0.05

¹ School VAM by year: 0.34*, 0.26*, 0.21



TALAS Value-Added Impacts

School value-added*

1. 2011-12 Moderate effect (+0.34 sdu)
2. 2012-13 Moderate effect (+0.26 sdu)
3. 2013-14 Moderate but non-significant (+0.21)

*School value-added effects are over and above prior year

Teacher value-added

1. Only significant for middle schools (+0.26)
2. Not significant overall or for elementary and secondary schools



TALAS Achievement Impacts by Subject and Grade Level

TALAS focused on literacy and reading in all schools

English/language arts

- Elementary – small effect (+0.07)
- Middle – moderate effect (+0.18)

Math

- All – moderate effect (+0.21)
- Middle – moderate effect (+0.37)

Science

- All – moderate effect (+0.21)
- Elementary – moderate effect (+0.23)

All other effects positive but not statistically significant

LATE effects using RD: overall positive, slightly negative for middle and elementary schools

The cutoff at 5% was set too high for the elementary and middle schools

Largest effects among the very lowest performing schools



**ACHIEVEMENT SCHOOL DISTRICT &
INNOVATION ZONES:
TENNESSEE**



School Turnaround in Tennessee

1. Tennessee received \$500M in the first round of Race to the Top (RT3) to fund First to the Top, which identified the state's 83 lowest-achieving Title 1 schools as Priority schools.
2. RT3 created the state-run Achievement School District (ASD) and authorized it to takeover Priority schools.
3. ASD governs all schools that have been taken over but some are managed directly by ASD while others are managed by Charter Management Organizations.
4. All schools in ASD remain neighborhood schools (not schools of choice).
5. Additional schools were placed in district-run "Innovation Zones" (iZones) in urban school districts (Memphis, Nashville & Chattanooga).
6. Implementation issues: students with disabilities, selecting schools for takeover, matching schools with operators, governance & administrative and school finances



The Tennessee Context

Zimmer, Kho & Henry (2016)

Priority Schools
Lowest-Performing 5%



Achievement School District (ASD)

- State Takeover
- ASD-Run vs. CMO-Run
- Staff Replacement
- School Autonomy
- Neighborhood Schools



Innovation Zone (iZone)

- District-Run
- Staff Replacement
- School Autonomy

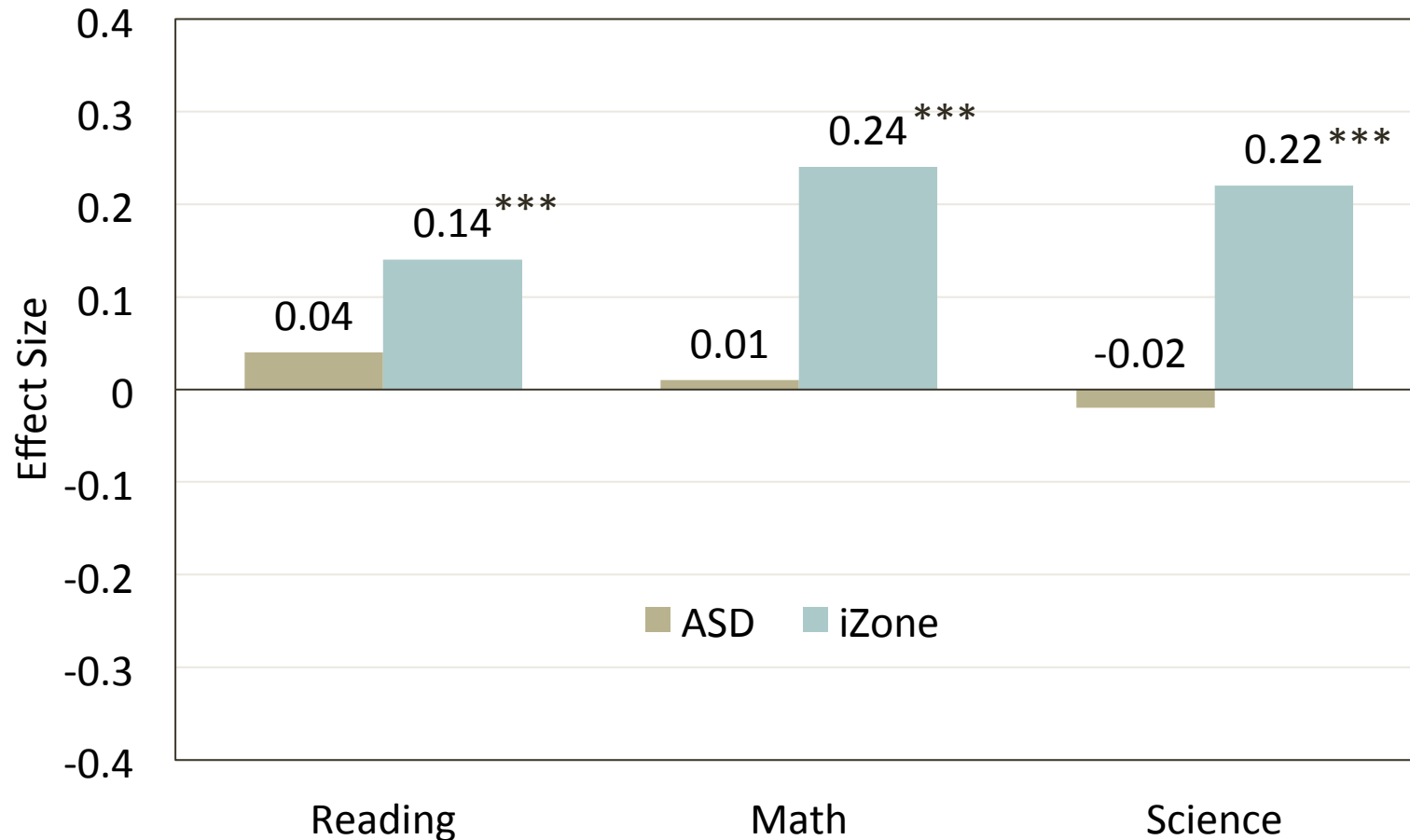


Local School Improvement Plan (SIP)

No Major Reforms

Overall Effects

iZone Schools have Moderate to Large Positive Reading, Math, and Science Effects
ASD Schools have Similar Gains as Priority Schools across Subjects



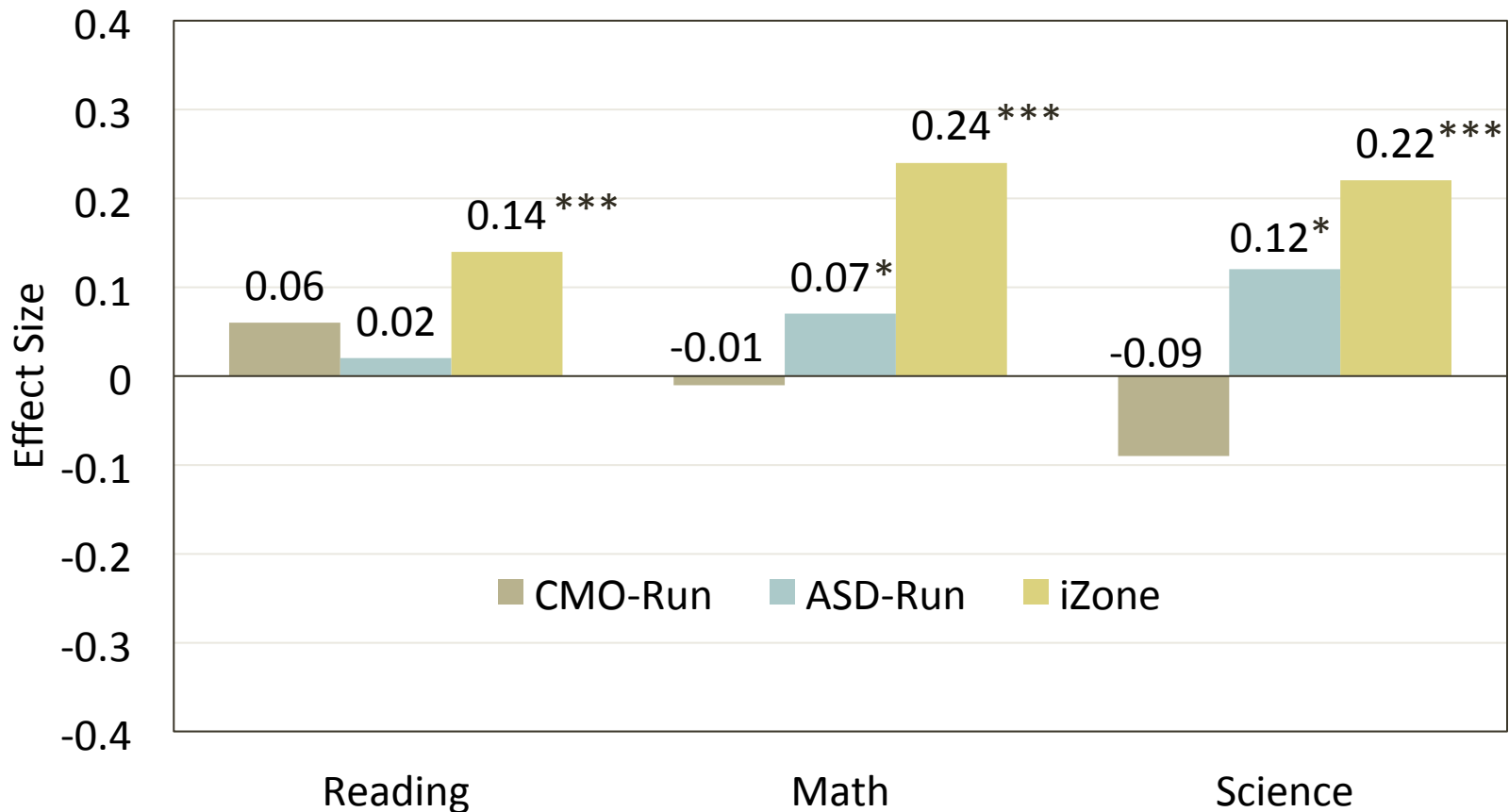
*Coefficient estimates for ASD and iZone are statistically different in each subject

Effects by Management Type

No Effect for CMO-Run Schools

Small Positive Effect for ASD-Run Schools in Math and Science

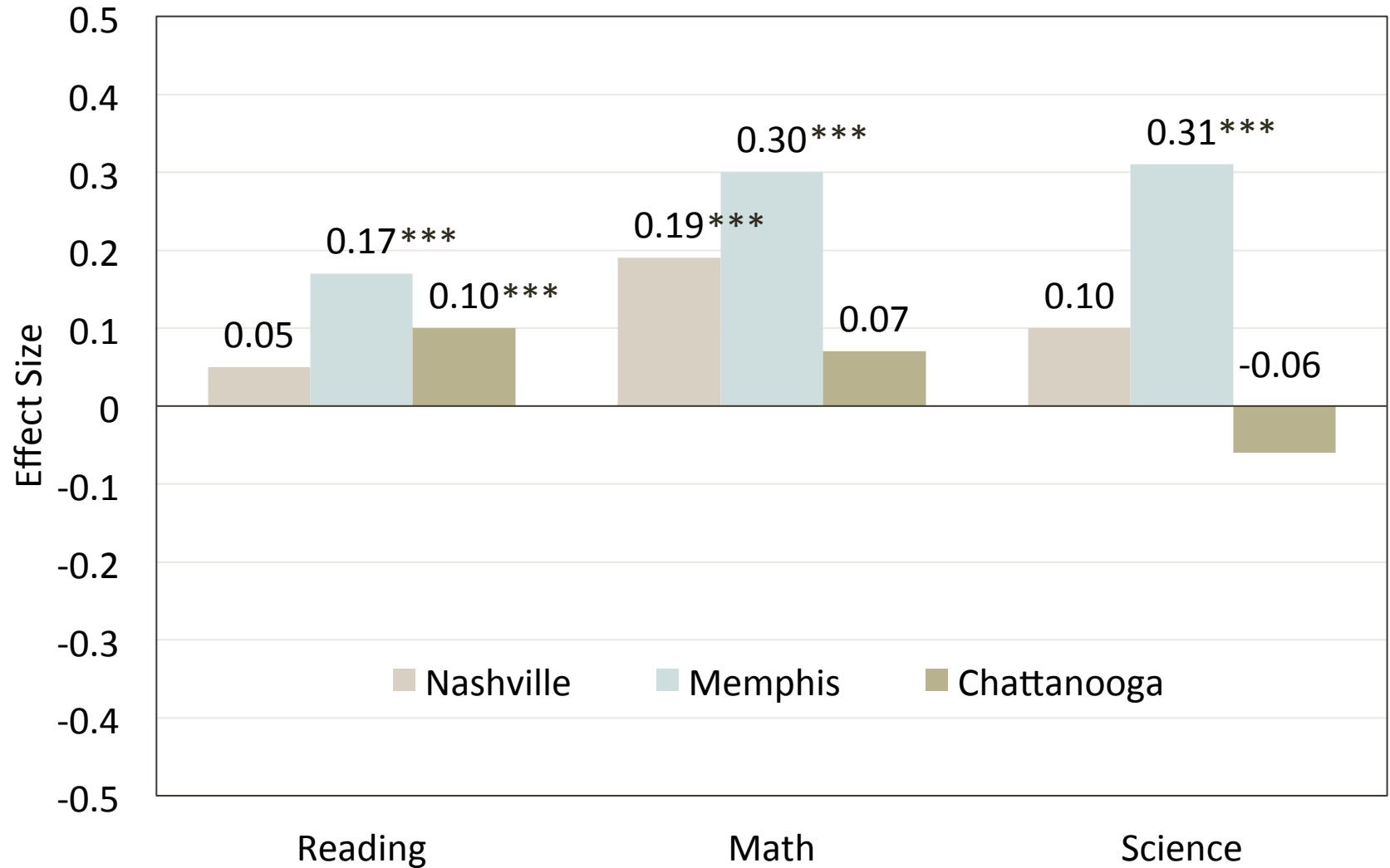
Moderate to Large Effects Across All Subjects for iZone Schools



*Coefficient estimates for ASD-run and iZone are statistically different across all subjects

*Coefficient estimates for ASD-run and CMO-run are statistically different for math & science

Average iZone Effects by District





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