

# **AB 519 (California Ed Code 52055.59) Evaluation: Final Report**

MAY 2012

Prepared for California Department of Education, Sacramento, California  
Agreement/Contract Number: CN088622

## **Prepared by:**

**Theresa Westover and Katharine Strunk (PIs),  
Andrew McEachin, Amy Smith, Shani Keller,  
and Mary Stump**

## Acknowledgments

---

This report was made possible through the generous funding and support of the California Department of Education through the District & School Improvement Division of the Curriculum, Learning & Accountability Branch.

We wish to thank the many individuals who contributed to the completion of this report. We are particularly grateful to the staff at the California Department of Education who helped build our understanding of the state's Program Improvement process and consulted with us over the past three years, especially our contract monitor Don Taylor.

We would also like to express our gratitude to the many colleagues at the Center for Education & Evaluation Services at the University of California, Davis and at the University of Southern California who have contributed to data collection efforts and the editing and technical aspects of this report. We would like to especially thank Alberto Guzman-Alvarez and Stacey Fuller for their assistance in data analysis and in the completion of this report.

Finally, and most of all, the authors would like to express our heartfelt appreciation to the many DAIT leads and team members and District Leaders who responded to surveys and interviews. Without their efforts, this report would not have been possible, and we deeply appreciate their assistance and thoughtful reflections and feedback.

# Table of Contents

---

Acknowledgments.....	ii
Table of Contents .....	iii
List of Tables.....	v
List of Figures .....	vii
Introduction .....	1
Brief Review of Related Research on District Reform Involving Technical Assistance .....	1
Corrective Action in California.....	4
Evaluation of Corrective Action 6 Implementation .....	5
Research Questions.....	6
Results.....	7
The Effect of Technical Assistance, and Specifically DAITs, on Student Achievement.....	7
Data .....	7
Estimation Strategy .....	9
The Impact of DAIT or Non-DAIT Technical Assistance on Student Achievement .....	14
The Impact of DAITs on Student Achievement .....	17
Assessing the Validity of the Main DAIT Effect .....	21
The Differential Impact of DAITs.....	24
Limitations of the DAIT Impact Analyses .....	33
The DAIT Intervention: Qualitative Results .....	34
How do districts work with their DAIT providers? .....	39
What changes do PI3 districts implement? .....	43
Characteristics associated with reported changes in implementation .....	44
What are some of the key implementation differences between Cohort 1 and Cohort 2 districts with DAITs? .....	47
Curriculum adoption .....	50
District and Provider Perceptions of the Most Significant Changes Made and the Key Activities They Associate with those Changes .....	52
Data Systems and Data-based Decision-making .....	53
Professional Development and Collaboration .....	54
Improving Instruction, Instructional Resources, and Curriculum .....	54

Focus on ELD and English learners .....	55
Principals as Leaders and Coaching of Principals .....	56
Improved Culture, Focus and Accountability .....	56
How are DAIT-Induced Changes in Districts’ Practices and Priorities Associated with District Student Achievement Growth? .....	58
What Other Factors May Explain the DAIT Effect? .....	66
Sustainability .....	70
Barriers and facilitators of the DAIT work.....	70
Summary of facilitators and barriers .....	83
District and Provider Recommendations for Improving the Intervention .....	84
Summary .....	90
Conclusions and Recommendations .....	91
References.....	92
Appendices .....	97
Quantitative Appendices A .....	98
Appendix B List of Districts, their county, DAITs, gradespans and enrollment.....	131
Appendix C Location of Cohort Districts and non-DAIT (light) Districts.....	133
Appendix D Coding of Capacity Studies.....	134
Appendix E Implementation Surveys.....	137
Appendix F Interview Protocols .....	207
Appendix G PI3 District Capacity to Implement and Sustain Reforms .....	218
Appendix H Cost/Impact of DAIT.....	225

## List of Tables

---

Table 1. Difference-in Difference Estimates of the Impact of PI Status and Receipt of DAIT and non-DAIT on Student Math and ELA Achievement Gains (Cohort 1).....	15
Table 2. Difference-in Difference Estimates of the Impact of PI Status and Receipt of DAIT and non-DAIT on Student Math and ELA Achievement Gains (Cohort 2).....	16
Table 3. Difference-in Difference Estimates of the Impact of DAITs on Student Math and ELA Achievement Gains Relative to Non-DAIT TA (Cohort 1).....	18
Table 4. Difference-in Difference Estimates of the Impact of DAITs on Student Math and ELA Achievement Gains Relative to Non-DAIT TA (Combined Cohorts 1 & 2).....	20
Table 5. Estimates of DAIT Effect on Outcomes of Minority Subgroups.....	24
Table 6. Estimates of DAIT Effect on Outcomes of Low-Income Subgroup.....	27
Table 7. Estimates of DAIT Effect on Outcomes of EL Subgroup.....	29
Table 8. Estimates of DAITs on Outcomes of Students in Schools at Various Levels of PI.....	31
Table 9. Survey Response Rates.....	36
Table 10. Interview Response Rates*.....	38
Table 11. OLS Regression Analyses Examining District Characteristics Associated with Change in Levels of Implementation from Year 1 to Year 2.....	46
Table 12. Demographic Characteristics of DAIT and Non-DAIT (light) Districts.....	48
Table 13. Comparison of Cohort 1 and 2's Levels of Implementation, all Districts (DAIT and Non-DAIT [light] Districts).....	49
Table 14. Comparison of DAIT and Non-DAIT (light) Districts' Change in Implementation Ratings from Year 1 to Year 2.....	50
Table 15. Percentage of Non-DAIT (light) and DAIT Districts' Reporting Adopting New Curricula.....	51
Table 16. Percentage of DAIT and Non-DAIT (light) Districts Reporting that Current Curricula Include Interventions for Students 2 or More Years Behind.....	51
Table 17. Percentage of Non-DAIT (light) Districts Reporting Delaying Implementation of Curricula.....	52
Table 18. OLS Regression of DAIT Districts' Adjusted Math Achievement Growth on Changes in Reform Priorities from 2008-9 to 2009-10 (Cohort 1).....	60
Table 19. OLS Regression of DAIT Districts' Adjusted ELA Achievement Growth on Changes in Reform Priorities from 2008-9 to 2009-10 (Cohort 1).....	61
Table 20. OLS Regression of DAIT Districts' Adjusted Math Achievement Growth on Changes in Reform Priorities from Year 1 to Year 2(Combined Cohorts 1 & 2).....	64
Table 21. OLS Regression of DAIT Districts' Adjusted ELA Achievement Growth on Changes in Reform Priorities from Year 1 to Year 2(Combined Cohorts 1 & 2).....	65
Table 22. OLS Regression of DAIT Districts' Adjusted Math and ELA Achievement Growth on DAIT Provider Status.....	66
Table 23. Estimates of DAITs with Stronger CBAs on Student Achievement Outcomes (Cohort 1).....	67

Table 24. Estimates of DAITs with Stronger CBAs on Student Achievement Outcomes (Combined Cohorts 1 & 2).....	68
Table 25. District “Readiness” Construct .....	72
Table 26. Readiness Barriers .....	75
Table 27. Relationship Issues During Engagement.....	78
Table 28. District Structural or Staffing Barriers .....	82

# List of Figures

---

Figure 1. Percentage of Districts Reporting that the DAIT Either "Somewhat" or "To a Great Extent".....	41
Figure 2. Changes in Implementation from Year 1 to Year 2 .....	44

---

# Introduction

---

## Brief Review of Related Research on District Reform Involving Technical Assistance

There has been increasing interest nationally and statewide in addressing the role districts can and do play in supporting student achievement within their schools (Kaufman, Grimm & Miller, 2012; Rumberger & Connell, 2007, Zavadsky, 2012, Campbell & Fullan, n.d.). California is one of several states building upon the school assistance team approach, using intermediary organizations as technical assistance providers, to support failing districts (Gottfried, Stecher, Hoover, & Cross 2011). California's successful School Assistance and Intervention Teams (Hatchuel Tabernik and Associates, 2008) served as the model for its District Assistance and Intervention Team (DAIT) strategy to support low-performing districts (Padilla, Tiffany-Morales, Bland, & Anderson, 2009).

District Assistance and Intervention Teams (DAITs) are intended to build district leadership capacity to implement instructional reforms, enabling them to better work with their schools and teachers to ultimately improve student achievement. This focus on building district-level capacity for reform is not particularly new; although some research previous to the onset of high-stakes accountability policies judged school districts as ineffective and possibly harmful to instructional reforms (Elmore, 1993; Hill, 1995; Miskel, 1999), scholars of education reform have long recognized the potential for districts to be instrumental in educational change (Berman & McLaughlin, 1978; Elmore & McLaughlin, 1988; McLaughlin, 1987). In fact, early work on high-stakes accountability reforms considered their success to be especially dependent on the capacities of local school districts to foster and engender instructional reforms that would lead to increased student achievement (Elmore & Fuhrman, 1994; Smith and O'Day, 1991). Studies that have since examined the implementation of high-stakes accountability policies such as the *No Child Left Behind Act* have stressed the need for state governments to build school and district capacities to improve student achievement (e.g., Oper et al., 2008; Hamilton et al., 2007; Stetcher et al., 2008).

However, much of the literature on instructional coherence and systemic reforms, though identifying the district as an important actor, does not focus on how the state can help districts build capacity to foster coherence, and thus performance improvement (Gottfried et al., 2011). Rather, the literature has for the most part focused on how districts can

provide professional development assistance to schools and teachers to foster instructional change (Cohen & Hill, 2001; Elmore & Bruney, 1998; Firestone et al., 2005; Spillane & Thompson, 1997). This research largely focuses on districts as supporters of instructional reform, designing and delivering professional development for teachers and school administrators.

A more recent body of literature has begun to study the role of intermediary organizations in providing capacity-building services to districts and schools (Coburn, 2001; Honig, 2004; Honig & Ikemoto, 2008; Marsh et al., 2005; Marsh et al., 2006). Intermediary organizations are defined as independent organizations that work in between two levels of government and provide assistance and essential functions to both parties (Honig, 2004). However, again, much of the work that has examined the role of intermediaries in instructional or systemic education reforms has focused on how these organizations work with districts to help schools improve student achievement. This may be in large part due to the fact that most states, until recently, have not attempted to impact instructional reforms through the use of intermediaries.

With the onset of NCLB and its requirements that states provide technical assistance to districts and schools that are failing to make adequate yearly progress, this is slowly changing. NCLB requires that state educational agencies provide technical assistance to all Local Education Agencies (LEAs, or districts) identified for improvement. This technical assistance must be research-based and enable the district to develop and implement their LEA improvement plan and work with schools needing improvement (The *No Child Left Behind* Act, PL 107-110, Title I, Sec. 1116(c)). This element of NCLB is based on the assumption that, to improve student achievement, states need to help build district capacity so that districts may in turn improve schools' capacity for instructional reform. However, scholars have noted that state education agencies may themselves lack the capacity to help districts and schools implement instructional reforms. They lack experience with direct interventions into schools as well as the local organizational networks that can help districts work with schools and other local education actors (Slotnick, 2010; Sunderman & Orfield, 2007). As such, many states are turning to intermediary organizations to help them work with school districts to build district capacity for reform.

Twelve states including California have made contracting with an intermediary organization or technical assistance provider a mainstay of their technical assistance plan to help

school districts make instructional reforms (Weinstein, 2011).<sup>1</sup> Although the details of these plans differ by state, the main idea is that the state education agencies require or encourage districts in need of improvement to contract with an intermediary organization or technical assistance provider that will help the district assess their needs, generate improvement plans, and implement improvement strategies. The capacity-building activities of these intermediaries can include working with district leadership teams to target their specific developmental needs and to develop and focus their improvement plans; providing consulting services to districts based on the needs identified in their improvement plans; mediating relationships between and within district and school administrations; assisting with curriculum and instructional alignment; coaching and modeling productive strategies for district administrators and other members of the leadership team; assisting with and monitoring implementation of improvement plans; and providing or modeling specific professional development or coaching strategies. State education agencies often fully or partially fund districts' work with these external organizations and the intermediaries are often tasked with providing feedback and recommendations to the state agencies.

Although these intermediary organizations appear to be widely-used and are becoming important actors in the provision of technical assistance and capacity-building services for states and districts failing to meet targets set under NCLB, we have found no peer-reviewed research, and few rigorous state-initiated evaluations of the actions and efficacy of these external service providers. Two studies have examined the supports provided by intermediary organizations to districts. One was commissioned by the California County Superintendents Educational Services Association (CCSESA), and examined the pilot phase of the DAIT intervention discussed in this paper (Padilla et al., 2009). The pilot intervention differed markedly from the final DAIT intervention. Most importantly, it allowed low-performing California districts to volunteer for DAIT assistance, and the intervention itself differed in intensity and structure. The pilot evaluation authors found that there was no significant difference in student achievement in DAIT districts, but cautions that the findings should be understood as preliminary and that the lack of consistent achievement results may have been due to too short of a timeframe by which to judge results (Padilla et al., 2009). A second study, by Mass Insight, outlines some difficulties districts face when attempting to work with intermediary organizations. They find that districts working with intermediary organizations have difficulty finding qualified lead providers, and once they find adequate intermediary organizations that might assist them in building capacity, they

---

<sup>1</sup> States with technical assistance plans that rely on external organizations to build district capacity include: Alaska, Arizona, California, Florida, Idaho, Iowa, Kansas, Massachusetts, New Hampshire, New Mexico, Utah and Washington.

still need extra assistance in selecting and utilizing these service providers (Mass Insight Education, 2010). Given the fairly recent onset of much of this work (it seems that many states began working with and requiring districts to work with these organizations in the last few years), this general lack of research is not particularly surprising.

## Corrective Action in California

Since the passage of NCLB in 2001, states and their school districts have been held accountable for making progress at prescribed rates to attain academic proficiency for all students by 2014. When districts – and specific subgroups within them -- fail to make this Adequate Yearly Progress (AYP) for three or more years, states must apply one of six corrective actions to them (NCLB 2001, US Public Law 107-110, Title I, Sec. 1116[c]). For purposes of this report, these districts are referred to as Program Improvement Year 3 (PI 3) Districts. Since March 2008, California’s State Board of Education (SBE) has assigned Corrective Action 6 to all districts that have not made AYP goals for three or more years. Corrective Action 6 requires school districts to fully implement a new curriculum based on state academic content standards. Additional federal provisions require states to provide technical assistance while instituting corrective action (ESEA Section 1116(c)(10)(B)(iii)).

California has ranked and grouped these PI3 districts (intensive, moderate and light) and provided differentiated funding and technical assistance based on criteria adopted by the California State Board of Education. The “objective criteria” are intended to identify districts with the most need, and are described in the *Education Code (EC)* and in CDE documents (*EC* Section 52055.57(d); SBE Agenda 11/18/09, Item 9; SBE Agenda 3/12/08 Item 21 and SBE Agenda Nov08 Item 6). For those districts considered to have either “intensive” or “moderate” needs, California has developed a formal technical assistance program, approving providers and establishing standards for their work. The providers, known as District Assistance and Intervention Teams (DAITs), are required to diagnose district needs with established rubrics (such the District Assessment Survey), assess their capacity to address those needs (the Capacity Study), and support them in implementing specific recommendations for change (*EC* Section 52055.57(d)[4]). Districts must incorporate the recommendations made by the provider into their LEA plan and submit those plans to the California Department of Education (CDE). Although the California State Board of Education (SBE) has amended the objective criteria and its definition of “new curriculum” over time due to fiscal constraints, it has consistently focused its language and actions on building district capacity to support schools in implementing a coherent, aligned and standards-based academic program. This strategy of improving district capacity and support for the aligned instructional program is expected to increase the academic

performance of all students and schools as measured by AYP, and thus move districts out of Program Improvement (PI) status. In the Year 2 report (Westover & Strunk, et al, 2011) this process was discussed in detail.

The policies requiring districts in the intensive/moderate categories to work with DAITs has been modified in Cohorts 4 and 5 of PI3 districts. However, this report only addresses the first two cohorts, where all intensive/moderate districts were required to contract with DAITs. Consequently, in some sections we refer to the intensive/moderate districts as “DAIT districts” to clearly differentiate them from the non-DAIT (light) PI3 districts which were not required to work with DAITs.

## Evaluation of Corrective Action 6 Implementation

In 2008, the state legislature chaptered AB 519 which mandated an independent evaluation of the state’s implementation of federal corrective actions. The state contracted with the Center for Education and Evaluation Services, in the School of Education at UC Davis, in partnership with a research team at the Rossier School of Education at the University of Southern California, to perform the evaluation over a three-year period. This is the final year 3 report of that evaluation. The first report, *AB 519 Evaluation Preliminary Progress Report*, was submitted to CDE in October 2009, and described the study’s scope of work, research questions and methodology, and presented detailed demographic and achievement characteristics of PI3 districts. The second annual report (Westover & Strunk, et.al, 2011), focused on how Corrective Action 6 was implemented in the first group of PI3 districts (Cohort 1) in the 2008-9 and 2009-10 school years, with emphasis on the 43 districts within Cohort 1 required by the state to work with District Assistance and Intervention Teams (DAITs), the intensive and moderate PI 3 districts. That report described the implementation process and presented preliminary outcomes in terms of both district capacity building and student achievement.

This final report adds findings from Cohort 2 PI3 districts and includes some analysis of the districts in both cohorts that were identified as non-DAIT (light), required to access technical assistance but not required to contract with a DAIT. We examine student achievement outcomes in more detail, and link the qualitative and quantitative data to examine inter-relationships among the variables.

## Research Questions

This report examines the following research questions:

1. Do students in PI districts that receive technical assistance (either from DAITs or non-DAIT providers) show greater achievement gains in math or English language arts (ELA) than students in districts that do not receive technical assistance?
2. Do students in PI3 districts with DAITs show greater achievement gains in math and English language arts than students in PI3 districts with non-DAIT technical assistance?
3. Does the impact of DAITs on student achievement differ across important student characteristics such as race, ethnicity, and low-income or ELL status?
4. How do districts work with their DAIT providers?
5. What changes do PI3 districts implement?
  - a. Does this vary between Cohort 1 and Cohort 2?
  - b. Does this vary between districts with DAITs (intensive/moderate and non-DAIT (light) districts)?
6. What activities are associated with improvements in student achievement in DAIT districts?
7. What do the intensive/moderate PI3 districts and their DAIT providers identify as the most significant changes they have made over the course of their engagement?
8. Do the PI3 districts have the capacity to sustain the improvements they have implemented?
9. What do DAIT providers and districts identify as key barriers and facilitators to achieving the goals of the intervention?

We used a mixed-methods approach incorporating both qualitative and quantitative data analyses to evaluate the implementation of the Corrective Action 6 in the PI3 districts.

Qualitative data were collected through the coding of district capacity studies and interviews with DAIT providers and district personnel in districts with DAITS, and surveys of all PI 3 districts. Quantitative analyses use panel difference-in-difference approaches to examine the impact of DAITS on student math and ELA achievement as measured by the CSTs. Together, the triangulation of these quantitative and qualitative data provides an overview of the implementation of the DAIT intervention and the impact of the program. Details of each data set and analyses, along with our findings, are provided in the next section of this report.

## Results

---

### The Effect of Technical Assistance, and Specifically DAITS, on Student Achievement

Our primary question of interest is whether or not the DAIT intervention has an impact on student math and/or ELA performance on the California Standards Tests (CSTs). However, it is also important to explore a number of other questions. First, the California Department of Education (CDE) may want to understand whether or not there is an overarching effect of technical assistance of any sort – whether supplied by DAITS or by non-DAIT providers (in light PI3 districts)– on student outcomes. We begin with this broader analysis, examining the impact of technical assistance (DAIT or non-DAIT) on student CST scores. In addition, it is important to understand if the effect of DAITS on student achievement varies for different students and schools. In this section we first discuss the data used to address these questions. We next outline the panel differences-in-differences estimation strategy employed to answer the larger question regarding the relationship between any technical assistance and student outcomes, noting that the results of this analysis may be biased by the non-comparability of the “treatment” and “control” groups. We then focus in on the panel difference-in-difference estimation strategy we use to estimate the causal impact of DAITS versus non-DAIT technical assistance on student achievement.

#### Data

The goal of the quantitative data analysis was to assess the impact of technical assistance, and particularly the DAIT intervention, on student math and ELA achievement.

To examine the impact of the DAITs on student achievement we rely on students' California Standards Tests (CST) scores in both math and ELA. We start with data on all students in California public schools in grades 2 to 11 from 2005-6 through 2010-11 for whom test scores are available in either math or English language arts (ELA). The complete panel dataset includes approximately 29.1 million student-year observations, with approximately 4.9 million unique students observed in each of the six years of the panel. Given data entry errors such as duplicate or missing student identifiers and student grade progression patterns, we retain approximately 90 percent of the data in our final sample, for a total of approximately 26 million student-year observations. In the majority of our analyses, we then narrow our sample to the 94 districts identified as in Program Improvement 3 or higher status in 2008-9 that received technical assistance in Cohort 1 of the intervention and to the 46 Cohort 2 PI3 districts identified in 2009-10. We ran all of our analyses on two samples of students and districts: students in Cohort 1 districts and students in the combined (or "stacked") sample of students in both Cohorts 1 and 2. In the majority of our analyses we cannot run analysis on the Cohort 2 sample alone, as there are only 46 districts in Cohort 2 (27 districts that received DAITs and 19 that received non-DAIT technical assistance). Because we cluster our standard errors to the district level to help account for the nested structure of the data and the district-level nature of the intervention, there is insufficient power to perform analyses on the Cohort 2 districts alone.

We take our student outcome data (Math and ELA scores on the CSTs, student characteristics (race/ethnicity, poverty status, EL status) from this dataset, along with information on the specific district in which students are enrolled. As explained in the Quantitative Appendix (Appendix A) section entitled "Data Management," students are not missing to a substantially greater or lesser extent in districts that receive different kinds of technical assistance (DAIT or non-DAIT). The appendix section provides a more in-depth description of the specific processes and rationales for dropping observations from the dataset. Throughout the analyses, we complement the CDE's proprietary student-level dataset with public school- and district-level data available from the CDE's Web site. Variables used from the public dataset include school level (elementary, middle or high school), the proportion of minority students enrolled in a school, the proportion of EL and special education students enrolled in a district, school size (enrollment), schools and district PI status, and the number of AYP criteria to which districts are held under NCLB. The latter serves as an indicator of district diversity.

To answer our first question, we include indicators for districts' placement along the NCLB program improvement spectrum. In these models, we simply include indicators that are set equal to one if a district is in that stage of PI (PI1, PI2, PI3-DAIT (moderate or intensive), or PI3-non-DAIT (light)), using districts that are not in any level of PI as our reference

category. In other specifications we split the PI3-DAIT group into those districts that were labeled in need of “intensive” versus “moderate” DAIT assistance. For Cohort 1, we attribute the receipt of the DAIT or non-DAIT technical assistance interventions to students who attend a district identified for the intervention in 2008-9, in the first year of implementation. Similarly, for Cohort 2, we attribute the receipt of the intervention to students who attend a district in 2009-10. To remain consistent across all stages of PI, we set each PI indicator equal to one in accordance with its PI stage at the start of the 2008-9 (Cohort 1) or 2009-10 (Cohort 2) school year. For example, for Cohort 1, the “DAIT” variable is set equal to one for districts identified for DAIT in 2008-9 and 2009-10 and to zero for such districts in 2005-6, 2006-7 and 2007-8. When we narrow in on the impact of DAIT vs. non-DAIT technical assistance, we reduce the sample to the 94 (139) PI3 districts. In our analyses of the impact of DAITs for students across the performance distribution, we include indicators of students’ performance level from the school year prior to the intervention. These performance levels follow California’s NCLB designations: Far Below Basic, Below Basic, Basic, Proficient, and Advanced.

### Estimation Strategy

We first ask whether or not districts that receive any sort of technical assistance have higher student achievement outcomes than districts without technical assistance. The intent of our analysis is to determine whether any technical assistance – DAIT or non-DAIT– is associated with increases in student outcomes, relative to students in districts that received no technical assistance. Ideally, we would want to compare student achievement outcomes in districts that received technical assistance to some untreated set of students. One way to do this would be to compare the performance of districts that received the TA intervention during and after the intervention to the same districts’ performance before they were assigned the intervention, in the years previous to the onset of the intervention. For example, for Cohort 1, we would compare the performance of districts that received the TA intervention in 2008-9 and 2009-10 (and in the year following, in 2010-11) to the same districts’ performance before they were assigned the intervention, in the years previous to 2008-9.

However, it is possible and even likely that some common factor impacted all California districts, or all California districts in PI3, over that period of time. If this is the case, then our simple interrupted time series analysis could attribute some positive or negative trend in student performance over the time period to the intervention, rather than to the secular California-wide trend. Because of this we would also like to compare students in districts that received technical assistance to students who were likely similar to these students but

were enrolled in districts that did not receive technical assistance. To do this, we utilize a difference-in-difference methodology that compares students in treated (PI3 districts) to students in untreated districts (non-PI, PI1 and PI2 districts) both before the onset of the intervention and after. We use a set of panel difference-in-difference regressions with controls for pertinent student, school, and district characteristics, as well as student and time fixed-effects, to isolate the relationship between technical assistance and students' ELA and math CST scores before and after the implementation of the intervention (Angrist & Krueger, 1999; Angrist & Pischke, 2009; Ashenfelter & Card, 1985; Imbens & Wooldridge, 2009; Reback, 2010).<sup>2</sup>

This difference-in-difference approach relies on the comparability of the treated and non-treated groups. However, our “non-treated” group, which consists of districts in PI1, PI2, or not in program improvement status at all, is likely not particularly comparable to the PI3 districts that received TA. Students in PI3 districts differ significantly in many ways from those in other districts, including their prior achievement, minority status and English learner (EL) status. In addition, PI3 districts received different NCLB policy treatments other than the provision of technical assistance than did PI2 districts and below. Given these factors, comparing students in PI3 districts, with technical assistance, to students in non-PI, PI1 and PI2 districts, may yield biased estimates of a technical assistance “treatment effect.” It is critical to note that the non-comparability of the “treatment” and “control” groups diminishes our ability to interpret the relationship between technical assistance and student achievement outcomes as causal.

Nonetheless, to establish whether there may be a relationship between TA treatment and student outcomes, we take advantage of pre- and post-intervention student achievement, controlling for student fixed-effects and year fixed-effects to find the differences-in-differences estimates:

$$Y_{isdt} = \alpha + \beta_1 PI1_{dt} + \beta_2 PI2_{dt} + \beta_3 non-DAIT (light)_{dt} + \beta_4 DAIT_{dt} + S_{sdt} \beta_5 + \quad (1)$$

$$+ Z_{dt} \beta_6 + \delta_i + \tau_t + \epsilon_{isdt}$$

where  $Y_{isdt}$  is the standardized ELA or Math CST test score for student  $i$  in school  $s$  in district  $d$  in year  $t$ <sup>3</sup> and the indicators  $PI1_{dt}$ ,  $PI2_{dt}$ ,  $non-DAIT (light)_{dt}$ , and  $DAIT_{dt}$  are

---

<sup>2</sup> We also run all analyses described in this section with district instead of student fixed effects, including student-level characteristics as controls in the regressions. We find substantially the same results..

<sup>3</sup> As in most state achievement test score datasets, California test scores have comparability problems due to the different tests students take as they progress through each grade. In order to make the scores comparable across grades and over time, we standardize all scale scores by subject, grade level, and year. Because California’s rules about which

district  $d$ 's assignment status to PI1, PI2, non-DAIT (light) or DAIT in year  $t$ . The inclusion of student fixed effects ( $\delta_i$ ) controls for any time-invariant student characteristics, such as student's minority or poverty status.  $S_{sdt}$  is a vector of school controls, including the natural log of school enrollment, the percent of minorities within the school, and indicators for high and middle schools (elementary schools are the reference category).  $Z_{dt}$  is a vector of time-variant district control variables, including measures of the percent of minority students enrolled in districts and the district's per pupil expenditures. We do not include measures of student poverty, as they are highly correlated with students' race/ethnicity at the individual, school, and district levels (with correlation coefficients of approximately .70). In addition, we do not include the exact amount of the funding associated with DAITs and non-DAIT because this amount is included in the per pupil expenditure amount and the funding amount is highly correlated with student enrollment given the way the CDE allocated the funds ( $\rho=0.92$ ).  $\epsilon_{isdt}$  is an idiosyncratic error term. All errors are clustered to the district level.

To answer our second question regarding the impact of DAITs on student outcomes, we again want to compare student achievement outcomes in districts that received a treatment – this time specifically the DAIT intervention—to some untreated set of students. Fortunately, for this analysis we have access to a more comparable control group: the students in PI3 districts that received non-DAIT technical assistance (TA). This is an appropriate comparison group because both sets of districts are designated as PI3 under NCLB, thus facing the same accountability threat and the same sanctions. The only policy difference between these two groups is the one in which we are interested—the level of support and assistance provided them in the form of DAITs versus non-DAIT technical assistance.

We use a similar set of panel difference-in-difference regressions with controls for pertinent school and district characteristics to isolate the effect that the DAITs had on students' ELA and math CST scores relative to students in districts with non-DAIT TA before and after the implementation of the DAIT intervention. We run essentially the same model as outlined in equation (1), this time limiting the sample just to those students in the

---

students are included in Adequate Yearly Progress (AYP) calculations for NCLB and/or in Academic Performance Index (API) calculations for California's own Public Schools Accountability Act (PSAA) are difficult to follow, and we want to be sure that our results are not sensitive to which students are included in reporting under NCLB or PSAA, we standardize our CST scores to twelve different sets of students. Our results are consistent across all standardization structures.

94 PI3 districts for our Cohort 1 analyses and to the 139 PI3 districts for the stacked Cohort 1 and Cohort 2 analyses (all of whom either received the DAIT “treatment” or the non-DAIT “control”), again controlling for student and year fixed-effects to find the difference-in-difference estimates:

$$Y_{isdt} = \alpha + \beta_1 \text{DAIT}_{dt} + S_{sdt} \beta_2 + Z_{dt} \beta_3 + \delta_i + \tau_t + \epsilon_{isdt} \quad (2)$$

In alternate specifications, we isolate the DAIT treatment effect in each of the years of the intervention (years 1, 2 and 3 for Cohort 1 analyses and years 1 and 2 for stacked Cohort 1 and 2 analyses). Specifically, we estimate:

$$Y_{isdt} = \alpha + \beta_1 \text{DAIT Year 1}_{dt} + \beta_2 \text{DAIT Year 2}_{dt} + \beta_3 \text{3} + S_{sdt} \beta_4 + Z_{dt} \beta_5 + \delta_i + \tau_t + \epsilon_{isdt} \quad (3)$$

where all of the covariates are the same as in model (2), except that we have split the DAIT two- or three-year average effect into its separate years.<sup>4</sup>

Again,  $Y_{isdt}$  is the standardized ELA or Math CST test score for student  $i$  in school  $s$  in district  $d$  in year  $t$ .  $\text{DAIT}_{dt}$  is the district  $d$ 's assignment (treatment) status to DAIT or non-DAIT technical assistance in year  $t$ . It is important to include the student fixed effects in these models because of potential biases that emerge from using non-DAIT TAPI3 districts as a comparison set for DAIT districts. Specifically, because the CDE assigned the DAIT intervention to districts with the lowest aggregate student achievement, there is reason to think that the inherent differences between students in DAIT districts and those without will impact eventual outcomes. An examination of simple descriptive statistics confirms that districts that were required to contract with DAITS have lower-performing students, on average, in both math and ELA, than do districts that contracted with non-DAIT providers. To account for this in our models, we include student fixed-effects so that we are effectively predicting the change in the within-student achievement trajectory for students in DAIT versus non-DAIT districts, controlling for time-invariant differences among students.<sup>5</sup> These difference-in-difference estimates should provide unbiased estimates of the effect of the DAIT intervention if omitted student-level variables are time invariant. We

---

<sup>4</sup> We also run analyses that use the change in test score between two years  $t$  and  $t-1$  as the outcome variable, no longer controlling for the lagged test score on the right hand side. We find quite similar results in both significance and magnitude.

<sup>5</sup> We could have also used district fixed effects and a lagged ELA or math test score to control for the between district differences between DAIT and non-DAIT districts. Given the length of our panel and the limited movement of students between treated and non-treated districts, we believe that the use of student fixed-effects removes more of the time-invariant differences between the two groups that may bias our treatment effect estimates. We obtain similar results from the district fixed-effect and lagged achievement variable specification.

provide falsification tests below to show that these estimates are not biased due to persistent trends.

We next turn to analyses that determine the impact of the DAIT intervention on the achievement outcomes of students in various traditionally underserved subgroups: black students, Hispanic students, students who qualify for the federal free- or reduced-price lunch program (an indicator for poverty), English Language Learners (ELs), and students enrolled in districts at higher stages of program improvement (PI3+). We include this last comparison for a number of reasons. First, the amount of extra funding the DAIT and non-DAIT TA districts received was determined by the number of PI3+ schools within the district. However, the implementation of the intervention was not specifically directed to only the lowest performing schools (e.g., schools in PI3+). Second, PI3+ schools are the lowest performing schools in the district, and students who attend such schools may be the most disadvantaged. Third, the intent of NCLB is to assist all districts in increasing student achievement, but PI3+ schools are clearly the most difficult schools to improve, as they have been failing the longest. For all these reasons, it is interesting to evaluate whether the average treatment effect we find in our main analyses is constant across the different stages of the NCLB sanctions for schools within the DAIT districts compared to schools in the same level of NCLB sanctions within the non-DAIT districts.

To answer our more specific question, “*Do students from different NCLB-relevant subgroups and in schools in different stages of NCLB sanction gain equally from DAIT technical assistance?*” we run models (2) and (3) again, this time interacting the DAIT treatment indicators with the students’ subgroup and schools’ accountability pre-treatment statuses in separate models. In the case of the average treatment effect, we estimate the model:

$$Y_{isdt} = \alpha + \beta_1 \text{DAIT}_{dt} + \beta_2 (\text{DAIT}_{dt} * X_{isdt}) + S_{sdt} \beta_6 + Z_{dt} \beta_7 + \delta_i + \tau_t + \epsilon_{isdt} \quad (4)$$

where  $X_{isdt}$  is the student subgroup characteristic of interest. We also estimate a similar model to replicate model (2) that splits the DAIT indicator into its separate years and interacts  $X_{isdt}$  with each treatment year indicator. We do not include all subgroup interactions in the same model due to both power and collinearity considerations. In our first comparison, we are interested in the differential effect of the DAIT intervention on traditionally low performing minority subgroups. Specifically, we interact the DAIT treatment indicators with indicators for Black, Hispanic, and Asian students, with White students serving as the reference group. In this analysis, we are most concerned with the coefficients on the interaction terms between treatment (DAIT) and underserved minority status (Hispanic or Black). These interaction terms allow us to assess the differential effect of DAITs on students in one of these subgroups relative to the impact of DAITs on White

students. We then evaluate the differential effect that the DAIT intervention has on students who participate in the Free and Reduced Lunch program and on English language learners, relative to students who are not in poverty and students who are not ELs, in separate models. Next, we generate indicators for schools in PI1, PI2, and PI3+ based on the pre-treatment status (with non-PI as the reference group) and interact these variables with the DAIT treatment indicator. It is important to remember that the identification strategy we use inherently compares students in districts with DAITs to students in non-DAIT districts. As such, our interaction terms can be interpreted as the additional positive benefit (or negative consequence) of being situated in a DAIT district for students in the given subgroup relative to the majority group.

### **The Impact of DAIT or Non-DAIT Technical Assistance on Student Achievement**

Table 1 shows our results from equation (1) for both math (columns 1 and 2) and ELA (columns 3 and 4) CST outcomes for students enrolled in Cohort 1 DAIT districts. Columns 1 and 3 show results from the estimation of the average 3-year treatment effect of each Program Improvement or DAIT status, and columns 2 and 4 split the treatment effect for the DAIT districts that are designated as in intensive need of assistance and moderate need of assistance. Students in districts that are not designated as Program Improvement under NCLB serve as the reference category. Table 1 shows that only students in DAIT districts outperform students in non-PI districts in Cohort 1 (significant in math, only significant at the 0.10 level for ELA), and that this effect is strongest for students in districts designated as in intensive need of assistance.

**Table 1. Difference-in Difference Estimates of the Impact of PI Status and Receipt of DAIT and non-DAIT on Student Math and ELA Achievement Gains (Cohort 1)**

	Math		ELA	
	(1)	(2)	(3)	(4)
PI1	-0.025 (0.022)	-0.025 (0.022)	-0.022 (0.024)	-0.022 (0.024)
PI2	0.012 (0.019)	0.012 (0.019)	0.021+ (0.012)	0.021+ (0.012)
PI3 - Non-DAIT TA	-0.011 (0.017)	-0.011 (0.018)	-0.004 (0.006)	-0.004 (0.007)
PI3 - DAIT	0.046* (0.021)		0.019+ (0.011)	
High School	-0.145*** (0.019)	-0.145*** (0.019)	-0.073*** (0.019)	-0.073*** (0.019)
Middle School	0.150*** (0.015)	0.149*** (0.015)	-0.050*** (0.004)	-0.051*** (0.004)
% Minority in School	0.02 (0.013)	0.02 (0.013)	0.034*** (0.007)	0.034*** (0.007)
Ln(Sch Enrollment)	-0.018 (0.018)	-0.017 (0.018)	0.013 (0.014)	0.013 (0.014)
% Sped in District	-0.119 (0.088)	-0.12 (0.088)	-0.301*** (0.061)	-0.301*** (0.061)
# of Dist AYP AMOs	0.000 0.000	0.000 0.000	0.001* 0.000	0.001* 0.000
% EL in District	-0.106** (0.038)	-0.109** (0.038)	-0.042* (0.017)	-0.044** (0.017)
DAIT (Intensive)		0.179*** (0.032)		0.085** (0.029)
DAIT (Moderate)		0.038+ (0.021)		0.015 (0.010)
Constant	0.193+ (0.111)	0.191+ (0.111)	-0.074 (0.088)	-0.075 (0.088)
Adjusted R-squared	0.696	0.696	0.811	0.811
# of students	24507789	24507789	25188019	25188019
# of districts	964	964	964	964

+  $p < 0.10$ , \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ . District-clustered standard errors in parentheses.

Table 2 shows results from the same analysis for districts in Cohort 2 of the intervention. Because we only have two years of outcome data, the average treatment effects are for two years (2009-10 and 2010-11). In addition, because there was only one Intensive DAIT district in Cohort 2, we cannot separate the DAIT districts into their Intensive and Moderate groups.

**Table 2. Difference-in Difference Estimates of the Impact of PI Status and Receipt of DAIT and non-DAIT on Student Math and ELA Achievement Gains (Cohort 2)**

	Math	ELA
	(1)	(2)
PI1	0.027 (0.017)	0.019 (0.012)
PI2	-0.027 (0.022)	-0.021 (0.024)
PI3-Non-DAIT TA	0.012 (0.025)	0.023+ (0.013)
PI3 – DAIT	0.013 (0.027)	0.029+ (0.017)
High School	-0.146*** (0.019)	-0.073*** (0.019)
Middle School	0.150*** (0.016)	-0.050*** (0.004)
% Minority in School	0.02 (0.013)	0.033*** (0.007)
Ln(Sch Enrollment)	-0.018 (0.017)	0.012 (0.014)
% Sped in District	-0.148+ (0.086)	-0.332*** (0.059)
# of Dist AYP AMOs	0.000 0.000	0.001* 0.000
% EL in District	-0.088* (0.043)	-0.035* (0.017)
Constant	0.205+ (0.113)	-0.068 (0.088)
Adjusted R-squared	0.696	0.811
# of students	24460431	25140665
# of districts	938	938

+  $p < 0.10$ , \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ . District-clustered standard errors in parentheses.

Column 1 of Table 2 shows that there appears to be no average two-year effect of DAITs or of non-DAIT TA on student math achievement for Cohort 2 students. However, this may not be because DAITs no longer had an impact on student achievement in Cohort 2, but rather that both DAITs and non-DAIT districts (all PI3 districts) improved. In other words, it may be that all PI3 districts saw a boost in achievement rather than a distinguishable DAIT "effect." We will discuss possible rationales for this in the discussion of our qualitative findings. Here we test to see if this is the case. We run Wald tests to compare the differences in the DAIT and non-DAIT TA coefficients. Wald tests are used to determine if estimated parameters from regression models are equal to some set value, in this case, to each other. A p-value on the Wald test of less than 0.05 indicates that the parameters are statistically different from each other, whereas a p-value of more than 0.05 indicates that the parameters are not statistically distinguishable from each other. We find evidence that the coefficient for DAIT districts is not significantly different than the coefficient for non-DAIT TA districts, at  $p=0.076$ . However, when we test to see if the combined effect of DAIT and non-DAIT TA is significantly different than PI2 districts, we find a significant p-value of 0.024, indicating that there appears to be some general PI3 improvement effect relative to PI2 districts that received no extra assistance. This indicates that there may be some larger impact of technical assistance combined for Cohort 2 districts rather than just a "DAIT effect," as we see in Cohort 1. Similarly, we see a positive impact of both DAIT and non-DAIT (light) on student ELA achievement in Cohort 2 (of two to three percent of a standard deviation, significant at the 0.10 level) relative to non-PI districts.

### The Impact of DAITs on Student Achievement

We further explore the impact of DAITs on overall student achievement relative to students in districts with non-DAIT TA using the difference-in-difference estimation strategy outlined in equations (2) and (3). Results are shown in **Table 3** (Cohort 1) and **Table 4**. We note that we no longer can examine Cohort 2 separately, as there are only 46 PI3 districts in Cohort 2, only 27 of which received DAITs. Because we cluster errors to the district level, we do not have enough power to detect significant results with only 46 PI3 districts. Because we still want to learn something about the impacts of DAITs on student achievement in Cohort 2 districts, as described above, we "stack" the cohorts so that we can examine the "DAIT effect" relative to the "Non-DAIT TA effect" in both cohorts of districts combined. We can examine the differences between the Cohort 1 and stacked models to understand suggested impacts of DAITs on Cohort 2. These results are presented in Table 4.

**Table 3. Difference-in Difference Estimates of the Impact of DAITs on Student Math and ELA Achievement Gains Relative to Non-DAIT TA (Cohort 1)**

	Math			ELA		
	(1)	(2)	(3)	(4)	(5)	(6)
DAIT 3 YR ATE	0.063* (0.029)			0.02 (0.013)		
DAIT (Int) 3 YR ATE		0.204*** (0.034)			0.090** (0.029)	
DAIT (Mod) 3 Yr ATE		0.054+ (0.029)			0.015 (0.013)	
DAIT First Yr			0.041+ (0.023)			0.009 (0.012)
DAIT Second Yr			0.081* (0.033)			0.027+ (0.014)
DAIT Third Yr			0.083* (0.040)			0.029 (0.018)
High School	-0.122*** (0.034)	-0.122*** (0.034)	-0.122*** (0.034)	-0.015 (0.029)	-0.015 (0.029)	-0.015 (0.029)
Middle School	0.112** (0.037)	0.111** (0.037)	0.112** (0.037)	-0.045*** (0.008)	-0.045*** (0.008)	-0.045*** (0.008)
% Minority in School	-0.016 (0.039)	-0.016 (0.038)	-0.016 (0.038)	0.037 (0.026)	0.037 (0.026)	0.037 (0.026)
Ln(Sch Enrollment)	-0.056*** (0.013)	-0.055*** (0.013)	-0.056*** (0.013)	-0.017 (0.020)	-0.017 (0.020)	-0.017 (0.020)
% Sp. Ed in District	-0.185 (0.352)	-0.234 (0.333)	-0.108 (0.341)	-0.084 (0.177)	-0.109 (0.162)	-0.05 (0.176)
# of Dist AYP AMOs	-0.001 (0.001)	-0.001 (0.001)	-0.001 (0.001)	-0.001 (0.001)	-0.001 (0.001)	-0.001 (0.001)
% EL in District	-0.100 (0.152)	-0.105 (0.151)	-0.103 (0.154)	-0.043 (0.061)	-0.045 (0.060)	-0.045 (0.062)
Constant	0.289** (0.102)	0.283** (0.105)	0.270** (0.099)	-0.129 (0.114)	-0.132 (0.116)	-0.138 (0.111)
Adj. R-squared	0.674	0.674	0.674	0.800	0.800	0.800
total # of student/years	7803194	7803194	7803194	8003824	8003824	8003824
# of districts	94	94	94	94	94	94

+  $p < 0.10$ , \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ . District-clustered standard errors in parentheses.

Column 1 of Table 3 shows that there is a significant and positive 3-year average impact of Cohort 1 DAITs on student math achievement, of 6.3 percent of a standard deviation. This effect is significant and positive for students in both Intensive and Moderate DAIT districts, although it is far larger for students in Intensive districts (20 percent of a standard deviation and significant at the 0.001 level) than for students in Moderate districts (5.4 percent of a standard deviation, significant at the 0.10 level). When we examine the individual year effects of the DAITs on math achievement, we see that the DAIT impact is strongest in years 2 and 3 – in fact, twice as large than the year 1 effect. Specifically, DAITs appear to increase student math achievement by approximately 6 percent of a standard deviation over the three years on average, and by 4 percent of a standard deviation in year one, and 8 percent of a standard deviation in years two and three. The treatment effects for the first, second, and third years translate into an effect of 5, 10, and 10 points on the fifth grade Math CST (scores on the CST range from 150 to 600). We run Wald tests to determine if the year coefficients are statistically different than each other. We find that the year 1 and year 2 effects are statistically different, with a p-value of 0.006, and that the year 2 and year 3 effects are not statistically distinguishable, with a p-value of 0.90. The combined year 2 and 3 effect is different from the year 1 coefficient, with a Wald test p-value of 0.018. That the second year effect is larger than the first is unsurprising, given the aggressive timeline for reform placed upon the districts and their DAIT providers in the first year of the intervention. However, that the third year effect is as large as the second year is interesting, as the DAIT intervention was completed after the second year, and both DAIT providers and district leaders reported concerns that they would be unable to sustain the reforms supported by the DAITs once the DAITs exited the district.

Columns 4-6 of Table 3 show that there is no average impact of DAITs overall on student ELA achievement, and only a suggested effect (small, at 3 percent of a standard deviation, and significant only at the  $p < 0.10$  level) in the second year of the intervention. However, a Wald test that compares the coefficients between the first and second year DAIT effects shows that the difference is statistically significant at the 0.01 level. Although we do not see a statistically significant impact of DAITs on ELA achievement in year 3, a Wald test shows that the difference between the year 2 and year 3 impact is not significant ( $p = 0.89$ ). Together, we can interpret these coefficients and Wald test p-values as suggestive of a potential longer-term effect of DAITs on student ELA achievement. In addition, there does appear to be a positive effect of being in an Intensive DAIT district on ELA achievement over the three years (Column 5).

**Table 4. Difference-in Difference Estimates of the Impact of DAITs on Student Math and ELA Achievement Gains Relative to Non-DAIT TA (Combined Cohorts 1 & 2)**

	Math		ELA	
	(1)	(2)	(3)	(4)
DAIT 2 Yr ATE	0.043+		0.021+	
	(0.025)		(0.012)	
DAIT First Yr		0.033		0.015
		(0.021)		(0.011)
DAIT Second Yr		0.057+		0.029*
		(0.031)		(0.014)
High School	-0.130***	-0.129***	-0.027	-0.027
	(0.029)	(0.029)	(0.030)	(0.030)
Middle School	0.100**	0.100**	-0.049***	-0.049***
	(0.032)	(0.032)	(0.008)	(0.008)
% Minority in School	-0.033	-0.034	0.032*	0.032*
	(0.031)	(0.031)	(0.016)	(0.016)
Ln(Sch Enrollment)	-0.050**	-0.050**	-0.01	-0.01
	(0.019)	(0.019)	(0.022)	(0.022)
% Sp. Ed in District	-0.386	-0.36	-0.07	-0.055
	(0.280)	(0.279)	(0.137)	(0.132)
# of Dist AYP AMOs	0.000	0.000	0.000	0.000
	(0.001)	(0.001)	(0.001)	(0.001)
% EL in District	-0.038	-0.037	-0.008	-0.007
	(0.110)	(0.110)	(0.047)	(0.047)
Constant	0.225+	0.211+	-0.176	-0.183
	(0.121)	(0.119)	(0.138)	(0.136)
Adj. R-squared	0.687	0.687	0.807	0.807
R-squared within	8049031	8049031	8245697	8245697
R-squared overall	139	139	139	139

+  $p < 0.10$ , \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$  District-clustered standard errors in parentheses.

Table 4 examines the average impact of DAITs on student math and ELA achievement in both Cohorts 1 and 2 on the two years of the intervention. Column 1 shows a smaller positive impact of DAITs on student math achievement, at 4 percent of a standard deviation and only significant at the 0.10 level. In addition, when we combine the two cohorts, the first year effect becomes insignificant at conventional levels and the year 2 effect is smaller and only significant at the 0.10 level. A Wald test indicates that the year 2 effect is statistically different from the year 1 effect only at the 0.10 level. In other words,

the inclusion of the Cohort 2 DAITs in the sample mutes the impact of the DAITs on math achievement, indicating that they have less of a positive impact on student math achievement than do Cohort 1 DAITs. Conversely, we see stronger results for Cohort 2 ELA achievement. Specifically, being enrolled in a district with a DAIT appears to increase students' ELA achievement by about two percent of a standard deviation over the two years of the intervention, with the larger effect in year 2, at three percent of a standard deviation. A Wald test shows that the Year 1 and Year 2 effects are statistically different at the 0.05 level. These results indicate that the intervention may be *more* successful for Cohort 2 in terms of improving ELA achievement than for Cohort 1.

### Assessing the Validity of the Main DAIT Effect

Although we generally find positive benefits of DAITs on student Math achievement for both cohorts and on ELA performance in the stacked sample of districts, there are reasons to be concerned about bias in these results. Specifically, we may be worried that there are a number of other factors that may cause us to find a positive impact of DAITs on student achievement that should not be attributed to the DAITs themselves. We test for these sources of bias to check the robustness of our estimates. In this section we outline some of the main concerns regarding the validity of our findings and discuss the robustness checks we performed to assuage these concerns. We briefly outline these robustness checks below, and we provide more detail as well as tables that show the results in the Appendix A Section titled Robustness Checks.

- *Misattribution of the DAIT effect.* One potential threat to the internal validity of our results is the simple misattribution of the effect of other trends to the DAIT treatment effect. As noted above, we estimate equations (2) and (3) to compare districts that received DAITs to those that received non-DAIT TA, and we assumed that the impact estimate captures the effect of DAITs on student achievement. However, it is possible that some other force or policy change impacted student achievement in districts that received DAITs relative to those in districts that received non-DAIT TA over the same time period. If this is the case, then our estimates will capture the other impact as well as the impact of the DAITs. To test that this is not the case, we run our models again, this time examining achievement outcomes in the years before the DAIT and non-DAIT TA treatments were provided. Such a specification check tests to make sure that the causes to which are attributing effects occur before the outcomes. We find that it is not likely that a force unrelated to the DAIT intervention impacted the achievement levels of students in DAIT versus non-DAIT TA districts. (See Appendix A Tables A-1 and A-2.)

- *Accountability Threat.* A second possible source of bias stems from the possible existence of general accountability pressures associated with being labeled as a “lowest-performing” district and being required to work with a DAIT. Research has shown that accountability systems can increase aggregate student achievement (see, for examples, (Carnoy & Loeb, 2002; Dee & Jacob, 2011; Hanushek & Raymond, 2005; Rockoff & Turner, 2010). However, it is unclear if *all* districts that feel increased accountability pressures improve student achievement. In fact, Carnoy and Loeb’s (2002) findings indicate that districts in stronger accountability states before NCLB saw greater increases in student achievement. Given the assumed severity of districts’ achievement problems that resulted in the requirement to work with a DAIT, these districts may feel stronger accountability pressures than PI3 districts that were considered functional enough to not need DAIT support. We note that the mandate to work with a DAIT is not particularly public – although districts and their school boards know if they are required to access DAIT assistance, it does not appear that the general public is any more aware of a district’s label as a PI3-DAIT districts than it is aware of a PI3-Non-DAIT-TA district. Nonetheless, if there is extra accountability pressure and it spurs them to enhance student achievement, even in the absence of DAITs, then the observed gains in math CST scores between students in districts that received DAITs versus non-DAIT TA may be caused by a general accountability threat, and not the DAITs themselves. We use the analyses presented earlier in Tables 1 and 2 as a general test for this threat, under the assumption that districts in higher levels of PI should be facing increased accountability threat. We show that there are no significant differences in student achievement for students enrolled in districts in higher levels of PI (except for the DAIT districts), making it seem unlikely that our DAIT results are driven just by a general accountability threat.
- *Auxiliary Regressions.* We next present a set of auxiliary regressions that uses non-achievement student traits as the outcome variables in models that are otherwise identical to equation (2). We are checking to make sure that the DAIT treatment does not “impact” characteristics that should not be associated with enrollment in a DAIT district relative to a district with non-DAIT TA. Specifically, we run models that examine the “effect” of DAITs on whether or not a student is 1) minority, 2) eligible for the federal free- or reduced-price lunch program, 3) classified as “disabled” (or special needs), and 4) classified as an English Language Learner. We run these robustness checks as linear probability models, and they are shown in Appendix A Table G-3 and G-4. The results from this analysis again support our findings that there is a significant impact of DAITs on student math achievement.

- Regression to the Mean.* Our next robustness check addresses the concern that our results may be biased by “mean reversion,” or regression to the mean. This common phenomenon occurs when students who score at the extreme ends of the distribution (e.g., students scoring Far Below Basic or Advanced) are more likely to score closer to the mean in future test administrations. This might occur because students who score at the lower tail of the distribution have more “room to grow,” as opposed to students who score at the upper tail of the distribution, who may have little opportunity for improvement. We check for this trend in the California dataset, and find that students scoring Far Below Basic in one year are more likely to make larger gains the following year than are students who scored higher along the distribution, with Advanced students making negative progress, on average (of approximately -0.3 standard deviation units) between the 2007-8 and 2008-9 school years. Therefore, the significant treatment effect found in our initial analyses could be caused by the larger Far Below Basic and Below Basic populations and smaller Advanced and Proficient populations in districts that received DAITs as compared to those that received non-DAIT TA. If this is the case, then equations (2) and (3) may provide an upwardly biased estimate of the DAIT treatment effect. We present results from these checks in Appendix A Tables A-5 and A-6. We do not find evidence that our results are due to mean reversion.
- Threshold/Extreme Cases.* Another set of robustness checks stems from our original methodological desire to estimate the impact of DAITs on student outcomes relative to non-DAIT (light) through the use of a regression discontinuity approach. The set-up of the assignment to DAIT versus non-DAIT (light) appears at first glance to be perfect for a regression discontinuity design because of the way that the CDE generated the Priority Assistance Index (PAI). The PAI allocated a score on the index to every California district in PI3, and then the CDE drew the cut-point for DAIT treatment and non-DAIT (light) based on the amount of funds the state had available to spend. This process generated an externally-set “discontinuity” at the line between the Light (non-DAIT) and the Moderate and Intensive districts, which researchers might theoretically exploit to determine if there is a difference in outcomes for districts right around that discontinuity. However, power analyses indicate that, given the district-level sample size of only 94 districts for Cohort 1 and 139 for the combined Cohort 1 and 2 sample, we would need at least three to four times the amount of districts in the sample to have sufficient power to perform regression discontinuity analyses. However, we can employ one specification check that is common in the use of regression discontinuity designs – the estimation of “threshold models.” In these models, the researcher narrows the thresholds around the cut point, or discontinuity, to insure that comparisons between districts farther

away from the cut-point are not driving the results. We find that it is not the achievement gains of the lowest performing DAIT districts that drive our math treatment effect. These results are presented in Appendix A Tables A-7 through A-10.

- *DAIT impact across grade spans.* Our next specification in this section is executed less to address a concern about the validity of our results, and more to explore whether or not the DAIT effect varies with grade level. For this analysis, we condition our specification of equations (2) and (3) on the student grade in the first year of the intervention. Now it no longer makes sense to use student fixed-effects, so instead we include district fixed-effects and continue to include time indicators. We are now effectively comparing the impact of DAITs relative to non-DAIT technical assistance on student achievement for students who began in a specific grade. We cannot assess the effect of DAITs on second-graders because we include a lagged test score in our model, and students are first tested in second grade. The results are shown in Appendix A Tables A-11 and A-12. We find that for Cohort 1, the DAIT impact on math achievement is strongest for fifth-, eighth- and fourth-graders respectively, and for fifth- and fourth-graders on ELA achievement. For the stacked sample, the DAIT impact is greatest for students in the fifth grade, and next for students in seventh-, third- and sixth-graders. The stacked cohort ELA effect is predominantly driven by impacts on seventh- through ninth-graders, with lesser impacts on fifth-graders and sixth-graders.

### The Differential Impact of DAITs

The tables presented in this section provide the results regarding the differential impacts of DAITs on students from different subgroups, estimated from model (4).

**Table 5. Estimates of DAIT Effect on Outcomes of Minority Subgroups**

	Cohort 1				Cohorts 1 and 2 (Stacked)			
	Math		ELA		Math		ELA	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
DAIT Avg ATE	-0.074+		-0.028*		-0.069*		-0.013	
	(0.040)		(0.013)		(0.030)		(0.013)	
DAIT First Yr		-0.061+		-0.016		-0.057*		-0.005
		(0.036)		(0.013)		(0.027)		(0.013)
DAIT Second Yr		-0.086+		-0.033*		-0.087*		-0.023
		(0.045)		(0.015)		(0.035)		(0.015)
DAIT Third Yr		-0.083+		-0.044**				
		(0.048)		(0.016)				
BlackXDAIT Avg ATE	0.117***		-0.012		0.092***		-0.026*	
	(0.029)		(0.015)		(0.021)		(0.013)	
BlackX(DAIT First YR)		0.094**		-0.014		0.075***		-0.028*
		(0.028)		(0.014)		(0.020)		(0.012)
BlackX(DAIT Second YR)		0.145***		0.002		0.116***		-0.023
		(0.031)		(0.015)		(0.023)		(0.015)
BlackX(DAIT Third YR)		0.131***		-0.021				
		(0.034)		(0.020)				
HispanicXDAIT Avg ATE	0.163***		0.063***		0.138***		0.044***	
	(0.034)		(0.013)		(0.024)		(0.010)	
HispX(DAIT First YR)		0.124***		0.039**		0.113***		0.031**
		(0.031)		(0.012)		(0.023)		(0.009)
HispX(DAIT Second YR)		0.194***		0.079***		0.174***		0.063***
		(0.037)		(0.016)		(0.028)		(0.013)
HispX(DAIT Third YR)		0.198***		0.088***				
		(0.038)		(0.017)				
AsianXDAIT Avg ATE	0.074**		0.080***		0.062		0.075***	
	(0.023)		(0.014)		(0.042)		(0.013)	
AsianX(Dait First YR)		0.054**		0.045**		0.059+		0.059***

AsianX(DAIT Second YR)		(0.017) 0.086**		(0.016) 0.101***		(0.034) 0.066		(0.012) 0.097***
AsianX(DAIT Third YR)		(0.026) 0.098*		(0.015) 0.121***		-0.054		-0.016
Constant	0.258* (0.099)	0.237* (0.096)	-0.131 (0.106)	-0.141 (0.105)	0.204+ (0.119)	0.193+ (0.115)	-0.182 (0.129)	-0.188 (0.129)
Adj. R-squared	0.670	0.670	0.800	0.800	0.686	0.686	0.806	0.806
# of students	5828765	5828765	5952897	5952897	6289135	6289135	6407778	6407778
# of districts	94	94	94	94	140	140	140	140

+  $p < 0.10$ , \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ . District-clustered standard errors in parentheses. All models include the set of covariates includes in Tables 3 and 4.

Columns 1-4 of Table 5 show the effect of Cohort 1 DAIT support on students from different minority subgroups, relative to white students (who serve as the reference category). The coefficients on the DAIT indicator overall and in each year are significant and negative for math and ELA (except for the first year in ELA), indicating that there is a *negative* impact of DAITs on white student achievement in both math and ELA. However, it appears that black students in DAIT districts perform better in math over each of the years; DAITs improve black students' math achievement scores by approximately 4 percent of a standard deviation over the three years of data, and by 3, 6 and 5 percent standard deviation in years one, two and three, respectively. This effect is not consistent for the ELA achievement of black students; the coefficients are negative but not statistically different from zero. Hispanic students seem to gain in all years and in both subjects, with relatively large effect sizes. On average, Hispanic students in DAIT districts see a 9 percent of a standard deviation increase in math (with a 6 percent, 11 percent and 11 percent standard deviation increase in years 1, 2 and 3, respectively) and a 4 percent standard deviation increase in ELA achievement over the three years (with a 4 percent, 4 percent and 5 percent standard deviation increase in years 1, 2 and 3). Notably, we find that while the impacts of DAITs were larger for Asian students than White students, the treatment effect for Asian students was essentially zero for math.

Columns 5-8 show the same analysis on the stacked cohort sample. The math results for the combined cohort sample for the most part mirror the Cohort 1 results, although they are again muted by the addition of the Cohort 2 sample, indicating less negative impacts on white students and less positive impacts on minority student achievement. Similarly, columns 7 and 8 show less negative impacts of DAITs on white student ELA achievement. Unfortunately, we also see less positive results in the stacked cohort sample for minority students' ELA achievement. These findings are particularly important from a policy perspective in California, where Hispanic students are the largest minority subgroup and often the most disadvantaged.<sup>6</sup> That the overarching positive DAIT impact appears to be driven by Hispanic student improvement and by Black students' performance increase in math, may indicate that the technical assistance is going to at least some students who need the most assistance. However, the diminished positive impacts in Cohort 2 merit further investigation. As discussed above, it is again possible that there is simply a larger positive impact of both DAIT and non-DAIT TA on *all* students in Cohort 2, muting the differential between DAITs and non-DAIT.

---

<sup>6</sup> Sixty-five percent of the students in our sample are Hispanic, and of those, 80 percent qualify for the Free and Reduced Price Lunch program, 43 percent are English Language Learners, and 10 percent are identified as students with special needs.

**Table 6. Estimates of DAIT Effect on Outcomes of Low-Income Subgroup**

	Cohort1				Cohort1 & 2 (Stacked)			
	Math		ELA		Math		ELA	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
DAIT 3 Yr ATE	-0.028 (0.034)		-0.002 (0.012)		-0.021 (0.025)		-0.003 (0.012)	
DAIT First Yr		-0.029 (0.030)		-0.002 (0.011)		-0.017 (0.021)		-0.003 (0.011)
DAIT Second Yr		-0.03 (0.040)		0.002 (0.014)		-0.026 (0.033)		-0.002 (0.014)
DAIT Third Yr		-0.021 (0.043)		-0.009 (0.014)				
FRL XDAIT Avg ATE	0.122* ** (0.028)		0.030* (0.012)		0.088* ** (0.015)		0.033* ** (0.007)	
FRL X(DAIT First YR)		0.098* ** (0.025)		0.020+ (0.011)		0.070* ** (0.013)		0.026* ** (0.006)
FRL X(DAIT Second YR)		0.142* ** (0.032)		0.036* (0.014)		0.111* ** (0.020)		0.041* ** (0.010)
FRL X(DAIT Third YR)		0.138* ** (0.032)		0.042* * (0.016)				
Constant	0.282* * (0.102)	0.264* * (0.099)	-0.122 (0.105)	-0.13 (0.104)	0.222+ (0.121)	0.210+ (0.119)	-0.177 (0.139)	-0.184 (0.137)
Adj. R-squared	0.672	0.672	0.801	0.801	0.687	0.687	0.808	0.808
# of students	60418	60418	61699	61699	80424	80424	82386	82386
# of districts	74	74	77	77	86	86	48	48
	94	94	94	94	140	140	140	140

+  $p < 0.10$ , \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ . District-clustered standard errors in parentheses. All models include the set of covariates includes in Tables 3 and 4

.Table 6 shows results for the same model, this time examining the impact of DAITs on students in poverty (those who qualify for free- or reduced-price lunches). We find that there is no significant impact of DAITs on students who do not qualify for the federal lunch program, but rather sizable effects for students who do. These results are consistent for both subjects and in all years of the intervention and the year following the intervention, as well as for both the Cohort 1 and the combined cohort sample. The DAITs again appear to

be more effective in increasing math achievement: In Cohort 1, students in poverty in DAIT districts see 12 percent of a standard deviation increase in their math achievement relative to students not in poverty, as opposed to only 3 percent of a standard deviation increase in their ELA achievement scores averaged over the three years. These differences persist across all three years individually, as well, with the largest discrepancy in year 2 (14 percent of a standard deviation increase in math achievement scores as opposed to 4 percent of a standard deviation increase in ELA). Although we again see that the addition of Cohort 2 lessens the impact of DAITs on poor students' math performance, we see stronger results on the ELA achievement of low-income students in the combined cohort sample. Again, these results indicate that the DAITs improve student achievement of the more disadvantaged students in the district rather than focusing on students from wealthier homes.

**Table 7. Estimates of DAIT Effect on Outcomes of EL Subgroup**

	Cohort1				Cohort1 & 2 (Stacked)			
	Math		ELA		Math		ELA	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
DAIT 3 Yr ATE	-0.002 (0.028)		-0.011 (0.011)		0.000 (0.025)		0.004 (0.012)	
DAIT First Yr		0.000 (0.022)		-0.007 (0.011)		-0.003 (0.021)		0.001 (0.011)
DAIT Second Yr		0.002 (0.031)		-0.003 (0.012)		0.003 (0.032)		0.008 (0.013)
DAIT Third Yr		-0.011 (0.039)		-0.026* (0.013)				
EL XDAIT Avg ATE	0.186*** (0.028)		0.086*** (0.012)		0.152*** (0.020)		0.060*** (0.009)	
EL X(DAIT First YR)		0.131*** (0.023)		0.058*** (0.009)		0.121*** (0.016)		0.050*** (0.008)
EL X(DAIT Second YR)		0.205*** (0.029)		0.090*** (0.013)		0.201*** (0.024)		0.076*** (0.013)
EL X(DAIT Third YR)		0.251*** (0.038)		0.129*** (0.017)				
Constant	0.285** (0.103)	0.262* (0.101)	-0.123 (0.106)	-0.134 (0.106)	0.230+ (0.123)	0.211+ (0.119)	-0.174 (0.139)	-0.183 (0.137)
Adj. R-squared	0.672	0.673	0.801	0.802	0.687	0.687	0.807	0.808
# of students	604654	604654	617486	617486	804903	804903	824569	824569
# of districts	5	5	3	3	1	1	7	7
	94	94	94	94	140	140	140	140

+  $p < 0.10$ , \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ . District-clustered standard errors in parentheses. All models include the set of covariates includes in Tables 3 and 4.

Table 7 shows no (or perhaps slightly negative) impacts of DAIT assistance on non-EL student achievement, but uniformly positive impacts of DAITs on EL math and ELA achievement across all years. In Cohort 1, EL students in DAIT districts perform approximately 19 percent of a standard deviation better in math achievement over the three years, and approximately 9 percent of a standard deviation better on ELA standardized tests. In year three, EL students perform 25 percent of a standard deviation better on math tests than non-ELs, and 9 percent of a standard deviation better on ELA tests. The results again exhibit the familiar pattern in the combined cohort sample, with diminished positive effects on EL students. Nonetheless, the overall positive results for EL students may be particularly important in states like California, in which the population of ELs is growing, and schools and districts are struggling with how to address their unique needs. That DAITs appear to be assisting ELs more than non-ELs is important and indicates that other technical assistance providers and districts may want to examine the activities of the DAITs to understand what is driving these results.

**Table 8. Estimates of DAITs on Outcomes of Students in Schools at Various Levels of PI**

	Cohort1				Cohort1 & 2 (Stacked)			
	Math		ELA		Math		ELA	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
DAIT 3 Yr ATE	-0.017 (0.032)		-0.005 (0.016)		0.042+ (0.023)		0.023 (0.015)	
DAIT First Yr		-0.029 (0.026)		-0.007 (0.015)		0.042* (0.021)		0.024+ (0.014)
DAIT Second Yr		-0.015 (0.035)		0.002 (0.017)		0.049 (0.031)		0.024 (0.018)
DAIT Third Yr		0.004 (0.048)		-0.006 (0.022)				
PI 1 X DAIT Avg ATE	-0.002 (0.043)		0.009 (0.016)		-0.005 (0.031)		-0.007 (0.012)	
PI 1 X DAIT First Yr		-0.003 (0.046)		0.008 (0.015)		-0.057+ (0.032)		-0.028 (0.020)
PI 1 X DAIT Second Yr		-0.003 (0.051)		0.013 (0.019)		0.056 (0.053)		0.015 (0.020)
PI 1 X DAIT Third Yr		0.002 (0.047)		0.005 (0.024)				
PI 2 X DAIT Avg ATE	0.064 (0.043)		0.041+ (0.023)		-0.03 (0.033)		-0.023* (0.012)	
PI 2 X DAIT First Yr		0.031 (0.038)		0.031 (0.021)		-0.017 (0.032)		-0.01 (0.014)
PI 2X DAIT Second Yr		0.07 (0.048)		0.042 (0.026)		-0.06 (0.052)		-0.044* (0.018)
PI 2 X DAIT Third Yr		0.118* (0.056)		0.058+ (0.030)				
PI 3+ X DAIT Avg ATE	0.117*** (0.019)		0.030** (0.010)		0.021 (0.019)		-0.001 (0.012)	

PI 3+X DAIT First Yr		0.113*** (0.020)		0.024* (0.009)		0.011 (0.017)		-0.005 (0.011)
PI 3+X DAIT Second Yr		0.131*** (0.023)		0.032** (0.012)		0.027 (0.024)		0.004 (0.017)
PI 3+ X DAIT Third Yr		0.106*** (0.029)		0.036* (0.017)				
Constant	0.288* (0.118)	0.271* (0.115)	-0.168 (0.104)	-0.176+ (0.103)	0.274* (0.127)	0.256* (0.125)	-0.153 (0.122)	-0.159 (0.122)
Adj. R-squared	0.667	0.668	0.792	0.792	0.684	0.684	0.798	0.798
# of students	5017633	5017633	5104754	5104754	4918325	4918325	4985948	4985948
# of districts	94	94	94	94	140	140	140	140

+  $p < 0.10$ , \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ . District-clustered standard errors in parentheses. All models include the set of covariates includes in Tables 3 and 4.

Last, Table 8 shows the results from our analysis of the differential impact of DAITs on students enrolled in schools in varying levels of Program Improvement. The results from Table 8 shows that students enrolled in PI3+ schools in Cohort 1 DAIT districts perform significantly higher on both math and ELA achievement tests than do students in higher-performing schools in DAIT districts. The effect sizes again are not inconsequential: students enrolled in PI3+ schools in DAIT districts perform 12 percent of a standard deviation higher than do students in non-PI schools in math over the three years, and 1 percent of a standard deviation higher in math in year 3. However, the effect sizes shrink dramatically and are not statistically distinguishable from zero in the combined cohort of districts. Interestingly, we actually see evidence that students in non-PI schools perform significantly better in math in the combined cohort sample.

### Limitations of the DAIT Impact Analyses

The quantitative analyses described above suffer from a number of limitations, many of which we have attempted to address through our specification checks. However, it is important to recognize at the outset that the results from these analyses may still be biased or may not tell the complete story. Although we test for five specific potential threats to the validity of our results, there may still be other sources of bias that remain unchecked.

In addition, the outcome measures we use are not intended for longitudinal assessments of achievement growth. Specifically, the CSTs are not norm-referenced or vertically aligned. Given this fact, it is difficult to compare student achievement on the CSTs over time. As discussed, we attempt to address this issue by standardizing the outcome variables by year and grade/subject. However, we recognize that this is an imperfect measure of student achievement change over time. Moreover, as mentioned above, we cannot entirely separate out the impact of the accountability threat associated with being required to work with a DAIT provider, and thus labeled as one of the lowest-performing districts in California, from the impact of the supports provided to these districts by the DAITs. We attempt to address this issue through the set of specification checks discussed above, but we acknowledge that this may be insufficient to completely erase doubts that the “DAIT effect” may really be an accountability threat effect.

In addition, we are able to examine only three years of outcomes data for the first cohort of treated districts and only two years for Cohort 2. Although this third year of data is important because it allows us to explore the sustainability of the reform after the intervention is over, more years of data would allow us to better understand the longer-

term impacts of DAITs on student achievement. In addition, further exploration of the impacts of DAITs on more years and more cohorts of treated districts will allow us to ascertain if the “DAIT effect” is sustainable in a different set of districts. Both of these limitations imply that more research is necessary to understand the true long-run and cohort-specific impacts of DAITs on student achievement.

## The DAIT Intervention: Qualitative Results

It is interesting that we find a positive impact of DAITs on student math (and possibly ELA) achievement. Given the benefits of DAITs for student achievement, the following section explores the actions of the district leadership teams and their DAIT providers within the moderate and intensive PI3 districts. We also highlight the differences between the intensive/moderate districts’ implementation of specific actions and those of the districts in the light category.

CDE is responsible for identifying and training technical assistance providers known as DAITs. Potential providers apply to be on a state-approved list from which either the state (in the case of assigned DAITs in intensive category districts) or the district (in the moderate category) can choose. Applicants are required to demonstrate expertise in leadership, academic subject areas, meeting the needs of English language learners and students with disabilities, and building district capacity. Government agencies, primarily County Offices of Education, as well as for-profit and nonprofit organizations, were approved as DAIT providers (Appendix B).

The intervention was intended to provide capacity building assistance tailored to individual districts’ specific needs. District reform occurs within the specific context of districts’ history, community, and configuration. Appendix C contains descriptive tables illustrating the location, grade spans, and student enrollment of the districts in intensive and moderate Cohorts 1 and 2 of the PI3 intervention. Below we examine the information gathered via survey and interviews regarding the nature of the improvements districts and their DAITs focused on during their work together.

## Qualitative Methodology

### Overview

The goals of the qualitative data collection were to ascertain what the intervention actually looked like at the district level in order to answer the questions: How did DAITs and districts work together?; What facilitated and/or impeded their work?; What changes did

they make that improved district capacity to support a fully aligned curriculum?; and How do the providers and district representatives view the success and sustainability of the intervention? The evaluation team collected information from all Cohort 1 and Cohort 2 PI3 districts working with assigned or contracted DAITs. In order to gain a variety of perspectives and to triangulate the collected data, researchers conducted separate interviews and surveys with both district leaders and DAITs. We also solicited information from all of the non-DAIT (light) PI3 districts, which were not required to contract with a DAIT, in both cohorts via a survey. We discuss our response rates from all three groups (DAIT providers, district leaders in districts that contracted with DAITs, and district leaders in PI3 districts that were not required to work with DAITs) below.

## **Qualitative Measures**

The qualitative data were collected using the following instruments:

- Capacity Study content analysis coding (Appendix D)
- Implementation Surveys (Appendix E)
- Interview Protocols (Appendix F)

## **Qualitative Data Instruments and Analysis**

### ***1. Capacity Study Content Analysis Coding***

Capacity Studies, prepared by the DAIT providers, included the recommendations that the districts were required to incorporate into their LEA plans or Addendums. The Year 2 report (Westover & Strunk, et al., 2011) details the research team's process and findings from analyzing the Cohort 1 capacity studies. Appendix D discusses changes to that approach for Cohort 2. However, in neither year did the capacity study findings contribute substantially to our understanding of either the DAIT process or outcomes. The capacity studies were intended to be used by districts and DAITs as a preliminary diagnosis and planning tool. Consequently, the content and presentation of capacity studies varied too widely among providers to inform our evaluation analyses.

### ***2. Implementation Surveys***

Surveys were administered to DAIT providers (for those PI3 districts with DAITs) and district leaders (for all PI3 districts in Cohorts 1 and 2) to collect data on the implementation of reforms related to the sanction. These surveys were conducted using a web-based platform that provided opportunity for shared access among team members

(e.g., a superintendent may have filled out some of the survey and then forwarded it to the head of curriculum to fill out certain questions). The survey addressed a number of general topics with scaled questions within each topic addressing the specific actions and changes in district capacity over the two or three years since the district was identified and sanctioned. See Appendix E and the Year 2 report (Westover & Strunk, et al., 2011) for details about survey development and deployment.

Survey and response rates were strong among those districts with DAITs (the intensive and moderate PI3 districts), with all DAIT providers responding in both cohorts (**Table 9**). The responses rates from non-DAIT (light) districts were low (38 percent for Cohort 2) to moderate (62 percent for Cohort 1) in spite of vigorous efforts by both the research staff and CDE to encourage these districts to respond.<sup>7</sup>

**Table 9. Survey Response Rates**

	Cohort 1		Cohort 2	
	Total Surveys Issued	Response Rate	Total Surveys Issued	Response Rate
Districts with DAITs (Intensive/Moderate)	36 *	100%	27	93%
DAITs	43	100%	27	100%
Non-DAIT Districts (Light)	50	62%	21	38%

**\*Not all 43 Cohort 1 PI3 districts with DAITs were asked to respond to the implementation survey. Please see the Year 2 report for details.**

Respondents were asked to rate items relating to the implementation level of specific activities on a 4-point scale: none (value = 1), partial (2), substantial (3), or full (value = 4) for each of 2 or(?)3 years. Respondents also rated the district’s capacity to implement and sustain improvements on a 4-point scale, ranging from “no capacity” (value = 1) to high capacity (value = 4). Appendix E contains survey items and districts’ and DAITs’ summarized responses. There were also opportunities for respondents to enter comments in some surveys sections. We incorporated these responses to open-ended questions into our analyses of respondents' comments in interviews.

---

<sup>7</sup> These response rates represent districts who replied to the survey; however, the response rate to individual questions varied, as many respondents skipped individual questions. Therefore, the number of districts included in analyses, varies from analysis to analysis. Also, not all districts in Cohort 1 were issued surveys, see Appendix B for explanation.

Because both district personnel and DAIT providers responded to the implementation survey for the intensive/moderate districts, we compared the ratings to determine whether there were significant differences in the district and providers' perspectives (see Appendix E). We then examined the data for patterns in these discrepancies. In general, the districts and the DAIT providers tended to agree on the level of implementation, both overall and for each of the implementation sub-areas. The level of agreement between the district personnel and the DAIT providers was relatively high and differences in the ratings were minimal. In order to avoid over-estimating the districts' levels of implementation, all analyses examining the DAIT districts' implementation used the lowest of the two ratings. However, the survey was only administered to district personnel (not to TA providers) in the non-DAIT TA districts. Because of this, we use the district response to the survey in analyses comparing the responses from the light districts to those of the intensive/moderate districts working with DAITs.

### ***3. Interviews***

Interviews were conducted with district leadership and DAIT providers for each Cohort 1 and 2 district with a DAIT. The purpose of these interviews was to gain descriptive, contextual information to help us understand the intervention as it occurred “on the ground” and better interpret other evaluation findings. Each district and their provider were interviewed separately but asked the same questions. Interviews were conducted in two phases – each respondent was contacted initially to explain the purpose of the study and were asked a few basic questions about start dates, the composition of their teams, and meeting frequency (see Appendix F for the initial interview protocols). One-hundred percent of DAIT providers participated in our interviews, and 91 percent for district leaders participated (

Table 10). The table below reflects only completed interviews, there were a few districts where the initial interview was completed, but not the follow-up (for example, where a superintendent left the district between the initial and follow-up interview dates) and they are not included in this tally.

**Table 10. Interview Response Rates\***

	Cohort 1		Cohort 2		Combined (Both Cohorts)	
	Total N of districts	Response Rate	Total N of districts	Response Rate	Total N	Total Response Rate
Districts with DAITs	39	91%	25	92%	64	91%
DAITs	43	100%	27	100%	70	100%

*\*Response rates are for completed interviews*

Interview protocols were refined for Cohort 2, based on Cohort 1 findings. Both years' interviews covered the same content but question order and probes varied. See Appendix F for details about interview protocols and procedures. Interviews were coded for content, illustrative quotes were identified, and the coded interview data were further analyzed to develop rough indices of certain areas of particular interest. In Cohort 1, all the interviews were coded by a single coder to insure consistency. In Cohort 2, two coders coded the interviews and inter-rater reliability tests were conducted to reduce rater bias. Analysis of both sets of interviews is substantially the same in terms of the themes and issues identified and coded.

### *Limitations of the Qualitative Data Findings*

Much of the qualitative data is retrospective. Interviews and surveys were issued near the end of the sanction period for each cohort, but were asking participants to recall actions that had taken place over the previous two years. Additionally, some of the participants had changed districts or positions over the course of the work, and some had been active in one program year but not the other (this was particularly true for district respondents). While within the PI3 districts with DAITs, we had the opportunity to obtain perspectives from both parties, providing some triangulation, in the light PI3 districts which were not required to work with a DAIT, we have only the district implementation survey responses and a sample (due to non-responses) which may not be truly representative of those districts.

In addition, despite the high response rate and range of respondents in the interviews and surveys among the PI3 districts with DAITs, we cannot represent the results as an exhaustive examination of each district's experiences. Our perspectives are limited to the information we obtained from a fairly small number of respondents per district. However, since it was never the intention of the evaluation to prepare separate case studies for each

district, we feel that the triangulation provided is sufficient to support the generalizations presented in this report.

Last, because the specific probes and the question ordering of the interview protocols changed between Cohort 1 and 2 interviews, with Cohort 2 protocols evolving based on what we learned from our Cohort 1 interviews, differences in data collected from interviews between the two cohorts should be interpreted as important but not necessarily indicative that true distinctions existed. Specifically, on a number of items, Cohort 1 respondents were not probed as deeply about specific issues as were Cohort 2 respondents. This is a normal occurrence in longitudinal data collection, but is nonetheless worthy of note.

## How do Districts Work with their DAIT Providers?

Given the findings that students in the PI3 districts with DAITs (intensive/moderate districts) outperform students in similar districts without the DAIT intervention, we examine how DAITs worked with their districts in the first two cohorts to build their capacity to support student achievement.

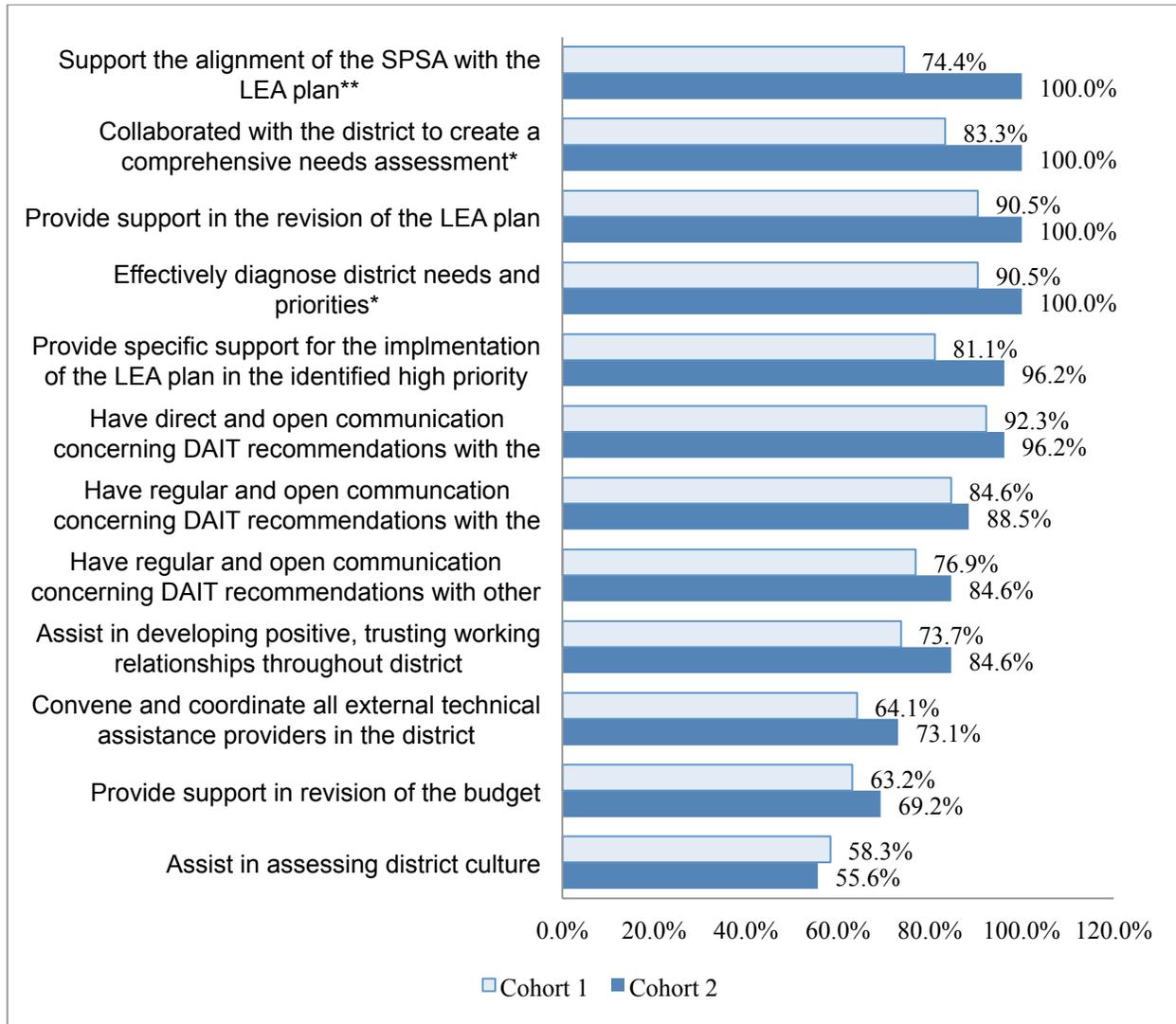
CDE expected DAITs to engage with their district to, first, diagnose district needs, usually using assessment instruments provided by CDE, and then write up their findings in a capacity study. Districts submitted capacity studies to CDE and were required to rewrite their LEA plan (or plan addendum) to incorporate the recommendations provided in the capacity studies. Next, the CDE expected DAITs to support districts in preparing their plans, and to provide specific support for implementing the recommendations they have provided. Survey and interview results confirm that these activities were, in fact, occurring in the majority of districts working with DAITs. Based on our interview responses, there appeared to be some confusion and ambiguity around DAIT activities and authority for the first Cohort of treated districts which was subsequently resolved prior to Cohort 2. This may be in part due to the CDE's refinement of the diagnostic tools and provision of additional training to DAIT provider before they began their work with the Cohort 2 districts. District leaders mentioned in interviews that they found implementing these assessment tools to be valuable learning experiences.

Surveys of the DAITs and their districts addressed the extent to which DAITs provided several different types of services (Figure 1). A strong majority of DAIT/district teams report that the DAIT (a) supported the revision of LEA (District) plans/addendums, (b)

collaborated with the district to create a comprehensive needs assessment, (c) effectively diagnosed district needs and priorities, and (d) had direct and open communication concerning DAIT recommendations with the district cabinet. Cohort 2 districts had higher scores on these items, compared to Cohort 1, and also reported more DAIT assistance with aligning the sites' Single Plans for Student Achievement (SPSAs) with the overall LEA plan and more DAIT support for implementing the LEA plan in identified high priority areas. Based on anecdotal information from both CDE staff and interview respondents and our own observations, we speculate that these increases in Cohort 2 over Cohort 1 are related to (a) CDE's more specific training and direction of DAITs prior to Cohort 2 district identification, (b) less ambiguity in Cohort 2 districts' understanding of the role and authority of the DAIT, and (c) more familiarity among Cohort 2 districts and their providers about the process due to their knowledge of what had occurred in the Cohort 1 district the previous year.

We also asked survey respondents to rate districts' capacities to implement reforms in each of the focus areas identified by CDE. The majority of districts in both cohorts were rated as having at least "adequate" capacity to implement reforms. The area receiving the lowest "capacity to implement" ratings was supporting students with disabilities (about 60 percent reported adequate or high capacity in this area). Please see Appendix G for details.

**Figure 1. Percentage of Districts Reporting that the DAIT Either "Somewhat" or "To a Great Extent"...**



Difference between 2009-10 and 2010-11 is statistically significant \* $p < 0.05$ ; \*\* $p < 0.01$ ;  $p < 0.001$   
 Source: District Implementation Surveys, Cohorts 1 and 2

Figure 1 lists many of the DAIT provider activities that providers and district leaders were asked about in the surveys. It appears that DAITs were least likely to assist in assessing district culture or to support budget revisions (fewer than two-thirds reported DAITs assisted in these areas at least “somewhat”). The extent to which DAITs were able to develop positive relationships throughout the district, establish regular and open communication, and coordinate external technical assistance appears to have varied among the districts with roughly 20 percent of respondents scoring these activities at less

than “somewhat.” We address these issues in more detail in the “barriers and facilitators” section of the report.

Interview results suggest that the diagnosis phase of the DAIT work was perceived as particularly useful by many districts and/or their providers. They reported that the needs assessment had value as neutral, factually based driver for alignment. District leaders frequently mentioned that the combination of the Essential Program Components (EPCs) coupled with diagnostic tools, especially the Academic Program Survey (APS) and the English Learner Survey Assessment (ELSSA), were one of the most valuable activities of the PI3 process (tools available at: <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>). The following interview quotes illustrate this point<sup>8</sup>:

*Provider: The good part about this work is, it doesn't let you ignore the pieces...what DAIT did was look at the whole system. It looked at the standards [in the EPCs], which helped us look at pieces that are not in the APS, and forced us to be reflective...*

*District: The tools that force DAITs to use data to prove the districts need to change are good. It is a viable process.*

*District: ... To have real data you have collected from all stakeholders...and be able to refer to it continually when we're talking about the LEAP, I think that's where the power is [in the DAIT process].*

Several district leaders mentioned that the state’s articulation of the research base supporting the EPCs and diagnostic tools was an important piece of their own learning and assisted with breaking down resistance from people who wanted to dismiss DAIT as just another bureaucratic process:

*District: One underlying theme is validity, some people doubted the EPCs were valid, and saw this as just something the district saying we have to do. But, with the DAIT coming in with full support and articulating the research base of the EPCs, and how we can turn those into daily actions in our district –that was very important.*

---

<sup>8</sup> Please note that throughout the report quotes are not necessarily strictly verbatim; some are from transcripts, some from interviewer notes, and some have been edited to protect respondent confidentiality

## What Changes do PI3 Districts Implement?

In both Cohorts 1 and 2, implementation surveys were administered to DAIT providers and district personnel asking them to rate specific aspects of the district's implementation in year 1 and 2 of the program on a four-point Likert Scale (4 = full implementation, 3=substantial implementation, 2=partial implementation, and 1 = minimal implementation).<sup>9</sup> Each item and group of items address specific areas of district capacity based on CDE's definitions and the EPCs (for example, practices related to supporting ELs or related to using data). Please see Appendix E for the implementation surveys. The implementation ratings of specific items were grouped and averaged to calculate an overall implementation rating for each sub-area of potential improvement (see Appendix E Section titled Implementation Surveys, for details about how responses were combined for districts and their providers and across sub-areas). Overall, the average rating across all sub-areas increased from 2.50 in year 1 to 2.92 in year 2, a statistically significant increase of 0.42 ( $p < .001$ ). This indicates that, on average, the districts' level of implementation of these identified "best practices," as reported by both district personnel and DAIT providers, improved over the course of the two years.

In addition to examining the overall change in implementation, we also examined the changes for each of the sub-areas included on the survey. There were statistically significant increases in the implementation ratings of each of the sub-areas.<sup>10</sup> It is important to note that districts and DAITs rated both years' implementation levels in the same survey, possibly pre-disposing them to rate year 2 levels above those at the beginning of their work together. However, while this may contribute to the overall significant growth in all subareas, the relative growth among areas likely reflects changing areas of emphasis within each district.

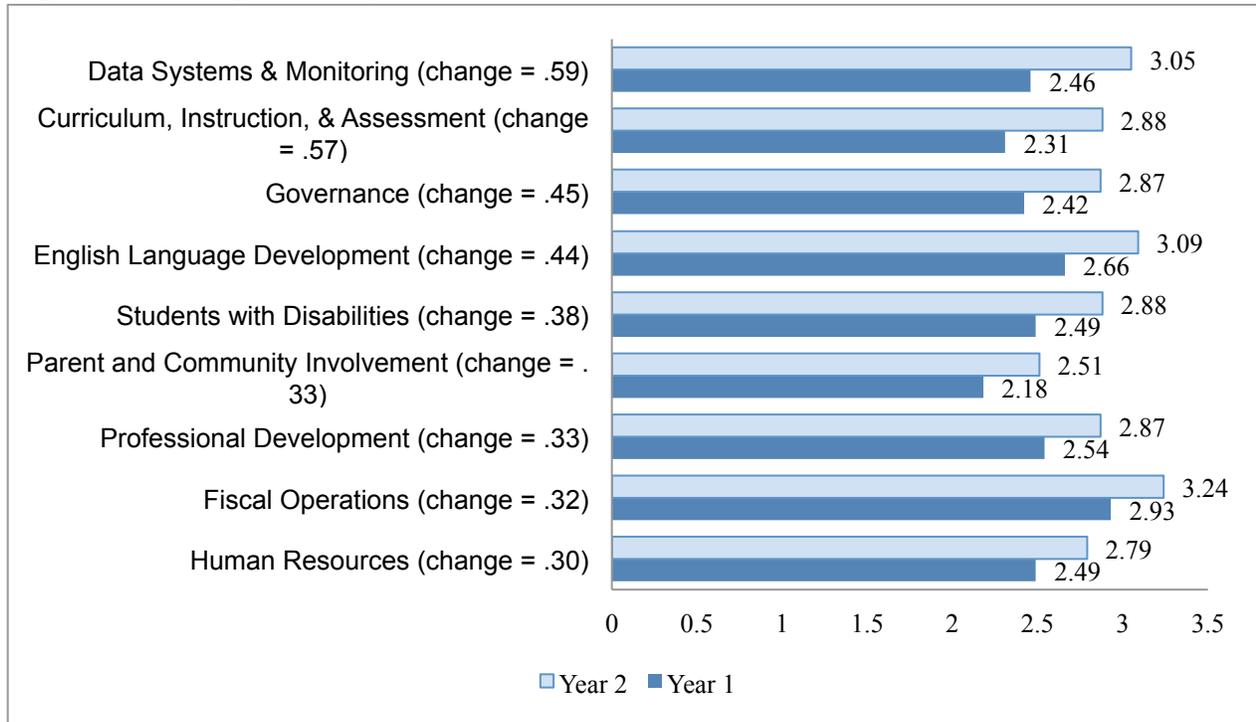
As shown in (Figure 2) the largest increases were reported in the areas of Data Systems and Monitoring (change = .059 points) and Curriculum, Instruction, and Assessment (change of 0.57 points), followed by Governance (0.45 point increase) and English Language Development (0.44 point increase).

---

<sup>9</sup> For Cohort 1, year one was the 2008-09 school year and year 2 was the 2009-10 school year; for Cohort 2, year 1 was the 2009-10 school year and year 2 was the 2010-11 school year.

<sup>10</sup> Differences were examined using paired-samples t-tests.

**Figure 2. Changes in Implementation from Year 1 to Year 2**



Source: District and DAIT Implementation Surveys Cohorts 1 & 2, ratings made on a 4-point Likert Scale (1 = minimal; 4 = full implementation) [all stat sig at  $p < .05$ ]

Although there was growth in implementing parent and community involvement strategies over the two years, this area had the lowest level of implementation both at the beginning and the end of the intervention (2.18 in year 1, 2.51 in year 2). Fiscal operations implementation levels, on the other hand, grew relatively little (.32 points) but were rated fairly highly in both years (2.93 in year 1, 3.24 in year 2).

In the interviews, we probed districts and providers as to why the implementation levels might increase from Year 1 to Year 2. Many said the first year was focused on assessment and planning and, in districts with more resistance, simply attempting to build stakeholder buy in. It took time for the DAITs’ diagnostic findings to be shared among all levels of the district.

### Characteristics Associated with Reported Changes in Implementation

To determine whether there were differences in implementation levels were associated with the demographic characteristics of the districts, we examined the relationship between level of implementation in Years 1 and 2 and district characteristics including: (a)

urbanicity, (b) district size, (c) district poverty, (d) proportion of students that are ELs, and (e) proportion of the students that are from racial/ethnic minority groups.<sup>11</sup> Overall, there were very few statistically significant differences in the *level* of implementation across these characteristics.<sup>12</sup> In contrast, several district characteristics were associated with the *change in implementation* from Year 1 to Year 2 (Table 11). In general districts with a high proportion of ELs (i.e., those with over 30 percent EL students) tended to have larger increases in overall implementation of recommended practices from Year 1 to Year 2. On average, these districts reported improvements in implementation that were 0.20 points (on a 4-point scale) larger than districts with a low proportion of EL students. Similarly, larger districts (i.e., those with a larger student population, defined as those with enrollment over 19,236 which represents the top quartile of enrollment among DAIT districts) tended to report greater increases in implementation. On average, large districts reported increases that were 0.18 points larger than medium-sized districts. Finally, the level of implementation in Year 1 was statistically significantly associated with change in implementation. In general, districts with lower levels of implementation in Year 1, reported making larger increases than those with higher levels of Year 1 implementation, possibly because they had more room for growth or perhaps because the areas of greatest deficiency were those were the initial focus of improvement for DAITs and their districts.<sup>13</sup>

---

<sup>11</sup> A description of the demographic characteristics and the source of these data can be found in Appendix A section titled Survey Items Used in District Level Analyses.

<sup>12</sup> The only statistically significant difference was that in Year 2, districts with a high proportion of ELs had higher level of Curriculum, Instruction, and Assessment implementation (High EL mean = 3.04, Low EL mean = 2.71;  $p = .028$ ).

<sup>13</sup> Specifically, the coefficient indicates that every 1 point increase in Year 1 implementation is associated with a 0.32 reduction in the change in implementation .

**Table 11. OLS Regression Analyses Examining District Characteristics Associated with Change in Levels of Implementation from Year 1 to Year 2**

	<b>Overall</b>
Constant	1.09*** (.17)
Year 1 Implementation	-0.32*** (.07)
<i>Urbanicity</i>	
City	-0.03 (.08)
Town	0.01 (.10)
Rural	0.25 (.14)
High EL	0.20* (.08)
High Poverty	0.10 (.09)
High Minority	-0.16 (.09)
<i>Size</i>	
Small	-0.01 (.08)
Large	0.18* (.08)
Cohort 2	-0.01 (.07)

\* $p < .05$ ; \*\* $p < .01$ ; \*\*\*  $p < .001$

*Note: A statistically significant coefficient indicates that the variable is associated with larger (for positive numbers) or smaller (for negative numbers) changes in implementation. For urbanicity, the reference category is suburban. High EL (>30 percent EL students), high minority (>85 percent minority students) and high poverty (>74 percent students receiving free/reduced meals) were all included as dichotomous variables.*

In addition to examining the district characteristics associated with the overall change in implementation, we ran separate analyses examining the characteristics associated with each sub-area of implementation (see Appendix A). As in the analysis of the overall implementation, the level of Year 1 level of implementation, district size, and proportion of ELs were related to implementation in several of the sub-areas. Specifically, level of Year 1 implementation was a significant predictor of change in level of implementation for each of the sub-areas – the lower the initial level of implementation, the greater the change in

implementation. Furthermore, compared to smaller districts, large districts tended to make larger gains in the areas of professional development ( $\beta = .23, p = 0.040$ ) and data ( $\beta = .27, p = 0.041$ ). Compared to districts with lower proportions of ELs, those with large proportions of ELs tended to make larger gains in the areas of governance ( $\beta = .25, p = 0.018$ ); curriculum, instruction, and assessment ( $\beta = .36, p = 0.001$ ); and data systems/use ( $\beta = .31, p = 0.017$ ). Finally, although urbanicity was not significantly related to the overall change in implementation, the urbanicity of the districts was associated with change in implementation in several of the sub-areas. In general, compared to suburban districts, rural districts tended to make larger gains in the areas of fiscal operations ( $\beta = 0.39, p = 0.030$ ), English language development ( $\beta = .49, p = 0.004$ ), and parent and community involvement ( $\beta = .62, p = 0.010$ ). Similarly, compared to suburban districts, districts located in cities tended to make smaller gains in implementation in the areas of human resources ( $\beta = -0.22, p = 0.014$ ).

We speculate that the additional expertise provided by the DAIT may have been particularly valuable in smaller, more rural districts where available district staff may each have multiple responsibilities and limited resources. At the same time, smaller districts may find it particularly difficult to implement costly interventions such as purchasing new data systems and providing professional development to their teachers and principals. We were told during interviews that more rural, geographically isolated districts felt particularly challenged in attracting and retaining highly qualified district and site staff.

### **What are Some of the Key Implementation Differences Between Cohort 1 and Cohort 2 Districts with DAITs?**

The California Department of Education (CDE), DAIT providers, and districts in Cohort 2 all learned from the experiences of the Cohort 1 districts and their providers. CDE provided more detailed training for DAITs prior to Cohort 2's implementation, emphasizing that DAITs should focus on fewer and high leverage areas in their recommendations, rather than addressing every aspect of the guidelines. The tools provided for diagnosing district issues were refined and discussed at the DAIT training and conference. DAITs shared among themselves what they had learned during their Cohort 1 work and entered Cohort 2 with a better understanding of what was required. Districts entering in Cohort 2 were higher achieving than Cohort 1 districts (by design), better informed about what to expect during the intervention, and entered the process with higher levels of implementation status. However, possibly because they had more room to grow, Cohort 1 districts tended to make larger improvements in implementation overall, and in the sub-areas of

Governance, HR, and Data Systems and Monitoring, even when controlling for year 1 levels of implementation.

We examine ratings from the implementation survey to understand the differences between the intensive/moderate districts that were required to contract with a DAIT provider in Cohort 1 to those that began the intervention in Cohort 2 (Appendix A Table G-51).<sup>14</sup> In general, the Cohort 2 districts had higher implementation ratings in Year 1, both overall and across the majority of the categories. The only areas in which the Cohort 2 districts did not have higher implementation ratings were in the areas of Students with Disabilities and Fiscal Operations. These initial differences are not surprising, given that the Cohort 1 districts entered PI3 earlier and were the lowest performing districts in the state.

**Table 12. Demographic Characteristics of DAIT and Non-DAIT (light) Districts**

	<b>Overall (n = 144)</b>	<b>DAIT (n = 72)</b>	<b>Non-DAIT (n = 72)</b>
Mean District Enrollment	16,966.4	11,771.6	22,161.3
Mean % EL	31.5	36.3	26.7*
Mean % Free/Reduced Meals	70.7	79.4	62.0*
Mean % Minority	78.8	87.8	69.9*
Urbanicity			
City	34.5	32.9	36.1
Suburb	42.1	47.9	36.1
Town	13.8	13.7	13.9
Rural	9.7	5.5	13.9

\* Indicates that the difference between the DAIT districts and non-DAIT (light) districts was statistically significant,  $p < 0.05$

<sup>a</sup>Differences between the means of the DAIT and non-DAIT (light) districts were tested with and without Los Angeles Unified School District due to the large enrollment in this district.

Although the non-DAIT (light) districts were required to access technical assistance (TA) to improve their capacity to support their students, survey responses indicate that some light districts did not contract with any outside TA providers (13 percent of Cohort 1, 30 percent of Cohort 2). Among those who did work with an external provider, about half of Cohort 1 and 40 percent of Cohort 2 contracted with a single, primary external provider to coordinate their efforts (see Appendix A for details). When asked what their TA providers

<sup>14</sup> We examined differences using repeated measures ANOVA to control for differences in Year 1 implementation

did to assist them, Cohort 1 non-DAIT districts most commonly reported that their assistance providers helped "to a great extent" with professional development for teachers (55 percent), gathering diagnostic information (45 percent), training to increase the use of student data to improve instructional practices (48 percent), and providing services for English learners (47 percent). Cohort 2 non-DAIT (light) districts were much less likely to rate any of the TA service options as having been provided "to a great extent" by outside entities – the highest "to a great extent" rating was for providing services specifically to low-performing schools (30 percent). Sixty percent of the Cohort 2 non-DAIT (light) district respondents reported professional development for teachers as "somewhat" provided by external TA contracts.

In general, there were few differences between the implementation levels reported by the DAIT and non-DAIT (light) districts. In the first year of implementation, compared to DAIT districts, non-DAIT (light) districts had lower implementation ratings in the area of professional development, but higher levels in the areas of Fiscal Operations and Data Systems and Monitoring. In Year 2, the non-DAIT (light) districts continued to have lower ratings in the area of professional development. In addition, the non-DAIT (light) districts had lower ratings in the area of Curriculum, Instruction, and Assessment (Table 13).

**Table 13. Comparison of Cohort 1 and 2’s Levels of Implementation, all Districts (DAIT and Non-DAIT [light] Districts)**

	Year 1		Year 2	
	DAIT	Non-DAIT	DAIT	Non-DAIT
Overall	3.00	3.05	3.27	3.21
Sub-Areas				
Governance	2.98	3.11	3.29	3.25
Curriculum, Instruction, & Assessment	2.94	2.81	3.32	3.04**
Professional Development	3.02	2.71*	3.23	2.90*
Fiscal Operations	3.17	3.36*	3.34	3.44
Students with Disabilities	3.08	3.06	3.34	3.24
English Language Development	3.16	3.17	3.47	3.37
Parent and Community Involvement	2.58	2.78	2.83	2.94
Human Resources	2.96	2.94	3.17	3.05
Data Systems & Monitoring	3.06	3.37*	3.44	3.55

Difference between DAIT and non-DAIT (light) districts’ level of implementation is statistically significant \* $p < 0.05$ ; \*\* $p < 0.01$ ;  $p < 0.001$

Source: District Implementation Surveys (non-DAIT [light] and DAIT, ratings made on a 4-point Likert Scale (1 = minimal; 4 = full implementation))

To further understand differences in implementation across the non-DAIT (light) and DAIT districts, we compared the changes the two types of districts made over the two years (Table 14). In each area of implementation, the DAIT districts tended to show more growth; however this difference was only statistically significant in the areas of Governance and Data Systems and Monitoring.

**Table 14. Comparison of DAIT and Non-DAIT (light) Districts' Change in Implementation Ratings from Year 1 to Year 2**

	DAIT	Non-DAIT
Overall	0.27	0.17
Sub-Areas		
Governance	0.31	0.15*
Curriculum, Instruction, & Assessment	0.37	0.23
Professional Development	0.21	0.19
Fiscal Operations	0.17	0.09
Students with Disabilities	0.24	0.18
English Language Development	0.31	0.21
Parent and Community Involvement	0.24	0.15
Human Resources	0.22	0.11
Data Systems & Monitoring	0.37	0.18*

Difference between 2009-10 and 2010-11 rating is statistically significant \* $p < 0.05$ ; \*\* $p < 0.01$ ; \*\*\*  $p < 0.001$ ; differences examined using repeated measures ANOVA to control for differences in Year 1 implementation  
 Source: District Implementation Surveys (non-DAIT [light] and DAIT, ratings made on a 4-point Likert Scale (1 = minimal; 4 = full implementation)

### Curriculum Adoption

On the surveys administered to the non-DAIT (light) districts, as well as the DAIT districts in Cohort 2, district personnel were asked to report whether they had implemented new curricula in the past two years.<sup>15</sup> The majority of DAIT and non-DAIT (light) districts reported that they implemented new math and ELD curricula; whereas a smaller proportion of districts reported implementing new ELA curricula (Table 15). There were no statistically significant differences in the proportions of DAIT and non-DAIT (light) districts that reported adopting new curricula.

---

<sup>15</sup> These questions were added to the survey in 2011 and therefore were not administered to the DAIT Cohort 1 districts.

**Table 15. Percentage of Non-DAIT (light) and DAIT Districts' Reporting Adopting New Curricula**

	DAIT Cohort 2	Non-DAIT
Math	96.0	84.2
ELA	56.5	31.6
ELD	91.7	71.1

There were no statistically significant differences in the proportions of DAIT and non-DAIT (light) districts adopting new curricula

Source: Cohort 1 & 2 Non-DAIT Surveys and DAIT Cohort 2 District Surveys

In addition, districts were asked whether the curricula currently in use in their district include interventions for student who were two or more years behind. Although there were no statistically significant differences in the proportions of DAIT and non-DAIT(light) districts reporting that their curricula included interventions for math, larger proportions of DAIT districts reported that their curricula included interventions for ELA at the elementary, middle, and high school levels (Table 16).

**Table 16. Percentage of DAIT and Non-DAIT (light) Districts Reporting that Current Curricula Include Interventions for Students 2 or More Years Behind**

	DAIT Cohort 2	Non-DAIT
Math Intervention		
Elementary	81.0	62.5
Middle	77.8	71.0
High	70.0	73.3
ELA Intervention		
Elementary	95.0	59.4**
Middle	88.9	59.4*
High	100.0	53.3*

There were no statistically significant differences in the proportions of districts with curricula including intervention across the cohorts

Source: Cohort 1 & 2 Non-DAIT (light) Surveys and DAIT Cohort 2 District Surveys

Finally, districts were asked whether they had delayed implementation of a planned curriculum adoption in the past two years. The majority of both DAIT and non-DAIT (light) districts reported that they had delayed adoptions (Table 17). Of those who delayed an adoption, all DAIT districts and almost 90 percent of non-DAIT (light) districts reported that the delay was due to insufficient funding for materials.

**Table 17. Percentage of Non-DAIT (light) Districts Reporting Delaying Implementation of Curricula**

	<b>DAIT Cohort 2</b>	<b>Non-DAIT</b>
Delayed planned implementation	58.3	77.8
Reason Provided by Districts Reporting Delay		
Insufficient Funding for Materials	100.0	85.7
Insufficient Funding for Teacher PD	28.6	21.4
Change in Corrective Action 6/SBE requirements	7.1	7.1
Change in District Priorities	7.1	10.7
Could Not Reach Agreement with Teacher Union	0.0	0.0
Could Not Reach Agreement on Curriculum	7.1	7.1

There were no statistically significant differences in the proportions of districts adopting new curricula across the cohorts

*Source: Cohort 1 & 2 Non-DAIT (light) Surveys and DAIT Cohort 2 District Surveys*

## **District and Provider Perceptions of the Most Significant Changes Made and the Key Activities They Associate with those Changes**

Implementation survey results indicate that many changes were made in the Cohorts 1 and 2 PI3 districts over the last 2-3 years. In interviews with DAITs and their districts, we asked respondents about the kinds of work they engaged in together and also what they felt were the key activities that contributed to the most significant changes made in each district (see Appendix F for interview protocols). The “most significant” areas of work that they identified during interviews align with the implementation and achievement findings. These areas were: (a) data systems and the use of data to inform instruction; (b) professional development and collaboration, (c) improving instruction, instructional resources, and curriculum, (d) English language development and supports for English learners; and, (e) district culture, focus, and accountability. Many respondents mentioned various combinations of these general areas in their identification of significant efforts. Below, we provide details from the interview results to illustrate these findings. Again, please note that interview quotes are not necessarily verbatim – while some are from transcripts, others are from interviewer notes and some have been edited to protect respondent confidentiality.

## Data Systems and Data-based Decision-making

Lack of access to and use of student assessment data was mentioned by many districts and providers. They noted that the district lacked a way to get data to teachers in a useable format in a timely manner; and many districts had systems, but teachers did not know how to use the data to inform their instruction. DAITs often directed districts to software or consultants to improve the collection and distribution of their data, but more often they modeled using data by incorporating it into their own work at district level meetings; requiring that teachers and principals do the same at school/district meetings, or teacher professional development sessions and collaboration meetings. Below, we provide some relevant quotes from our interviews with DAIT providers and district leaders to illuminate this point (note: each quote below is from a different individual, we indicate whether the respondent was a DAIT provider or district staff).

*Provider: Getting them focused on data and common assessments was big, especially speeding up the use of it. Now they are not just looking at year-end data to plan for the next, but looking at 'what can I do on Friday because my students are not getting this.'*

*Provider: The best overall change was the building of systems to support student learning – data systems, assessments, whole system of alignment.....Data was all housed [centrally] and hadn't gotten out to the site level...We set up collaborative time for teachers to meet and examine data to guide instruction.*

*Provider: A huge change has occurred in district in data systems – using data and data analysis – They even hired an extra person in the district office to help put data together for the sites...They are doing a student level analysis and looking at placement at each grade level.*

*District: Definitely it [the greatest change] is the instructional focus on looking at our data, analyzing our data, refining our practice and instruction based on our data.*

*District: An important part of this whole process is using data and not just on student achievement, but we're getting ready to roll out a survey on our cultural climate... So, data is important all the way around, from the finances, to student achievement, to the culture of this school district... We're better off as a district, and the students are better off now than they were three years ago. The learning in our classrooms is greater now than it was three years ago because of this whole process. As painful as it's been, it's been good for our community; it's been good for our students.*

## Professional Development and Collaboration

Providers and district leaders frequently cited teacher professional development and collaboration as the most significant areas of change that would allow them to strengthen their capacity to improve student achievement. DAITs and district leaders mentioned not only increasing teacher and principal participation in required professional development related to new curriculum, but often talked about improving the quality of professional learning communities (PLCs), conducting new cross-school grade-level sessions (e.g., all the fourth grade teachers from three different schools) and well-structured walkthroughs. Additionally, the most frequently mentioned content focus of professional development was on math and ELD. For instance:

*District: An important piece was the DAIT's work with us to really focus on academic achievement and professional development needed to go with that. Prior to our work with them, our professional development was all over the place, almost shotgun; now it is laser like, and one school isn't doing something different from the school down the street.*

*Provider: Providing professional development as needed, especially in ELD was key. We really worked on in-service with a few specific components -- what they are, what they look like. We then did walkthroughs at the second grade levels and saw all the ELD classrooms and they were all doing the same thing! There was lots of teacher level collaboration and interaction.*

*Provider: Professional development was huge. The direct instruction piece helped them, especially for the new math adoption... Teachers did co-planning, co-teaching, and joint analysis of student work with a focus on how to monitor and adjust instruction. We really get them to narrow their focus on a few concrete objectives they can assess.*

*Provider: We introduced them to Instructional Rounds, and now they have a great protocol for classroom observations, which made a big contribution. We focused on Thinking Maps for ELD... At the elementary level, we focused on assessments for ELD, and math. We also provided consulting with the principals, helping them with problem solving. The CDE tools and the DAIT standards were helpful and they focused the work.*

*District: Consistent ongoing professional development is now on the radar screen as something of value as opposed to a hit and run.*

## Improving Instruction, Instructional Resources, and Curriculum

The emphasis on improving curriculum and instruction was very evident in district and provider interviews in both cohorts – it was often identified as the “most significantly

changed” in interview analyses. Some respondents discussed efforts to improve instruction for certain subgroups of students and there were many references to Response to Intervention (RTI) work (not exclusive to special education students) and new interventions for students two years or more behind grade level proficiency. Respondents also referred to fidelity of implementation efforts such as classroom “walk-throughs,” the availability of additional instructional resources such as instructional coaches, and, occasionally, reassigning or releasing certain staff members.

*Provider: I really think that having a clear sense of what the key elements of effective teaching are across the district -- and having principals change and embrace the fact that they need to be out monitoring that and holding people accountable for that -- is probably our strongest legacy.*

*District: Children are benefitting from more engaging instruction – for example, every grade level grew in math achievement last year. The combination of the new curriculum and professional development .... in addition to ... the focus on high standards [was key].*

*District: They [the DAIT] helped us refine our focus on student learning and continued monitoring.*

*Provider: The new math adoption with a five day training and math coaches; academic coaching; they are providing an afterschool tutorial that will be an additional level of support for those struggling kids. Also they shifted the intervention during the school day to be more concentrated on students who really needed it and got a big spike in CST results. Also, replacing personnel and finally getting benchmarks to evaluate student progress.*

*Provider: They are now using RTI for all their EL students*

## Focus on ELD and English Learners

DAIT and district leaders often mentioned a focus throughout their work on improving instruction and supports for English Learners (ELs) and or ELD. It was often mentioned in conjunction with culture shifts and data use. It was a feature in most of teacher professional development components. Supports for ELs were included in new curriculum, and several of the high school districts mentioned that they improved their assessment, placement and re-designation of English Learners as part of the DAIT process. Additionally, other than the APS, the most frequently mentioned district assessment tool that was used and valued was the English Learner Subgroup Self-Assessment (ELSSA available at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>). Many of the comments we have included from providers and district leaders in this section speak to ELD and ELs. In

addition, we include anecdotes from our interview data that directly speak to districts' focus on ELD and EL students.

*District: Having ELA and ELD assessments and placement procedures with needed curriculum was a key accomplishment. Prior to DAIT, we did not have a way to assess or place incoming ninth graders. Now we do and we have a system to assess their progress and redesignate them or get them additional interventions*

*District: This was part of our culture change. Previously there was a subtle attitude that regarded ELs and students with disabilities as 'those kids.' Now we emphasize throughout our work that all students are 'our kids' and teachers are responsible for them all.*

## Principals as Leaders and Coaching of Principals

District and provider respondents frequently mentioned the key role of the principal in all of the above. They named the “high turnover of principals” as one of their greatest challenges and emphasized principals’ critical role in instructional improvement and fidelity of implementation. Over the course of the intervention, DAITs placed more emphasis on the principal role; when asked what the district’s priority for ongoing work should be, almost 30 percent said developing better supports for principals. The most frequently mentioned areas of success in the coaching of principals were: (a) deepening their involvement in teacher professional development; (b) engaging them in structured walkthroughs, and (c) coaching them on how to help teachers use data to inform instruction and evaluate student progress.

*Provider: We did substantial coaching of administration to become instructional leaders. We spent time with new principals – showing them how to do classroom observations, teacher evaluations, and how to facilitate data reflection.*

*District: The principal we coached was the first one to last more than a year in eight years. We showed them that if you have fidelity, use of pacing guide, frequent use of data, and responsive instruction with lots of benchmarks, you could make progress.*

## Improved Culture, Focus and Accountability

Several related concepts addressing overall district culture and practice were often mentioned as the most significant change the district had made from working with DAITs: greater district focus, accountability and improved culture. Frequently these features were mentioned in conjunction with being “more student-centered” and district “alignment.”

Districts and DAITs referred to focus and accountability in a variety of ways. For districts, it most often meant that they could not forget about the DAIT work because they had regular meetings with consultants who always referred back to the action plans, ideally ones that had a manageable number of measurable objectives. An important part of “focus” was also narrowing the numbers of professional development activities and special initiatives. Failing districts often have multiple concurrent improvement efforts and an abundance of consultants who may or may not be working cohesively. In some cases, DAITs helped districts align and limit their efforts to high-leverage areas. “Focus” and “alignment” also frequently meant that district leaders felt that action plans and their vision was more broadly shared throughout the school district.

*District: There is more of a shared focus; we use data more efficiently. Having complete assessments and a common vocabulary is a big help – as is knowing the difference between a standard and a learning objective, so when we say ‘checking for understanding,’ we all know what that means. It’s part of our culture now, teachers feel like they own the curriculum.*

*District: The key change is in accountability. Having everyone understand it is your job, your student, yours to fix. We have a greater sense that we are all in this together and it is about the kids. It is not just high expectations for students, but also for site and administrative leaders....No matter what conversation we were having – the DAIT kept the focus on students and student achievement.*

*Provider: They have changed the culture of the district via the consistent implementation of the action plan. They are more open to reform and focused on improvement. Their Progress on the CSTs is good and everyone is aware of it.*

*District: It’s been an ideology change. We’ve gone from an adult centered approach to a student-centered approach. Before the thinking was – ‘That sounds good for the kids but it’s too much work and maybe unattainable.’ But now we really are focusing on doing what best for the students with tools to do it; it’s been a culture change.*

*District: It [the DAIT process] raised our district’s level of professionalism. We are focusing on student achievement, we are more clear about what student learning looks like, and how to improve, they have given us tools. We have reaped benefits from working with DAIT; it’s put us on a new path. ...It’s been a culture change, we have a different perspective on what we are about, and we’re about student learning, now to a greater extent than before.*

*Provider: The biggest change is that it is a much more student-focused district and they think deeply about student needs. Also, they are extremely data driven now not only academically, but fiscally, and behaviorally. They are a district that believes in the notion that the central office has to provide direction and guidance to the schools. They take much*

*more ownership in terms of the overall instructional program so there is more fidelity and consistence.*

Although the survey findings and interviews suggest that the districts' levels of implementation of key reforms improved over the course of the two years, it should be noted that these changes cannot necessarily be attributed solely to the DAIT intervention. Many of the districts were engaged in other reforms that may have influenced these findings and there is some inherent bias in asking about district improvement efforts – both districts and providers may be motivated to “put the best face forward” on their work together and may tend to reduce their own cognitive dissonance by perceiving substantial gains as a result of all the work they had done.

### **How are DAIT-Induced Changes in Districts' Practices and Priorities Associated with District Student Achievement Growth?**

Given what our qualitative data tell us about what the reforms PI3 districts with DAITs implemented, we used DAIT provider and district leader responses to our surveys to generate measures of changes in practice and instructional priorities that occurred over the course of the DAIT reforms. In our surveys, we asked about DAIT and district activities and priorities in each of the two years of the intervention. We then collected together the items that asked about specific areas of reform in each year, and generated measures of focus on each reform area using either principal factor analysis with varimax rotation or, when there were not enough items for this approach, by creating summative index variables. We generated nine measures from our survey data for each of the years of the intervention, each representing areas of reform that districts focused on in each year of the intervention. These areas of focus include: math or ELA instruction; managing and collecting data for use in instruction and planning; using data to guide instruction; open communication between the district actors; fiscal responsibility; setting and maintaining high expectations for all students; holding all personnel within the district accountable for student performance; establishing human resources policies to recruit, retain and support effective principals; and establishing human resources policies to recruit, retain and support effective teachers. Because we asked both district leaders and DAITs all survey questions, we used the lowest of the two responses on the Likert scale ratings in order to generate the most conservative response possible to questions pertaining to district focus due to the DAIT intervention. Appendix A Tables 1 and 2 lists these measures and their

Cronbach alphas<sup>16</sup> along with the mean values and standard deviations of each measure in each of the intervention years, as well as the difference in levels between the first and second year of the intervention. We use the change in levels between year 1 and year 2 in our analyses of the relationship between changes in district practice induced by the DAIT reform and value-added measures of district achievement across the two years. The value-added measures of district achievement were generated from a model similar to equation (2) with two changes: (a) we removed the DAIT treatment indicator; and (b) we replaced the separate student and time fixed-effects with a district-time fixed-effect. We interpret the district-time fixed-effects as measures of districts' "value-added" to student achievement in each school year.

We used these data in simple district-level regression analyses to explore whether or not any particular DAIT-supported changes in district priorities and practices are associated with changes in districts' math and ELA achievement growth during the intervention. Table 18 and **Table 19** show results from regressions of the 43 Cohort 1 DAIT districts' math and ELA change in "value-added" between 2008-9 and 2009-10, respectively, on the districts' shifts in focus in each of the priority areas. Table 18 and **Table 19** show results from regressions of the 139 combined Cohort 1 and 2 DAIT districts' math and ELA change in "value-added" between the first year and second year of the intervention, respectively, on the districts' shifts in focus in each of the priority areas. In all regressions we control for a set of district covariates: the natural log of district enrollment, the percent of minority students in the district, indicators for high school and unified districts (with elementary districts as the reference group), indicators for urban and rural districts (suburban as reference), and district expenditures per-pupil. We note at the outset that, of course, the relationships addressed in these analyses are in no way causal. We simply aim to better understand the relationships between DAIT-induced priority/implementation changes in the districts that worked with DAITS and increases in student achievement, but we cannot make any claims that these shifts in priorities caused increases or decreases in student achievement.

---

<sup>16</sup> Cronbach alphas measure the internal consistency, or reliability, of a measure that is generated from a set of items taken from a survey or other instrument.

**Table 18. OLS Regression of DAIT Districts' Adjusted Math Achievement Growth on Changes in Reform Priorities from 2008-9 to 2009-10 (Cohort 1)**

	Math Instruction	Data Management	Data Instruction	Open Communication	Fiscal Responsibility	High Expectations	Within District Accountability	Principal HR	Teacher HR
	(1)	(2)	(3)	(4)	(5)	(6)	(7)		
Change in Focus	0.026	0.02	0.057**	-0.001	0.037	0.035**	0.015+	0.043*	0.088**
	(0.018)	(0.014)	(0.020)	(0.014)	(0.022)	(0.012)	(0.008)	(0.020)	(0.018)
Constant	0.044	0.058	0.066	0.074	-0.028	-0.042	0.037	0.073	0.046
	(0.144)	(0.149)	(0.129)	(0.167)	(0.157)	(0.134)	(0.152)	(0.142)	(0.115)
R-squared	0.026	0.022	0.192	-0.052	0.033	0.109	0.035	0.045	0.233
N	43	43	43	43	43	43	43	43	43

+  $p < 0.10$ , \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$

*Note: Model includes controls for the natural log of district enrollment, the percent of Minority Students in the district, indicators for High School and Unified districts (with elementary districts as the reference group), indicators for Urban and Rural districts (suburban as reference), and the districts per-pupil expenditures.*

**Table 19. OLS Regression of DAIT Districts' Adjusted ELA Achievement Growth on Changes in Reform Priorities from 2008-9 to 2009-10 (Cohort 1)**

	ELA Instruction	Data Management	Data Instruction	Open Communication	Fiscal Responsibility	High Expectations	Within District Accountability	Principal HR	Teacher HR
	(1)	(2)	(3)	(4)	(5)	(6)	(7)		
Change in Focus	0.036** (0.011)	0.01 (0.008)	0.015 (0.012)	-0.006 (0.008)	0.005 (0.022)	0.022* (0.009)	0.001 (0.006)	0.028+ (0.017)	0.040** (0.014)
Constant	-0.106 (0.077)	-0.066 (0.102)	-0.061 (0.106)	-0.043 (0.107)	-0.073 (0.110)	-0.131 (0.113)	-0.062 (0.104)	-0.058 (0.095)	-0.069 (0.100)
R-squared	0.166	-0.006	-0.01	-0.038	-0.045	0.097	-0.047	0.036	0.071
N	43	43	43	43	43	43	43	43	43

+  $p < 0.10$ , \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$

*Note: Model includes controls for the natural log of district enrollment, the percent of Minority Students in the district, indicators for High School and Unified districts (with elementary districts as the reference group), indicators for Urban and Rural districts (suburban as reference), and the districts per-pupil expenditures.*

We see in Table 18 that increases in attention to five different sets of priorities are associated with increases in districts' adjusted math achievement growth: a one standard deviation increase in a focus on using data to inform instruction (SD=0.647) is significantly associated with a 0.037 standard deviation increase in adjusted math achievement; a one standard deviation increase in districts' focus on high expectations for all students (SD=0.938) is associated with a 0.033 standard deviation increase in adjusted math achievement; a one standard deviation increase in districts' attention to within-district accountability (SD=1.390) is associated with a 0.021 standard deviation increase in adjusted math achievement; a one standard deviation increase in districts' focus on principal human resource policies (SD=0.668) is associated with a 0.061 standard deviation increase in adjusted math achievement; and last, a one standard deviation increase in districts' focus on teacher human resource policies (SD = 0.490) is associated with a 0.167 standard deviation increase in adjusted math performance.

Interestingly, two of the five factors that appear to be associated with increases in math achievement have more to do with changing the culture of the district than actual practices (although cultural shifts likely culminate in changes in practices). It appears the districts that work with DAITs to foster higher expectations of their students and to improve the level of accountability that all personnel feel for improving student achievement see increases in math achievement. The other three practices are topics of current conversation and reform in both state and national circles: prioritizing using data to guide instruction and establishing human resource policies to recruit, retain and support teachers and principals are associated with increases in math achievement. Because these are self-reported data, we do not have information on how the five factors above—using data to inform instruction, setting high expectations for students and staff, and creating a culture of strong within-district accountability—are related to specific behavioral changes within the DAIT districts.

Table 19 shows that shifting focus to foster a culture of high expectations for all students is also associated with increasing ELA achievement in DAIT districts. A one standard deviation (SD = 0.938) increase is associated with a 0.021 standard deviation increase in adjusted ELA achievement growth over the course of the intervention. In addition, we see that a shift in focus towards improving instruction in English language arts is related to improvements in ELA achievement growth, such that a one standard deviation increase in focus on ELA instruction (SD=0.616) is associated with a district value-added increase in ELA achievement of 0.022 of a standard deviation. This is particularly interesting because our initial interviews and surveys with Cohort 1 districts at the beginning of the intervention indicated that a greater proportion of DAITs were helping districts to focus on math

instruction than ELA (35 percent of DAITs and 21 percent of DLTs reported an initial focus on math instruction in the first year of the intervention whereas only 24 percent of DAITs and 9 percent of DLTs reported a focus on ELA instruction in this year). In the second year of the intervention, however, attention shifted to ELA instruction, with 41 percent of DAITs and 16 percent of DLTs reporting a focus on ELA instruction in year 2, as opposed to 22 percent of DAITs and 13 percent of DLTs describing placing a priority on math instruction. We also find that a one standard deviation increase in districts' focus on principal human resource policies is associated with a 0.043 standard deviation increase in adjusted ELA achievement and a one standard deviation increase in districts' focus on teacher human resource policies is associated with a 0.078 standard deviation increase in adjusted ELA performance.

Table 20 and Table 21 show the results from the same set of analyses on the combined cohort sample. We see that, for the most part, any relationships are again attenuated by the addition of the Cohort 2 districts with one interesting exception: in the combined cohort analysis, DAIT districts that increase their focus on math instruction see significant increases in adjusted math achievement.

**Table 20. OLS Regression of DAIT Districts' Adjusted Math Achievement Growth on Changes in Reform Priorities from Year 1 to Year 2(Combined Cohorts 1 & 2)**

	Math Instructio n	Data Managemen t	Data Instructio n	Open Communicatio n	Fiscal Responsibilit y	High Expectation s	Within Dist Accountabilit y	Principa l HR	Teacher HR
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Change in Focus	0.023+	0.027*	0.032+	0.01	0.006	0.012	0.012	0.021	0.074***
	(0.013)	(0.012)	(0.016)	(0.012)	(0.013)	(0.010)	(0.007)	(0.016)	(0.019)
Constan t	0.074	0.121	0.116	0.078	0.082	0.087	0.101	0.108	0.08
	(0.109)	(0.107)	(0.110)	(0.116)	(0.117)	(0.114)	(0.111)	(0.118)	(0.104)
R- squared	0.099	0.105	0.117	0.061	0.056	0.072	0.088	0.074	0.194
N	69	69	69	69	69	69	69	69	69

*Note: Model includes controls for the natural log of district enrollment, the percent of Minority Students in the district, indicators for High School and Unified districts (with elementary districts as the reference group), indicators for Urban and Rural districts (suburban as reference), and the districts per-pupil expenditures.*

**Table 21. OLS Regression of DAIT Districts' Adjusted ELA Achievement Growth on Changes in Reform Priorities from Year 1 to Year 2(Combined Cohorts 1 & 2)**

	Math Instructio n	Data Managemen t	Data Instructio n	Open Communicatio n	Fiscal Responsibilit y	High Expectation s	Within Dist Accountabilit y	Principa l HR	Teache r HR
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Change in Focus	0.019*	0.006	0.00	-0.002	-0.004	0.008	0.00	0.012	0.031*
	(0.009)	(0.008)	(0.010)	(0.009)	(0.014)	(0.006)	(0.005)	(0.012)	(0.015)
Constan t	-0.054	-0.025	-0.035	-0.029	-0.03	-0.035	-0.032	-0.022	-0.037
	(0.072)	(0.079)	(0.080)	(0.081)	(0.079)	(0.081)	(0.079)	(0.079)	(0.081)
R- squared	0.17	0.123	0.115	0.117	0.118	0.136	0.116	0.132	0.176
N	69	69	69	69	69	69	69	69	69

+  $p < 0.10$ , \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$

*Note: Model includes controls for the natural log of district enrollment, the percent of Minority Students in the district, indicators for High School and Unified districts (with elementary districts as the reference group), indicators for Urban and Rural districts (suburban as reference), and the districts per-pupil expenditures.*

## What Other Factors May Explain the DAIT Effect?

We explore four other factors that may be associated with an increase in student achievement in DAIT districts. First, we examine whether the public or private status of the DAIT provider is at all associated with districts' adjusted achievement growth. Table 22 shows that there is no relationship between the public or private provider status and district "value add" in either ELA or math.

**Table 22. OLS Regression of DAIT Districts' Adjusted Math and ELA Achievement Growth on DAIT Provider Status**

	Cohort 1		Stacked Cohorts	
	ELA	Math	ELA	Math
Private	-0.014 (0.026)	-0.008 (0.015)	-0.001 (0.019)	-0.005 (0.014)
ln(Dist Enrollment)	-0.014 (0.013)	-0.002 (0.011)	-0.008 (0.011)	0.003 (0.009)
% Minority Dist	0.027 (0.094)	0.039 (0.075)	0.029 (0.077)	0.018 (0.056)
High School District	-0.011 (0.053)	-0.002 (0.028)	-0.028 (0.034)	-0.079* (0.039)
Unified	0.017 (0.030)	0.01 (0.022)	-0.013 (0.028)	-0.019 (0.019)
Urban	-0.021 (0.028)	-0.016 (0.018)	-0.022 (0.021)	-0.013 (0.018)
Rural	-0.095* (0.047)	-0.074 (0.047)	-0.089* (0.035)	-0.059 (0.037)
PPE	0.007 (0.010)	0.004 (0.006)	0.008 (0.006)	0.004 (0.004)
Constant	0.071 (0.146)	-0.028 (0.098)	-0.007 (0.124)	-0.055 (0.085)
Adj. R-squared	-0.028	-0.024	0.033	0.043
N	43	43	69	69

+  $p < 0.10$ , \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$

Next we examine if DAIT districts with stronger certificated personnel collective bargaining agreements (CBAs, or teachers' union contracts) have greater or lesser achievement growth. Using a measure of California school district CBA strength from Strunk & Reardon (2010), we run a model similar to model (4), this time interacting DAIT status with the measure of contract strength. Table 23 and Table 24 show the

results from this analysis. We see no relationship between contract strength and DAIT effectiveness in either Cohort 1 or the stacked cohort sample of districts.

**Table 23. Estimates of DAITs with Stronger CBAs on Student Achievement Outcomes (Cohort 1)**

	Math		ELA	
	(1)	(2)	(3)	(4)
DAIT 3 Yr ATE	0.077*		0.030+	
	(0.031)		(0.016)	
CBAxDAIT 3 Yr ATE	-0.002		-0.007	
	(0.053)		(0.025)	
DAIT First Yr ATE		0.056*		0.020+
		(0.025)		(0.012)
CBAxDAIT First Yr ATE		0.000		-0.004
		(0.038)		(0.022)
DAIT Second Yr ATE		0.095*		0.036+
		(0.037)		(0.019)
CBAxDAIT Second Yr ATE		-0.007		-0.006
		(0.060)		(0.025)
DAIT Third Yr ATE		0.094*		0.043+
		(0.045)		(0.024)
CBAxDAIT Third Yr ATE		0.001		-0.016
		(0.073)		(0.032)
Constant	0.303**	0.280**	-0.113	-0.123
	(0.097)	(0.097)	(0.112)	(0.110)
Adj. R-squared	0.676	0.676	0.799	0.800
# of Students	6978424	6978424	7143738	7143738
# of districts	66	66	66	66

+  $p < 0.10$ , \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$

**Table 24. Estimates of DAITs with Stronger CBAs on Student Achievement Outcomes (Combined Cohorts 1 & 2)**

	Math		ELA	
	(1)	(2)	(3)	(4)
DAIT 2 Yr ATE	0.067*		0.033*	
	(0.027)		(0.015)	
CBAxDAIT 2 Yr ATE	-0.04		-0.022	
	(0.048)		(0.025)	
DAIT First Yr ATE		0.058*		0.028*
		(0.023)		(0.013)
CBAxDAIT First Yr ATE		-0.037		-0.021
		(0.041)		(0.023)
DAIT Second Yr ATE		0.081*		0.040*
		(0.035)		(0.018)
CBAxDAIT Second Yr ATE		-0.044		-0.023
		(0.059)		(0.030)
Constant	0.271**	0.256**	-0.161	-0.169
	(0.099)	(0.097)	(0.139)	(0.137)
Adj. R-squared	0.690	0.690	0.807	0.807
R-squared within	7052968	7052968	7212241	7212241
R-squared overall	97	97	97	97

+  $p < 0.10$ , \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$

Last, we explore whether districts may be "gaming" the system in order to achieve increases in student math achievement. One way that this might occur is if districts with DAITs enroll fewer students in more difficult courses in order to increase their CST scores. This could especially happen in eighth grade, the grade in which students have the option to take either Algebra or General Math. As Appendix A Table G-12 shows, students in Cohort 1 DAIT districts have higher math achievement scores in the eighth grade than do students in non-DAIT TA districts. We explore whether the significant impact on eighth grade math achievement for districts working with DAITs in the first cohort was possibly generated by fewer students taking algebra in eighth grade in DAIT districts compared to non-DAIT TA districts. Using a modeling strategy similar to the one described above, we predict the likelihood of an eighth-grader to enroll in Algebra in DAIT as opposed to non-DAIT TA districts. We find that students are no more or less likely to enroll in Algebra in eighth grade in DAIT districts compared to non-DAIT districts. This indicates that the eighth-grade math achievement bump in DAIT districts is not likely driven by district "gaming" of Algebra placement. These results are shown in Appendix A Table G-13.

To further explore the eighth-grade achievement results in DAIT districts, we next consider which schools may be less likely to place students in Algebra in eighth grade. As discussed earlier in the report, and shown in Table 8, we see that PI3+ schools in DAIT districts have significantly higher math achievement than do non-PI3+ schools in DAIT districts or PI3+ schools in non-DAIT TA districts. We find some evidence that the increase in eighth grade math CST scores for Cohort 1 may in part be due to fewer students taking Algebra in PI1 and PI3+ schools. More detail is provided in Appendix A Table G-14.

To examine whether or not DAIT districts specifically may be less likely to enroll students in Algebra, we expand our analyses to assess if the relationship between PI status and algebra enrollment occurs throughout the state. Specifically, we are concerned that general accountability threats may encourage *all* PI3 districts and schools to place students in the "easier" math course, not just DAIT districts. Table G-15 in Appendix A show that students in similarly-performing districts (with the same API score) that shift into higher levels of PI are less likely to place their students into Algebra in eighth grade, and that this may explain some of the findings above.

## Sustainability

While interview respondents sometimes expressed reservations about districts' abilities to sustain the changes made during their work with their DAITs, responses to the implementation survey suggest this may not be a widespread concern. In both cohorts more than three-quarters of the districts were rated as having at least adequate capacity to sustain reforms to (a) data systems and use, (b) curriculum, (c) professional development, (d) fiscal operations, and (e) English language development. The areas receiving between 66-75 percent "adequate/high" sustainability among one or both cohorts were (a) parent/community involvement, (b) human resources, (c) governance, and (d) supports for students with disabilities (see Appendix A). However, it is important to note that districts and DAITs were rating sustainability prior to the most recent rounds of education budget cuts.

## Barriers and Facilitators of the DAIT Work

Evaluation findings indicate that the DAIT intervention appears to be successful both in building district capacity and improving student achievement. However, these results were not uniform among the districts, nor did interview findings suggest that the process was painless or easy in the vast majority of districts, even those with successful outcomes. To examine the various factors that either impeded or facilitated the DAITs' work with their districts we turn to the interview results. District and providers' interview responses were coded separately. Most items were coded "1" if the topic/issue was mentioned by the respondent or "0" if it was not. Exceptions are questions where we asked for a date or rating. Summary measures were constructed from the combination of the provider and district responses for each district. The manner in which the summary measure was constructed varies – in some cases we coded a variable as "present" if either respondent mentioned it (for example, if there was a good relationship between the district and their local school board) on the assumption that one or the other might have simply neglected to mention a particular detail. In other cases we coded a variable as "present" only if both parties mentioned it (e.g. relationships between the district and provider were substantially collaborative throughout the engagement). Documentation on how each individual summary variable was calculated is available upon request.

## *District “Readiness” for Change*

One of the issues touched on in the Year 2 report (Westover & Strunk, et al, 2011) and in the literature on organizational change is organizational “readiness” to change (Thames & Webster, 2009; Barlow & Barlow, 2011). In this report, we focus on how receptive the districts were to the DAIT process and providers. This can be looked at in two ways: the factors that might be expected to facilitate building and maintaining the collaborative relationships needed for effective interventions and the factors that prevented effective partnership and interventions. We addressed this by developing two constructs from the interview responses: expressed readiness and barriers to readiness. As always, please note that quotes are not necessarily verbatim but may be paraphrases from an interviewer’s notes or edited to protect respondent confidentiality.

**Facilitating factors.** The “expressed readiness” construct is a combination of interview responses on the following topics:

(a) Whether the district expressed initial openness to working with the DAIT, for example:

- *The district [was] open to all our recommendations, they are straightforward and honest. (Provider)*
- *We were very happy to have the DAIT team. We felt we were on the right track; it was good to have a second pair of eyes. (District)*

(b) Whether both the provider and district agree that their relationship was substantially collaborative for the duration of the engagement, for example:

- *The trust and collaborative relationship with the top leadership team has been phenomenal. Their openness has been exceptional. (Provider)*

(c) Whether the superintendent had been in place for at least two years (indicating stable leadership during the engagement),

(d) Whether either party mentioned specific facilitating factors such as having good district leadership, a knowledgeable DAIT, good local Board or Union buy-in, etc., for example:

- *The transition was smooth because it’s what the superintendent wanted. Prior to us coming [s/he] had already removed [a number of] principals, so they knew [s/he] meant business. The Board brought [him/her] in to make changes. (Provider)*

- *The new cabinet members have experience as senior managers - how strong the team is matters in capacity [for change]... how willing the team is to do the work. (Provider)*
- *The union was supportive and work with them went smoothly. (District)*
- *[They] had a really smart data director. (Provider)*

(e) Whether the district had previous experience with either Reading First or SAIT (interventions with similar approaches and foci to the DAIT), for example:

- *We have known our provider for a long time - they had been a SAIT provider....we knew what to expect. (District)*

(f) And, whether the provider organization had a pre-existing relationship with the district (we believed this familiarity would reduce the time spent initially on establishing relationships and trust). For example:

- *From the beginning it was a very collaborative process, that's why we chose the county to be our provider, they knew a lot about our district already. They worked with us so it wasn't a surprise to read their findings. We planned agendas together to implement the action steps..... I can't say enough about the collaboration, and I think it strengthened our relationship with the county office. (District)*

Again, it is important to note that we did not specifically ask each of these questions in the interview, many of these are coded from what respondents offered during our discussion. From these items we developed a construct ranging from 0 (none of the topics above were mentioned) to 6 (all of the topics were mentioned).

As **Table 25** demonstrates, most (72 percent) of the Cohort 1 districts had at least two readiness facilitating factors mentioned. Almost a third (30 percent) had 4-6 factors mentioned. In Cohort 2, 78 percent of the districts mentioned 2 or more facilitating factors and 63 percent mentioned 4 or more. This district “readiness” construct is positively correlated with other constructed interview variables addressing district progress and DAIT process satisfaction ratings.

**Table 25. District “Readiness” Construct**

Readiness construct value (range 0-6)	% Cohort 1 (N=43)	% Cohort 2 (N= 27 )
0-1	28%	22%
2-3	42%	15%
4-6	30%	63%

While it would appear that there may have been more facilitating factors mentioned in the Cohort 2 interviews, it is important to recall that interviewers probed more specifically for facilitators and barriers in Cohort 2 interviews, given what was learned from Cohort 1. However, many interview respondents from Cohort 2 mentioned that they knew more about the DAIT process by the time Cohort 2 began, and that CDE and DAITs had refined assessment tools, so this could have led to more facilitators being in place.

Barriers to initial readiness. The inverse of this “readiness” concept is the number of barriers that respondents mentioned – the construct we call “readiness barriers.” To capture this construct we summed eight different types of barriers coded from the interviews. These included specific mentions that

(a) The district (overall) was initially surprised or angry about its identification as needing intervention, or had a difficult time establishing a collaborative relationship with their provider. For example:

- *They didn't think they deserved to be in PI. Maybe a third of teachers/ admins understood the data that put them in PI. [There was] massive denial and resistance. (Provider)*
- *We were already in the midst of a change process and when the DAIT came on board the lead was initially not very positive or collegial - more of a top -down approach, imposing their authority instead of working with us - there was lots of maneuvering an positioning initially but we now have a very good relationship - it took 6-8 months to work that out. (District)*

(b) Either the district staff or school board initially resisted the intervention, for example:

- *The Board was apprehensive; [they] questioned objectives, did not like being told what to do. (Provider)*
- *Resistance was fairly widespread. We [the district] do not trust outsiders. (District)*
- *All levels of the organization felt as though they had been vilified and victimized. Some felt if people would leave them alone they could do the work. (Provider)*

(c) School sites resisted or had capacity issues, for example:

- *The resistance was from [some] school principals and [one district staff person]. They had already been working with other consultants who had their own way of doing things. (Provider)*

- *The high school math department was the toughest nut to crack. They don't like outside influences and don't like to change their teaching practices. (Provider)*
- *They just didn't understand what good instruction should look like, they were stuck in their ways. (Provider)*

(d) Teacher unions resisted, for example:

- *The union president was just determined to block everything, it didn't matter what the issue was. (Provider)*
- *The union did not think they were doing a bad job – they lacked the ability or will to say that some of the fault lies with teachers. They just did not want to address instruction – if anything was wrong, it was about teacher pay, turnover, etc.(Provider)*

(e) District political or community issues and/or a culture of low expectations for students presented a barrier, for example:

- *Racism is pretty prevalent there and it is obvious. (Provider)*
- *They had such a toxic culture that they are only now "ready" for DAIT - they need 2 more years - they needed a "pre-DAIT." (Provider)*
- *District is in turmoil...People come to board meetings bearing weapons and the police have to monitor them...Board members fear for their lives and have their own initiatives. There is no accountability. (Provider)*

(f) Lack of alignment between district office and school sites was a barrier, for example:

- *Schools were operating autonomously and there was not a lot of direction [from the district]. (Provider)*
- *No systems – we were a district of schools. Elementary sites were not adhering (necessarily) to using required instructional minutes, using SBE adopted materials... (District)*

(g) Financial problems were a barrier, for example:

- *When DAIT came along, that was the time when we faced serious financial problems, very deep in the hole. We had made serious cuts, trimmed millions out of a very small budget. This was before the state started cutting. (District)*
- *We [the district] just didn't have any money to do what they [the DAIT] wanted us to do. (District)*

(h) And, the district had structures, policies, or other capacity issues that impeded initial progress. For example:

- *They had a lot of empty or interim positions. (Provider)*
- *Public perception, relationships, HR and fiscal systems, all were broken. (Provider)*
- *The superintendent and entire cabinet had left; there was nothing in place, no benchmarks, no assessment, no data.. (Provider)*
- *They didn't even have computers in their schools. The first thing we did was wire all the classrooms so they had internet access. (Provider)*
- *Their data system was old and not really functional. (Provider)*
- *They didn't even have HR policies, we had to help them write them.(Provider)*

In Cohort 1 about a quarter the district/DAIT interviews (recall that the provider and district responses are combined for a single district “score” for each item) mentioned only one or two barriers and 7 percent (3 districts) mentioning 7-8 barriers (**Table 26**). At least one barrier was mentioned in each district. The Cohort 2 results are very similar with 19 percent mentioning only 1 or 2 barriers and 11 percent mentioning 7-8 barriers. While these tabular results might seem to indicate more barriers in Cohort 2 than in Cohort 1, as mentioned above, interviewers asked Cohort 2 more specific questions about what impeded implementation.

**Table 26. Readiness Barriers**

Readiness barrier construct value (range 1-8)	% Cohort 1 (N=43)	% Cohort 2 (N= 27 )
1-2	26%	19%
3-4	39%	37%
5-6	28%	33%
7-8	7%	11%

Not surprisingly, the two “readiness” constructs are inversely correlated ( $p=-0.35$  in Cohort 1,  $-0.54$  in Cohort 2) with one another. Similarly, “readiness barriers” are inversely related to ratings of progress made and respondents’ satisfaction with the DAIT process in Cohort 1. However, the 1-10 satisfaction ratings gathered in Cohort 2 do not correlate significant with the readiness barriers summary measure.

Again, it is important to note that neither measure of “readiness” captures the intensity of any particular facilitator or barrier – rather they capture the range of possible facilitators and barriers mentioned by the respondents. While certainly a district with multiple barriers was more challenging for the DAITs to engage with, our measures do not capture the extent to which any single barrier posed a particular problem. This is a weakness of these “readiness” measures as a shorthand representation of initial difficulties DAITs and districts encountered. Our conversations with the interview respondents suggest that a single problem could pose a significant barrier to establishing the necessary relationships and cooperation for the intervention to move forward. For example, when district officials and/or the local school board were not receptive to the DAIT process, it took longer for the parties to establish the collaborative relationship necessary for the work to gain a foothold. Similarly, when a district had no existing system for storing and analyzing student data, it took longer to implement data-based decision-making recommendations than was the case in districts with functioning systems and staff trained to use them.

### *District Barriers to Implementation of Recommended Reforms*

While many of the same factors that influenced a district’s “readiness” to change continued to influence the way the districts and their DAITs worked together for the entire engagement, we also constructed variables to capture the different kinds of barriers that had to be overcome in each district over the course of the DAIT’s engagement. We felt that this is a slightly different dimension of variation since initial barriers, which might be fairly quickly overcome, are a different issue than barriers that either emerged or persisted during the two years of work (for example, loss of a superintendent who was supportive of the DAIT process, union contract issues that prevented implementing specific reforms, lack of either financial or human resources necessary for effective capacity building, etc.).

The specific types of barriers we addressed included (1) relationship or problem solving issues between DAITs and district staff, (2) teacher contract/union issues, and (3) district structural and/or staff issues. The component parts of each of these summary measures are detailed below.

DAIT and district relationship and problem solving issues. For this set of barriers we summed our codes indicating that

a) Problems with trust, collaboration, or conflict between the DAIT and district staff, or within the district, for example:

- *We had problems with the lack of follow through from the central office staff and the lack of directness and communication with the superintendent. We found that s/he would say*

*one thing to your face and another behind your back so it was hard to solve problems when s/he was not forthright.(Provider)*

- *A lot of it was emotional and trying to get the district focused. Really last year was a wash. Relationships between everyone were so poor during this process, so really we did nothing except take steps forward and then long steps back.. (Provider)*
- *The superintendent showed up to meetings but spent all [his/her] time on [his/her] PDA and didn't really engage. (Provider)*

(b) Perceived inadequacy of the DAIT staff or their infrequent presence at the district, for example:

- *Our work ended [provider was 'fired'] because the superintendent informed us they wanted new ideas and new blood.. (Provider)*
- *There was a disconnect with our DAIT - they wanted to come to cabinet and board meetings but we wouldn't let them - we had other things we needed to deal with in those meetings. We did not go as far with DAIT as they wanted us to. (District)*
- *The [providers] just came to our meetings and agreed with everything we said, they were very passive.(District)*

(c) Or, a change in superintendent (or other key staff) during the two years of the engagement. For example:

- *It was challenging because of the school board. There were two superintendents - the interim was iffy because there was a lot of tension between the board and the former superintendent. (Provider)*
- *We had brand new administrators in every position at the district [midway thru the engagement] so the challenge has been making sure that all are familiar with the process, timelines, requirements, etc. Every high school principal is new to their position. (Provider)*
- *We spent a lot of time with the Board, trying to help them understand what needed to be done and why they shouldn't keep bringing in a different superintendent every year.(Provider)*

This construct varied from 0 to 5. Between 15-28 percent of the interviews in each cohort found no mention of these problems (**Table 27**). In about half of the districts, however, either the district or the provider reported one or two of these issues and in a

quarter to a third of the districts three or more types of problems with relationships or communication were reported.

**Table 27. Relationship Issues During Engagement**

Relationship issues construct (range 0-5)	% Cohort 1 (N=43)	% Cohort 2 (N=27)
0	28%	15%
1-2	46%	52%
3-5	26%	33%

In the Cohort 1 interviews, the most commonly mentioned barrier in this category was a superintendent with less than one year of tenure (30 percent of all Cohort 1 districts). In Cohort 2 this only occurred in about 18 percent of the districts. A change in superintendent usually means significant changes at the cabinet level, as well as the superintendent. For some districts, this led to a complete breakdown of all the DAIT work due to a vacuum in leadership. In others, it simply slowed things down during the transition and re-education of the new superintendent and cabinet. In others, the change in leadership could facilitate DAIT’s work.

Teacher union/contract issues. Although the analyses shown in **Table 27**, above, indicate that DAITs with stronger union contracts do not see particularly larger or smaller gains in student achievement, district leaders and DAIT providers indicated that the teachers' union and their contracts often presented a barrier to the implementation of DAIT reforms. On-going issues related to teacher unions varied from generally contentious relationships between the district and union to more specific issues around particular DAIT recommendations or activities. For example:

- *There can't be effective change until state changes strength of unions. (District)*
- *The superintendent is unwilling to confront the union and provide strong leadership/push for changes the union resists. (Provider)*
- *The teacher union is resistant and has filed grievances and has no-confidence votes; [the union] speaks out at board meetings, calls the newspaper – it's uncomfortable. (Provider)*
- *The biggest block was for collaboration time – their collaboration time cannot be directed by principals – principals can't tell them how to use their day. (Provider)*

- *The union president came into a training on instructional strategies that was voluntary for teachers and said "Cease and desist, you don't have to do this" right in the middle of the meeting. (Provider)*
- *The union did not want change, and they wanted control. They had an extremely strong union that fought tooth and nail with anything the district was trying to do that was changed oriented... (Provider)*

In about 30 percent of the Cohort 1 districts both the provider and the district respondent mentioned specific issues that were related to teacher union contract revisions or negotiations. In Cohort 2, this was reduced to 18.5 percent, although in 59 percent of the Cohort 2 districts one respondent or the other did mention union barriers. In 30 percent of the Cohort 1 districts neither party brought this up as a significant barrier, and the same was true for 41 percent of the Cohort 2 districts. Specific problems mentioned more than once include contract provisions that prevent district staff from doing classroom observations (or variations around observations being evaluative) to restrictions on teachers' time for professional development or extended school day activities. In other cases, the interview respondent may have expressed more general problems such as a climate of distrust that impeded reform implementation. Again, the severity of the issues varied widely, ranging from simply having to build trust with the teacher union to contract provisions that effectively prevented some of the recommendations from being implemented at all.

District structural or staff issues. This construct includes implementation barriers such as

(a) District capacity or willingness to implement recommendations (e.g. lack of knowledge or technical resources, staff, policies), for example:

- *As much as we talked about and were able to achieve ...new training materials, new curriculum .... walkthroughs, debriefs, ... strategies that were used across the district; there's still a culture there,... a belief that [some] kids cannot achieve and that there's a refusal—maybe out of ignorance, I don't know, certainly out of tradition—that English learner's specific needs don't need to be addressed.. (Provider)*
- *The district didn't have effective systems in place - they were not effective in supporting district work. Often, they didn't have staff at the top levels with knowledge about implementing and using systems, so they can't maintain the work. (Provider)*
- *The district office is slim, there are no assistant superintendents, data experts, curriculum department etc., the human resources just are not there. It's hard for small districts to staff a person to stay on monitoring and implementation. (Provider)*

- *District leadership did not have a curriculum and assessment background; [their main concern was] to have a clean campus. (Provider)*

(b) Lack of alignment between the district and its school sites (e.g. lack of effective communication, lack of accountability of sites to district, etc.), for example:

- *They had good pacing guides and assessments, they just didn't realize that they weren't being implemented in the classrooms. They were in denial, they didn't realize that their work wasn't getting to the kids. (Provider)*
- *They mandated that ELD time occur every day at every school, but when we interviewed principals they'd go, "Oh yeah, we don't do that," and nobody ever monitored or held anybody accountable for that. (Provider)*
- *The principals did not know what their budgets were and they did not get current readouts throughout the whole year. They couldn't do any planning and they couldn't do any monitoring of their own fiscal house at the site level. (Provider)*
- *For example, things like the implementation of pacing guides - the [site attitude] was "No, we have our own." They wouldn't go districtwide, wanted to go school by school. Schools didn't all use the same core adoptions, they believed teachers could choose their own. If you talked about protected time, they would say they didn't agree with the definition of protected time. (Provider)*

(c) Significant financial barriers that prevent implementation of some recommendations, for example:

- *...communication at the cabinet level particularly about spending money towards academics first, rather than paying the light bill was something that they still need to work on. (Provider)*
- *The fiscal guy was so under water with getting out of a negative status financially with the county, that he just couldn't spend time for the DAIT recommendations. He was really in survival mode. (Provider)*
- *I think the biggest barrier is lack resources in both time and money. (District)*
- *The budget has played a much larger role in student success simply because it creates a barrier because I don't know what kind of continuity or consistency it can offer my district. So when I have to keep reinventing and moving people around and laying them off, that has now become a big barrier. (District)*

(d) Human resources or policy issues (e.g. difficulties in attracting and retaining qualified site staff, lack of effective staff review policies and procedures, etc.), for example:

- *None of the principals want to stay in this district – it's bad for their careers. (Provider)*
- *Every year they pink slip all site administrators so they [principals] are cautious – it's hard to get them to move even though most don't end up getting fired. (Provider)*
- *We had some recommendations in the HR and the fiscal area, for example, establishing a position-control system, looking at their hiring practices, making sure they didn't have redundancy in their processes. Those were very slow to move along because the human resources person would cancel meetings or not have the data that we'd ask for. (Provider)*
- *No HR people, one data person, only part time HR person; we have not had a dedicated HR person for 7 years – we just can't pay enough attention to it; only one person for data & no dedicated clerical support; our district office team is very small and the budget crisis makes it hard to expand; some things don't get done proactively. (District)*
- *They had no real principal selection or review processes. (Provider)*
- *It's hard to attract and retain qualified teachers – [our location] is pretty isolated. (District)*

(e) Data system issues (e.g. lack of adequate hardware/software, lack of understanding of how to use data, etc.), for example:

- *They couldn't afford a data tool that was adequate for them. So a lot of it had to be done manually, which was really tough on some of the principals. (Provider)*
- *The only barrier was their lack of knowledge. They weren't trying to be a barrier; they just were not trained on using assessments to inform instruction. We had to do a ton of PD around aligning assessments and data analysis, but it has still been very difficult for them to become assessment literate. (Provider)*
- *We had EduSoft but we weren't utilizing it. (District)*

(f) And, instruction/curriculum/competing initiative barriers (e.g. these issues were expressed in terms of difficulties with curriculum materials and/or instructional quality and/or lack of cohesiveness in practice and messaging around instruction and materials). For example:

- *We still have teachers who blame low performance on the kids or their parents or say because they are poor they can't learn. They blame everything except their own teaching practices. (District)*
- *There was not consistent curriculum delivery for all the grade levels. (Provider)*
- *Our math curriculum turned out to not be as good as we thought. (District)*
- *We had one authority telling us one thing and the other telling us to do the opposite. Legal issues kept us from being able to implement some of the DAIT recommendations. (District)*
- *They had layers of contracts with various providers as all large districts do...Some did not complement our work. (Provider)*
- *They needed to focus on EL and SWD students. They needed help identifying these students and they had no systems in place to help these students. They had no curriculum for them, and no formative assessment. (Provider)*
- *They weren't using their curriculum well. They were doing a lot of supplemental and extraneous things – they weren't centering on a particular curriculum and doing it with fidelity. (Provider)*

Most (39 percent of Cohort 1 districts, 56 percent of Cohort 2) reported at least four of these barriers as impeding districts and their DAIT's progress. Again, the specific barriers and their impact on progress varied widely. In some cases a particular issue slowed progress as the DAIT needed to assist the district in developing policies or systems before they could act on other recommendations, in others it prevented some reforms from being implemented at all or led to reforms being abandoned (for example, lack of funding for instructional coaches to continue, lack of district follow-through to implement recommendations, etc.).

**Table 28. District Structural or Staffing Barriers**

<b>N of structural barriers (range 0-7)</b>	<b>% Cohort 1 (N=43)</b>	<b>% Cohort 2 (N=27)</b>
0-1	28%	11%
2-3	33%	33%
4 or more	39%	56%

Again, comparisons between the cohorts on the numerical coded interview results are not necessarily meaningful. In the Cohort 2 interviews we probed more for the presence

of barriers that had emerged during the Cohort 1 interviews and this probably explains why more different types of barriers emerged in the codes.

In terms of individual categories of barriers, about two thirds both cohorts mentioned various types of district capacity issues (lack of knowledgeable staff, lack of policies, etc.). About half of each cohort reported some problems with district and site coordination or communication. While only about a third of the district or provider respondents in Cohort 1 specifically mentioned financial barriers, almost 75 percent mentioned this in Cohort 2. Human resource issues (lack of qualified staff, difficulties with recruitment/retention, lack of appropriate performance review or training processes) were mentioned by about 40 percent of districts in both cohorts. Data system or understanding of how to use data to inform decision-making and/or instruction was mentioned by around 40 percent of both districts. Issues around curriculum and instruction (quality of curriculum, consistency and quality of instructional practice and fidelity of implementation, for example) were mentioned by about a third of the Cohort 1 districts but by 85 percent of the Cohort 2 districts. Again, it is difficult to be certain if this difference was due to different issues in the two cohorts or just different interview probes in the two years. Competing priorities (e.g. multiple improvement efforts within the district, incompatible initiatives, etc.) were mentioned in around 20 percent of the districts.

### **Summary of Facilitators and Barriers**

The nature of the interview data prevents developing a reliable set of individual barrier “severity” ratings. A barrier that presents a “bump in the road” in one district’s progress may essentially derail the entire process in another. Anecdotally we can report that some of the situations DAITs found very difficult to navigate, and which sometimes served to block the entire process for a significant period of time include (a) turnover at the superintendent level (some districts had two or more superintendents/interim superintendents during the two years that the DAIT was engaged), (b) contentious relationships among the district, teacher union, and/or school board, including politically charged community issues that were played out within the school board and district contexts, (c) severely under-resourced districts due to either persistent financial problems or locations where it was difficult to adequately staff district offices and schools, and (d) districts where under-achievement had become the “norm,” where changes to existing practice and assumptions were regarded with suspicion if not outright hostility. However, each of these “significant problem” scenarios played out within the unique setting of each district, making it impossible to quantify and generalize. Simply having superintendent turnover, for example, was not the defining

issue (although it always presented problems for the DAIT) – it was the reason behind changing superintendents, the timing of the change, and the personalities of the superintendents that impacted whether the entire process was halted or simply slowed down by turnover. Similarly, different DAITs were more or less able to find alternative solutions to the barriers they were presented – while the vast majority of the DAITs were remarkably adaptable and creative in dealing with the problems they encountered, a few seemed to find it difficult to persist in hostile or difficult districts and “gave up” at some point in the process.

## District and Provider Recommendations for Improving the Intervention

At the end of the interview, respondents in both cohorts were asked to reflect broadly on the DAIT program as an initiative and provide feedback on its positive attributes and areas that may need improvement. Respondents were asked for their recommendations for improving DAIT. Comments tended to revolve around the general theme of accountability – including increased authority for DAITs and ensuring productive district: DAIT relationships – as well as continued state-level support for implementation of DAIT recommendations.

### Accountability

Among both providers and district administrators, respondents from roughly one-half (22 of 43) of Cohort 1 districts and two-thirds (19 of 27) of Cohort 2 districts specifically commented on a need for a high level of accountability for the providers and/or districts involved in the DAIT process. In some situations this call for accountability was related to the intervention having adequate “teeth” and visibility to motivate reluctant districts or stakeholders to engage in reform. For example:

- *I think that the state (CDE) has to be much more involved with DAIT providers. There needs to be constant communication between the provider, CDE, and the district. There is no accountability there, so if our test scores improve or don't improve we don't know what is going to happen... there should have been more of a team effort on how things are going throughout the process. (District)*
- *I think that having a district come before the state board really shook people up, so all DAIT providers and districts could be helped if the SBE held the districts more accountable in terms of saying, “this is what we expect and you HAVE to do it.” (Provider)*

- *It would be good to have an interim review with a joint report/discussion among providers, districts & CDE for guidance and more accountability – to see if the right things are being done and reported. (Provider)*

Respondents like these tended to view reporting as a mechanism to ensure that progress was being made, possibly by spurring districts to take action on the DAIT recommendations in order to be able to report something positive, or by bringing a third party into the conversation to help address stumbling blocks to progress such as institutional inertia. One Cohort 2 DAIT provider described how reporting could serve as an incentive to stimulate the organizational will to change:

- *Being in Cohort 2 – the DAIT process was not monitored at all. We had to create our own monitoring form. If district says, “what happens if we don’t do this?” and you say ‘nothing’ and there’s no consequence or even a report, there is no incentive for change. In SAIT you constantly have to report to CDE. If there is a process, you need reporting and accountability. (Provider)*

While many respondents generally recommended that CDE “*increase accountability*,” one DAIT provider in Cohort 2 made the specific recommendation that districts “*be required to show how they used the DAIT funds, and submit their budget to the SBE*,” eight respondents in Cohort 1 and five in Cohort 2 called for mandated, regular reporting. Although it would seem that few would champion increased paperwork, nevertheless, the common message from both districts and providers is that there is a need to reinforce the expectations for DAITs and districts participating in the progress.

### **Quality Control**

Some respondents focused their recommendations on monitoring the qualifications of DAIT providers. Respondents from nine Cohort 1 districts (21 percent) and eleven Cohort 2 districts (41 percent) voiced concerns regarding the range of quality among DAITs, and recommended a high level of quality assurance. Providers and districts alike addressed topical expertise within teams. It is important to note that these comments were not always a reflection on the respondents’ own experience but sometimes were based on what they had “heard” about other districts or DAITs. For example:

- *The resources [of our DAIT provider] are limited; additional expertise and new people are needed to make change in areas that are very insular and resistant to change. (District)*

- *A DAIT should be required to have EL and SWD expertise. Most DAIT districts have many ELs – assure that there is a match for the district. (Provider)*
- *The DAIT provider needs to have a track record. They (SBE) need to ensure that they have good work with other districts and the capacity of instructional leaders. (District)*

Respondents generally expressed the need for thorough screening of teams that apply for DAIT certification to ensure that, like the EPCs they promote, they are well designed to support improved instruction and student achievement.

### **Relationship Building.**

A second area of DAIT quality addressed by respondents was providers' willingness to engage with the district collaboratively in reform. For example:

- *...there's some providers who spend a lot of time in the district, a lot of side-by-side with the district, helping them. There's others that come in and say, 'Well, this is what you need to do, this says you need to do this, this, this and this. By the time I come back the next time, have it done.' That's not the way I have operated with it. And I just don't know if, as a system, it is getting the job done when there is no – there's guidelines, but then there's no really holding anybody accountable to those guidelines. (Provider)*
- *Other districts are doing this work long distance – I don't think that can work. [Our DAIT was not local but] flew [here] all the time – the face to face contact is really important. (District)*

The comments of these respondents represent the view that the expectations for the DAIT/district relationship could be more clearly specified, more carefully monitored, and more strictly enforced in order to maximize the impact of the initiative.

### **DAIT/District Collaboration**

Respondents in nearly half (13 out of 27) of the Cohort 2 districts addressed the topic of the DAIT/district working relationship in their recommendations, as did several respondents from Cohort 1. A provider for a Cohort 1 district commented, “*success*

*depends on the relationships,” another said, “The DAIT/district relationship is key.”* Similar comments include:

- *The relationships are key. Other DAIT providers sometimes come in with a heavy, iron fist – “my way or highway” – this is not the most efficacious approach. DAITs need the skill sets to navigate and negotiate the focus onto what is best for kids. (Provider)*
- *More time is needed for the reform to take root.... You cannot mandate something happen within a year and think it is going to happen in the context of districts (building relationships, ... helping them to change culture...). We are working with human beings and not robots. If true transformations or reform is going to take place we cannot just demand and pester, we have to work with them to have it be their idea that this is what needs to happen. That doesn't happen overnight; it happens by building credible relationships. (Provider)*
- *There needs to be a focus on working on the district culture and establishing trust. There is no mention of it in the DAIT plan, and it needs to be a requirement. In my experience, the DAIT needs to build a strong relationship with the district. (Provider)*

The importance of understanding and addressing district culture featured in the recommendations of nine respondents from each of Cohort 1 and Cohort 2, indicating the importance of a personalized approach. In addition to recommendations regarding the DAIT/district relationships, many respondents expressed a desire for the state to assist in improving relationships with two other key players in district reform: teacher unions and schools boards.

### ***Facilitating Relationships with Unions and School Boards***

Several respondents in both cohorts recommended that unions and school boards be held accountable for student achievement, as these groups had substantially hindered reform efforts in the district. Recommendations for the DAIT program involved unions for several district administrator respondents, in Cohort 1 and respondents from six districts in Cohort 2. For example:

- *They have to change state laws with teacher unions so we can remove ineffective teachers without enormous costs!”*

Similarly, another administrator commented:

- *[We] need help with teacher union barriers – for instance the limitations on how teachers are evaluated. [Evaluations] could help give districts flexibility to intervene and improve teachers’ instructional practice – ineffective teachers are too protected.*

Although union relations featured more prominently in the recommendations of district administrators than providers, it was addressed by some providers, as well. One admitted, *“We’re still struggling with how to better work with school boards and unions that see us as the enemy versus the ally. I don’t know that we’ve figured that out,”* indicating that DAITs may also benefit from increased support in building positive, collaborative relationships with teacher unions.

Another major stakeholder, local school boards, was mentioned in the recommendations of respondents from seven districts in Cohort 1 and five districts in Cohort 2. Typical recommendations around school boards were *“better education of school board members [regarding] DAIT”* and *“more clear communication with boards.”* One district administrator reflected on the topic at length:

*The biggest thing for me would be more direction to school board. I realize that politically they want to give local control and on and on, but I think our board really feels like they can do whatever they want. They get kind of offended that there are certain things the state makes us do...I think the state board [should be] saying maybe, “We expect every [local]Board of Education to look at the standards for boardmanship and adopt a set of standards” or something like that. Those would be some things to keep focusing the boards on what is the real important work of a school board...*

Recommendations involving unions and school boards generally communicated the need for increased state support in the form of increased and/or improved communication from the state to those groups about DAIT, and the authority to proceed with DAIT recommendations and related initiatives regardless of the approval of those groups.

### ***Continuation of State Support***

Expanding on their generally positive ratings of the DAIT program, many respondents from both cohorts recommended that the state continue to support the DAIT process. Suggestions for continued support generally fell into the categories of forums (webinars,

conferences, trainings) and financial support for the improvements being made as a result of the process.

Respondents from twenty-two Cohort 1 districts and eleven Cohort 2 districts recommended more or continued funding of DAIT reforms. For example:

- *I think funding was one of the issues [I want to address in my recommendations]. They came in with monies, but not enough to sustain it. Of course, a lot of it had to do with where we're going with our economy, but they came in with, 'Here, this is what you need to do. You need to start moving forward with it and then we're done financing you.'* (District)
- *... [I recommend] that they fund us to be able to continue that work - not only for DAIT providers [but also with other technical assistance providers]...I don't think you just loan money [to districts]; I think you have to do a data analysis. How is the district doing and responding to the program? In our case, we've seen some really good academic growth and our systems have changed. There's been a real positive response. The reward is you get the money cut off. I think funding is an issue, particularly for us in that I've seen some good results with the funding. That's what you want.* (District)

Frequently mentioned costs included curriculum adoption and the associated professional development as well as instructional coaching. Respondents generally considered these changes to be improvements in the district, and respondents from eight different districts volunteered that one of the best aspects of the program was the funding to support such critical changes. For example:

- *A stable financial platform for funding schools would certainly be appreciated by districts up and down the state. I think that probably goes without saying, but it is extremely frustrating as you're trying to maintain an improvement process and work with high-poverty communities... I don't think that the state legislature, the state board of education and even to a certain extent the CDE realize the impact of the rollercoaster of fiscal issues on small and medium-size districts that are struggling to improve. If you're looking at training a teacher on special assignment to do data analysis, to model in classrooms, to help support teachers in a variety of capacities...you spend all the time and money in training these folks and then you turn around and you look and you're losing, for us, \$100,000 more out of Title 1 on top of state budget adjustments and reductions. So, you build capacity in*

*folks and then they take it away. I think that is probably one of the most frustrating pieces of the whole improvement process. (District)*

Essentially, the lack of consistency in year-to-year school funding can induce program or personnel reductions that devastate systems built in partnership with DAITs. While recommendations for regulation of the state budgeting process are beyond the scope of this evaluation, the fact that fluctuations in school funding significantly impact implemented reforms may be reason to consider how prepared DAITs are to co-construct systems that are flexible and adaptable in the current economic climate. Finally, respondents from eleven Cohort 1 districts and ten Cohort 2 districts recommended evaluating “*what has worked*” from DAIT and continuing to share out the lessons in reform for the benefit of DAIT and non-DAIT districts alike.

## Summary

In summary, we find a positive impact on student achievement associated with the DAIT intervention in the PI3 districts in Cohorts 1 and 2. Qualitative findings support the quantitative findings.

Cohort 1 PI3 intensive and moderate districts saw larger gains in implementation than did Cohort 2 intensive/moderate districts in multiple areas (Governance, HR, Data systems and monitoring). This might help to explain why we see a stronger DAIT effect on student achievement for Cohort 1. Further, Cohort 2 had higher implementation ratings in year 1 than did Cohort 1, indicating that Cohort 2 districts tended to have less room to improve. Thus the differences between the cohorts may not reflect lesser efficacy of DAITs in Cohort 2 as much as less need by the districts treated in Cohort 2.

When examining the differences between the intensive/moderate PI3 districts with DAITs vs. light PI 3 districts in both cohorts we note that not all light districts actually contracted with a TA provider (13 percent in Cohort 1 and 30 percent in Cohort 2) which might be a reason why we see higher achievement in DAIT (intensive/moderate) districts which were required to contract with a TA provider specifically trained and certified by the state. In addition, light districts are much less likely to rate any TA-provided service as helping “to a great extent” in their survey responses, possibly indicating both that these districts may have needed less assistance and/or that the TA they received may have been less effective than DAITs.

## Conclusions and Recommendations

---

In general, we find that requiring the lowest performing PI3 districts to contract with approved technical assistance providers (DAITs) appears to be a cost effective<sup>17</sup>, targeted, and flexible approach to building district capacity to support their students' academic achievement. Employing an expert intermediary (DAITs) appears to assist districts in effectively identifying where they need to focus their improvement efforts and in staying the course to do so. While there were “bumps” along the road and a sometimes steep learning curve for many districts and providers, most of our respondents appear to be fairly well satisfied with their experiences with this intervention and the student achievement improvements are encouraging.

It appears that focusing attention on building district capacity to support schools, rather than focusing exclusively in individual schools, may be an efficient approach to supporting students and providing a coherent instructional program. These findings echo those described in other recent research (Zavadsky, 2012).

We recommend continuing to fund the DAIT intervention, or a similar external approved technical provider, for struggling PI3 districts. However, based on our evaluation findings and the recommendations of our survey and interview respondents, we also suggest the following possible modifications to the program:

- Increase accountability requirements of both districts and DAITs to facilitate “early warning” of problems that impede the process in particular districts and to provide both DAITs and district staff with more leverage to bring about necessary changes.
- When there are early indicators of a lack of district “readiness” or willingness to engage in the recommended improvement efforts, the SBE and CDE should intervene quickly in order to insure that students will receive the support they need without additional delay.
- Insure that both local school boards and teacher union leadership receive adequate training and information to support district improvement efforts.

---

<sup>17</sup> Please see Appendix H for a brief discussion of the cost-effectiveness of this reform. We compare the intervention to QEIA and Class Size Reduction and show that the impact of DAIT appears larger, and less costly, than these other interventions.

- As resources permit, provide a longer period of funding and assistance for persistently low performing districts (coupled with increased accountability). For example, instead of advancing the intervention annually to each new cohort of districts identified as PI3, allow the initial cohorts, which are most in need of assistance, a longer time and more funding to address their problems before funding later cohorts where student achievement baseline is still well above that in earlier identified cohorts. With limited funds, it seems prudent to focus where the need is greatest.
- Continue to identify and develop the capacity of technical assistance providers, including encouraging providers to collaborate and learn from one another. With increasing numbers of districts (and schools) coming under sanctions, there is concern that the state's capacity to provide assistance to these LEAs may be compromised. Implementing the above recommendation regarding the focus and timing of the intervention also serves to focus the available resources on the districts in most need of assistance.
- Reduce the focus on whether a provider is private or public (COEs). We found little difference between the private and public providers during our interviews; there appeared to be as much variation in skills and approach within each type of organization as there was between them. We found no evidence of better or worse performance among districts working with private or public providers.
- We urge the state to consider what this intervention has demonstrated about the effectiveness of flexible, "customizable," collaborative, and broadly focused technical assistance in contrast to narrow and prescriptive sanctions, which assume a "one size fits all" approach to district and school reform.

## References

- Angrist, J.D., & Krueger, A.B., (1999). Empirical strategies in labor economics. In O. Ashenfelter & D. Card (Eds.), *Handbook of Labor Economics*. New York, NY: New Holland.
- Angrist, J.D., & Pischke, J.S. (2009). *Mostly harmless econometrics: An empiricist's companion*. Princeton, NJ: Princeton University Press.
- Ashenfelter, O., & Card, D. (1985). Using the longitudinal structure of earnings to estimate the effect of training programs. *The Review of Economics and Statistics*, 67(4), 648-660.
- Barlow, S. & Barlow, S. (2011). *People Get Ready: Change Readiness in Organizations*. Redequip Pty Ltd
- Berman & McLaughlin, M. (1978). Federal programs supporting educational change, Volume VIII: Implementing and sustaining innovations. Santa Monica, CA: The RAND Corporation.
- California County Superintendents Educational Services Association. Building Blocks of Integrated Academic District Support. Regional Capacity Building Project. Sacramento, CA.
- Campbell, C. & Fullan, M. n.d. Unlocking Potential for Learning: Effective District-wide Strategies to Raise Student Achievement in Literacy and Numeracy. Project Report. Ontario, Canada.
- Carnoy M. & Loeb. S. (2002). Does External Accountability Affect Student Outcomes?: A Cross-State Analysis. *Educational Evaluation and Policy Analysis*, 24(4), 305-331.
- Coburn, C. E. (2001). Collective sensemaking about reading: How teachers mediate reading policy in their professional communities. *Educational Evaluation and Policy Analysis*, 23(2), 145–170.
- Cohen, D., & Hill, P.T. (2001). *Learning policy: When state education reform works*. New Haven, CT: Yale University Press.
- Dee, T. S. and Jacob, B. (2011). The impact of No Child Left Behind on student achievement. *J. Pol. Anal. Manage.*, 30: 418–446.

- Elmore, R. F., & Burney, D. (1998). Continuous improvement in Community District #2, New York City. Pittsburgh, PA: High Performance Learning Communities Project, Learning Research and Development Center, University of Pittsburgh.
- Elmore, R. F., & Fuhrman, S. (1994). Governing Curriculum: Changing patterns in policy, politics, and practice. In R. Elmore & S. Fuhrman (Eds.), *The Governance of Curriculum: 1994 Yearbook of the Association for Supervision and Curriculum Development*. Alexandria, VA: ASCD.
- Elmore, R. F., & McLaughlin, M. W. (1988). *Steady work: Policy, practice, and the reform of American education*. Santa Monica, CA: The RAND Corporation.
- Firestone, W.A. (1989). Conceptualizing District Initiative. *Educational Evaluation and Policy Analysis*, 11(2), 151-164.
- Firestone, W.A., Riehl, C. (Eds.). (2005). *A new agenda for research in educational leadership*. New York: Teachers College Press.
- Gottfried, M.A., Stecher, B.M., Hoover, M., & Cross, A.B. 2011. *Federal and State Roles and Capacity for Improving Schools*. Rand Corporation, Santa Monica, Ca.
- Hamilton, L., Berends, M., & Stecher, B. (2005). Teachers' Responses to Standards-Based Accountability. Santa Monica, CA: RAND Working Paper 259-EDU.
- Hanushek, E.A. & Raymond, M. (2005). Does School Accountability Lead to Improved Student Performance? *Journal of Policy Analysis and Management*, 24(2), 297-329.
- Harris, D. N. (2009). Toward policy-relevant benchmarks for interpreting effect sizes: Combining effects with costs. *Educational Evaluation and Policy Analysis*, 31(1), 3-29.
- Hatchuel Tabernik and Associates. 2008. Evaluation Study of California's School Assistance and Intervention Team Process. Evaluation Report submitted to California Department of Education.
- Hill, P. T. , & Bryk, A. S. (1995). *Cross-site analysis of school system decentralization*. Chicago: The Consortium on Chicago Schools Research and the University of Washington Institute for Public Policy and Management
- Honig, M.I. (2004). The New Middle Management: Intermediary Organizations in Education Policy Implementation. *Educational Evaluation and Policy Analysis*, 26(1), 65-87.

- Honig, M.I., Copland, M.A., Rainey, L., Lorton, J.A., & Newton, M. (2010). *Central Office Transformation for District-wide Teaching and Learning Improvement*. Center for the Study of Teaching and Policy, University of Washington.
- Honig, M.I. & Ikemoto, G.S. (2008). Adaptive Assistance for Learning Improvement Efforts: The Case of the Institute for Learning. *Peabody Journal of Education*, 83(3), 328-363.
- Imbens, G.W., & Wooldridge, J.M. (2009). Recent developments in the econometrics of program evaluation. *Journal of Economic Literature*, 47(1), 5-86.
- Kaufman, T.E., Grimm, E.D., & Miller, A. 2012. "Using District Resources to Scale Up School Reform," *EDWEEK*, published online April 16, 2012.
- Krueger, A. (2003). Economic considerations and class size. *The Economic Journal*, 113, F34-F63.
- Marsh, J.A. (2001). How Districts Relate to the States, Schools, and Community: A Review of Emerging Literature. In Hightower, A., Knapp, M., Marsh, J.A., & McLaughlin, M. (Eds.) *School Districts and Instructional Renewal*. New York, NY: Teachers' College Press.
- Marsh, J.A., Kerr, K.A., Ikemoto, G.S., & Darilek, H. (2005). Developing District-Intermediary Partnerships to Promote Instructional Improvement: Early Experiences and Lessons About the Institute for Learning. In *System-Wide Efforts to Improve Student Achievement*. Information Age Publishing.
- Marsh, J.A. & Robyn, A. (2006). *School and District Improvement Efforts in Response to the No Child Left Behind Act*. Santa Monica, CA: RAND Corporation.
- Massachusetts Department of Elementary and Secondary Education (2010). Report to the Legislature: Intervention and Targeted Assistance Efforts. Malden, MA.
- McLaughlin, M. W. (1987). Learning from experience: Lessons from policy implementation. *Educational Evaluation and Policy Analysis*, 9(2), 171-178.
- Opper, V.D., Henry, G.T., & Mashburn, A.J. (2008). The District Effect: Systemic Responses to High Stakes Accountability Policies in Six Southern States. *American Journal of Education*, 114, 299-332.
- Padilla, C., Gallagher, L., & Means, B. (2008). Teachers' Use of Student Data Systems to Improve Instruction: 2005 to 2007. Report prepared for U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service. Prepared by SRI International, Menlo Park, CA.

- Padilla, C., Tiffany-Morales, J., Bland, J., & Anderson, L. 2009. Evaluation of California's District Intervention and Capacity Building Initiative: Findings and Lessons Learned. California County Superintendents Educational Services Association (CCSESA). Sacramento, CA.
- Rockoff, J. E., & Turner, L. J. (2008). Short run impacts of accountability on school quality. *National Bureau of Economic Research*. Retrieved from <http://www.nber.org.libproxy.usc.edu/papers/w14564>
- Rumberger, R.W. & Connell, J. 2007. "Strengthening School District Capacity as a Strategy to Raise Student Achievement in California," Presented at Getting From Facts to Policy: An Education Policy Convening, Hosted by EdSource, Oct. 19.
- Slotnick, W.J. (2010). *Levers for Change: Pathways for State-to-District Assistance in Underperforming School Districts*. Washington, D.C.: Center for American Progress.
- Smith, M. S., & O'Day, J. (1991). Systemic school reform. In S. Fuhrman & B. Malen (Eds.), *The Politics of Curriculum and Testing* (pp. 233-267). New York: Falmer Press.
- Spillane, J.P. & Thompson, C.L. (1997). Reconstructing Conceptions of Local Capacity: The Local Education Agency's Capacity for Ambitious Instructional Reform. *Educational Evaluation and Policy Analysis*, 19(2), 185-203.
- Stetcher, B.M., Epstein, S., Hamilton, L.S., Marsh, J.A., Robyn, A., McCombs, J.S., Russell, J., & Naftel, S. (2008). *Pain and Gain: Implementing No Child Left Behind in Three States, 2004-2006*. Santa Monica, CA: RAND Corporation.
- Sunderman, G.L. & Orfield, G. (2007). Do States Have the Capacity to Meet the NCLB Mandates? *The Phi Delta Kappan*, 89(2), 137-139.
- Thames, B. & Webster, D.W. (2009) *Chasing Change: Building Organizational Capacity in a Turbulent Environment*. Wiley.
- US Bureau of Labor Statistics. (2012). Consumer Price Index. Retrieved April 17, 2012, from <http://stats.bls.gov/cpi/home.htm#data>
- Weinstein, T. (2011). Interpreting No Child Left Behind corrective action and technical assistance programs: A review of state policy. Paper presented at the American Educational Research Association.

Westover, T. & Strunk, K. (PIs), with Herrera, F., Keller, S., McEachin, A., Smith, A. & Stump, M. 2011. AB 519 Evaluation Annual Report: Year Two. Report to California Department of Education, Sacramento.

Zavadsky, H. (2012). *School Turnarounds: The Essential Role of Districts*. Cambridge, Mass.: Harvard University Press.

## Appendices

- A. Quantitative Appendices A
- B. List of Districts, their county, DAITs, gradespans and enrollment
- C. Location of Cohort Districts and non-DAIT (light) Districts
- D. Coding of Capacity Studies
- E. Implementation Surveys
- F. Interview Protocols
- G. PI3 District Capacity to Implement and Sustain Reforms
- H. Cost/Impact of DAIT

# Quantitative Appendices A

---

## Data Management

We begin with approximately 29 million student-year observations from the CDE, consisting of all second through eleventh grade students in the 2005-6 through the 2010-2011 school years. Of these students, approximately four percent are dropped from our dataset because they have missing or duplicate IDs. It appears that these missing identification numbers are due to entry error at the school level or some similar occurrence. We are forced to drop approximately an additional six percent of students from the dataset because they either 1) only appear in our dataset for one year (2%) or 2) they showed abnormal patterns of grade progression between years (4%). In the first instance, it is quite possible that we are capturing students who are particularly mobile and leave the state. State identifiers should follow students between districts within the state, although it is possible that this does not occur as intended in some cases, in which case this group will also capture students who start in one district and then move to another. We cannot know the proportion of these two percent of students who truly leave the state, or who leave the district, or what proportion of these students are simply subject to entry error in a following year. The four percent of students who show patterns of unusual grade progression (usual grade progression is defined as students who either progress a single grade in each year, skip one grade between years, or are retained in a grade and repeat it in two consecutive years) are again more likely to be mislabeled rather than indicative of any specific mobility issue.

Once we have excluded students based on these reasons, we are left with approximately 26.3 million total student-year observations in our full five-year sample (from the 2005-6 school year to the 2010-11 school year). To insure that we are not systematically missing student data from specific districts, we examine missing observations across district types. Specifically of interest to our paper is whether or not districts with DAITs are missing more or fewer students than districts with non-DAIT technical assistance, or than districts that are in PI2, PI1, or non-PI status. We find that there do not appear to be wide discrepancies in the proportion of students who are missing across district PI status types. Specifically, in Cohort 1 we are missing 14 percent of students from Intensive DAIT districts, 13 percent of students from Moderate DAIT districts, 11 percent of students from non-DAIT TA districts. For Cohort 2, we are missing 12 percent from the Intensive and Moderate districts and 10 percent of students from non-DAIT TA districts.

## Standardization of Outcome Variables

As noted in the text, we standardize our outcome variables to 12 different populations: 1) the entire universe of students with non-missing or duplicate IDs who have valid test scores reported to the CDE; 2) the group of students with valid test scores who we are able to include in our longitudinal dataset (have more than one year of consistent and on-track assessment data); 3) the universe of students with non-missing or duplicate IDs who have valid test scores who are also included in the state's API calculations; 4) the group of longitudinally-tracked students who are also included in the state's API calculations; 5) the universe of students with valid test scores who are enrolled in PI districts; 6) the group of longitudinally-tracked students who are also enrolled in PI districts; 7) the universe of students with non-missing or duplicate IDs who have valid test scores who are also included in the state's AYP calculations; 8) the group of longitudinally-tracked students who are also included in the state's API calculations; 9) the universe of students with valid test scores who are both in PI districts and included in the state's API calculations; and 10) the group of longitudinally-tracked students who are both in PI districts and included in the state's API calculations; 11) the universe of students with valid test scores who are both in PI districts and included in the state's AYP calculations; and 12) the group of longitudinally-tracked students who are both in PI districts and included in the state's AYP calculations. Our results are consistent regardless of the standardization of the outcome variables, and we use the most conservative estimates in our main analyses.

We note that we are unable to standardize the outcome measures in all of these ways for the final year of data from the 2010-11 school year. This is because we never received indicators from the CDE that designated which test scores were used in the calculation of AYP or API scores. We continue to use the most conservative standardization scheme in all analyses that include the 2010-11 data.

## Robustness Checks

### *Misattribution of the DAIT effect*

Table A-1 shows our results from the misattribution of the DAIT effect robustness checks for Cohort 1 districts, and

Table A-2 shows results for the combined sample of Cohort 1 and Cohort 2 districts. This model uses the same data as described in the quantitative data section, but rather than having the DAIT indicator equal one only in the years of the intervention, we now allow the DAIT indicator also to equal one in the years preceding the intervention. For Cohort 1, the pre-treatment years are the 2006-7 and 2007-8 years (years -2 and -1, respectively) and the treatment years are 2008-9, 2009-10 and 2010-11 (years 1, 2, and

3, respectively). The reference year is the third year pre-treatment, 2005-6 (year -3). For Cohort 2, the pre-treatment years are the 2007-8 and 2008-9 years and the treatment years are 2009-10 and 2010-11. The reference year is again the third year pre-treatment, 2006-7 (year -3). We show separate year-DAIT effects (the interactions shown in Table A-1 and

Table A-2). If we were to find a pattern of positive and significant treatment estimates of DAITs on student achievement in the years preceding the intervention, we would be concerned that there is another, non-DAIT, reason for the difference in outcomes between students in districts with DAIT and non-DAIT TA over the time period. However, the results presented in Table A-1 and

Table A-2 show no significant “treatment effect” in the years previous to the DAIT intervention. This indicates that it is not likely that a force unrelated to the DAIT intervention impacted the achievement levels of students in DAIT versus non-DAIT TA districts.

**Table A-1: Misattribution Robustness Checks for the Impact of DAITs on ELA and Math Achievement Gains (Cohort 1)**

	Math	ELA
	(1)	(2)
DAITx(Time Effect 2007)	-0.012 (0.015)	-0.008 (0.007)
DAITx(Time Effect 2008)	-0.009 (0.023)	-0.002 (0.012)
DAITx(Time Effect 2009)	0.034 (0.033)	0.006 (0.016)
DAITx(Time Effect 2010)	0.073+ (0.042)	0.024 (0.019)
DAITx(Time Effect 2011)	0.075 (0.049)	0.026 (0.023)

Time Effect 2007 (year -2)	-0.006 (0.015)	0.024*** (0.006)
Time Effect 2008 (year -1)	-0.026 (0.021)	0.015* (0.007)
Time Effect 2009 ( year 1)	-0.045 (0.031)	0.009 (0.012)
Time Effect 2010 ( year 2)	-0.056 (0.040)	0.021 (0.013)
Time Effect 2011 (year 3)	-0.068 (0.047)	0.014 (0.013)
Constant	0.269** (0.100)	-0.138 (0.112)
Adj. R-squared	0.674	0.800
# of Students	7803194	8003824
# of districts	94	94

+  $p < 0.10$ , \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$

**Table A-2: Misattribution Robustness Checks for the Impact of DAITs on ELA and Math Achievement Gains (Cohorts 1 & 2)**

	Math	ELA
	(1)	(4)
DAITx(Time Effect Year -2)	-0.012 (0.013)	-0.012+ (0.007)
DAITx(Time Effect Year -1)	-0.01 (0.019)	-0.003 (0.011)

DAITx(Time Effect Year 1)	0.025 (0.030)	0.011 (0.014)
DAITx(Time Effect Year 2)	0.049 (0.040)	0.024 (0.018)
Time Effect 2 years pre (-2)	-0.008 (0.013)	0.022*** (0.004)
Time Effect 1 year pre (-1)	-0.026 (0.018)	0.014* (0.006)
Time Effect year 1	-0.043 (0.028)	0.012 (0.011)
Time Effect year 2	-0.052 (0.036)	0.020+ (0.012)
Constant	0.211+ (0.120)	-0.184 (0.138)
Adj. R-squared	0.687	0.807
# of Students	8049031	8245697
# of districts	139	139

+ p<0.10, \* p<0.05, \*\* p<0.01, \*\*\* p<0.001

### *Accountability Threat*

As we note in the report, we find no evidence that districts facing higher levels of accountability *other* than being labeled as in "moderate" or "intensive" need of assistance perform better than districts facing less of an accountability threat. However, we of course cannot test the accountability threat theory completely. As in other work, it is impossible to separate out the accountability threat from the supports provided that are associated with the accountability threat (Dee & Jacob, 2011). However, the results from equation (1), shown in Table 1 column 1, provide an initial test of this hypothesis. In theory, districts in higher levels of PI should be facing increased accountability threat.

The results in Table 1 and Table 2 from the full report show that there are no significant differences in student math achievement for students enrolled in districts in different levels of PI (thus facing more or less accountability threat) and students enrolled in non-PI districts, except between DAIT and non-PI districts. Using F-tests that compare the differences between the “effects” of each level of PI on student math achievement, we find no suggestion that higher-accountability districts, as indicated by higher levels of PI, have greater student math achievement gains. In fact, in Cohort 1, we see that PI2 districts do better than non-DAIT TA districts ( $p=0.045$ ) and PI1 districts do better than PI2 districts ( $p=0.094$ ). We find no significant differences between the “effect” on student ELA achievement of being enrolled in a non-DAIT TA district versus a PI2 district ( $p=0.36$ ), or of being enrolled in a PI2 vs PI1 district ( $p=0.17$ ). Similarly, Wald tests indicate that there are no significant differences between student math achievement at different accountability levels in the stacked sample, and in fact we see that students in PI1 districts perform significantly better than students in PI2 districts in ELA ( $p=0.035$ ). If the observed treatment effect in Table 2 is solely attributable to some “accountability effect,” we might expect comparisons between students in districts at higher and lower levels of accountability threat to show a treatment effect similar to the DAIT effect. However, we see no evidence of an accountability pressure effect in the expected direction for any of the comparisons listed above.

### *Auxiliary Checks*

**Table A-3** (Cohort 1) and **Table A-4** (combined Cohorts 1 and 2) present the results from our auxiliary robustness checks. We show that DAIT treatment status has no meaningful “effect” on students’ classification in any of these groups, and that the point estimate is approximately equal to zero in all four estimations across both samples. This is as expected. If there was a DAIT treatment “effect” on the makeup of students in DAIT districts, we would call into question the true impact of DAITs on student achievement.

**Table A-3: Auxiliary Regressions Predicting Changes in Student Characteristics Between DAIT and non-DAIT TA Districts (Cohort 1)**

	EL		FRL		Minority		SpEd	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
DAIT 3 Yr ATE	0.001 (0.003)		-0.006 (0.017)		-0.003 (0.002)		0.000 (0.000)	
DAIT 1st Yr		0.000 (0.003)		-0.024 (0.023)		-0.003 (0.002)		0.000 (0.000)
DAIT 2nd Yr		0.001 (0.004)		-0.01 (0.018)		-0.004 (0.003)		0.000 (0.000)
DAIT 3rd Yr		0.002 (0.004)		0.018 (0.024)		-0.002 (0.002)		0.000 (0.000)
Constant	-0.445*** (0.040)	-0.446*** (0.040)	-0.156* (0.077)	-0.168* (0.081)	0.050** (0.019)	0.051** (0.019)	0.074** (0.025)	0.074** (0.025)
Adj. R-squared	0.119	0.119	0.233	0.233	0.272	0.272	0.004	0.004
# of Students	8213143	8213143	8202520	8202520	8211827	8211827	8210319	8210319
# of districts	94	94	94	94	94	94	94	94

+  $p < 0.10$ , \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ . District clustered standard errors presented in parentheses. All models include the set of covariates includes in Tables 3 and 4 other than the specific outcome variable.

**Table A-4: Auxiliary Regressions Predicting Changes in Student Characteristics Between DAIT and non-DAIT TA Districts (Cohorts 1 & 2 combined)**

	ELL		FRL		Minority		SpEd	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
DAIT 2 Yr ATE	0.001 (0.002)		-0.004* (0.002)		0.001 (0.014)		0.000* 0.000	
DAIT 1st Yr		0.003 (0.002)		-0.001 (0.002)		-0.006 (0.017)		0.001* 0.000
DAIT 2nd Yr		-0.002 (0.003)		-0.006* (0.003)		0.007 (0.012)		0.000 0.000
Constant	-0.419*** (0.041)	-0.414*** (0.040)	0.070* (0.030)	0.075* (0.029)	-0.221* (0.096)	-0.235* (0.101)	0.063** (0.024)	0.063** (0.024)
Adj. R-squared	0.117	0.117	0.266	0.266	0.221	0.221	0.005	0.005
# of Students	8460689	8460689	8459093	8459093	8449321	8449321	8457481	8457481
# of districts	139	139	139	139	139	139	139	139

+  $p < 0.10$ , \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ . District clustered standard errors presented in parentheses. All models include the set of covariates includes in Tables 3 and 4 other than the specific outcome variable.

### *Regression to Mean*

Table A-5 and **Table A-6** show our results from the specification of equations (2) and (3) for students who are labeled Far Below Basic, Below Basic, Basic, Proficient, and Advanced in ELA or math in the year previous to the implementation of the DAIT intervention (2007-8). We see no evidence of "regression to the mean" – in fact, it appears that the DAIT impact reported in Table A-5 and **Table A-6** may at least in part to be driven by gains in the achievement of students at the advanced level, and smaller gains may occur at lower levels of the performance distribution. Not only does this ease the concern about mean regression, but also provides valuable information that shows that the beneficial impacts of DAITs are not driven by students at a particular area of the performance distribution.

**Table A-5: Treatment Coefficient from Difference-in Difference Estimates of the Impact of DAITs on Math and ELA Achievement Gains for Students Across the CST Proficiency Distribution (Cohort 1)**

		<b>FBB</b>	<b>BB</b>	<b>B</b>	<b>P</b>	<b>ADV</b>
<b>Math</b>	DAIT 3 yr ATE	0.024 (0.024)	0.038 (0.026)	0.047 (0.031)	0.06 (0.037)	0.071+ (0.041)
	Constant	-0.706*** (0.083)	-0.375** (0.118)	0.275* (0.123)	0.825*** (0.108)	1.054*** -0.168
	Adj. R-squared	0.400	0.353	0.355	0.410	0.518
	# of Students	600733	1572374	1571352	1356482	804779
	# of Schools	94	94	94	94	94
			<b>FBB</b>	<b>BB</b>	<b>B</b>	<b>P</b>
<b>ELA</b>	DAIT 3 yr ATE	0.001 (0.015)	0.004 (0.014)	0.012 (0.012)	0.017 (0.013)	0.017 (0.015)
	Constant	-1.132*** (0.109)	-0.784*** (0.127)	-0.246* (0.119)	0.409*** (0.075)	1.177*** -0.054
	Adj. R-squared	0.354	0.351	0.440	0.468	0.554
	# of Students	683238	1125915	2041597	1484413	762070
	# of Schools	94	94	94	94	94
			<b>FBB</b>	<b>BB</b>	<b>B</b>	<b>P</b>

+  $p < 0.10$ , \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ . District clustered standard errors presented in parentheses. All models include the set of covariates includes in Tables 3 and 4 other than the specific outcome variable.

**Table A-6: Treatment Coefficient from Difference-in Difference Estimates of the Impact of DAITs on Math and ELA Achievement Gains for Students Across the CST Proficiency Distribution (Cohorts 1 & 2 Combined)**

		<b>FBB</b>	<b>BB</b>	<b>B</b>	<b>P</b>	<b>ADV</b>
<b>Math</b>	DAIT 2 yr ATE	0.009 (0.024)	0.025 (0.025)	0.034 (0.027)	0.045 (0.029)	0.062* (0.028)
	Constant	-0.681*** (0.085)	-0.324* (0.126)	0.258+ (0.147)	0.768*** (0.151)	1.075*** -0.123
	Adj. R-squared	0.417	0.370	0.361	0.410	0.518
	# of Students	654063	1685507	1672912	1474210	913259
	# of Districts	94	94	94	94	94
			<b>FBB</b>	<b>BB</b>	<b>B</b>	<b>P</b>
<b>ELA</b>	DAIT 2 yr ATE	0.008 (0.018)	0.012 (0.015)	0.014 (0.013)	0.020+ (0.011)	0.023* (0.012)
	Constant	-1.167*** (0.116)	-0.843*** (0.143)	-0.301* (0.145)	0.346** (0.107)	1.142*** -0.083
	Adj. R-squared	0.358	0.345	0.428	0.453	0.548
	# of Students	709141	1173546	2163834	1648242	898159
	# of Districts	94	94	94	94	94
			<b>FBB</b>	<b>BB</b>	<b>B</b>	<b>P</b>

+  $p < 0.10$ , \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ . District clustered standard errors presented in parentheses. All models include the set of covariates includes in Tables 3 and 4 other than the specific outcome variable.

### *Thresholds/Extreme Cases*

Table A-7 and Table A-8 show our results from the threshold models that explore whether outlier or extreme districts are driving our results. We run the three- (two-) year average effect and separate year effect models from equations (2) and (3), including only districts that are within consecutively tighter “thresholds” around the PAI cut-point. Originally in Cohort 1 (shown in Table A-7), we had 43 treated DAIT districts compared to 51 control non-DAIT TA districts. In the stacked sample of combined Cohort 1 and 2 districts (shown in Table A-8) we had 70 DAIT districts and 70 non-DAIT TA districts. These original “full” models are originally shown earlier in the report and are replicated in columns 1 and 2 of each of the Tables. We then consecutively narrow the threshold bands so that columns 3 and 4 show the estimated effect of the DAIT intervention on the districts within 25 percent of the distribution from the cut-point. Columns 5 and 6 show the treatment effect when the sample is limited to just the districts 20 percent of the distance from the cut-point, columns 7 and 8 show the treatment effect within a 15 percent threshold, and columns 9 and 10 show the treatment effect within a 10 percent threshold. We find that the effect size and significance of both the average treatment and separate year effects remain consistent across all bandwidths for both Cohort 1 and the stacked cohort samples in Math and ELA. The results of all the bandwidth models suggest that it is not the achievement gains of the lowest performing DAIT districts that drive our math treatment effect found in

Table A-9 and Table A-10. DAIT Impact

**Table A-7: Threshold Robustness Checks for the Impact of DAITs on Math Achievement Gains (Cohort 1)**

	Full		25%		20%		15%		10%	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
DAIT 3 Yr ATE	0.063*		0.056+		0.054+		0.045		0.055	
	(0.029)		(0.030)		(0.030)		(0.033)		(0.039)	
DAIT 1st Yr ATE		0.041+		0.037		0.035		0.028		0.039
		(0.023)		(0.023)		(0.024)		(0.026)		(0.029)
DAIT 2nd Yr ATE		0.081*		0.072*		0.069*		0.061		0.071
		(0.033)		(0.034)		(0.035)		(0.039)		(0.046)
DAIT 3rd Yr ATE		0.083*		0.072+		0.068		0.058		0.067
		(0.040)		(0.042)		(0.042)		(0.047)		(0.056)
Constant	0.289**	0.270**	0.304**	0.285**	0.304**	0.285**	0.300**	0.279*	0.312**	0.291**
	(0.102)	(0.099)	(0.104)	(0.103)	(0.103)	(0.102)	(0.104)	(0.106)	(0.107)	(0.110)
Adj. R-squared	0.674	0.674	0.675	0.675	0.675	0.675	0.674	0.674	0.674	0.674
# of Students	7803194	7803194	7589938	7589938	7554641	7554641	7282016	7282016	6803116	6803116
# of districts	94	94	86	86	83	83	77	77	65	65

+  $p < 0.10$ , \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ . District clustered standard errors presented in parentheses. All models include the set of covariates included in Tables 3 and 4.

**Table A-8: Threshold Robustness Checks for the Impact of DAITs on ELA Achievement Gains (Cohort 1)**

	Full		25%		20%		15%		10%	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
DAIT 3 Yr ATE	0.020 (0.013)		0.015 (0.013)		0.015 (0.013)		0.011 (0.014)		0.015 (0.017)	
DAIT 1st Yr		0.009 (0.012)		0.007 (0.012)		0.007 (0.012)		0.005 (0.014)		0.01 (0.016)
DAIT 2nd Yr		0.027 (0.014)		0.021 (0.013)		0.021 (0.014)		0.017 (0.015)		0.02 (0.017)
DAIT 3rd Yr		0.029 (0.018)		0.023 (0.018)		0.022 (0.018)		0.017 (0.020)		0.022 (0.023)
Constant	-0.129 (0.114)	-0.138 (0.111)	-0.116 (0.115)	-0.124 (0.113)	-0.112 (0.114)	-0.119 (0.112)	-0.101 (0.112)	-0.108 (0.111)	-0.085 (0.115)	-0.092 (0.115)
Adj. R-squared	0.800	0.800	0.801	0.801	0.801	0.801	0.800	0.800	0.801	0.801
# of Students	8003824	8003824	7787984	7787984	7750920	7750920	7471003	7471003	6975726	6975726
# of districts	94	94	86	86	83	83	77	77	65	65

+  $p < 0.10$ , \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ . District clustered standard errors presented in parentheses. All models include the set of covariates includes in Tables 3 and 4.

**Table A-9: Threshold Robustness Checks for the Impact of DAITs on Math Achievement Gains (Cohorts 1 & 2 Combined)**

	Full		25%		20%		15%		10%	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
DAIT 2 Yr ATE	0.043+		0.049+		0.046+		0.037		0.053	
	(0.025)		(0.025)		(0.026)		(0.028)		(0.033)	
DAIT 1st Yr		0.033		0.038+		0.035		0.028		0.04
		(0.021)		(0.021)		(0.021)		(0.024)		(0.027)
DAIT 2nd Yr		0.057+		0.064*		0.060+		0.05		0.072+
		(0.031)		(0.032)		(0.033)		(0.037)		(0.042)
Constant	0.225+	0.211+	0.214	0.197	0.211+	0.197	0.208	0.193	0.205	0.184
	(0.121)	(0.119)	(0.132)	(0.129)	(0.126)	(0.124)	(0.127)	(0.127)	(0.142)	(0.140)
Adj. R-squared	0.687	0.687	0.688	0.688	0.688	0.688	0.688	0.688	0.685	0.685
# of Students	8049031	8049031	7631585	7631585	7494364	7494364	7149873	7149873	6372217	6372217
# of districts	139	139	126	126	118	118	107	107	87	87

+  $p < 0.10$ , \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ . District clustered standard errors presented in parentheses. All models include the set of covariates includes in Tables 3 and 4.

**Table A-10: Threshold Robustness Checks for the Impact of DAITs on ELA Achievement Gains (Cohorts 1 & 2 Combined)**

	Full		25%		20%		15%		10%	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
DAIT 2 Yr ATE	0.021+		0.024*		0.023+		0.019		0.022	
	(0.012)		(0.011)		(0.011)		(0.013)		(0.015)	
DAIT 1st Yr		0.015		0.017		0.016		0.014		0.016
		(0.011)		(0.011)		(0.011)		(0.013)		(0.015)
DAIT 2nd Yr		0.029*		0.032*		0.031*		0.026+		0.031+
		(0.014)		(0.012)		(0.013)		(0.014)		(0.017)
Constant	-0.176	-0.183	-0.174	-0.183	-0.173	-0.182	-0.171	-0.18	-0.126	-0.135
	(0.138)	(0.136)	(0.145)	(0.143)	(0.144)	(0.141)	(0.147)	(0.146)	(0.135)	(0.134)
Adj. R-squared	0.807	0.807	0.808	0.808	0.808	0.808	0.808	0.808	0.808	0.808
# of Students	8245697	8245697	7821975	7821975	7678654	7678654	7327786	7327786	6528794	6528794
# of districts	139	139	126	126	118	118	107	107	87	87

+  $p < 0.10$ , \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ . District clustered standard errors presented in parentheses. All models include the set of covariates included in Tables 3 and 4.

*Across Grade Spans*

**Table A-11** and Table A-12. We show that for Cohort 1, the DAIT impact on math achievement is strongest for fifth-, eighth- and fourth-graders respectively, and for fifth- and fourth-graders on ELA achievement. For the stacked sample, the DAIT impact is greatest for students in the fifth grade, and next for students in seventh-, third- and sixth-graders. The stacked cohort ELA effect is predominantly driven by impacts on seventh- through ninth-graders, with lesser impacts on fifth-graders and sixth-graders.

**Table A-11: Treatment Coefficient from Difference-in Difference Estimates of the Impact of DAITs on Math and ELA Achievement Gains for Students Across the Grade Distribution (Cohort 1)**

	Math								
	3	4	5	6	7	8	9	10	11
Lagged CST	0.713* ** (0.005 )	0.739* ** (0.003 )	0.740* ** (0.002 )	0.745* ** (0.011 )	0.842* ** (0.008 )	0.689* ** (0.006 )	0.520* ** (0.005 )	0.559* ** (0.005 )	0.542* ** (0.013 )
DAIT 3 Yr ATE	0.018 (0.018 )	0.036* (0.015 )	0.087* ** (0.023 )	-0.001 (0.012 )	0.031 (0.022 )	0.054* (0.024 )	0.02 (0.015 )	0.019 (0.014 )	0.016 (0.013 )
Constant	0.065 (0.126 )	0.338* * (0.103 )	0.042 (0.079 )	0.387* ** (0.109 )	0.523* * (0.170 )	0.926* ** (0.232 )	0.752* * (0.248 )	0.027 (0.157 )	-0.157 (0.181 )
Adj. R-squared	0.541	0.573	0.597	0.642	0.665	0.525	0.433	0.445	0.371
# of students	608363	617500	624930	612690	582987	598853	479453	573963	465592
# of districts	86	86	87	87	86	86	52	52	52
	ELA								
Lagged	0.747* **	0.784* **	0.817* **	0.795* **	0.816* **	0.813* **	0.793* **	0.820* **	0.800* **

CST	** (0.005 )	** (0.003 )	** (0.002 )	** (0.002 )	** (0.003 )	** (0.004 )	** (0.005 )	** (0.006 )	** (0.004 )
DAIT 3 Yr ATE	-0.002 (0.014 )	0.018 + (0.010 )	0.028* * (0.010 )	0.009 (0.011 )	0.014 (0.011 )	0.004 (0.013 )	0.01 (0.013 )	-0.001 (0.014 )	-0.008 (0.014 )
Constant	0.110 (0.072 )	0.278* * (0.090 )	0.116 + (0.059 )	0.417* ** (0.089 )	0.480* ** (0.127 )	0.276* (0.120 )	0.584* ** (0.123 )	0.066 (0.113 )	-0.188 (0.121 )
Adj. R- squared	0.611	0.658	0.69	0.69	0.715	0.714	0.687	0.695	0.69
# of students	60948 7	61785 9	62491 3	61309 2	58545 5	60387 1	48944 0	62825 1	56834 3
# of districts	86	86	87	87	86	86	52	52	52

+  $p < 0.10$ , \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ . District clustered standard errors presented in parentheses. All models include the set of covariates includes in Tables 3 and 4 other than the specific outcome variable.

**Table A-12: Treatment Coefficient from Difference-in Difference Estimates of the Impact of DAITs on Math and ELA Achievement Gains for Students Across the Grade Distribution (Cohorts 1 & 2 Combined)**

	Math								
	3	4	5	6	7	8	9	10	11
Lagged CST	0.725*** (0.006)	0.748** (0.005)	0.754** (0.004)	0.772** (0.008)	0.870** (0.006)	0.722** (0.006)	0.544** (0.006)	0.577** (0.010)	0.546** (0.012)
DAIT 2 Yr ATE	0.044* (0.018)	0.023 (0.015)	0.068* (0.020)	0.025* (0.011)	0.039* (0.017)	0.008 (0.028)	0.028 (0.018)	0.017 (0.016)	-0.006 (0.015)
Constant	0.253+ (0.130)	0.461* (0.139)	0.238 (0.149)	0.352** (0.090)	0.396* (0.174)	0.939** (0.232)	0.421 (0.327)	-0.209 (0.200)	- (0.152)
Adj. R-square	0.551	0.578	0.61	0.653	0.682	0.555	0.457	0.493	0.428
# of Students	651043	656034	660218	653614	621372	629738	561085	592858	481692
# of districts	127	127	128	129	126	126	76	76	76
	ELA								
Lagged CST	0.760*** (0.003)	0.798** (0.005)	0.831** (0.003)	0.823** (0.003)	0.841** (0.002)	0.829** (0.003)	0.824** (0.003)	0.840** (0.004)	0.816** (0.003)
DAIT 2	0.019	-0.005	0.016+	0.016+	0.030*	0.025*	0.024+	0.006	0.000

Yr ATE	(0.014)	(0.010)	(0.009)	(0.009)	(0.013)	(0.012)	(0.013)	(0.012)	(0.011)
Constant	0.187+	0.341*	0.233*	0.419**	0.380*	0.307*	0.420*	-0.079	0.315*
	(0.095)	(0.103)	(0.084)	(0.091)	(0.140)	(0.111)	(0.152)	(0.103)	(0.106)
Adj. R-squared	0.621	0.664	0.701	0.699	0.724	0.721	0.695	0.707	0.702
# of Students	65211	656190	659967	654059	624391	633796	570872	648972	587673
# of districts	127	127	128	129	126	126	76	76	76

+  $p < 0.10$ , \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ . District clustered standard errors presented in parentheses. All models include the set of covariates includes in Tables 3 and 4 other than the specific outcome variable.

*PI3+ Districts, DAIT Districts and Algebra Enrollment*

**Table A-13: Multi-Level Difference-in-Difference Regression Analysis Predicting The Impact of DAITs on Eighth Grade Algebra Enrollment**

	Overall
DAIT	0.483
	(0.428)
7th Grade CST	2.093***
	(0.093)
7th Grade CST <sup>2</sup>	0.098***
	(0.014)
7th Grade CST <sup>3</sup>	-0.149***
	0.008
6th Grade CST	1.114***
	(0.033)
6th Grade CST <sup>2</sup>	-0.021
	(0.025)
6th Grade CST <sup>3</sup>	-0.067***
	(0.007)
Male Student	-0.338***
	(0.011)
FRL Student	-0.001
	(0.032)

Minority Student	-0.187***
	(0.070)
PI 1 School	0.063
	(0.555)
PI 2 School	-0.657*
	(0.270)
PI 3+ School	0.037
	(0.337)
Constant	-2.362
	(2.762)

+  $p < 0.10$ , \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$

*Note: The Model also includes controls for the lagged share of seventh and eighth grade students enrolled in Algebra at the school and district levels, the share of minority students within the school, the school enrollment, district enrollment, the # of District AMOs, time fixed-effects, and the standard errors are clustered at the district level.*

Table A-14 shows that students in PI1 and PI3+ schools in DAIT districts, where PI status is determined by schools' status the year prior to the intervention, are *less* likely to enroll in Algebra compared to students in similar schools in non-DAIT TA districts. We therefore find some evidence that the increase in eighth grade math CST scores for Cohort 1 may in part be due to fewer students taking Algebra in PI1 and PI3+ schools. We do not find any similar patterns in the Cohort 2 sample, and we do not find an overall increase in eighth grade math achievement in the stacked model.

**Table A-14: Multi-Level Difference-in-Difference Analysis of the Interaction Between School PI Status and DAITs on Eighth Grade Algebra Enrollment**

	Overall
DAIT	1.675
	(0.568)
PI1	0.671
	(0.556)
PI1xDAIT	-2.180***
	(0.618)
PI2	-0.542*
	(0.233)
PI2xDAIT	0.182
	(1.425)
PI3+	0.335
	(0.221)
PI3+xDAIT	-1.388**
	(0.502)
Constant	-2.512
	(2.750)

+  $p < 0.10$ , \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$

*Note: The Model also includes the same controls from the previous model and the standard errors are clustered at the district level. Reference Category is non-PI schools.*

We further evaluated the relationship between school accountability pressure, as measured by school's API scores and PI status, and algebra enrollment for all middle schools across the state. It is hypothesized that California's API algebra policy incentivizes schools with lower APIs to enroll students in algebra in eighth grade, whereas the federal NCLB policy (using PI status) does not. We test this hypothesis by evaluating the relationship between schools' PI status and API scores and algebra enrollment. We include two indicators that take a "1" if schools move into PI 1 or PI 2 status or PI 3 through PI 5 status respectively, and take a "0" if schools do not change PI statuses or do not move into PI status. We also include the schools' lagged API score. Since it is hypothesized that the relationship between PI status and API scores and Algebra enrollment pull schools in opposite directions, we also include an interaction between schools' API scores and the PI status indicators.

Specifically, we ran a linear probability model with student, school, and district controls as well as school and/or district fixed effects and time fixed-effects predicting algebra enrollments for eighth-grade students. The results in **Table A-15** columns 2 and 4 show that lower performing schools under the API policy (i.e., those with lower API scores) are *more* likely to place students in Algebra. However, these same schools when they are facing increased accountability pressure from NCLB PI status are *less* likely to place students into algebra, all controlling for student performance in previous years as well as schools' prior algebra enrollment. These results indicate that the negative relationship between schools in PI3+ status and algebra enrollment is not unique to schools in DAIT districts, but instead may be a factor of general NCLB-induced accountability pressures.

**Table A-15: The Differential Impact of the Interaction Between Schools' Change in PI Status and API on Algebra Enrollment**

	District Fixed Effects		School Fixed Effects	
	(1)	(2)	(3)	(4)
Change in PI status into PI1 or PI2	-0.0211 (0.0141)	-0.2590** (0.0861)	0.0019 (0.0144)	-0.3376** (0.1197)
Change in PI status into PI3 or higher	-0.0187+ (0.0104)	-0.2717** (0.1001)	-0.0197 (0.0195)	-0.4149*** (0.1044)
API (School)	-0.0008*** (0.0001)	-0.0010*** (0.0001)	-0.0003 (0.0002)	-0.0007** (0.0002)
$\Delta$ PI12*API		0.0003** (0.0001)		0.0005** (0.0002)
$\Delta$ PI3+*API		0.0003* (0.0001)		0.0006*** (0.0001)
Constant	2.5913* (1.2134)	2.5089* (1.1609)	2.4708* (1.1881)	2.4259* (1.1479)
Adj. R-squared	0.438	0.438	0.462	0.463
# of Students	895170	895170	895170	895170
# of Schools	886	886	886	886
# of Districts	390	390	390	390
Student Controls	X	X	X	X
School Controls	X	X	X	X
District Controls	X	X	X	X

+  $p < 0.10$ , \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$

*Note: Student controls include indicators for Black, Asian, and Hispanic (White as reference), a cubic of prior achievement, an indicator for Male (Female is reference), and an indicator for Gifted and Talented Education. School Controls include schools' lagged share of students in algebra in seventh and eighth grade, natural log of enrollment, percent minorities. Districts controls include the natural log of enrollment, the % of students in algebra in seventh and eighth grade, and number of AYP AMOs. The models also include school/district and time fixed-effects. The SEs are clustered at the district level.*

## Survey Items Used in District-Level Analyses

**Table A-16: Survey Measure Descriptive Statistics (Cohort 1)**

Focus on...	Cronbach a		Mean (SD)		
	2008-09	2009-10	2008-09	2009-10	D
ELA	0.73	0.71	0 (1.000)	0 (1.000)	0 (0.616)
Math	0.79	0.62	0 (1.000)	0 (1.000)	0 (0.783)
Data Management	0.9	0.84	0 (1.000)	0 (1.000)	0 (0.992)
Use of Data in Instruction	0.72	0.76	0 (1.000)	0 (1.000)	0 (0.647)
Open Communication w/in District	0.79	0.75	0 (1.000)	0 (1.000)	0 (0.967)
Within-District Accountability**	0.91	0.82	4.14 (1.641)	5.348 (1.343)	1.209 (1.389)
High Expectations of Students**	0.50	0.60	4.023 (1.551)	5.047 (1.343)	1.203 (0.938)
Fiscal Responsibility	0.87	0.88	0 (1.000)	0 (1.000)	0 (0.683)
Principal HR	0.83	0.84	-0.2202 (0.996)	-0.0728 (1.037)	0.147 (0.668)
Teacher HR	0.82	0.77	-0.1537 (1.018)	-0.0727 (1.019)	0.0816 (0.490)

*\*\* indicates measures that were generated as summative index variables rather than using principal factor analysis*

**Table A-17: Survey Measure Descriptive Statistics (Combined Cohorts 1 & 2)**

Focus on...	Cronbach a *		Mean (SD)		
	Year 1	Year 2	Year 1	Year 2	D
ELA	0.64	0.59	0 (1.000)	0 (1.000)	0.000 (1.076)
Math	0.64	0.56	0 (1.000)	0 (1.000)	0.000 (0.974)
Data Management	0.92	0.84	0 (1.000)	0 (1.000)	0.000 (0.841)
Use of Data in Instruction	0.76	0.69	0 (1.000)	0 (1.000)	0.000 (0.687)
Open Communication w/in District	0.76	0.70	0 (1.000)	0 (1.000)	0.000 (0.832)
Within-District Accountability**	0.88	0.86	4.7 (1.788)	5.671 (1.481)	0.9714 (1.285)
High Expectations of Students**	0.63	0.64	4.357 (1.615)	5.214 (1.413)	0.8571 (0.971)
Fiscal Responsibility	0.76	0.74	0 (1.000)	0 (1.000)	0.000 (0.674)
Principal HR	0.77	0.70	0 (1.000)	0 (1.000)	0.000 (0.613)
Teacher HR	0.83	0.80	0 (1.000)	0 (1.000)	0.000 (0.437)

*\*\* indicates measures that were generated as summative index variables rather than using principal factor analysis*

## DAIT as Compared to Other Interventions

We are also interested to note if DAITs have a larger impact than another, much more widely-discussed and costly California intervention – the Quality Education Investment Act (QEIA). We run a similar analysis as described above, this time including an indicator for schools who received QEIA support instead of an indicator for districts who received DAIT assistance. We use as our comparison group schools that applied for QEIA funds but did not receive it.

Table A-18 shows our results. We show that schools that received QEIA support did see a small increase in student achievement over the course of the intervention. Our preferred specification uses student by school fixed effects to best isolate the impact of QEIA on student achievement (columns 3 and 6). This specification estimates the impact of QEIA support on students who were enrolled in schools that received QEIA funds both before and after the receipt of the funds. We find that participation in QEIA is associated with a five percent of a standard deviation increase in math achievement and a two percent of a standard deviation increase in ELA achievement over the course of the intervention (since 2007-8). Interestingly, this is a smaller effect size than the impact of DAITs on student math achievement for Cohort 1 districts, and approximately the same as for ELA achievement for the combined cohort sample.

**Table A-18. Difference-in Difference Estimates of the Impact of QEIA on Student Math and ELA Achievement Gains**

	Math			ELA		
	(1)	(2)	(3)	(4)	(5)	(6)
QEIA	-0.003 (0.012)	0.013+ (0.007)	0.048+ (0.028)	0.008 (0.005)	0.002 (0.005)	0.020* (0.009)
Lagged CST		0.689*** (0.004)			0.801*** (0.001)	
High School	-0.114*** (0.031)	-0.057 (0.054)	-0.121 (0.075)	-0.006 (0.011)	-0.008 (0.020)	-0.024 (0.047)
Middle School	0.099*** (0.017)	0.015 (0.059)	0.033 (0.081)	-0.045*** (0.007)	-0.021 (0.025)	-0.079* (0.032)
% Minority in School	0.098	-0.036	0.061	0.143***	-0.097+	-0.087

	(0.067)	(0.074)	(0.204)	(0.029)	(0.053)	(0.073)
Ln(Sch Enrollment)	-0.090***	-0.047*	-0.146**	-0.050***	-0.038**	-0.055**
	(0.012)	(0.024)	(0.056)	(0.006)	(0.013)	(0.020)
# of Dist AYP AMOs	-0.003**	-0.001	-0.004	-0.001**	0	-0.002+
	(0.001)	(0.001)	(0.003)	0.000	(0.001)	(0.001)
% EL in District	-0.052	-0.068	-0.004	-0.031	-0.056+	0.026
	(0.060)	(0.059)	(0.163)	(0.025)	(0.031)	(0.062)
Constant	0.186+	0.289	0.642	-0.231***	0.267*	0.017
	(0.102)	(0.178)	(0.430)	(0.051)	(0.104)	(0.154)
Adj. R-squared	0.651	0.522	0.666	0.777	0.649	0.789
# of Students	4536351	2748814	4536351	4644216	2833308	4644216
# of districts	1450	1450	1450	1450	1450	1450
Student FE	X			x		
School FE		x			x	
StudentXSchool FE			X			x

+  $p < 0.10$ , \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$

Although this study cannot adequately assess the cost-effectiveness of the DAITs, an intervention that requires a substantial amount of time and money, we can perform a back-of-the-envelope calculation that sheds some light on the question of the cost-effectiveness of the DAIT reform. Specifically, California spent \$44.25 million on the 43 districts that received the DAIT intervention over the 2008-9 and 2009-10 school years, or a little over \$1 million per district that received the intervention (amounts per district ranged from \$200,000 to \$4.8 million). Given that, on average, DAIT districts in the 2008-9 school year enrolled 12,715 students, the average cost of the DAIT intervention was \$81 per pupil over the two years of the intervention. We found that DAITs had a positive effect on student math achievement of approximately three percent of a standard deviation. Although this may seem to be a somewhat expensive outlay for a small boost in math achievement, consider this intervention compared to another famous education reform: class size reduction. Estimates of the cost of reducing

class sizes from 22 to 15 students in the Tennessee STAR experiment peg the cost at approximately 47 percent of per-pupil expenditures, which in 1998 equaled about \$3,501 per pupil (Krueger, 2003). In today's inflation-adjusted dollars, this equates to \$4,600 per student to obtain an achievement increase of approximately 0.16 of a standard deviation (Harris, 2009; US Bureau of Labor Statistics, 2012). The cost-benefit ratio of the DAIT intervention is approximately a 0.037 standard deviation achievement gain for an expenditure of \$100, relative to the 0.004 standard deviation achievement gain for a \$100 expenditure on class size reduction policies akin to the Tennessee STAR experiment. Although the DAIT effects appear small, the reform can actually be considered as quite cost effective given the intervention's relatively modest cost.<sup>18</sup>

---

<sup>18</sup> We note that this comparison is not entirely fair, given that we know districts spend more on the DAIT intervention than the funds they received from the state. However, even if we assume that districts spend twice the amount provided by the state, the DAIT intervention still appears efficient in comparison to other reforms.

## Appendix B

### List of Districts, their County, DAITs, Gradespans and Enrollment.

#### Cohort 1

District	County	Provider	Grade Span	2008-09 Enrollment	Schools in PI (2008-09) Year 3-5
Greenfield Union Elementary	Monterey	Monterey County Office of Education	K-8	2635	4
Arvin Union Elementary	Kern	Kern County Superintendent of Schools	K-8	3362	3
West Fresno Elementary	Fresno	Fresno County Office of Education	K-12	1286	3
Ravenswood City Elementary	San Mateo	Bay Region IV DAIT Team	K-12	4554	6
Keppel Union Elementary	Los Angeles	Los Angeles County Office of Education	K-8	2890	5
Fairfax Elementary	Kern	Kern County Superintendent of Schools	K-8	2122	1
Coachella Valley Unified	Riverside	Riverside County Office of Education	PK-12	18256	16
Earlimart Elementary	Tulare	Tulare County Office of Education	K-8	2034	3
Richland Union Elementary	Kern	Springboard Schools	K-8	3124	3
Vineland Elementary	Kern	Kern County Superintendent of Schools	K-8	862	2
Reef-Sunset Unified	Kings	Kings County	K-12	2516	6
San Bernardino City Unified	San Bernardino	Total School Solutions	K-12	54727	44
Healdsburg Unified	Sonoma	Education Consultants	K-12	2161	1
Wasco Union Elementary	Kern	Kern County Superintendent of Schools	K-8	3182	4
Pajaro Valley Unified	Santa Cruz	Santa Cruz County Offices of Education	K-12	19477	17
Lancaster Elementary	Los Angeles	Springboard Schools	PK-8	15102	13
Perris Elementary	Riverside	Riverside County Office of Education	PK-6	5700	6
Modesto City High	Stanislaus	Stanislaus County Office of Education	8-12	15395	1
Palmdale Elementary	Los Angeles	Springboard Schools	K-8	21498	16
Colton Joint Unified	San Bernardino	New Directions	K-12	24337	9
Bakersfield City	Kern	WestEd	K-8	27263	19
Salinas City Elementary	Monterey	Monterey County, but looking for new provider.	K-6	7866	4
King City Union	Monterey	Monterey & Santa Cruz County Offices of Education	K-8	2431	2
Rio Elementary	Ventura	Ventura County Office of Education	K-8	4297	4
Victor Valley Union High	San Bernardino	San Bernardino County Office of Education	7-12	13594	4
Compton Unified	Los Angeles	Achievement Equity	K-12	27369	23
Wilsona Elementary	Los Angeles	Los Angeles County Office of Education	K-8	1737	2
McFarland Unified	Kern	Total School Solutions	K-12	3269	3
South Bay Union Elementary	San Diego	WestEd	K-6	8006	7
Hueneme Elementary	Ventura	Ventura County Office of Education	K-8	7983	5
Santa Ana Unified	Orange	Orange County Department of Education	K-12	57439	34
Antelope Valley Union High	Los Angeles	WestEd	9-12	26159	6
Rialto Unified	San Bernardino	New Directions, Inc	K-12	27452	10
Alisal Union	Monterey	Santa Clara & Monterey County Office of Education	K-6	7591	8
Palm Springs Unified	Riverside	Riverside County Office of Education	PK-12	24347	12
Sonoma Valley Unified	Sonoma	Springboard Schools	K-12	4742	4
Santa Maria-Bonita Elementary	Santa Barbara	Lowell Institute of Santa Barbara	K-8	13226	10
Stockton Unified	San Joaquin	San Joaquin County Office of Education	K-12	37831	21
Planada Elementary	Merced	Education Consultants	K-8	794	2
Lennox Elementary	Los Angeles	WestEd	K-12	7598	5
Monterey Peninsula Unified	Monterey	Springboard	PK-12	11704	4
Taft City	Kern	Kern County Superintendent of Schools	K-8	2139	2
Vallejo City Unified	Solano	New Directions	K-12	16672	5

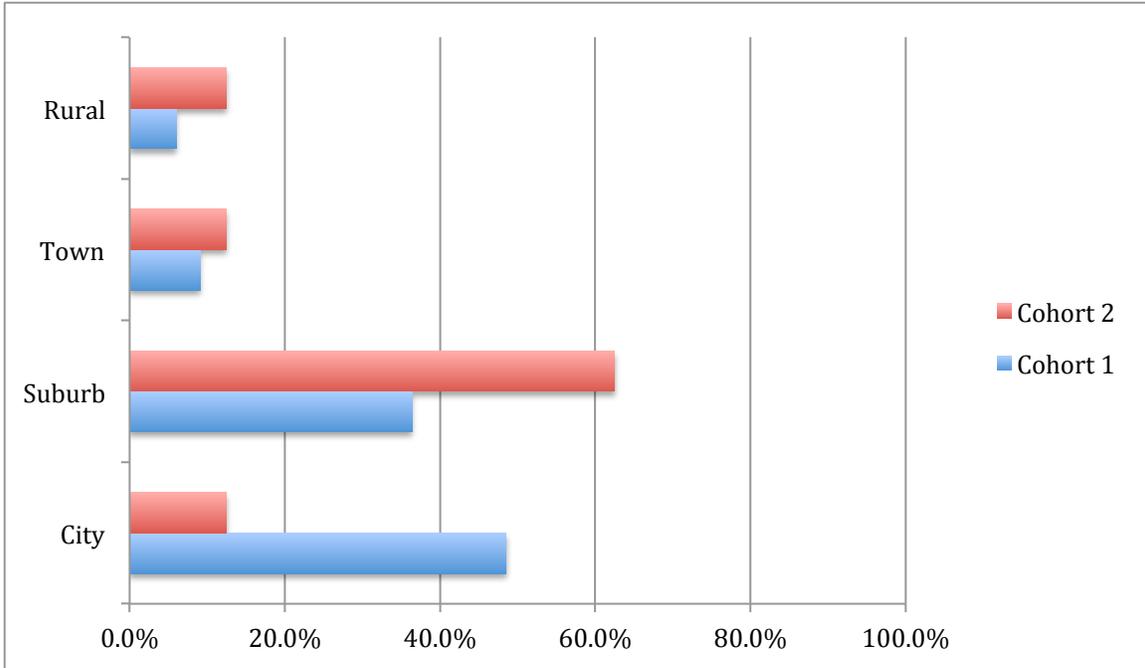
## Cohort 2

District	County	Provider	Grade Span	2009-10 Enrollment	Schools in PI (2009-10)
Parlier Unified	Fresno	Fresno County Office of Education	K - 12	3,344	8
Hayward Unified	Alameda	WestEd	K - 12	21,878	35
West Contra Costa Unified	Contra Costa	Education Consultants	K - 12	30,087	63
Lynwood Unified	Los Angeles	Los Angeles County Office of Education	K - 12	744	1
Edison Elementary	Kern	Kern County Superintendent of Schools	K - 8	1,140	2
Perris Union High	Riverside	Action Learning Systems	9 - 12	10,426	9
Cutler-Orosi Joint Unified	Tulare	Pivot Learning Partners	K - 12	4,162	10
Lamont Elementary	Kern	Kern County Superintendent of Schools	K - 12	2,727	4
Bellevue Union Elementary	Sonoma	Sonoma County Achievement Team	K - 6	1,762	1
Alum Rock Union Elementary	Santa Clara	New Directions for Academic Advancement	K - 8	13,372	29
Bishop Union Elementary	Inyo	Inyo County Office of Education	K - 12	1,244	5
Franklin-Mckinley Elementary	Santa Clara	Santa Clara County Office of Education	K - 8	10,202	1
Centinela Valley Union High	Los Angeles	Los Angeles County Office of Education	9 - 12	6,787	6
Dinuba Unified	Tulare	Pivot Learning Partners	K - 12	5,984	10
San Francisco Unified	San Francisco	Education Consultants	K - 12	55,140	115
South Whittier Elementary	Los Angeles	Los Angeles County Office of Education	K - 8	3,754	8
Barstow Unified	San Bernardino	Action Learning Systems, Inc.	K - 12	6,490	13
Los Nietos Elementary	Los Angeles	Principals Exchange	K - 8	2,033	4
Vista Unified	San Diego	San Diego County Office of Education	K - 12	26,145	35
Alvord Unified	Riverside	Riverside County Office of Education	K - 12	20,026	23
Tulare Joint Union High	Tulare	Tulare County Office of Education	9 - 12	5,188	7
Roseland Elementary	Sonoma	Sonoma County Office of Education	K - 12	2,168	3
La Habra City Elementary	Orange	Orange County Department of Education	K - 8	5,574	10
Terra Bella Union Elementary	Tulare	Tulare County Office of Education	K - 8	903	2
Anaheim Elementary	Orange	Orange County Department of Education	K - 6	19,312	25
Lemon Grove Elementary	San Diego	Action Learning Systems, Inc.	K - 8	3,908	8
Oxnard Elementary	Ventura	New Directions, Inc.	K - 8	15,554	21

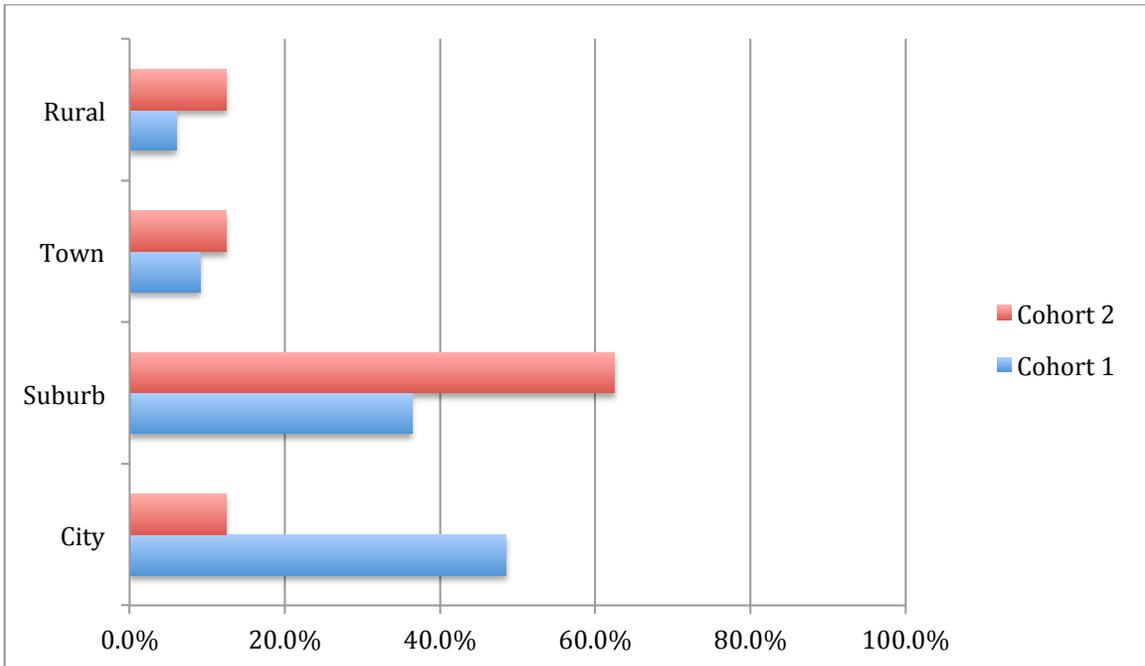
## Appendix C

### Location of Cohort Districts and non-DAIT (light) Districts

**Figure B-1. Location of Cohort 1 and 2 PI3 Districts with DAITs**



**Figure B-2. Location of Cohort 1 and 2 PI3 Non-DAIT (light) Districts**



## Appendix D

### Capacity Study Content Analysis Coding

#### *Capacity Study Coding*

The coding tool evaluators developed for analyzing the capacity studies was based, to a large extent, on the Academic Program Survey (APS), a CDE-developed instrument designed to measure the presence of nine Essential Program Components (EPCs) for high quality instructional programs that promote student achievement in English/reading/language arts (ELA) and math (<http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp>).

The coding process of the Cohort 2 capacity studies was refined to better control for the variation in providers' reporting and deepen evaluators' analysis. Evaluators assessed the overall level of implementation of each EPC in Cohort 2 districts as described in the capacity studies, rather than sorting and tallying provider statements by EPC. Each EPC was divided into more specific subcategories in alignment with the APS. For instance, "Fiscal Issues" was subdivided into categorical funds, budget, and other financial management (see Appendix...). Evaluators developed a rating scale for the level of implementation of EPC subcategories based on provider comments throughout the entire document. Implementation was rated on a 4-point scale: 1=not present in district or major weakness; 2=moderate district weakness or area of need; 3=substantially present or sound district practice; and, 4=district strength. Subcategories not addressed by the provider were left null (none).

This method of coding increases flexibility of analysis: subdivided EPCs and other topic areas allow for the examination of a single aspect of one EPC, related aspects of multiple EPCs, or the collapsing of all subcategories for an overall or summary rating of one EPC.

Coding for provider recommendations was similarly simplified. Instead of sorting and tallying provider recommendations by EPC, coders simply indicated whether or not the provider had made any recommendations regarding a given EPC subcategory. Each capacity study was coded by a trained qualitative researcher and approximately 75% of the studies were double-coded.

## Capacity Study Coding Rubric

**Rating Scale:**

- 1 = Not present in district, major weakness or high need area
- 2 = Moderate district weakness or area of need
- 3 = Substantially present, sound district practice
- 4 = District Strength

**Coding Notes:**

In Governance, "Policy" refers to requirements established by the district, whereas "Role/Operation" refers to its adoption of more effective practice. E.g., Establish an Alternate Governance Board (Policy) versus Conduct Quarterly Walkthroughs

**District**

**Coder**

**Date**

EPC	Subcategory	Rating (0-4)	Recommendations	Quotable
Instructional Program				
	ELA			
	ELA Intervention			
	Math			
	Math Intervention			
	ELD			
	SwD			
	Data driven instruction			
Instructional Time				
	ELA			
	ELA Intervention			
	Math			
	Math Intervention			
Principal PD				
	ELA			
	Math			
	General/Other			
Teacher PD				
	ELA			
	Math			
	ELD			
	SwD			
	General/Other			
Assessment/Technology				
	ELA Assessments			
	Math Assessments			
	General/Other			
Instructional Support				
	ELA Coaches			
	Math Coaches			
	General/Other Coaches			
	All Other Instructional Support (IAs, etc.)			
Teacher Collaboration				
	Teacher Collaboration			
Pacing Calendar				
	ELA			
	Math			
	General/Other			
Fiscal Issues				
	Categorical funds			
	Budget			
	Other Financial Management			
Facilities				
	Facilities			

Parent/Community Relations	Parent/Community Relations			
Governance	Stability of School Board			
	Role/Operation of School Board			
	Stability of District Leadership			
	Role/Operation of District Leadership			
	Goals/Vision of District, Incl. LEA Plan			
	ELA Policy			
	Math Policy			
	ELD Policy			
	SWD Policy			
	General/Other Policies			
	Implementation Follow-through			
Personnel Management/HR	Stability of Teaching Staff			
	Title II/HQT/Distribution of staff			
	Teacher Evaluations			
	Labor Relations/Collective Bargaining			
	Stability of site admin			
	Administrator Evaluations			
	Misc. Policies			

## Appendix E

### Implementation Surveys

The questions focused on areas most cited as in need of improvement in the capacity studies: governance, curriculum implementation and monitoring, fiscal alignment, English Language Learners (ELLs), students with disabilities, data systems, and human resources; these areas were also a focus in the DAIT training and assessment tools developed by CDE and the California Comprehensive Center (tools and explanatory documentation at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp> and <http://www.cacompcenter.org/cs/cacc/print/htdocs/cacc/esea-requirements.htm#tools>).

Instrument development and deployment strategies were discussed in detail in the Year 2 report (cite). The surveys administered in Year 3 were substantially the same as those administered in Year 2. A section on curriculum adoptions was added to this round of surveys to better identify how and when new curriculums were being implemented in both the districts with and without DAITs. Further, the TA-only district surveys were adapted to identify the sources of technical assistance for these districts. In Cohort 1, six districts were not asked to complete the surveys due to changing leadership and already extensive CDE reporting requirements. Five of the six districts that were not asked to complete the survey were in the “intensive” category and required to submit quarterly progress reports to CDE. Researchers coded survey implementation levels from these quarterly reports to CDE and LEA plans. In Cohort 2, surveys were issued to district personnel and DAIT providers in the 27 DAIT districts. In the majority of districts the superintendent and/or one or more assistant superintendents participated in the interview. DAIT leads, sometimes with other members of the team, were the respondents for the DAIT interviews and surveys. These interview protocols were semi-structured with open-ended questions and most interviews lasted about one hour. Questions focused on participants’ understanding of the DAIT role, how the DAIT and district worked together, barriers and facilitators in the DAIT process, changes in the district’s focus and structure over the course of the engagement, areas of work considered the highest priority, the most significant outcomes of the engagement and solicited respondents’ suggestions for improvement of the process. Most interviews were recorded and conducted by two evaluation team members, both of whom took detailed notes. The notes of both interviewers were incorporated into a single form for coding. In cases where only one interviewer was available, the full transcript of the interview was consulted during coding.

## Cohort 2 Implementation Survey Results

**Table F-3. DAIT Process and Role: To what extent did the DAIT do each of the following?**

	District				DAIT Provider			
	To a Great Extent	Somewhat	Minimally	Not at All	To a Great Extent	Somewhat	Minimally	Not at All
a) Assist in assessing district culture (for example, using the Culture of Trust survey)	26.9%	53.8%	11.5%	7.7%	18.5%	44.4%	25.9%	11.1%
b) Assist in developing positive, trusting working relationships throughout the district	30.8%	53.8%	15.4%	0.0%	51.9%	33.3%	14.8%	0.0%
c) Effectively diagnose district needs and priorities	92.3%	7.7%	0.0%	0.0%	10.00%	0.0%	0.0%	0.0%
d) Provide support in the revision of the LEA plan	80.8%	19.2%	0.0%	0.0%	88.9%	11.1%	0.0%	0.0%
e) Provide support in the revision of the budget or identify appropriate technical assistance to support revision of the budget	38.5%	30.8%	23.1%	7.7%	18.5%	51.9%	29.6%	0.0%
f) Have direct and open communication concerning DAIT recommendations with the FULL DISTRICT CABINET	84.6%	11.5%	3.8%	0.0%	73.1%	15.4%	11.5%	0.0%
g) Have regular and open communication concerning DAIT recommendations with the LOCAL SCHOOL BOARD	57.7%	30.8%	11.5%	0.0%	51.9%	25.9%	18.5%	3.7%
h) Have regular and open communication concerning DAIT recommendations with OTHER STAKEHOLDERS (e.g., unions, parent groups, teachers, etc.)	57.7%	38.5%	15.4%	0.0%	29.6%	48.1%	22.2%	0.0%
i) Collaborate with the district to create a comprehensive needs assessment	84.6%	15.4%	0.0%	0.0%	96.3%	3.7%	0.0%	0.0%
j) Support the alignment of the SPSA (site plans) with the LEA plan, including how the seven EDCs will be implemented in all	73.1%	26.9%	0.0%	0.0%	74.1%	18.5%	7.4%	0.0%

schools									
k) Provide specific support for the implementation of the LEA Plan in the identified high priority areas	73.1%	23.1%	3.8%	0.0%	85.2%	11.1%	3.7%	0.0%	
l) Convene and coordinate all external technical assistance providers in the district (e.g., SAIT Providers, County Office of Education, Professional Development Providers)	46.2%	26.9%	26.9%	0.0%	55.6%	29.6%	11.1%	3.7%	

**Table F- 4. DAIT Process and Role: To what extent do you agree with the following statements?**

	District				DAIT			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
a) The DAIT was provided access and information necessary for an appropriate understanding of the district	76.9%	15.6%	0.0%	0.0%	88.9%	11.1%	0.0%	0.0%
b) The DAIT was able to effectively engage the District Leadership Team (DLT) in all seven EPCs	61.5%	34.6%	3.8%	0.0%	70.4%	25.9%	0.0%	3.7%

**Table F-5. Governance: Please select the most accurate descriptor of implementation for 2009-10.**

	District				DAIT			
	Full	Substantial	Partial	Minimal	Full	Substantial	Partial	Minimal
a) The Superintendent and Board review, at least annually, the district's policies and priorities to ensure they are current	46.2%	30.8%	19.2%	3.8%	15.4%	50.0%	26.9%	7.7%
b) The Superintendent and Board review, at least annually, the district's policies and priorities to ensure that they reflect high expectations for all students	46.2%	34.6%	11.5%	7.7%	18.5%	55.6%	18.5%	7.4%
c) Administrative procedures are in place to ensure the implementation and monitoring of instructional intervention programs	34.6%	42.3%	23.1%	0.0%	18.5%	25.9%	37.0%	18.5%
d) Administrative procedures are in place to ensure the implementation and monitoring of district ELD programs	46.2%	38.5%	15.4%	0.0%	18.5%	29.6%	37.0%	14.8%
e) Administrative procedures are in place to ensure the implementation and monitoring of district programs for students with disabilities (SWD)	34.6%	42.3%	23.1%	0.0%	18.5%	29.6%	44.4%	7.4%
f) There is broad understanding among stakeholders (e.g., unions, parent groups, teachers) of central office staff roles and responsibilities	26.9%	34.6%	30.8%	7.7%	29.6%	25.9%	33.3%	11.1%
g) The LEA Plan is developed in alignment with the accountability requirements at both the state and federal levels	88.5%	3.8%	7.7%	0.0%	70.4%	22.2%	7.4%	0.0%
h) Board decisions are informed by timely, clear, and accurate analysis of student achievement data	53.8%	23.1%	19.2%	0.0%	33.3%	40.7%	14.8%	11.1%
i) The district's fiscal policies and adopted budget are aligned with the LEA Plan	42.3%	38.5%	19.2%	0.0%	37.0%	48.1%	11.1%	3.7%
j) The district holds site administrators, and district personnel accountable for student achievement	42.3%	42.3%	15.4%	0.0%	29.6%	40.7%	18.5%	11.1%

k) Principals understand the district's vision and put it into practice at their sites	38.5%	50.0%	11.5%	0.0%	25.9%	51.9%	14.8%	7.4%
l) Communication between district and school leadership is effective, ongoing, and reciprocal	46.2%	30.8%	19.2%	3.8%	29.6%	40.7%	14.8%	14.8%
m) District leadership fosters a culture that is supportive of the DAIT process	65.4%	26.9%	3.8%	3.8%	40.7%	40.7%	14.8%	3.7%

**Table F- 6. Governance: Please select the most accurate descriptor of implementation for 2010-11.**

	District				DAIT			
	Full	Substantia I	Partial	Minimal	Full	Substantia I	Partial	Minimal
a) The Superintendent and Board review, at least annually, the district's policies and priorities to ensure they are current	50.0 %	30.8%	15.4%	3.8%	31.6 %	40.9%	27.3%	0.0%
b) The Superintendent and Board review, at least annually, the district's policies and priorities to ensure that they reflect high expectations for all students	50.0 %	30.8%	11.5%	7.7%	30.4 %	47.8%	21.7%	0.0%
c) Administrative procedures are in place to ensure the implementation and monitoring of instructional intervention programs	42.3 %	42.3%	15.4%	0.0%	16.7 %	54.2%	25.0%	4.2%
d) Administrative procedures are in place to ensure the implementation and monitoring of district ELD programs	61.5 %	30.8%	7.7%	0.0%	25.0 %	50.0%	16.7%	8.3%
e) Administrative procedures are in place to ensure the implementation and monitoring of district programs for students with disabilities (SWD)	38.5 %	50.0%	11.5%	0.0%	25.0 %	45.8%	25.0%	4.2%
f) There is broad understanding among stakeholders (e.g., unions, parent groups, teachers) of central office staff roles and responsibilities	26.9 %	46.2%	23.1%	3.8%	33.3 %	41.7%	12.5%	12.5%
g) The LEA Plan is developed in alignment with the accountability requirements at both the state and federal levels	88.5 %	7.7%	3.8%	0.0%	83.3 %	8.3%	4.2%	4.2%
h) Board decisions are informed by timely, clear, and accurate analysis of student achievement data	65.4 %	23.1%	11.5%	0.0%	37.5 %	41.7%	8.3%	8.3%
i) The district's fiscal policies and adopted budget are aligned with the LEA Plan	53.8 %	30.8%	15.4%	0.0%	50.0 %	41.7%	4.2%	4.2%
j) The district holds site administrators, and district personnel accountable for student achievement	50.0 %	38.5%	11.5%	0.0%	45.8 %	25.0%	25.0%	4.2%
k) Principals understand the district's vision and put it into practice at their sites	50.0 %	50.0%	0.0%	0.0%	41.7 %	35.7%	16.7%	4.2%
l) Communication between district and school leadership is effective, ongoing, and reciprocal	46.2 %	50.0%	0.0%	3.8%	33.3 %	33.3%	25.0%	8.3%

m) District leadership fosters a culture that is supportive of the DAIT process	76.9 %	19.2%	0.0%	3.8%	47.8 %	43.5%	0.0%	8.7%
---	-----------	-------	------	------	-----------	-------	------	------

**Table F- 7. Curriculum: Did the district implement new MATH Curriculum between 2007 and 2010?**

	District	DAIT
Yes	96.0%	100.0%
No	4.0%	0.0%

**Table F-8. Curriculum: If yes for Question 5, what year and grade level did you begin implementation?**

	District			DAIT		
	Elementary School	Middle School	High School	Elementary School	Middle School	High School
2007 Some Schools	0.0%	0.0%	0.0%	4.3%	0.0%	0.0%
2007 All Schools	5.0%	6.7%	0.0%	21.7%	20.0%	8.3%
2008 Some Schools	5.0%	0.0%	10.0%	0.0%	5.0%	8.3%
2008 All Schools	45.0%	66.7%	70.0%	43.5%	60.0%	66.7%
2009 Some Schools	5.0%	0.0%	0.0%	0.0%	0.0%	8.3%
2009 All Schools	30.0%	20.0%	20.0%	21.7%	10.0%	8.3%
2010 Some Schools	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2010 All Schools	10.0%	6.7%	0.0%	8.7%	5.0%	0.0%

**Table F-9. Curriculum: Was new MATH implementation complete at the end of the 2009-2010 school year?**

	District			DAIT		
	Elementary School	Middle School	High School	Elementary School	Middle School	High School
Yes	75.0%	69.6%	52.9%	84.0%	79.2%	40.9%
No	8.3%	4.3%	0.0%	8.0%	8.3%	9.1%
Does Not Apply	16.7%	26.1%	47.1%	8.0%	12.5%	50.0%

**Table F-10. Curriculum: Did the district implement new RLA/ELA curriculum between 2007 and 2010?**

	District	DAIT
Yes	56.5%	51.9%
No	43.5%	48.1%

**Table F-11. Curriculum: If yes for Question 8, what year and grade level did you begin implementation?**

	District			DAIT		
	Elementary School	Middle School	High School	Elementary School	Middle School	High School
2007 Some Schools	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2007 All Schools	0.0%	0.0%	0.0%	10.0%	11.1%	0.0%
2008 Some Schools	8.3%	0.0%	0.0%	0.0%	0.0%	0.0%
2008 All Schools	16.7%	0.0%	0.0%	10.0%	0.0%	0.0%
2009 Some Schools	0.0%	11.1%	0.0%	0.0%	11.1%	0.0%
2009 All Schools	8.3%	55.6%	40.0%	30.0%	44.4%	42.9%
2010 Some Schools	0.0%	0.0%	0.0%	0.0%	11.1%	0.0%
2010 All Schools	58.3%	33.3%	0.0%	50.0%	22.2%	57.1%

**Table F-12. Curriculum: Was new RLA/ELA implementation complete at the end of the 2009-2010 school year?**

	District			DAIT		
	Elementary School	Middle School	High School	Elementary School	Middle School	High School
Yes	27.3%	30.0%	18.8%	36.8%	38.9%	15.8%
No	36.4%	30.0%	25.0%	47.4%	22.2%	26.3%
Does Not Apply	36.4%	40.0%	56.3%	15.8%	38.9%	57.9%

**Table F-13. Curriculum: Does the math curriculum you are using currently for each grade span below include interventions for students two or more years behind?**

	District			DAIT		
	Elementary School	Middle School	High School	Elementary School	Middle School	High School
Yes	70.8%	63.6%	38.9%	79.2%	68.0%	28.0%
No	16.7%	18.2%	16.7%	12.5%	20.0%	16.0%
Does Not Apply	12.5%	18.2%	44.4%	8.3%	12.0%	56.0%

**Table F-14. Curriculum: Does the RLA/ELA curriculum you are using currently for each grade span below include interventions for students two or more years behind?**

	District			DAIT		
	Elementary School	Middle School	High School	Elementary School	Middle School	High School
Yes	79.2%	69.6%	55.6%	68.0%	72.0%	41.7%
No	4.2%	8.7%	0.0%	24.0%	20.0%	20.8%
Does Not Apply	16.7%	21.7%	44.4%	8.0%	8.0%	37.5%

**Table F-15. Curriculum: Did the district implement any additional curricula for English learners?**

	District	DAIT
Yes	91.7%	73.1%
No	8.3%	26.9%

**Table F-16. Curriculum: If yes for Question 13, what year and grade level did you begin implementation?**

	District			DAIT		
	Elementary School	Middle School	High School	Elementary School	Middle School	High School
2007 Some Schools	11.8%	6.3%	0.0%	0.0%	0.0%	0.0%
2007 All Schools	5.9%	6.3%	0.0%	0.0%	0.0%	0.0%
2008 Some Schools	11.8%	18.3%	0.0%	17.6%	8.3%	12.5%
2008 All Schools	11.8%	6.3%	0.0%	17.6%	16.7%	12.5%
2009 Some Schools	0.0%	0.0%	0.0%	11.8%	25.0%	12.5%
2009 All Schools	29.4%	18.8%	40.0%	23.5%	25.0%	37.5%
2010 Some Schools	0.0%	6.3%	20.0%	5.9%	0.0%	0.0%
2010 All Schools	29.4%	37.5%	40.0%	23.5%	25.0%	25.0%

**Table F-17. Curriculum: Has the district delayed planned implementation of new curricula during the 2007-2010 period?**

	District	DAIT
Yes	58.3%	63.0%
No	41.7%	37.0%

**Table F-18. Curriculum: If yes to Question 15, why was the implementation delayed? (Check all that apply.)**

	District	DAIT
Insufficient funding for purchase of materials	58.3%	50.0%
Insufficient funding for teacher PD	16.7%	30.0%
Change in Corrective Action 6/SBE requirements	4.2%	6.7%
Change in Priority of district actions	4.2%	3.3%
Could not reach agreement with teacher union	0.0%	0.0%
Could not find or reach agreement on choice of appropriate curriculum	4.2%	0.0%
Other (please specify)	12.5%	10%

**Table F-19. Curriculum, Instruction, and Assessment: Please select the most accurate descriptor of implementation for 2009-10.**

	District				DAIT			
	Full	Substantia I	Partial	Minimal	Full	Substantia I	Partial	Minimal
a) District has walkthrough processes in place to ensure that curriculum is implemented with fidelity	56.0%	16.0%	20.0%	8.0%	19.2%	42.3%	19.2%	19.2%
b) Site administrators are held accountable for instructional program implementation	64.0%	20.0%	12.0%	4.0%	38.5%	38.5%	15.4%	7.7%
c) District staff adhere to established criteria for student entry and exit into intervention program/courses	36.0%	4.0%	16.0%	8.0%	15.4%	30.8%	34.6%	19.2%
d) Teaching staff believe in, and take responsibility for, holding all students to high standards	16.0%	52.0%	28.0%	4.0%	8.0%	44.0%	28.0%	20.0%
e) District-level administrators regularly use data to monitor student progress toward grade-level standards	60.0%	32.0%	4.0%	4.0%	15.4%	46.2%	30.8%	7.7%
f) The district provides all schools with sufficient SBE-adopted/aligned RLA core and intervention materials	68.0%	32.0%	0.0%	0.0%	50.0%	30.8%	11.5%	7.7%
g) The district provides all schools with sufficient SBE-adopted/aligned Math core and intervention materials	68.0%	32.0%	0.0%	0.0%	57.7%	34.6%	7.7%	0.0%
h) Instructional minutes are monitored for all interventions	37.5%	41.7%	16.7%	4.2%	30.8%	34.6%	23.1%	11.5%
i) Instructional minutes are monitored for all core subjects	62.5%	33.3%	4.2%	0.0%	46.2%	34.6%	19.2%	0.0%
j) Pacing is monitored for all core subjects	58.3%	29.2%	12.5%	0.0%	30.8%	38.5%	19.2%	11.5%
k) Principals and teachers regularly use assessment data to establish instructional priorities	44.0%	40.0%	16.0%	0.0%	19.2%	46.2%	19.2%	15.4%

I) Knowledgeable instructional coaches are available and utilized as needed throughout the district	68.0%	8.0%	16.0%	8.0%	15.4%	46.2%	19.2%	19.2%
---	-------	------	-------	------	-------	-------	-------	-------

**Table F-20. Curriculum, Instruction, and Assessment: Please select the most accurate descriptor of implementation for 2010-11.**

	District				DAIT			
	Full	Substantial	Partial	Minimal	Full	Substantial	Partial	Minimal
a) District has walkthrough processes in place to ensure that curriculum is implemented with fidelity	60.0%	36.0%	4.0%	0.0%	41.7%	25.0%	29.2%	4.2%
b) Site administrators are held accountable for instructional program implementation	72.0%	28.0%	0.0%	0.0%	50.0%	29.2%	16.7%	4.2%
c) District staff adhere to established criteria for student entry and exit into intervention program/courses	44.0%	48.0%	8.0%	0.0%	17.4%	47.8%	26.1%	8.7%
d) Teaching staff believe in, and take responsibility for, holding all students to high standards	12.5%	66.7%	20.8%	0.0%	8.3%	50.0%	37.5%	4.2%
e) District-level administrators regularly use data to monitor student progress toward grade-level standards	60.0%	36.0%	4.0%	0.0%	29.2%	50.0%	16.7%	4.2%
f) The district provides all schools with sufficient SBE-adopted/aligned RLA core and intervention materials	76.0%	24.0%	0.0%	0.0%	66.7%	29.2%	0.0%	4.2%
g) The district provides all schools with sufficient SBE-adopted/aligned Math core and intervention materials	72.0%	28.0%	0.0%	0.0%	75.0%	25.0%	0.0%	0.0%
h) Instructional minutes are monitored for all interventions	45.8%	41.7%	12.5%	0.0%	45.8%	29.2%	16.7%	8.3%
i) Instructional minutes are monitored for all core subjects	75.0%	25.0%	0.0%	0.0%	70.8%	16.7%	12.5%	0.0%

j) Pacing is monitored for all core subjects	69.6%	26.1%	4.3%	0.0%	41.7%	45.8%	8.3%	4.2%
k) Principals and teachers regularly use assessment data to establish instructional priorities	69.6%	26.1%	4.3%	0.0%	37.5%	45.8%	12.5%	4.2%
l) Knowledgeable instructional coaches are available and utilized as needed throughout the district	52.0%	48.0%	0.0%	0.0%	29.2%	41.7%	12.5%	16.7%

**Table F-21. English Language Development: Please select the most accurate descriptor of implementation for 2009-10.**

	District				DAIT			
	Full	Substantia I	Partial	Minimal	Full	Substantia I	Partial	Minimal
a) The district ensures that teachers utilize SBE adopted/approved materials for ELD	52.0%	24.0%	24.0%	0.0%	34.6%	46.2%	15.4%	3.8%
b) The district ensures that ELs have access to grade level core instruction in RLA	84.0%	12.0%	4.0%	0.0%	50.0%	38.5%	11.5%	0.0%
c) The district ensures that ELs have access to grade level core instruction in MATH	88.0%	4.0%	8.0%	0.0%	61.5%	30.8%	7.7%	0.0%
d) The district has targeted fiscal resources to address the needs of students in ELD	76.0%	24.0%	0.0%	0.0%	42.3%	38.5%	7.7%	11.5%
e) The district has adequate numbers of highly qualified ELD teachers and para-educators	80.0%	16.0%	4.0%	0.0%	57.7%	38.5%	3.8%	0.0%
f) Assessments are used on an ongoing basis to monitor progress of ELs in ELD	52.0%	32.0%	12.0%	4.0%	11.5%	34.6%	46.2%	7.7%
g) All teachers participate in ELD/SDAIE professional development	48.0%	28.0%	24.0%	0.0%	26.9%	46.2%	19.2%	7.7%

**Table F-22. English Language Development: Please select the most accurate descriptor of implementation for 2010-11.**

	District				DAIT			
	Full	Substantial	Partial	Minimal	Full	Substantial	Partial	Minimal
a) The district ensures that teachers utilize SBE adopted/approved materials for ELD	72.0%	24.0%	4.0%	0.0%	58.3%	37.5%	4.2%	0.0%
b) The district ensures that ELs have access to grade level core instruction in RLA	92.0%	8.0%	0.0%	0.0%	54.2%	33.3%	12.5%	0.0%
c) The district ensures that ELs have access to grade level core instruction in MATH	92.0%	8.0%	0.0%	0.0%	70.8%	25.0%	4.2%	0.0%
d) The district has targeted fiscal resources to address the needs of students in ELD	76.0%	24.0%	0.0%	0.0%	58.3%	29.2%	8.3%	4.2%
e) The district has adequate numbers of highly qualified ELD teachers and para-educators	79.2%	20.8%	0.0%	0.0%	70.8%	25.0%	4.2%	0.0%
f) Assessments are used on an ongoing basis to monitor progress of ELs in ELD	60.0%	28.0%	8.0%	4.0%	25.0%	41.7%	33.3%	0.0%
g) All teachers participate in ELD/SDAIE professional development	56.0%	36.0%	8.0%	0.0%	33.3%	45.8%	16.7%	4.2%

**Table F-23. Students With Disabilities: Please select the most accurate descriptor of implementation for 2009-10**

	District				DAIT			
	Full	Substantial	Partial	Minimal	Full	Substantial	Partial	Minimal
a) Assessments are used on an ongoing basis to monitor the progress of SWD	60.0%	28.0%	4.0%	8.0%	19.2%	46.2%	23.1%	11.5%
b) IEPs are monitored for appropriate SWD goals	76.0%	8.0%	16.0%	0.0%	19.2%	42.3%	30.8%	7.7%
c) The district ensures that SWDs have access to grade level core instruction in RLA	64.0%	24.0%	12.0%	0.0%	30.8%	26.9%	38.5%	3.8%
d) The district ensures that SWDs have access to grade level core instruction in MATH	68.0%	20.0%	12.0%	0.0%	34.6%	30.8%	30.8%	3.8%
e) The district has targeted fiscal resources to address the needs of students with disabilities	76.0%	24.0%	0.0%	0.0%	38.5%	34.6%	19.2%	7.7%
f) The district has adequate numbers of highly qualified special education teachers and para-educators	68.0%	24.0%	8.0%	0.0%	53.8%	30.8%	15.4%	0.0%

g) The district uses data to determine the academic and behavioral needs of SWDs	68.0%	16.0%	16.0%	0.0%	15.4%	50.0%	26.9%	7.7%
h) All teachers participate in professional development that includes instructional strategies for SWD	36.0%	32.0%	24.0%	8.0%	19.2%	34.6%	26.9%	19.2%

**Table F-24. Students With Disabilities: Please select the most accurate descriptor of implementation for 2010-11**

	District				DAIT			
	Full	Substantial	Partial	Minimal	Full	Substantial	Partial	Minimal
a) Assessments are used on an ongoing basis to monitor the progress of SWD	60.0%	32.0%	8.0%	0.0%	33.3%	50.0%	12.5%	4.2%
b) IEPs are monitored for appropriate SWD goals	80.0%	8.0%	12.0%	0.0%	45.8%	25.0%	25.0%	4.2%
c) The district ensures that SWDs have access to grade level core instruction in RLA	80.0%	16.0%	4.0%	0.0%	50.0%	33.3%	16.7%	0.0%
d) The district ensures that SWDs have access to grade level core instruction in MATH	84.0%	12.0%	4.0%	0.0%	50.0%	33.3%	16.7%	0.0%
e) The district has targeted fiscal resources to address the needs of students with disabilities	76.0%	24.0%	0.0%	0.0%	50.0%	33.3%	8.3%	8.3%
f) The district has adequate numbers of highly qualified special education teachers and para-educators	76.0%	20.0%	4.0%	0.0%	62.5%	33.3%	4.2%	0.0%
g) The district uses data to determine the academic and behavioral needs of SWDs	72.0%	16.0%	12.0%	0.0%	26.1%	56.5%	17.4%	0.0%
h) All teachers participate in professional development that includes instructional strategies for SWD	36.0%	44.0%	12.0%	8.0%	37.5%	37.5%	8.3%	16.7%

**Table F-25. Fiscal Operations: Please select the most accurate descriptor of implementation for 2009-10.**

	District				DAIT			
	Full	Substantial	Partial	Minimal	Full	Substantial	Partial	Minimal
a) The district meets all fiscal health criteria pursuant to Ed Code 42127.6(a) as measured by the FCMAT	73.9%	13.0%	13.0%	0.0%	65.2%	21.7%	4.3%	8.7%
b) The district makes optimal use of categorical funding flexibility options	76.0%	20.0%	4.0%	0.0%	76.0%	16.0%	4.0%	4.0%
c) The MATH program is appropriately supported by general and categorical funds	76.0%	20.0%	4.0%	0.0%	80.0%	12.0%	8.0%	0.0%
d) The RLA program is appropriately supported by general and categorical funds	76.0%	16.0%	8.0%	0.0%	79.2%	8.3%	12.5%	0.0%
e) The district considers the academic achievement needs of the schools to determine appropriate site budget allocations	60.0%	20.0%	20.0%	0.0%	60.0%	24.0%	8.0%	8.0%
f) The district has realistic budget projections and a plan to ensure future solvency	72.0%	20.0%	8.0%	0.0%	56.0%	28.0%	12.0%	4.0%
g) Categorical funding is utilized with minimal carryover	32.0%	40.0%	24.0%	4.0%	41.7%	41.7%	12.5%	4.2%
h) Site administrators are trained on use of the district budget management system	28.0%	40.0%	16.0%	16.0%	25.0%	29.2%	33.3%	12.5%

**Table F-26. Fiscal Operations: Please select the most accurate descriptor of implementation 2010-11.**

	District				DAIT			
	Full	Substantia l	Partial	Minimal	Full	Substantia l	Partial	Minimal
a) The district meets all fiscal health criteria pursuant to Ed Code 42127.6(a) as measured by the FCMAT	73.9%	17.4%	8.7%	0.0%	71.4%	23.8%	4.8%	0.0%
b) The district makes optimal use of categorical funding flexibility options	80.0%	20.0%	0.0%	0.0%	81.8%	13.6%	4.5%	0.0%
c) The MATH program is appropriately supported by general and categorical funds	80.0%	20.0%	0.0%	0.0%	81.8%	13.6%	4.5%	0.0%
d) The RLA program is appropriately supported by general and categorical funds	80.0%	12.0%	8.0%	0.0%	86.4%	9.1%	4.5%	0.0%
e) The district considers the academic achievement needs of the schools to determine appropriate site budget allocations	68.0%	20.0%	12.0%	0.0%	68.2%	22.7%	4.5%	4.5%
f) The district has realistic budget projections and a plan to ensure future solvency	80.0%	12.0%	8.0%	0.0%	63.6%	31.8%	4.5%	0.0%
g) Categorical funding is utilized with minimal carryover	44.0%	40.0%	16.0%	0.0%	66.7%	33.3%	0.0%	0.0%
h) Site administrators are trained on use of the district budget management system	32.0%	40.0%	16.0%	12.0%	42.9%	28.6%	23.8%	4.8%

**Table F-27. Fiscal Operations: To what extent has DAIT facilitated the leverage of additional funding from the following sources to support change (2009-10)?**

	District				DAIT			
	To a Great Extent	Somewhat	Minimally	Not at All	To a Great Extent	Somewhat	Minimally	Not at All
RSDSS	9.5%	42.9%	23.8%	23.8%	30.8%	26.9%	11.5%	30.8%
SAIT	20.0%	5.0%	20.0%	55.0%	16.0%	0.0%	16.0%	68.0%
Title I	58.3%	20.8%	12.5%	8.3%	69.2%	19.2%	11.5%	0.0%
Title II (Preparing, Training & Recruiting HQT and Principals)	45.8%	33.3%	8.3%	12.5%	50.0%	38.5%	11.5%	0.0%
Other (please specify below)	62.5%	0.0%	12.5%	25.0%	50.0%	16.7%	0.0%	33.3%

**Table F-28. Fiscal Operations: To what extent has DAIT facilitated the leverage of additional funding from the following sources to support change (2010-11)?**

	District				DAIT			
	To a Great Extent	Somewhat	Minimally	Not at All	To a Great Extent	Somewhat	Minimally	Not at All
RSDSS	4.8%	42.9%	19.0%	33.3%	29.2%	25.0%	12.5%	33.3%
SAIT	15.0%	5.0%	20.0%	60.0%	0.0%	4.3%	21.7%	73.9%
Title I	62.5%	12.5%	12.5%	12.5%	65.2%	30.4%	4.3%	0.0%
Title II (Preparing, Training & Recruiting HQT and Principals)	54.5%	25.0%	25.0%	12.5%	56.5%	34.8%	8.7%	0.0%
Other (please specify below)	50.0%	0.0%	0.0%	37.5%	50.0%	25.0%	0.0%	25.0%

**Table F-29. Fiscal Operations: To what extent has the district realigned its fiscal resources in response to their work with the DAIT and the revised LEA plan?**

District				DAIT			
To a Great Extent	Somewhat	Minimally	Not at All	To a Great Extent	Somewhat	Minimally	Not at All
64.0%	28.0%	8.0%	0.0%	65.4%	34.6%	0.0%	0.0%

**Table F-30. Parent and Community Involvement: Please select the most accurate descriptor of implementation for 2009-10.**

	District				DAIT			
	Full	Substantia I	Partial	Minimal	Full	Substantia I	Partial	Minimal
a) The district employs a broad range of strategies to actively involve families in their students' education	20.0%	60.0%	12.0%	8.0%	26.9%	46.2%	19.2%	7.7%
b) District and site administrators monitor the level of family involvement in all schools	24.0%	40.0%	28.0%	8.0%	26.9%	38.5%	26.9%	7.7%
c) Families participate in district and school committees that inform key programs and policies	24.0%	56.0%	20.0%	0.0%	26.9%	42.3%	23.1%	7.7%
d) All stakeholders (e.g., unions, community partners, etc.) communicate candidly with district leadership to inform key programs and policies	24.0%	36.0%	40.0%	0.0%	38.5%	30.8%	15.4%	15.4%

**Table F-31. Parent and Community Involvement: Please select the most accurate descriptor of implementation for 2010-11.**

	District				DAIT			
	Full	Substantia I	Partial	Minimal	Full	Substantia I	Partial	Minimal
a) The district employs a broad range of strategies to actively involve families in their students' education	32.0%	56.0%	12.0%	0.0%	30.4%	47.8%	17.4%	4.3%
b) District and site administrators monitor the level of family involvement in all schools	28.0%	44.0%	20.0%	8.0%	30.4%	43.5%	21.7%	4.3%
c) Families participate in district and school committees that inform key programs and policies	24.0%	56.0%	20.0%	0.0%	30.4%	52.2%	17.4%	0.0%
d) All stakeholders (e.g., unions, community partners, etc.) communicate candidly with district leadership to inform key programs and policies	28.0%	48.0%	24.0%	0.0%	39.1%	34.8%	8.7%	17.4%

**Table F-32. Human Resources: Please select the most accurate descriptor of implementation for 2009-10.**

	District				DAIT			
	Full	Substantial	Partial	Minimal	Full	Substantial	Partial	Minimal
a) The district has a plan to distribute highly qualified principals in underperforming schools	45.8%	20.8%	20.8%	12.5%	34.6%	38.5%	23.1%	3.8%
b) The district has a plan to retain effective principals	36.0%	32.0%	28.0%	4.0%	38.5%	46.2%	11.5%	3.8%
c) The district has a uniform system to monitor the performance of all principals	45.8%	37.5%	8.3%	8.3%	50.0%	23.1%	19.2%	7.7%
d) The district has a plan to ATTRACT highly-qualified and appropriately credentialed teachers	40.0%	32.0%	16.0%	12.0%	53.8%	26.9%	15.4%	3.8%
e) The district has a plan to RETAIN highly-qualified and appropriately credentialed teachers	32.0%	40.0%	24.0%	4.0%	57.7%	30.8%	11.5%	0.0%
f) The district has a plan to DISTRIBUTE highly qualified teachers equitably in underperforming schools	44.0%	20.8%	8.3%	4.2%	30.8%	26.9%	30.8%	11.5%
g) The district provides an ongoing system of support for new teachers	72.0%	16.0%	8.0%	4.0%	46.2%	30.8%	15.4%	7.7%
h) The district provides an ongoing system of support for teachers placed in underperforming schools	48.0%	16.0%	28.0%	8.0%	38.5%	42.3%	15.4%	3.8%
i) All key district administrative positions are filled	66.7%	20.8%	8.3%	4.2%	65.4%	19.2%	7.7%	7.7%

**Table F-33. Human Resources: Please select the most accurate descriptor of implementation for 2010-11.**

	District				DAIT			
	Full	Substantia I	Partial	Minimal	Full	Substantia I	Partial	Minimal
a) The district has a plan to distribute highly qualified principals in underperforming schools	50.0%	29.2%	12.5%	8.3%	33.3%	41.7%	20.8%	4.2%
b) The district has a plan to retain effective principals	40.0%	40.0%	16.0%	4.0%	37.5%	45.8%	12.5%	4.2%
c) The district has a uniform system to monitor the performance of all principals	58.3%	29.2%	8.3%	4.2%	50.0%	25.0%	20.8%	4.2%
d) The district has a plan to ATTRACT highly-qualified and appropriately credentialed teachers	40.0%	36.0%	12.0%	12.0%	54.2%	20.8%	20.8%	4.2%
e) The district has a plan to RETAIN highly-qualified and appropriately credentialed teachers	32.0%	44.0%	20.0%	4.0%	62.5%	20.8%	16.7%	0.0%
f) The district has a plan to DISTRIBUTE highly qualified teachers equitably in underperforming schools	44.0%	16.0%	16.0%	24.0%	37.5%	29.2%	29.2%	4.2%
g) The district provides an ongoing system of support for new teachers	68.0%	24.0%	4.0%	4.0%	58.3%	20.8%	16.7%	4.2%
h) The district provides an ongoing system of support for teachers placed in underperforming schools	48.0%	32.0%	12.0%	8.0%	45.8%	37.5%	12.5%	4.2%
i) All key district administrative positions are filled	56.0%	32.0%	8.0%	4.0%	75.0%	12.5%	4.2%	8.3%

**Table F-34. Data Systems and Monitoring: Please select the most accurate descriptor of implementation for 2009-10.**

	District				DAIT			
	Full	Substantial	Partial	Minimal	Full	Substantial	Partial	Minimal
a) The district has a system of regular data collection to determine the effectiveness of its academic program	60.0%	24.0%	16.0%	0.0%	34.6%	50.0%	7.7%	7.7%
b) The district has adopted an accessible and user-friendly data management system that tracks data over time	76.0%	8.0%	16.0%	0.0%	42.3%	34.6%	19.2%	3.8%
c) The district provides accurate and timely scoring, storage and retrieval of student assessment data	68.0%	24.0%	8.0%	0.0%	34.6%	46.2%	11.5%	7.7%
d) All site administrators have been trained in accessing the data management system and in interpreting the data	64.0%	28.0%	8.0%	0.0%	53.8%	30.8%	7.7%	7.7%
e) All teachers have been trained in accessing the data management system and in interpreting the data	52.0%	20.0%	24.0%	4.0%	30.8%	26.9%	34.6%	7.7%
f) All teachers are provided collaboration time specifically for examining student data to inform instruction	64.0%	32.0%	4.0%	0.0%	46.2%	30.8%	11.5%	11.5%

**Table F-35. Data Systems and Monitoring: Please select the most accurate descriptor of implementation for 2010-11.**

	District				DAIT			
	Full	Substantia I	Partial	Minimal	Full	Substantia I	Partial	Minimal
a) The district has a system of regular data collection to determine the effectiveness of its academic program	68.0%	32.0%	0.0%	0.0%	58.3%	29.2%	8.3%	4.2%
b) The district has adopted an accessible and user-friendly data management system that tracks data over time	79.2%	8.3%	12.5%	0.0%	62.5%	20.8%	16.7%	0.0%
c) The district provides accurate and timely scoring, storage and retrieval of student assessment data	76.0%	20.0%	4.0%	0.0%	58.3%	29.2%	8.3%	4.2%
d) All site administrators have been trained in accessing the data management system and in interpreting the data	64.0%	28.0%	8.0%	0.0%	75.0%	12.5%	8.3%	4.2%
e) All teachers have been trained in accessing the data management system and in interpreting the data	48.0%	36.0%	12.0%	4.0%	45.8%	37.5%	8.3%	8.3%
f) All teachers are provided collaboration time specifically for examining student data to inform instruction	84.0%	16.0%	0.0%	0.0%	70.8%	25.0%	0.0%	4.2%

**Table F-36. Professional Development: Please select the most accurate descriptor of implementation for 2009-10.**

	District				DAIT			
	Full	Substantia 	Partial	Minimal	Full	Substantia 	Partial	Minimal
a) The district provides its administrators with leadership training and ongoing professional development specific to the seven areas of work addressed by the DAIT process	48.0%	36.0%	16.0%	0.0%	50.0%	34.6%	11.5%	3.8%
b) All school principals and vice principals have completed materials-based PD in the SBE adopted/recommended RLA curriculum	44.0%	44.0%	8.0%	4.0%	30.8%	42.3%	15.4%	11.5%
c) All school principals have completed materials-based PD in the SBE adopted/recommended Math curriculum	52.0%	32.0%	12.0%	4.0%	42.3%	30.8%	19.2%	7.7%
d) The district ensures that all principals and vice principals complete materials-based PD in the SBE adoption in ELD	40.0%	32.0%	20.0%	8.0%	30.8%	38.5%	15.4%	15.4%
e) The district ensures that all principals and vice principals receive targeted follow-up on the above materials-based PD	24.0%	36.0%	40.0%	0.0%	38.5%	30.8%	23.1%	7.7%
f) The district ensures that all teachers responsible for teaching RLA complete materials based PD in the SBE-adopted RLA curriculum	64.0%	24.0%	4.0%	8.0%	23.1%	46.2%	23.1%	7.7%
g) The district ensures that all teachers responsible for teaching math complete materials-based PD in the SBE adopted math curriculum	72.0%	20.0%	4.0%	4.0%	46.2%	38.5%	15.4%	3.8%
h) The district ensures that teachers receive targeted follow-up on materials-based PD	40.0%	36.0%	24.0%	0.0%	30.8%	42.3%	23.1%	3.8%
i) The district ensures that teachers are provided with frequent (at least monthly) and structured opportunities to meet collaboratively	64.0%	20.0%	16.0%	0.0%	61.5%	19.2%	15.4%	3.8%
j) The district provides ongoing professional development to content experts and coaches	76.0%	12.0%	12.0%	0.0%	50.0%	15.4%	23.1%	11.5%

**Table F-37. Professional Development: Please select the most accurate descriptor of implementation for 2010-11.**

	District				DAIT			
	Full	Substantia 	Partial	Minimal	Full	Substantia 	Partial	Minimal
a) The district provides its administrators with leadership training and ongoing professional development specific to the seven areas of work addressed by the DAIT process	48.0%	44.0%	8.0%	0.0%	54.2%	29.2%	4.2%	4.2%
b) All school principals and vice principals have completed materials-based PD in the SBE adopted/recommended RLA curriculum	56.0%	40.0%	0.0%	4.0%	47.8%	30.4%	13.0%	13.0%
c) All school principals have completed materials-based PD in the SBE adopted/recommended Math curriculum	58.3%	37.5%	4.2%	0.0%	52.2%	30.4%	8.7%	8.7%
d) The district ensures that all principals and vice principals complete materials-based PD in the SBE adoption in ELD	52.0%	24.0%	16.0%	8.0%	47.8%	21.7%	13.0%	13.0%
e) The district ensures that all principals and vice principals receive targeted follow-up on the above materials-based PD	36.0%	32.0%	32.0%	0.0%	56.5%	21.7%	8.7%	8.7%
f) The district ensures that all teachers responsible for teaching RLA complete materials based PD in the SBE-adopted RLA curriculum	64.0%	24.0%	4.0%	8.0%	52.2%	26.1%	4.3%	4.3%
g) The district ensures that all teachers responsible for teaching math complete materials-based PD in the SBE adopted math curriculum	76.0%	20.0%	0.0%	4.0%	56.5%	34.8%	0.0%	0.0%
h) The district ensures that teachers receive targeted follow-up on materials-based PD	44.0%	36.0%	20.0%	0.0%	43.5%	34.8%	4.3%	4.3%
i) The district ensures that teachers are provided with frequent (at least monthly) and structured opportunities to meet collaboratively	76.0%	16.0%	8.0%	0.0%	69.6%	21.7%	8.7%	0.0%
j) The district provides ongoing professional development to content experts and coaches	72.0%	16.0%	12.0%	0.0%	56.5%	8.7%	21.7%	13.0%

**Table F-38. District Capacity: Indicate the extent to which you believe the district CURRENTLY has the capacity (time, materials, staffing, and expertise) to IMPLEMENT improvement efforts in the following areas.**

	District					DAIT				
	High Capacity	Adequate Capacity	Low Capacity	No Capacity	N/A - not a high priority	High Capacity	Adequate Capacity	Low Capacity	No Capacity	N/A - not a high priority
Governance	44.0%	32.0%	24.0%	0.0%	0.0%	22.2%	59.3%	7.4%	3.7%	7.4%
Overall Alignment of Curriculum, Instruction, and Assessment	54.2%	45.8%	0.0%	0.0%	0.0%	37.0%	48.1%	14.8%	0.0%	0.0%
Alignment of Curriculum, Instruction and Assessment for ELD	48.0%	36.0%	16.0%	0.0%	0.0%	29.6%	51.9%	18.5%	0.0%	0.0%
Alignment of Curriculum, Instruction and Assessment for SWD	32.0%	56.0%	8.0%	4.0%	4.0%	18.5%	51.9%	29.6%	0.0%	0.0%
Fiscal Operations	68.0%	20.0%	8.0%	0.0%	0.0%	37.0%	51.9%	11.1%	0.0%	0.0%
Parent and Community Involvement	24.0%	60.0%	12.0%	0.0%	0.0%	37.0%	55.6%	0.0%	3.7%	3.7%
Human Resources	60.0%	32.0%	8.0%	0.0%	0.0%	33.3%	44.4%	14.8%	3.7%	3.7%
Data Systems and Monitoring	36.0%	64.0%	0.0%	0.0%	0.0%	37.0%	51.9%	7.4%	3.7%	0.0%
Professional Development	56.0%	40.0%	4.0%	0.0%	0.0%	40.7%	44.4%	11.1%	3.7%	0.0%

**Table F-39. District Capacity: Indicate the extent to which you believe the district CURRENTLY has the capacity (time, materials, staffing, and expertise) to SUSTAIN improvement efforts in the following areas:**

	District					DAIT				
	High Capacity	Adequate Capacity	Low Capacity	No Capacity	N/A - not a high priority	High Capacity	Adequate Capacity	Low Capacity	No Capacity	N/A - not a high priority
Governance	40.0%	40.0%	16.0%	4.0%	0.0%	29.2%	45.8%	16.7%	4.2%	4.2%
Overall Alignment of Curriculum, Instruction, and Assessment	54.2%	41.7%	4.2%	0.0%	0.0%	45.8%	41.7%	12.5%	0.0%	0.0%
Alignment of Curriculum, Instruction and Assessment for ELD	48.0%	44.0%	8.0%	0.0%	0.0%	33.3%	50.0%	16.7%	0.0%	0.0%
Alignment of Curriculum, Instruction and Assessment for SWD	32.0%	56.0%	8.0%	4.0%	0.0%	33.3%	41.7%	25.0%	0.0%	0.0%
Fiscal Operations	60.0%	28.0%	8.0%	0.0%	4.0%	37.5%	45.8%	16.7%	0.0%	0.0%
Parent and Community Involvement	28.0%	56.0%	12.0%	0.0%	4.0%	37.5%	50.0%	8.3%	0.0%	4.2%
Human Resources	56.0%	36.0%	8.0%	0.0%	0.0%	33.3%	45.8%	16.7%	0.0%	4.2%
Data Systems and Monitoring	41.7%	54.2%	4.2%	0.0%	0.0%	41.7%	41.7%	16.7%	0.0%	0.0%
Professional Development	48.0%	48.0%	4.0%	0.0%	0.0%	50.0%	50.0%	20.8%	0.0%	0.0%

## Non-DAIT (light) Districts, Cohorts 1 and 2 Implementation Survey Results

**Table F-40. Which of the following best describes how your district has implemented Corrective Action 6, including revising your LEA plan or addendum as well as implementing your plan?**

	Cohort 1 Non-DAIT (light)	Cohort 2 Non-DAIT (light)
a. We did not contract with any outside technical assistance (TA) providers; our improvement efforts were developed and implemented exclusively by district staff.	12.9%	30.0%
b. Our improvement efforts were primarily developed and implemented by district staff, with limited technical assistance from a few outside providers for specific needs (e.g. professional development). [Go to Question 3]	25.8%	10.0%
c. District staff identified needs and contracted with multiple technical assistance providers to meet our specific district improvement needs; the roles and activities of the TA providers varied and their efforts were coordinated or supervised by district staff. [Go to Question 3]	9.7%	20.0%
d. We contracted with a County Office of Education (COE) as our primary technical assistance provider to collaborate with district leadership and assist in guiding our improvement efforts. The COE coordinated and/or identified any additional TA services needed. [Go to Question 4]	38.7%	10.0%
e. We contracted with a single private/non-profit firm as our primary technical assistance provider to collaborate with district leadership and assist in guiding our improvement efforts. This TA provider coordinated and/or identified any additional TA services needed. [Go to Question 4]	12.9%	30.0%

## TECHNICAL ASSISTANCE SERVICES AND PROVIDERS

**Table F-41.** Since being identified as a Program Improvement Year 3/Corrective Action 6 district, to what extent has the district contracted with a technical assistance provider to assist in:

	Cohort 1 Non-DAIT (light)				Cohort 2 Non-DAIT (light)			
	To a Great Extent	Somewhat	Minimally	Not At All	To a Great Extent	Somewhat	Minimally	Not At All
a. Writing or revise the LEA plan/addendum?	26.7%	26.7%	30.0%	16.7%	10.0%	40.0%	30.0%	20.0%
b. Gathering information to diagnose district needs?	44.8%	44.8%	17.2%	6.9%	20.0%	10.0%	50.0%	20.0%
c. Improving governance structures, policies, and/or procedures?	16.7%	16.7%	30.0%	26.7%	11.1%	33.3%	11.1%	44.4%
d. Budget alignment or revision?	3.4%	3.4%	24.1%	41.4%	0.0%	20.0%	30.0%	50.0%
e. Establishing better communication and accountability with school sites?	34.5%	34.5%	24.1%	13.8%	10.0%	20.0%	30.0%	40.0%
f. Aligning site plans with the LEA plan?	17.2%	17.2%	31.0%	10.3%	20.0%	30.0%	30.0%	20.0%
g. Improving diagnosis of student learning needs (e.g. identifying students requiring intervention)?	36.7%	36.7%	10.0%	20.0%	20.0%	20.0%	30.0%	30.0%
h. Providing services specifically to low-performing schools?	36.7%	36.7%	6.7%	16.7%	30.0%	30.0%	10.0%	30.0%
i. Implementation of new curricula adoption?	37.9%	37.9%	13.8%	27.6%	0.0%	20.0%	30.0%	50.0%
j. Professional development for site administrators?	43.3%	43.3%	10.0%	10.0%	10.0%	40.0%	30.0%	20.0%
k. Provide professional development for teachers?	55.2%	55.2%	13.8%	6.9%	20.0%	60.0%	10.0%	10.0%
l. Developing/refining district data systems and practices?	30.0%	30.0%	16.7%	26.7%	22.2%	22.2%	33.3%	22.2%
m. Program/training to increase the use of student data to improve instructional practices?	48.3%	48.3%	17.2%	10.3%	20.0%	40.0%	10.0%	30.0%
n. Improving services for English learners?	46.7%	46.7%	20.0%	6.7%	20.0%	40.0%	30.0%	10.0%
o. Improving services for students needing	33.3%	33.3%	23.3%	16.7%	0.0%	40.0%	30.0%	30.0%

learning interventions (e.g. needing intensive intervention services)?									
p. Improving services for students with disabilities?	20.7%	20.7%	24.1%	24.1%	0.0%	20.0%	50.0%	30.0%	
q. Improving classroom instructional practice in math?	26.7%	26.7%	26.7%	10.0%	0.0%	30.0%	30.0%	40.0%	
r. Improving classroom instructional practice in reading/English language arts?	43.3%	43.3%	26.7%	10.0%	10.0%	40.0%	20.0%	30.0%	
r. Developing master schedules?	3.4%	3.4%	17.2%	48.3%	10.0%	10.0%	30.0%	50.0%	
s. Developing principal review procedures?	3.3%	3.3%	26.7%	40.0%	0.0%	10.0%	10.0%	80.0%	
t. Developing pacing guides?	21.4%	21.4%	21.4%	25.0%	10.0%	20.0%	10.0%	60.0%	
u. Developing formative assessments?	19.4%	19.4%	25.8%	22.6%	10.0%	30.0%	20.0%	40.0%	
v. Provide professional development to district level staff (e.g. Supt., cabinet, etc.)	13.3%	13.3%	36.7%	10.0%	10.0%	40.0%	10.0%	40.0%	
w. Convene and coordinate all external technical assistance providers in district	16.7%	16.7%	13.3%	46.7%	10.0%	10.0%	30.0%	50.0%	

**Table F-42. Curriculum: Did the district implement new MATH Curriculum between 2008 and 2010?**

	Cohort 1 Non-DAIT (light)	Cohort 2 Non-DAIT (light)
Yes	83.3%	88.9%
No	16.7%	11.1%

**Table F-43. Curriculum: If yes for Question 7, what year and grade level did you begin implementation?**

	Cohort 1 Non-DAIT (light)			Cohort 2 Non-DAIT (light)		
	Elementary School	Middle School	High School	Elementary School	Middle School	High School
2008-09	50.0%	52.2%	33.3%	57.1%	62.5%	0.0%
2009-10	45.8%	30.4%	16.7%	42.9%	37.5%	50.0%
2010-11	0.0%	4.3%	0.0%	0.0%	0.0%	0.0%
Does not yet include this grade level	4.2%	13.0%	50.0%	0.0%	0.0%	50.0%

**Table F-44. Curriculum: In what year was the implementation COMPLETED including all related professional development?**

	Cohort 1 Non-DAIT (light)			Cohort 2 Non-DAIT (light)		
	Elementary School	Middle School	High School	Elementary School	Middle School	High School
2008-09	33.3%	26.1%	20.0%	14.3%	25.0%	0.0%
2009-10	29.2%	39.1%	26.7%	57.1%	50.0%	33.3%
2010-11	16.7%	8.7%	0.0%	14.3%	12.5%	33.3%
Not yet completed	20.8%	26.1%	53.3%	14.3%	12.5%	33.3%

**Table F-45. Curriculum: Did the district implement new RLA/ELA curriculum between 2007 and 2010?**

	Cohort 1 Non-DAIT (light)	Cohort 2 Non-DAIT (light)
Yes	33.3%	22.2%
No	66.7%	77.8%

**Table F-46. Curriculum: If yes for Question 9, what year and grade level did you begin implementation?**

	Cohort 1 Non-DAIT (light)			Cohort 2 Non-DAIT (light)		
	Elementary School	Middle School	High School	Elementary School	Middle School	High School
2008-09	14.3%	0.0%	40.0%	0.0%	0.0%	0.0%
2009-10	42.9%	42.9%	0.0%	50.0%	50.0%	0.0%
2010-11	42.9%	57.1%	60.0%	50.0%	50.0%	0.0%

**Table F-47. Curriculum: In what year was the implementation COMPLETED including all related professional development?**

	Cohort 1 Non-DAIT (light)			Cohort 2 Non-DAIT (light)		
	Elementary School	Middle School	High School	Elementary School	Middle School	High School
2008-09	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2009-10	16.7%	42.9%	0.0%	50.0%	50.0%	0.0%
2010-11	33.3%	28.6%	40.0%	50.0%	50.0%	0.0%
Not yet completed	50.0%	28.6%	60.0%	0.0%	0.0%	0.0%

**Table F-48. Curriculum: Does the RLA/ELA curriculum you are using currently for each grade span below include interventions for students two or more years behind?**

	Cohort 1 Non-DAIT (light)			Cohort 2 Non-DAIT (light)		
	Elementary School	Middle School	High School	Elementary School	Middle School	High School
Yes	50.0%	50.0%	29.2%	66.7%	66.7%	14.3%
No	35.7%	35.7%	25.0%	33.3%	33.3%	14.3%
Does Not Apply	14.3%	14.3%	45.8%	0.0%	0.0%	71.4%

**Table F-49. Curriculum: Does the math curriculum you are using currently for each grade span below include interventions for students two or more years behind?**

	Cohort 1 Non-DAIT (light)			Cohort 2 Non-DAIT (light)		
	Elementary School	Middle School	High School	Elementary School	Middle School	High School
Yes	53.6%	57.1%	37.5%	66.7%	77.8%	33.3%
No	35.7%	28.6%	12.5%	22.2%	11.1%	16.7%
Does Not Apply	10.7%	14.3%	50.0%	11.1%	11.1%	50.0%

**Table F-50. Curriculum: Did the district implement any additional curricula for English learners?**

	Cohort 1 Non-DAIT (light)	Cohort 2 Non-DAIT (light)
Yes	65.6%	66.7%
No	28.1%	33.3%

**Table F-51. Curriculum: If yes for Question 15, what year and grade level did you begin implementation?**

	Cohort 1 Non-DAIT (light)			Cohort 2 Non-DAIT (light)		
	Elementary School	Middle School	High School	Elementary School	Middle School	High School
2008-09	47.1%	53.8%	80.0%	25.0%	20.0%	0.0%
2009-10	11.8%	23.1%	20.0%	50.0%	60.0%	50.0%
2010-11	41.2%	23.1%	0.0%	25.0%	20.0%	50.0%

**Table F-52. In what year was the implementation COMPLETED including all related professional development?**

	Cohort 1 Non-DAIT (light)			Cohort 2 Non-DAIT (light)		
	Elementary School	Middle School	High School	Elementary School	Middle School	High School
2008-09	29.4%	33.3%	16.7%	0.0%	0.0%	0.0%
2009-10	17.6%	33.3%	50.0%	25.0%	40.0%	50.0%
2010-11	29.4%	20.0%	8.3%	25.0%	20.0%	50.0%
Not yet completed	23.5%	13.3%	25.0%	50.0%	40.0%	0.0%

**Table F-53. Curriculum: Has the district delayed planned implementation of new curricula during the 2007-2010 period?**

	Cohort 1 Non-DAIT (light)	Cohort 2 Non-DAIT (light)
Yes	82.8%	62.5%
No	17.2%	37.5%

**Table F-54. Curriculum: If yes to Question 18, why was the implementation delayed? (Check all that apply.)**

	Cohort 1 Non-DAIT (light)	Cohort 2 Non-DAIT (light)
Insufficient funding for purchase of materials	57.1%	33.3%
Insufficient funding for teacher PD	14.3%	5.6%
Change in Corrective Action 6/SBE requirements	5.7%	0.0%
Change in Priority of district actions	8.6%	0.0%
Could not reach agreement with teacher union	0.0%	0.0%
Could not find or reach agreement on choice of appropriate curriculum	5.7%	0.0%
Other (please specify)	8.6%	61.1%

## ALIGNMENT OF DISTRICT OPERATIONS – GOVERNANCE

**Table F-55. Please select the most accurate descriptor of implementation for ALL of the indicated school years:  
2008-09 Level of Implementation**

	Cohort 1 Non-DAIT (light)				Cohort 2 Non-DAIT (light)			
	Full	Substantia I	Partial	Minimal	Full	Substantia I	Partial	Minimal
a) The Superintendent and Board review, at least annually, the district's policies and priorities to ensure they are current	35.7%	42.9%	21.4%	0.0%				
b) The Superintendent and Board review, at least annually, the district's policies and priorities to ensure that they reflect high expectations for all students	46.4%	35.7%	10.7%	7.1%				
c) Administrative procedures are in place to ensure the implementation and monitoring of instructional intervention programs	28.6%	28.6%	39.3%	3.6%				
d) Administrative procedures are in place to ensure the implementation and monitoring of district ELD programs	25.0%	32.1%	32.1%	10.7%				
e) Administrative procedures are in place to ensure the implementation and monitoring of district programs for students with disabilities (SWD)	28.6%	35.7%	28.6%	7.1%				
f) There is broad understanding among stakeholders (e.g., unions, parent groups, teachers) of central office staff roles and responsibilities	3.6%	32.1%	53.6%	10.7%				
g) The LEA Plan is developed in alignment with the accountability requirements at both the state and federal levels	82.8%	13.8%	3.4%	0.0%				
h) Board decisions are informed by timely, clear, and accurate analysis of student achievement data	39.3%	39.3%	7.1%	14.3%				
i) The district's fiscal policies and adopted	44.8%	34.5%	17.2%	3.4%				

budget are aligned with the LEA Plan					
j) The district holds site administrators, and district personnel accountable for student achievement	29.6%	59.3%	7.4%	3.7%	
k) Principals understand the district's vision and put it into practice at their sites	25.0%	57.1%	17.9%	0.0%	
l) Communication between district and school leadership is effective, ongoing, and reciprocal	28.6%	42.9%	25.0%	3.6%	
m) District leadership fosters a culture that is supportive of continuous improvement	42.9%	35.7%	21.4%	0.0%	

**Table F-56. Please select the most accurate descriptor of implementation for ALL of the indicated school years: 2009-10 Level of Implementation**

	Cohort 1 Non-DAIT (light)				Cohort 2 Non-DAIT (light)			
	Full	Substantial	Partial	Minimal	Full	Substantial	Partial	Minimal
a) The Superintendent and Board review, at least annually, the district's policies and priorities to ensure they are current	42.9%	46.4%	10.7%	0.0%	62.5%	37.5%	0.0%	0.0%
b) The Superintendent and Board review, at least annually, the district's policies and priorities to ensure that they reflect high expectations for all students	53.6%	32.1%	7.1%	7.1%	62.5%	25.0%	12.5%	0.0%
c) Administrative procedures are in place to ensure the implementation and monitoring of instructional intervention programs	32.1%	50.0%	17.9%	0.0%	37.5%	37.5%	12.5%	12.5%
d) Administrative procedures are in place to ensure the implementation and monitoring of district ELD programs	25.0%	57.1%	10.7%	7.1%	25.0%	62.5%	12.5%	0.0%
e) Administrative procedures are in place to ensure the implementation and monitoring of district programs for students with disabilities (SWD)	32.1%	46.4%	17.9%	3.6%	37.5%	37.5%	25.0%	0.0%
f) There is broad understanding among stakeholders (e.g., unions, parent groups, teachers) of central office staff roles and responsibilities	7.1%	50.0%	39.3%	3.6%	25.0%	50.0%	25.0%	0.0%
g) The LEA Plan is developed in alignment with the accountability requirements at both the state and federal levels	78.6%	21.4%	0.0%	0.0%	75.0%	12.5%	12.5%	0.0%
h) Board decisions are informed by timely, clear, and accurate analysis of student achievement data	39.3%	39.3%	21.4%	0.0%	25.0%	75.0%	0.0%	0.0%
i) The district's fiscal policies and adopted budget are aligned with the LEA Plan	46.4%	39.3%	14.3%	0.0%	75.0%	12.5%	12.5%	0.0%
j) The district holds site administrators, and district personnel accountable for student	37.0%	51.9%	11.1%	0.0%	50.0%	25.0%	25.0%	0.0%

achievement									
k) Principals understand the district's vision and put it into practice at their sites	35.7%	50.0%	14.3%	0.0%	62.5%	12.5%	25.0%	0.0%	
l) Communication between district and school leadership is effective, ongoing, and reciprocal	42.9%	39.3%	17.9%	0.0%	50.0%	25.0%	25.0%	0.0%	
m) District leadership fosters a culture that is supportive of continuous improvement	53.6%	28.6%	17.9%	0.0%	50.0%	37.5%	12.5%	0.0%	

**Table F-57. Please select the most accurate descriptor of implementation for ALL of the indicated school years: 2010-11 Level of Implementation**

	Cohort 1 Non-DAIT (light)				Cohort 2 Non-DAIT (light)			
	Full	Substantial	Partial	Minimal	Full	Substantial	Partial	Minimal
a) The Superintendent and Board review, at least annually, the district's policies and priorities to ensure they are current	51.7%	37.9%	10.3%	0.0%	75.0%	25.0%	0.0%	0.0%
b) The Superintendent and Board review, at least annually, the district's policies and priorities to ensure that they reflect high expectations for all students	62.1%	24.1%	6.9%	6.9%	62.5%	25.0%	12.5%	0.0%
c) Administrative procedures are in place to ensure the implementation and monitoring of instructional intervention programs	37.9%	44.8%	17.2%	0.0%	37.5%	37.5%	12.5%	12.5%
d) Administrative procedures are in place to ensure the implementation and monitoring of district ELD programs	41.4%	44.8%	10.3%	3.4%	25.0%	62.5%	12.5%	0.0%
e) Administrative procedures are in place to ensure the implementation and monitoring of district programs for students with disabilities (SWD)	37.9%	48.3%	10.3%	3.4%	37.5%	50.0%	12.5%	0.0%
f) There is broad understanding among stakeholders (e.g., unions, parent groups, teachers) of central office staff roles and responsibilities	13.8%	41.4%	41.4%	3.4%	25.0%	50.0%	25.0%	0.0%
g) The LEA Plan is developed in alignment with the accountability requirements at both the state and federal levels	79.3%	20.7%	0.0%	0.0%	62.5%	25.0%	12.5%	0.0%
h) Board decisions are informed by timely, clear, and accurate analysis of student achievement data	51.7%	34.5%	13.8%	0.0%	25.0%	75.0%	0.0%	0.0%
i) The district's fiscal policies and adopted budget are aligned with the LEA Plan	48.3%	41.4%	6.9%	3.4%	62.5%	25.0%	12.5%	0.0%
j) The district holds site administrators, and district personnel accountable for student	39.3%	50.0%	10.7%	0.0%	50.0%	37.5%	12.5%	0.0%

achievement									
k) Principals understand the district's vision and put it into practice at their sites	41.4%	51.7%	6.9%	0.0%	62.5%	12.5%	25.0%	0.0%	
l) Communication between district and school leadership is effective, ongoing, and reciprocal	44.8%	41.4%	13.8%	0.0%	62.5%	12.5%	25.0%	0.0%	
m) District leadership fosters a culture that is supportive of continuous improvement	58.6%	37.9%	3.4%	0.0%					

## ALIGNMENT OF DISTRICT OPERATIONS - CURRICULUM, INSTRUCTION AND ASSESSMENT

**Table F-58. Please select the most accurate descriptor of implementation for ALL of the indicated school years:  
2008-2009 Level of Implementation**

	Cohort 1 Non-DAIT (light)				Cohort 2 Non-DAIT (light)			
	Full	Substantia I	Partial	Minimal	Full	Substantia I	Partial	Minimal
a) District has walkthrough processes in place to ensure that curriculum is implemented with fidelity	10.3%	20.7%	34.5%	34.5%				
b) Site administrators are held accountable for instructional program implementation	17.2%	44.8%	27.6%	10.3%				
c) District staff adhere to established criteria for student entry and exit into intervention program/courses	24.1%	31.0%	34.5%	10.3%				
d) Teaching staff believe in, and take responsibility for, holding all students to high standards	0.0%	41.4%	48.3%	10.3%				
e) District-level administrators regularly use data to monitor student progress toward grade-level standards	20.7%	41.4%	27.6%	10.3%				
f) The district provides all schools with sufficient SBE-adopted/aligned RLA core and intervention materials	65.5%	27.6%	3.4%	3.4%				
g) The district provides all schools with sufficient SBE-adopted/aligned Math core and intervention materials	62.1%	31.0%	3.4%	3.4%				
h) Instructional minutes are monitored for all interventions	20.7%	41.4%	31.0%	6.9%				
i) Instructional minutes are monitored for all core subjects	62.1%	24.1%	6.9%	6.9%				
j) Pacing is monitored for all core subjects	21.4%	35.7%	25.0%	17.9%				
k) Principals and teachers regularly use assessment data to establish instructional priorities	10.3%	51.7%	27.6%	10.3%				

I) Knowledgeable instructional coaches are available and utilized as needed throughout the district	25.0%	21.4%	14.3%	39.3%	
---	-------	-------	-------	-------	--

**Table F-59. Please select the most accurate descriptor of implementation for ALL of the indicated school years: 2009-2010 Level of Implementation**

	Cohort 1 Non-DAIT (light)				Cohort 2 Non-DAIT (light)			
	Full	Substantial	Partial	Minimal	Full	Substantial	Partial	Minimal
a) District has walkthrough processes in place to ensure that curriculum is implemented with fidelity	13.8%	44.8%	34.5%	6.9%	12.5%	37.5%	25.0%	25.0%
b) Site administrators are held accountable for instructional program implementation	27.6%	55.2%	17.2%	0.0%	37.5%	37.5%	25.0%	0.0%
c) District staff adhere to established criteria for student entry and exit into intervention program/courses	31.0%	37.9%	31.0%	0.0%	12.5%	37.5%	37.5%	12.5%
d) Teaching staff believe in, and take responsibility for, holding all students to high standards	3.4%	62.1%	34.5%	0.0%	25.0%	50.0%	25.0%	0.0%
e) District-level administrators regularly use data to monitor student progress toward grade-level standards	31.0%	48.3%	20.7%	0.0%	37.5%	50.0%	12.5%	0.0%
f) The district provides all schools with sufficient SBE-adopted/aligned RLA core and intervention materials	69.0%	27.6%	3.4%	0.0%	37.5%	62.5%	0.0%	0.0%
g) The district provides all schools with sufficient SBE-adopted/aligned Math core and intervention materials	69.0%	27.6%	3.4%	0.0%	75.0%	12.5%	12.5%	0.0%
h) Instructional minutes are monitored for all interventions	34.5%	41.4%	20.7%	3.4%	25.0%	25.0%	25.0%	25.0%
i) Instructional minutes are monitored for all core subjects	65.5%	20.7%	13.8%	0.0%	25.0%	37.5%	25.0%	12.5%
j) Pacing is monitored for all core subjects	21.4%	46.4%	32.1%	0.0%	25.0%	37.5%	25.0%	12.5%
k) Principals and teachers regularly use assessment data to establish instructional priorities	17.9%	67.9%	14.3%	0.0%	12.5%	87.5%	0.0%	0.0%
l) Knowledgeable instructional coaches are available and utilized as needed throughout the district	13.8%	44.8%	34.5%	6.9%	25.0%	25.0%	50.0%	0.0%

**Table F-60. Please select the most accurate descriptor of implementation for ALL of the indicated school years:  
2010-201 Level of Implementation**

	Cohort 1 Non-DAIT (light)				Cohort 2 Non-DAIT (light)			
	Full	Substantial	Partial	Minimal	Full	Substantial	Partial	Minimal
a) District has walkthrough processes in place to ensure that curriculum is implemented with fidelity	36.7 %	46.7%	16.7%	0.0%	12.5%	25.0%	50.0%	12.5%
b) Site administrators are held accountable for instructional program implementation	43.3 %	46.7%	10.0%	0.0%	37.5%	37.5%	25.0%	0.0%
c) District staff adhere to established criteria for student entry and exit into intervention program/courses	40.0 %	40.0%	16.7%	3.3%	12.5%	50.0%	25.0%	12.5%
d) Teaching staff believe in, and take responsibility for, holding all students to high standards	3.3%	76.7%	20.0%	0.0%	25.0%	62.5%	12.5%	0.0%
e) District-level administrators regularly use data to monitor student progress toward grade-level standards	36.7 %	53.3%	10.0%	0.0%	37.5%	50.0%	12.5%	0.0%
f) The district provides all schools with sufficient SBE-adopted/aligned RLA core and intervention materials	66.7 %	33.3%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%
g) The district provides all schools with sufficient SBE-adopted/aligned Math core and intervention materials	66.7 %	30.0%	3.3%	0.0%	75.0%	12.5%	12.5%	0.0%
h) Instructional minutes are monitored for all interventions	33.3 %	50.0%	13.3%	3.3%	25.0%	25.0%	25.0%	25.0%
i) Instructional minutes are monitored for all core subjects	63.3 %	30.0%	6.7%	0.0%	25.0%	50.0%	12.5%	12.5%
j) Pacing is monitored for all core subjects	27.6 %	51.7%	20.7%	0.0%	25.0%	37.5%	25.0%	12.5%
k) Principals and teachers regularly use assessment data to establish instructional priorities	20.7 %	75.9%	3.4%	0.0%	25.0%	75.0%	0.0%	0.0%
l) Knowledgeable instructional coaches are available and utilized as needed throughout the	27.6 %	20.7%	24.1%	27.6%	25.0%	25.0%	50.0%	0.0%

district		
----------	--	--

**ALIGNMENT OF DISTRICT OPERATIONS - ENGLISH LANGUAGE DEVELOPMENT**

**Table F-61. Please select the most accurate descriptor of implementation for ALL the indicated school years:  
2008-09 Level of Implementation**

	Cohort 1 Non-DAIT (light)				Cohort 2 Non-DAIT (light)			
	Full	Substantial	Partial	Minimal	Full	Substantial	Partial	Minimal
a) The district ensures that teachers utilize SBE adopted/approved materials for ELD	24.1%	41.4%	20.7%	13.8%				
b) The district ensures that ELs have access to grade level core instruction in RLA	51.7%	34.5%	6.9%	6.9%				
c) The district ensures that ELs have access to grade level core instruction in MATH	65.5%	27.6%	3.4%	3.4%				
d) The district has targeted fiscal resources to address the needs of students in ELD	41.4%	41.4%	13.8%	3.4%				
e) The district has adequate numbers of highly qualified ELD teachers and para-educators	55.2%	41.4%	3.4%	0.0%				
f) Assessments are used on an ongoing basis to monitor progress of ELs in ELD	24.1%	34.5%	24.1%	17.2%				
g) All teachers participate in ELD/SDAIE professional development	17.2%	37.9%	41.4%	3.4%				

**Table F-62. Please select the most accurate descriptor of implementation for ALL the indicated school years:  
2009-10 Level of Implementation**

	Cohort 1 Non-DAIT (light)				Cohort 2 Non-DAIT (light)			
	Full	Substantial	Partial	Minimal	Full	Substantial	Partial	Minimal
a) The district ensures that teachers utilize SBE adopted/approved materials for ELD	37.9%	37.9%	24.1%	0.0%	0.0%	75.0%	25.0%	0.0%
b) The district ensures that ELs have access to grade level core instruction in RLA	55.2%	41.4%	3.4%	0.0%	62.5%	37.5%	0.0%	0.0%
c) The district ensures that ELs have access to grade level core instruction in MATH	75.9%	24.1%	0.0%	0.0%	75.0%	25.0%	0.0%	0.0%
d) The district has targeted fiscal resources to address the needs of students in ELD	44.8%	48.3%	6.9%	0.0%	75.0%	25.0%	0.0%	0.0%
e) The district has adequate numbers of highly qualified ELD teachers and para-educators	69.0%	27.6%	3.4%	0.0%	87.5%	12.5%	0.0%	0.0%
f) Assessments are used on an ongoing basis to monitor progress of ELs in ELD	34.5%	31.0%	27.6%	6.9%	62.5%	12.5%	25.0%	0.0%
g) All teachers participate in ELD/SDAIE professional development	27.6%	51.7%	20.7%	0.0%	0.0%	87.5%	0.0%	12.5%

**Table F-63. Please select the most accurate descriptor of implementation for ALL the indicated school years:  
2010-11 Level of Implementation**

	Cohort 1 Non-DAIT (light)				Cohort 2 Non-DAIT (light)			
	Full	Substantial	Partial	Minimal	Full	Substantial	Partial	Minimal
a) The district ensures that teachers utilize SBE adopted/approved materials for ELD	53.3%	26.7%	16.7%	3.3%	12.5%	62.5%	25.0%	0.0%
b) The district ensures that ELs have access to grade level core instruction in RLA	66.7%	33.3%	0.0%	0.0%	62.5%	37.5%	0.0%	0.0%
c) The district ensures that ELs have access to grade level core instruction in MATH	76.7%	23.3%	0.0%	0.0%	75.0%	25.0%	0.0%	0.0%
d) The district has targeted fiscal resources to address the needs of students in ELD	50.0%	46.7%	3.3%	0.0%	75.0%	25.0%	0.0%	0.0%
e) The district has adequate numbers of highly qualified ELD teachers and para-educators	70.0%	26.7%	3.3%	0.0%	100.0%	0.0%	0.0%	0.0%
f) Assessments are used on an ongoing basis to monitor progress of ELs in ELD	40.0%	36.7%	16.7%	6.7%	62.5%	25.0%	12.5%	0.0%
g) All teachers participate in ELD/SDAIE professional development	33.3%	50.0%	10.0%	6.7%	0.0%	87.5%	0.0%	12.5%

**ALIGNMENT OF DISTRICT OPERATIONS - STUDENTS WITH DISABILITIES**

**Table F-64. Please select the most accurate descriptor of implementation for BOTH the indicated school years:  
2008-2009 Level of Implementation**

	Cohort 1 Non-DAIT (light)				Cohort 2 Non-DAIT (light)			
	Full	Substantial	Partial	Minimal	Full	Substantial	Partial	Minimal
a) Assessments are used on an ongoing basis to monitor the progress of SWD	25.0%	39.3%	21.4%	14.3%				
b) IEPs are monitored for appropriate SWD goals	46.4%	25.0%	25.0%	3.6%				
c) The district ensures that SWDs have access to grade level core instruction in RLA	39.3%	21.4%	32.1%	7.1%				
d) The district ensures that SWDs have access to grade level core instruction in MATH	39.3%	25.0%	28.6%	7.1%				
e) The district has targeted fiscal resources to address the needs of students with disabilities	53.6%	39.3%	7.1%	0.0%				
f) The district has adequate numbers of highly qualified special education teachers and para-educators	50.0%	46.4%	3.6%	0.0%				
g) The district uses data to determine the academic and behavioral needs of SWDs	25.0%	42.9%	28.6%	3.6%				
h) All teachers participate in professional development that includes instructional strategies for SWD	10.7%	32.1%	42.9%	14.3%				

## ALIGNMENT OF DISTRICT OPERATIONS - STUDENTS WITH DISABILITIES

**Table F-65. Please select the most accurate descriptor of implementation for BOTH the indicated school years:  
2009-2010 Level of Implementation**

	Cohort 1 Non-DAIT (light)				Cohort 2 Non-DAIT (light)			
	Full	Substantial	Partial	Minimal	Full	Substantial	Partial	Minimal
a) Assessments are used on an ongoing basis to monitor the progress of SWD	28.6%	39.3%	28.6%	3.6%	37.5%	37.5%	25.0%	0.0%
b) IEPs are monitored for appropriate SWD goals	60.7%	25.0%	14.3%	0.0%	62.5%	25.0%	12.5%	0.0%
c) The district ensures that SWDs have access to grade level core instruction in RLA	46.4%	35.7%	17.9%	0.0%	37.5%	50.0%	12.5%	0.0%
d) The district ensures that SWDs have access to grade level core instruction in MATH	42.9%	39.3%	17.9%	0.0%	50.0%	37.5%	12.5%	0.0%
e) The district has targeted fiscal resources to address the needs of students with disabilities	57.1%	35.7%	7.1%	0.0%	28.6%	57.1%	14.3%	0.0%
f) The district has adequate numbers of highly qualified special education teachers and para-educators	53.6%	46.4%	0.0%	0.0%	75.0%	25.0%	0.0%	0.0%
g) The district uses data to determine the academic and behavioral needs of SWDs	25.0%	57.1%	17.9%	0.0%	37.5%	37.5%	25.0%	0.0%
h) All teachers participate in professional development that includes instructional strategies for SWD	10.7%	50.0%	32.1%	7.1%	37.5%	25.0%	25.0%	12.5%

## ALIGNMENT OF DISTRICT OPERATIONS - STUDENTS WITH DISABILITIES

**Table F-66. Please select the most accurate descriptor of implementation for BOTH the indicated school years:  
2010-2011 Level of Implementation**

	Cohort 1 Non-DAIT (light)				Cohort 2 Non-DAIT (light)			
	Full	Substantia I	Partial	Minimal	Full	Substantia I	Partial	Minimal
a) Assessments are used on an ongoing basis to monitor the progress of SWD	37.9%	48.3%	10.3%	3.4%	37.5%	37.5%	25.0%	0.0%
b) IEPs are monitored for appropriate SWD goals	58.6%	34.5%	6.9%	0.0%	75.0%	12.5%	12.5%	0.0%
c) The district ensures that SWDs have access to grade level core instruction in RLA	51.7%	41.4%	6.9%	0.0%	37.5%	62.5%	0.0%	0.0%
d) The district ensures that SWDs have access to grade level core instruction in MATH	51.7%	41.4%	6.9%	0.0%	50.0%	50.0%	0.0%	0.0%
e) The district has targeted fiscal resources to address the needs of students with disabilities	62.1%	27.6%	10.3%	0.0%	28.6%	57.1%	14.3%	0.0%
f) The district has adequate numbers of highly qualified special education teachers and para-educators	58.6%	41.4%	0.0%	0.0%	87.5%	12.5%	0.0%	0.0%
g) The district uses data to determine the academic and behavioral needs of SWDs	31.0%	58.6%	10.3%	0.0%	37.5%	62.5%	0.0%	0.0%
h) All teachers participate in professional development that includes instructional strategies for SWD	13.8%	51.7%	27.6%	6.9%	37.5%	25.0%	25.0%	12.5%

**ALIGNMENT OF DISTRICT OPERATIONS - FISCAL OPERATIONS**

**Table F-67. Please select the most accurate descriptor of implementation for BOTH the indicated school years:  
2008-2009 Level of Implementation**

	Cohort 1 Non-DAIT (light)				Cohort 2 Non-DAIT (light)			
	Full	Substantial	Partial	Minimal	Full	Substantial	Partial	Minimal
a) The district meets all fiscal health criteria pursuant to Ed Code 42127.6(a) as measured by the FCMAT	89.3%	10.7%	0.0%	0.0%				
b) The district makes optimal use of categorical funding flexibility options	66.7%	25.9%	3.7%	3.7%				
c) The MATH program is appropriately supported by general and categorical funds	71.4%	28.6%	0.0%	0.0%				
d) The RLA program is appropriately supported by general and categorical funds	78.6%	21.4%	0.0%	0.0%				
e) The district considers the academic achievement needs of the schools to determine appropriate site budget allocations	32.1%	35.7%	21.4%	10.7%				
f) The district has realistic budget projections and a plan to ensure future solvency	75.0%	21.4%	3.6%	0.0%				
g) Categorical funding is utilized with minimal carryover	25.0%	35.7%	35.7%	3.6%				
h) Site administrators are trained on use of the district budget management system	21.4%	35.7%	28.6%	14.3%				

**ALIGNMENT OF DISTRICT OPERATIONS - FISCAL OPERATIONS**

**Table F-68. Please select the most accurate descriptor of implementation for BOTH the indicated school years: 2009-2010 Level of Implementation**

	Cohort 1 Non-DAIT (light)				Cohort 2 Non-DAIT (light)			
	Full	Substantial	Partial	Minimal	Full	Substantial	Partial	Minimal
a) The district meets all fiscal health criteria pursuant to Ed Code 42127.6(a) as measured by the FCMAT	89.3%	7.1%	0.0%	3.6%	37.5%	62.5%	0.0%	0.0%
b) The district makes optimal use of categorical funding flexibility options	71.4%	25.0%	0.0%	3.6%	50.0%	50.0%	0.0%	0.0%
c) The MATH program is appropriately supported by general and categorical funds	78.6%	21.4%	0.0%	0.0%	62.5%	37.5%	0.0%	0.0%
d) The RLA program is appropriately supported by general and categorical funds	85.7%	14.3%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%
e) The district considers the academic achievement needs of the schools to determine appropriate site budget allocations	35.7%	46.4%	10.7%	7.1%	25.0%	50.0%	25.0%	0.0%
f) The district has realistic budget projections and a plan to ensure future solvency	78.6%	14.3%	3.6%	3.6%	62.5%	25.0%	12.5%	0.0%
g) Categorical funding is utilized with minimal carryover	32.1%	39.3%	28.6%	0.0%	12.5%	50.0%	37.5%	0.0%
h) Site administrators are trained on use of the district budget management system	28.6%	35.7%	25.0%	10.7%	37.5%	37.5%	12.5%	12.5%

**ALIGNMENT OF DISTRICT OPERATIONS - FISCAL OPERATIONS**

**Table F-69. Please select the most accurate descriptor of implementation for BOTH the indicated school years:  
2010-2011 Level of Implementation**

	Cohort 1 Non-DAIT (light)				Cohort 2 Non-DAIT (light)			
	Full	Substantial	Partial	Minimal	Full	Substantial	Partial	Minimal
a) The district meets all fiscal health criteria pursuant to Ed Code 42127.6(a) as measured by the FCMAT	89.7%	10.3%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%
b) The district makes optimal use of categorical funding flexibility options	75.9%	20.7%	0.0%	3.4%	50.0%	50.0%	0.0%	0.0%
c) The MATH program is appropriately supported by general and categorical funds	79.3%	20.7%	0.0%	0.0%	62.5%	37.5%	0.0%	0.0%
d) The RLA program is appropriately supported by general and categorical funds	89.7%	10.3%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%
e) The district considers the academic achievement needs of the schools to determine appropriate site budget allocations	34.5%	48.3%	10.3%	6.9%	25.0%	50.0%	25.0%	0.0%
f) The district has realistic budget projections and a plan to ensure future solvency	75.9%	17.2%	6.9%	0.0%	62.5%	25.0%	12.5%	0.0%
g) Categorical funding is utilized with minimal carryover	37.9%	44.8%	17.2%	0.0%	37.5%	37.5%	25.0%	0.0%
h) Site administrators are trained on use of the district budget management system	28.6%	35.7%	25.0%	10.7%	37.5%	37.5%	12.5%	12.5%

## ALIGNMENT OF DISTRICT OPERATIONS - PARENT AND COMMUNITY INVOLVEMENT

**Table F-70. Please select the most accurate descriptor of implementation for BOTH the indicated school years:  
2008-2009 Level of Implementation**

	Cohort 1 Non-DAIT (light)				Cohort 2 Non-DAIT (light)			
	Full	Substantial	Partial	Minimal	Full	Substantial	Partial	Minimal
a) The district employs a broad range of strategies to actively involve families in their students' education	7.7%	46.2%	46.2%	0.0%				
b) District and site administrators monitor the level of family involvement in all schools	14.8%	18.5%	55.6%	11.1%				
c) Families participate in district and school committees that inform key programs and policies	33.3%	29.6%	33.3%	3.7%				
d) All stakeholders (e.g., unions, community partners, etc.) communicate candidly with district leadership to inform key programs and policies	37.0%	44.4%	14.8%	3.7%				

## ALIGNMENT OF DISTRICT OPERATIONS - PARENT AND COMMUNITY INVOLVEMENT

**Table F-71. Please select the most accurate descriptor of implementation for BOTH the indicated school years:  
2009-2010 Level of Implementation**

	Cohort 1 Non-DAIT (light)				Cohort 2 Non-DAIT (light)			
	Full	Substantial	Partial	Minimal	Full	Substantial	Partial	Minimal
a) The district employs a broad range of strategies to actively involve families in their students' education	19.2%	57.7%	23.1%	0.0%	12.5%	50.0%	37.5%	0.0%
b) District and site administrators monitor the level of family involvement in all schools	22.2%	18.5%	51.9%	7.4%	12.5%	37.5%	50.0%	0.0%
c) Families participate in district and school committees that inform key programs and policies	37.0%	37.0%	25.9%	0.0%	25.0%	50.0%	25.0%	0.0%
d) All stakeholders (e.g., unions, community partners, etc.) communicate candidly with district leadership to inform key programs and policies	40.7%	48.1%	11.1%	0.0%	12.5%	75.0%	12.5%	0.0%

## ALIGNMENT OF DISTRICT OPERATIONS - PARENT AND COMMUNITY INVOLVEMENT

**Table F-72. Please select the most accurate descriptor of implementation for BOTH the indicated school years:  
2010-2011 Level of Implementation**

	Cohort 1 Non-DAIT (light)				Cohort 2 Non-DAIT (light)			
	Full	Substantial	Partial	Minimal	Full	Substantial	Partial	Minimal
a) The district employs a broad range of strategies to actively involve families in their students' education	22.2%	63.0%	14.8%	0.0%	12.5%	50.0%	37.5%	0.0%
b) District and site administrators monitor the level of family involvement in all schools	21.4%	35.7%	39.3%	3.6%	12.5%	37.5%	50.0%	0.0%
c) Families participate in district and school committees that inform key programs and policies	39.3%	46.4%	14.3%	0.0%	12.5%	62.5%	25.0%	0.0%
d) All stakeholders (e.g., unions, community partners, etc.) communicate candidly with district leadership to inform key programs and policies	42.9%	50.0%	7.1%	0.0%	12.5%	62.5%	25.0%	0.0%

## ALIGNMENT OF DISTRICT OPERATIONS - DATA SYSTEMS AND MONITORING

**Table F-73. Please select the most accurate descriptor of implementation for BOTH the indicated school years: 2008-2009 Level of Implementation**

	Cohort 1 Non-DAIT (light)				Cohort 2 Non-DAIT (light)			
	Full	Substantial	Partial	Minimal	Full	Substantial	Partial	Minimal
a) The district has a system of regular data collection to determine the effectiveness of its academic program	62.1%	24.1%	10.3%	3.4%				
b) The district has adopted an accessible and user-friendly data management system that tracks data over time	65.5%	20.7%	10.3%	3.4%				
c) The district provides accurate and timely scoring, storage and retrieval of student assessment data	55.2%	31.0%	10.3%	3.4%				
d) All site administrators have been trained in accessing the data management system and in interpreting the data	58.6%	24.1%	13.8%	3.4%				
e) All teachers have been trained in accessing the data management system and in interpreting the data	27.6%	41.4%	20.7%	10.3%				
f) All teachers are provided collaboration time specifically for examining student data to inform instruction	51.7%	27.6%	17.2%	3.4%				

**Table F-74. Please select the most accurate descriptor of implementation for BOTH the indicated school years: 2009-2010 Level of Implementation**

	Cohort 1 Non-DAIT (light)				Cohort 2 Non-DAIT (light)			
	Full	Substantial	Partial	Minimal	Full	Substantial	Partial	Minimal
a) The district has a system of regular data collection to determine the effectiveness of its academic program	69.0%	27.6%	0.0%	3.4%	62.5%	25.0%	12.5%	0.0%
b) The district has adopted an accessible and user-friendly data management system that tracks data over time	72.4%	24.1%	3.4%	0.0%	75.0%	25.0%	0.0%	0.0%
c) The district provides accurate and timely scoring, storage and retrieval of student assessment data	65.5%	31.0%	3.4%	0.0%	75.0%	25.0%	0.0%	0.0%
d) All site administrators have been trained in accessing the data management system and in interpreting the data	65.5%	31.0%	3.4%	0.0%	75.0%	25.0%	0.0%	0.0%
e) All teachers have been trained in accessing the data management system and in interpreting the data	37.9%	41.4%	17.2%	3.4%	37.5%	62.5%	0.0%	0.0%
f) All teachers are provided collaboration time specifically for examining student data to inform instruction	55.2%	37.9%	6.9%	0.0%	62.5%	25.0%	12.5%	0.0%

**Table F-75. Please select the most accurate descriptor of implementation for BOTH the indicated school years:  
2010-2011 Level of Implementation**

	Cohort 1 Non-DAIT (light)				Cohort 2 Non-DAIT (light)			
	Full	Substantial	Partial	Minimal	Full	Substantial	Partial	Minimal
a) The district has a system of regular data collection to determine the effectiveness of its academic program	76.7%	23.3%	0.0%	0.0%	75.0%	12.5%	12.5%	0.0%
b) The district has adopted an accessible and user-friendly data management system that tracks data over time	70.0%	30.0%	0.0%	0.0%	75.0%	25.0%	0.0%	0.0%
c) The district provides accurate and timely scoring, storage and retrieval of student assessment data	73.3%	23.3%	3.3%	0.0%	87.5%	12.5%	0.0%	0.0%
d) All site administrators have been trained in accessing the data management system and in interpreting the data	66.7%	30.0%	3.3%	0.0%	75.0%	25.0%	0.0%	0.0%
e) All teachers have been trained in accessing the data management system and in interpreting the data	33.3%	53.3%	13.3%	0.0%	37.5%	62.5%	0.0%	0.0%
f) All teachers are provided collaboration time specifically for examining student data to inform instruction	66.7%	20.0%	13.3%	0.0%	62.5%	25.0%	12.5%	0.0%

## ALIGNMENT OF DISTRICT OPERATIONS - PROFESSIONAL DEVELOPMENT

**Table F-76. Please select the most accurate descriptor of implementation for BOTH the indicated school years:  
2008-09 Level of Implementation**

	Cohort 1 Non-DAIT (light)				Cohort 2 Non-DAIT (light)			
	Full	Substantial	Partial	Minimal	Full	Substantial	Partial	Minimal
a) The district provides its administrators with leadership training and ongoing professional development specific to the seven areas of work addressed by the DAIT process	25.9%	44.4%	18.5%	11.1%				
b) All school principals and vice principals have completed materials-based PD in the SBE adopted/recommended RLA curriculum	34.5%	34.5%	20.7%	10.3%				
c) All school principals have completed materials-based PD in the SBE adopted/recommended Math curriculum	24.1%	34.5%	24.1%	17.2%				
d) The district ensures that all principals and vice principals complete materials-based PD in the SBE adoption in ELD	13.8%	27.6%	27.6%	31.0%				
e) The district ensures that all principals and vice principals receive targeted follow-up on the above materials-based PD	10.3%	24.1%	41.4%	24.1%				
f) The district ensures that all teachers responsible for teaching RLA complete materials based PD in the SBE-adopted RLA curriculum	31.0%	37.9%	27.6%	3.4%				
g) The district ensures that all teachers responsible for teaching math complete materials-based PD in the SBE adopted math curriculum	24.1%	37.9%	31.0%	6.9%				
h) The district ensures that teachers receive targeted follow-up on materials-based PD	13.8%	44.8%	31.0%	10.3%				
i) The district ensures that teachers are provided with frequent (at least monthly) and structured opportunities to meet collaboratively	58.6%	24.1%	13.8%	3.4%				
j) The district provides ongoing professional development to content experts and coaches	31.0%	27.6%	24.1%	17.2%				

**Table F-77. Please select the most accurate descriptor of implementation for BOTH the indicated school years:  
2009-10 Level of Implementation**

	Cohort 1 Non-DAIT (light)				Cohort 2 Non-DAIT (light)			
	Full	Substantia I	Partial	Minimal	Full	Substantia I	Partial	Minimal
a) The district provides its administrators with leadership training and ongoing professional development specific to the seven areas of work addressed by the DAIT process	37.0%	44.4%	7.4%	11.1%	12.5%	37.5%	12.5%	37.5%
b) All school principals and vice principals have completed materials-based PD in the SBE adopted/recommended RLA curriculum	44.8%	37.9%	13.8%	3.4%	37.5%	25.0%	25.0%	12.5%
c) All school principals have completed materials-based PD in the SBE adopted/recommended Math curriculum	27.6%	41.4%	20.7%	10.3%	12.5%	37.5%	37.5%	12.5%
d) The district ensures that all principals and vice principals complete materials-based PD in the SBE adoption in ELD	20.7%	34.5%	20.7%	24.1%	12.5%	12.5%	62.5%	12.5%
e) The district ensures that all principals and vice principals receive targeted follow-up on the above materials-based PD	13.8%	41.4%	31.0%	13.8%	0.0%	25.0%	25.0%	50.0%
f) The district ensures that all teachers responsible for teaching RLA complete materials based PD in the SBE-adopted RLA curriculum	34.5%	48.3%	17.2%	0.0%	12.5%	37.5%	37.5%	12.5%
g) The district ensures that all teachers responsible for teaching math complete materials-based PD in the SBE adopted math curriculum	31.0%	51.7%	17.2%	0.0%	12.5%	50.0%	37.5%	0.0%
h) The district ensures that teachers receive targeted follow-up on materials-based PD	17.2%	44.8%	37.9%	0.0%	12.5%	37.5%	50.0%	0.0%
i) The district ensures that teachers are provided with frequent (at least monthly) and structured opportunities to meet collaboratively	65.5%	31.0%	3.4%	0.0%	62.5%	12.5%	12.5%	12.5%
j) The district provides ongoing professional development to content experts and coaches	37.9%	27.6%	17.2%	17.2%	50.0%	25.0%	25.0%	0.0%

**Table F-78. Please select the most accurate descriptor of implementation for BOTH the indicated school years:  
2010-11 Level of Implementation**

	Cohort 1 Non-DAIT (light)				Cohort 2 Non-DAIT (light)			
	Full	Substantia I	Partial	Minimal	Full	Substantia I	Partial	Minimal
a) The district provides its administrators with leadership training and ongoing professional development specific to the seven areas of work addressed by the DAIT process	32.1%	46.4%	14.3%	7.1%	12.5%	37.5%	12.5%	37.5%
b) All school principals and vice principals have completed materials-based PD in the SBE adopted/recommended RLA curriculum	46.7%	40.0%	10.0%	3.3%	37.5%	12.5%	37.5%	12.5%
c) All school principals have completed materials-based PD in the SBE adopted/recommended Math curriculum	33.3%	43.3%	13.3%	10.0%	12.5%	37.5%	37.5%	12.5%
d) The district ensures that all principals and vice principals complete materials-based PD in the SBE adoption in ELD	26.7%	33.3%	13.3%	26.7%	12.5%	12.5%	62.5%	12.5%
e) The district ensures that all principals and vice principals receive targeted follow-up on the above materials-based PD	20.0%	33.3%	33.3%	13.3%	0.0%	25.0%	25.0%	50.0%
f) The district ensures that all teachers responsible for teaching RLA complete materials based PD in the SBE-adopted RLA curriculum	36.7%	53.3%	10.0%	0.0%	12.5%	37.5%	37.5%	12.5%
g) The district ensures that all teachers responsible for teaching math complete materials-based PD in the SBE adopted math curriculum	40.0%	50.0%	10.0%	0.0%	12.5%	50.0%	37.5%	0.0%
h) The district ensures that teachers receive targeted follow-up on materials-based PD	20.0%	50.0%	30.0%	0.0%	12.5%	37.5%	50.0%	0.0%
i) The district ensures that teachers are provided with frequent (at least monthly) and structured opportunities to meet collaboratively	80.0%	13.3%	6.7%	0.0%	62.5%	12.5%	12.5%	12.5%
j) The district provides ongoing professional development to content experts and coaches	37.9%	31.0%	20.7%	10.3%	50.0%	25.0%	25.0%	0.0%

**ALIGNMENT OF DISTRICT OPERATIONS - HUMAN RESOURCES**

**Table F-79. Please select the most accurate descriptor of implementation for BOTH the indicated school years:  
2008-2009 Level of Implementation**

	Cohort 1 Non-DAIT (light)				Cohort 2 Non-DAIT (light)			
	Full	Substantia I	Partial	Minimal	Full	Substantia I	Partial	Minimal
a) The district has a plan to distribute highly qualified principals in underperforming schools	20.7%	34.5%	27.6%	17.2%				
b) The district has a plan to retain effective principals	31.0%	37.9%	24.1%	6.9%				
c) The district has a uniform system to monitor the performance of all principals	44.8%	24.1%	20.7%	10.3%				
d) The district has a plan to ATTRACT highly-qualified and appropriately credentialed teachers	37.9%	27.6%	20.7%	13.8%				
e) The district has a plan to RETAIN highly-qualified and appropriately credentialed teachers	37.9%	37.9%	17.2%	6.9%				
f) The district has a plan to DISTRIBUTE highly qualified teachers equitably in underperforming schools	34.5%	13.8%	17.2%	34.5%				
g) The district provides an ongoing system of support for new teachers	65.5%	17.2%	13.8%	3.4%				
h) The district provides an ongoing system of support for teachers placed in underperforming schools	24.1%	37.9%	24.1%	13.8%				
i) All key district administrative positions are filled	58.6%	24.1%	17.2%	0.0%				

**Table F-80. Please select the most accurate descriptor of implementation for BOTH the indicated school years: 2009-2010 Level of Implementation**

	Cohort 1 Non-DAIT (light)				Cohort 2 Non-DAIT (light)			
	Full	Substantia I	Partial	Minimal	Full	Substantia I	Partial	Minimal
a) The district has a plan to distribute highly qualified principals in underperforming schools	31.0%	37.9%	17.2%	13.8%	25.0%	12.5%	25.0%	37.5%
b) The district has a plan to retain effective principals	31.0%	48.3%	13.8%	6.9%	12.5%	50.0%	25.0%	12.5%
c) The district has a uniform system to monitor the performance of all principals	51.7%	27.6%	13.8%	6.9%	37.5%	37.5%	12.5%	12.5%
d) The district has a plan to ATTRACT highly-qualified and appropriately credentialed teachers	44.8%	24.1%	13.8%	17.2%	25.0%	62.5%	0.0%	12.5%
e) The district has a plan to RETAIN highly-qualified and appropriately credentialed teachers	44.8%	34.5%	13.8%	6.9%	25.0%	62.5%	12.5%	0.0%
f) The district has a plan to DISTRIBUTE highly qualified teachers equitably in underperforming schools	34.5%	24.1%	10.3%	31.0%	37.5%	0.0%	12.5%	50.0%
g) The district provides an ongoing system of support for new teachers	65.5%	27.6%	3.4%	3.4%	25.0%	62.5%	12.5%	0.0%
h) The district provides an ongoing system of support for teachers placed in underperforming schools	27.6%	37.9%	20.7%	13.8%	12.5%	75.0%	12.5%	0.0%
i) All key district administrative positions are filled	58.6%	31.0%	10.3%	0.0%	75.0%	12.5%	12.5%	0.0%

**Table F-81. Please select the most accurate descriptor of implementation for BOTH the indicated school years:  
2010-2011 Level of Implementation**

	Cohort 1 Non-DAIT (light)				Cohort 2 Non-DAIT (light)			
	Full	Substantial	Partial	Minimal	Full	Substantial	Partial	Minimal
a) The district has a plan to distribute highly qualified principals in underperforming schools	43.3%	33.3%	10.0%	13.3%	37.5%	0.0%	25.0%	37.5%
b) The district has a plan to retain effective principals	40.0%	33.3%	20.0%	6.7%	12.5%	62.5%	12.5%	12.5%
c) The district has a uniform system to monitor the performance of all principals	53.3%	33.3%	6.7%	6.7%	37.5%	37.5%	12.5%	12.5%
d) The district has a plan to ATTRACT highly-qualified and appropriately credentialed teachers	50.0%	20.0%	16.7%	13.3%	25.0%	62.5%	0.0%	12.5%
e) The district has a plan to RETAIN highly-qualified and appropriately credentialed teachers	46.7%	33.3%	13.3%	6.7%	25.0%	62.5%	12.5%	0.0%
f) The district has a plan to DISTRIBUTE highly qualified teachers equitably in underperforming schools	33.3%	30.0%	13.3%	23.3%	37.5%	0.0%	12.5%	50.0%
g) The district provides an ongoing system of support for new teachers	66.7%	23.3%	6.7%	3.3%	25.0%	62.5%	12.5%	0.0%
h) The district provides an ongoing system of support for teachers placed in underperforming schools	33.3%	40.0%	16.7%	10.0%	12.5%	75.0%	12.5%	0.0%
i) All key district administrative positions are filled	60.0%	26.7%	6.7%	6.7%	75.0%	12.5%	12.5%	0.0%

## DISTRICT CAPACITY

**Table F-82.** Indicate the extent to which you believe the district **CURRENTLY** has the capacity (time, materials, staffing, and expertise) to **IMPLEMENT** improvement efforts in the following areas:

	Cohort 1 Non-DAIT (light)					Cohort 2 Non-DAIT (light)				
	High Capacity	Adequate Capacity	Low Capacity	No Capacity	N/A - not a high priority	High Capacity	Adequate Capacity	Low Capacity	No Capacity	N/A - not a high priority
Governance	51.7%	41.4%	6.9%	0.0%	0.0%	12.5%	87.5%	0.0%	0.0%	0.0%
Overall Alignment of Curriculum, Instruction, and Assessment	44.4%	51.9%	3.7%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%	0.0%
Alignment of Curriculum, Instruction and Assessment for ELD	41.4%	51.7%	6.9%	0.0%	0.0%	37.5%	62.5%	0.0%	0.0%	0.0%
Alignment of Curriculum, Instruction and Assessment for SWD	27.6%	55.2%	17.2%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%	0.0%
Fiscal Operations	55.2%	31.0%	10.3%	3.4%	0.0%	37.5%	50.0%	12.5%	0.0%	0.0%
Parent and Community Involvement	31.0%	51.7%	17.2%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Human Resources	37.9%	55.2%	6.9%	0.0%	0.0%	28.6%	71.4%	0.0%	0.0%	0.0%
Data Systems and Monitoring	41.4%	51.7%	6.9%	0.0%	0.0%	62.5%	37.5%	0.0%	0.0%	0.0%
Professional Development	37.9%	55.2%	6.9%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%	0.0%

**Table F-83. Indicate the extent to which you believe the district CURRENTLY has the capacity (time, materials, staffing, and expertise) to SUSTAIN improvement efforts in the following areas:**

	Cohort 1 Non-DAIT (light)					Cohort 2 Non-DAIT (light)				
	High Capacity	Adequate Capacity	Low Capacity	No Capacity	N/A - not a high priority	High Capacity	Adequate Capacity	Low Capacity	No Capacity	N/A - not a high priority
Governance	51.7%	37.9%	10.3%	0.0%	0.0%	12.5%	87.5%	0.0%	0.0%	0.0%
Overall Alignment of Curriculum, Instruction, and Assessment	42.9%	53.6%	3.6%	0.0%	0.0%	37.5%	62.5%	0.0%	0.0%	0.0%
Alignment of Curriculum, Instruction and Assessment for ELD	31.0%	62.1%	6.9%	0.0%	0.0%	25.0%	75.0%	0.0%	0.0%	0.0%
Alignment of Curriculum, Instruction and Assessment for SWD	24.1%	58.6%	17.2%	0.0%	0.0%	37.5%	62.5%	0.0%	0.0%	0.0%
Fiscal Operations	55.2%	34.5%	6.9%	3.4%	0.0%	37.5%	50.0%	12.5%	0.0%	0.0%
Parent and Community Involvement	31.0%	48.3%	20.7%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Human Resources	34.5%	55.2%	10.3%	0.0%	0.0%	28.6%	71.4%	0.0%	0.0%	0.0%
Data Systems and Monitoring	48.3%	48.3%	3.4%	0.0%	0.0%	62.5%	37.5%	0.0%	0.0%	0.0%
Professional Development	34.5%	55.2%	10.3%	0.0%	0.0%	37.5%	62.5%	0.0%	0.0%	0.0%

**Table F-84. To what extent do you agree or disagree with the following? Since being identified as a PI Year 3, the district has significantly:**

	Cohort 1 Non-DAIT (light)				Cohort 2 Non-DAIT (light)			
	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
a) Realigned its fiscal resources to better support student achievement	41.4%	48.3%	6.9%	3.4%	12.5%	75.0%	12.5%	0.0%
b) Reorganized/revised district structures, policies, and practices	44.8%	48.3%	6.9%	0.0%	0.0%	100.0%	0.0%	0.0%
c) Improved supports to students needing additional assistance (e.g., ELs, SWDs, students needing intervention)	58.6%	41.4%	0.0%	0.0%	25.0%	75.0%	0.0%	0.0%
d) Improved district instructional practices	62.1%	34.5%	3.4%	0.0%	50.0%	50.0%	0.0%	0.0%
e) Improved classroom level instructional fidelity	55.2%	41.4%	3.4%	0.0%	25.0%	50.0%	25.0%	0.0%
f) Improved instructional leadership at school sites	51.7%	37.9%	6.9%	3.4%	37.5%	50.0%	12.5%	0.0%
g) Improved the use of achievement data to inform instruction	69.0%	31.0%	0.0%	0.0%	37.5%	62.5%	0.0%	0.0%
h) Improved practices and beliefs to support shared responsibility for all students' achievement	44.8%	51.7%	3.4%	0.0%	12.5%	75.0%	12.5%	0.0%
i) Experienced decreased resources (fiscal and/or human)	75.9%	17.2%	3.4%	3.4%	62.5%	0.0%	37.5%	0.0%
j) Lost key district staff due to fiscal constraints	69.0%	17.2%	13.8%	0.0%	42.9%	42.9%	0.0%	14.3%
k) Increased class sizes/decreased course offerings	75.0%	21.4%	3.6%	0.0%	62.5%	0.0%	12.5%	25.0%
l) Experienced increased loss/turnover of principals	39.3%	21.4%	21.4%	17.9%	25.0%	25.0%	37.5%	12.5%
m) Experienced increased loss/turnover of teachers	51.9%	25.9%	11.1%	11.1%	50.0%	12.5%	12.5%	25.0%

## Appendix F

### Interview Protocols

#### District Initial Interview

##### DLT & DAIT Profile and Responsibilities

1. Date of entry \_\_\_\_\_
2. If district had more than one DAIT, enter date they began work with second one: \_\_\_\_
3. Had you (or your district) worked with this DAIT provider prior to this date receiving sort of technical assistance?
4. Is your district still working with \_\_\_\_\_ DAIT?  
If not, when did you conclude (what month & year) your work with them?  
Date of exit: \_\_\_\_\_
5. First, who (in terms of their job titles) was on the District Leadership Team?
6. Has the DLT membership been stable over the course of your work with the DLT? Have there been changes?
7. How many people are on your District Cabinet?
8. How long have each of these people been in their current position?
9. How often does/did the DAIT meet with your DLT?
10. Who else from the district – in terms of job title or responsibilities – would you want to have on the team, and why?
11. Has there been any involvement of union reps in the DLT and DAIT work?
12. Turning now to the DAIT, how many team members were on the DAIT provided to you and what are their areas of expertise?
13. Has the DAIT team been the same size and composition throughout your work with them?
14. Were there any problem areas that required you and your team to seek additional expertise to supplement the DAIT team?
15. If Yes: What were these areas of specialization?
  - a. Where were these additional staff from?
  - b. Did the DAIT help you identify these resources?
  - c. Additional comments:

#### District Interview Follow-up – Cohort 1

##### Introduction:

1. What was your team's initial understanding of the role, charge, and the extent of the DAIT's authority?
  - a. Did the DAIT initially share that understanding?
  - b. How, if at all, has either your team or your district's understanding of the DAIT role and authority changed since you started your work with them?
2. When you initially began your work with the DAIT, was there resistance or concern among any of the district staff or stakeholders to the DAIT process?
  - a. If so, from what individual and/or group, and what was the nature of the resistance?

- b. If yes, what specifically did you do to address these concerns about the DAIT process? How did these particular steps help or hinder the implementation of DAIT recommendations within the district?
  - c. Have these issues been resolved or is there still some resistance to the DAIT process or recommendations?
3. What is the current climate of your working relationship with the DAIT (or was it when you ended your work with them)? Is there open communication and cooperation?
  4. What was the district preparing to do in response to the student achievement problems when you began working with the DAIT (what plans for reform were already “in the works”)?
    - a. How, if at all, did those plans change in response to your work with them?
  5. What were the primary functions of the DAIT meetings with the DLT?
  6. Overall, did you feel your meetings with the DAIT provider were effective in building the district’s capacity to address problems related to student achievement?
  7. Were there other ways, in addition to the meetings, that the DAIT provided support to your district?
  8. What did you [or, the DLT] consider the highest priority area to address initially?
    - a. Was that clearly communicated to the DAIT?
  9. What do you now consider the highest priority? Why?

### **Barriers/Facilitators to Implementing the District Action Plan**

10. Has the district's ability to implement its action plan changed, given the current state of the budget? If so, in what ways?
11. Were there any DAIT recommendations that you did not adopt or were reluctant to adopt? If so, which ones? Why?
12. Are there other major interventions or new programs in the district that complement or constrain DAIT? If so, which ones? Why?
13. (*If this has not already been discussed*) Have employee union contracts impacted the reforms the DAIT/Leadership team has tried to implement in either positive or negative ways? If yes:
  - a. In which employee union contracts?
  - b. Which specific work rules?
  - c. How have they impacted the proposed reforms?
  - d. How has the DAIT/ Leadership team dealt with that challenge?

### **Results of DAIT Intervention**

14. What are the most significant changes the district has made as a result of DAIT?
15. What is the next step you anticipate the district taking to implement the revised LEA plan?
  - a. What do you see as the role of the DAIT in those actions?
16. What skills or services did the DAIT provider bring that were most beneficial?
17. What made the work with the DAIT provider [or overall DAIT work?] challenging, or different than you expected?
18. How would you describe your overall satisfaction with the DAIT program as a strategy to build district capacity?
19. What other ways could the State help with improving district capacity and alignment?
  - a. What recommendations would you make to CDE regarding the DAIT program?
20. What will be the most sustainable aspects of the successful pieces of the work with the DAIT team?

## District Interview Follow Up – Cohort 2

### Initial conditions

1. **Initial Tone and Resistance:** How would you characterize the tone and nature of your initial interactions with your DAIT provider?
2. **Current Tone/Nature:** How would you characterize the current tone and nature of your interactions with your DAIT provider? To what extent do you feel it is open, collaborative, and trusting?
3. **Resistance:** When you initially began your work with the DAIT, were there stakeholders in your district who expressed any concerns or resistance?
  - a. What was the nature of the resistance or concern? For example, was it just resistance to change in general or specifically to the DAIT authority or what?
  - b. What people or group resisted or expressed concerns?
4. **Teacher Union:** What about the Teacher Union? Any blockages specifically related to union contracts?
5. **Impact of Resistance/Barriers**
  - a. What aspects of your work were either slowed or stopped due to the various types and sources of resistance and barriers we have been discussing?
  - b. Were these problems resolved and, if so how long did it take to resolve these problems?
  - c. Thinking now about all of the work you have done with the DAIT provider, of the things we've just discussed, what would you consider to be the most difficult resistance or barrier to overcome?
6. **Budget/Cutbacks:** Have there been any impacts related to budget problems and cutbacks that have impacted your work with the DAIT provider (other than any already mentioned earlier)? What has this kept the district from doing?

### Initial Priorities

7. **Awareness of Needs:** Did you feel that the district was already aware of their needs or issues identified by the capacity study, or did any of the findings surprise you or other district stakeholders?
8. **Addressing Needs:** Was the district already moving on addressing most of the deficiencies identified by the DAIT?
9. **Barriers:** What were the primary barriers that you think were keeping the district from effectively addressing student achievement issues prior to the DAIT?
10. **Highest Priority:** What did you consider the highest priority or highest leverage areas for the district to address when you began your work with the DAIT?
11. **Reluctance:** Were there any specific DAIT recommendations that the district was unable to implement?

**Other TA:**

12. During the past two years, while you were working with the DAIT, were there any other technical assistance providers or initiatives in place in the district?

**DLT Process and Players**

13. **Process & Work:** Please describe how you worked with the DAIT. What was your process for getting started and how did the work change over time?

14. **Types of Assistance:**

- a. To what extent has the DAIT assisted the district in developing **policies and procedures**?
- b. To what extent has the DAIT worked with the district around issues of **data** systems, data access, data analysis, or using data to make decisions at the district level?
- c. To what extent has the DAIT assisted the district in selection of **curriculum, developing assessments, pacing guides**, or other subject matter/curriculum related issues?
- d. Did the DAIT provide any direct assistance in **financial or budget issues**?
- e. To what extent did the DAIT work with **school site administrators and teachers** in their schools?
- f. To what extent has the DAIT provided **professional development/training**?
- g. What **other** areas did they assist the district with?

**Key Capacity Building Activities & Results**

15. **Activities:** What do you feel were the key activities of the DAIT work with the DLT and/or district level staff that led to building district or school capacity to support student achievement?
16. **Significant Changes:** What, in summary, do you consider the most significant changes the district has made as a result of DAIT?
- a. Do you think these changes are sustainable?
17. **Current Highest Priority:** What do you now consider to be the highest priority, highest leverage issue for the district to address?
- a. Do you feel you will have substantially addressed this priority by the end of this school year? If not, what remains to be addressed in the coming year or two?
18. **Continued Assistance:** Do you anticipate continuing to contract for assistance from your DAIT provider?

**Recommendations**

19. **Rating:** On a scale of 1-10, how would you describe your overall satisfaction with the DAIT program as a strategy to build district capacity, where 1 is completely unsatisfied and 10 is completely satisfied?
20. **Best Aspects:** What do you consider to be the best, most successful aspects of the DAIT program as a strategy to build district capacity, in general (not necessarily at this district but overall)?

21. **Deficiency:** What do you consider to be the biggest problem or deficiency of the DAIT program? What would you recommend changing about this approach?
22. **Recommendations:** What other ways could the State or CDE help with improving district capacity and alignment?

## DAIT Provider Initial Interview

### DLT & DAIT Profile and Responsibilities

1. Date of entry \_\_\_\_\_
2. Had you (or your organization) worked with the district prior to this date providing any sort of technical assistance?
3. Is your DAIT still working with \_\_\_\_\_ district?
  - a. If not, when did you conclude (what month & year) your work with them?  
Date of exit: \_\_\_\_\_
4. First, who (in terms of their job titles) was on the District Leadership Team?
  - a. Who is/was your primary contact?
  - b. Has the DLT membership been stable over the course of your work with them – have there been changes?
  - c. How many of the DLT members have been involved for the entire DAIT process?
5. How long has the Superintendent been at the district?
  - a. Has the same Superintendent been with the district for the entire DAIT process?
  - b. What percentage of the District Cabinet members have been in the district for the entire DAIT process?
6. How often does/did the DLT and DAIT meet (e.g., in person, conference call, video conference) with the majority of members from each team present?
7. Who else from the district – in terms of job title or responsibilities – would you have wanted to have on the team, and why?
8. Turning now to your DAIT, how many team members do you have on the DAIT and what are their areas of expertise?
  - a. Has your team been the same size and composition throughout your work with the district?
  - b. Were there any problem areas that required you and your team to seek additional expertise to supplement the DAIT team?

### Additional Informational Resources

9. Would you be willing to alert the Superintendent that we will be contacting them and encourage them to participate?
10. Is there anyone at the district, in addition to the superintendent, that we should try to include in our discussion with the district?

## DAIT Provider Interview Follow-up – Cohort 1

### Introduction:

1. What was your team's initial understanding of your role, charge, and the extent of your authority?
2. Did the district initially share that understanding?

3. How, if at all, has either your team or your district's understanding of the DAIT role and authority changed since you started your work with them?
4. Did the DAIT and district enter the relationship with a clear understanding of the DAIT process – in other words, the way the work was going to be done, the goals, how long it would take and what was going to happen along the way? [goals, duration, reporting and progress measures or monitoring]
5. What were the primary functions of the DAIT meetings with the DLT?
6. Overall, did you feel your meetings with the DLT were effective in building the district's capacity to address their problems related to student achievement?
7. Were there other ways, in addition to the meetings, that you have provided support to the district?
8. If so, from what individual and/or group, and what was the nature of the resistance?
9. If yes, what specifically did you do to address the districts resistance to the DAIT process?
10. How did these particular steps help or hinder the implementation of DAIT recommendations within the district?
11. Is the district more or less resistant to reform efforts now (or when you ended your work with them) as a result of DAIT? 16. What is the current climate of your working relationship with the district (or was it when you ended your work with them)? Is there open communication and cooperation?
12. What was the district preparing to do in response to their student achievement problems when you began working with them (what plans for reform were already "in the works")?
13. How, if at all, did those plans change in response to your work with them?
14. What did you [or, the team] consider the highest priority area to address initially?
  - a. Was that clearly communicated to the district?
15. What do you now consider the highest priority? Why? Has that been clearly communicated to the district?

### **Barriers/Facilitators to Implementing the District Action Plan**

16. Has the district's ability to implement its action plan changed, given the current state of the budget?
17. Were there any DAIT recommendations that the district did not adopt or was reluctant to adopt?
18. Are there other major interventions or new programs in the district that complement or constrain DAIT? If so, which ones?
19. Have employee union contracts impacted the reforms the DAIT/Leadership team has tried to implement in either positive or negative ways?

### **Results of DAIT Intervention**

20. What are the most significant changes the district has made as a result of DAIT?
21. What is the next step you anticipate the district taking to implement the revised LEA plan?
22. What will be the DAIT role in those actions?
23. What made the work with the district challenging, or different than you expected?
24. How would you describe your overall satisfaction with the DAIT program as a strategy to build district capacity?
25. What other ways could the State help with improving district capacity and alignment?
26. What recommendations would you make to CDE regarding the DAIT program?

27. What will be the most sustainable aspects of the successful pieces of the work with the DAIT team?

## DAIT Provider Interview Follow Up – Cohort 2

### Initial conditions

1. **Initial Tone and Resistance:** How would you characterize the tone and nature of your initial interactions with the district as their DAIT provider?
2. **Current Tone/Nature:** How would you characterize the current tone and nature of your interactions with the district? To what extent do you feel it is open, collaborative, and trusting?
3. **Resistance:** When you initially began your work with the district did you meet any resistance or concern?
  - a. What was the nature of the resistance or concern? For example, was it just resistance to change in general or specifically to the DAIT authority or what?
  - b. What people or group resisted or expressed concerns?
4. **Teacher Union:** What about the Teacher Union? Any blockages specifically related to union contracts?
5. **Impact of Resistance/Barriers**
  - a. What aspects of your work were either slowed or stopped due to the various types and sources of resistance and barriers we have been discussing?
  - b. Were these problems resolved and, if so how long did it take to resolve these problems?
  - c. Thinking now about all of the work you have done with this district, the things we've just discussed, what would you consider to be the most difficult resistance or barrier to overcome?
6. **Budget/Cutbacks:** Have there been any impacts related to budget problems and cutbacks that have impacted your work with the district to date (other than any already mentioned earlier)? What has this kept your team or the district from doing?

### Initial Priorities

7. **Awareness of Needs:** As you gathered the information for your capacity study and presented the findings to the district, did you feel that the district was already aware of their needs or did your findings surprise them?
8. **Addressing Needs:** Did you find that the district was already moving on addressing most of the deficiencies you identified?
9. **Barriers:** What were the primary barriers that you think were keeping the district from effectively addressing student achievement issues prior to your arrival?
10. **Highest Priority:** What did you consider the highest priority or highest leverage areas for the district to address when you began your work with them?
11. **Reluctance:** Were there any specific recommendations that the district was unable to implement?

### Other TA

12. During your time at the district did there were there any other technical assistance providers or initiatives in place?

### **DLT Process and Players**

13. **Process & Work:** Please describe how you worked with the District. What was your process for getting started and how did the work change over time?
14. **Types of Assistance:**
  - a. To what extent has your team assisted the district in developing **policies and procedures**?
  - b. To what extent has your team worked with the district around issues of **data** systems, data access, data analysis, or using data to make decisions at the district level?
  - c. To what extent have you assisted the district in selection of **curriculum, developing assessments, pacing guides**, or other subject matter/curriculum related issues?
  - d. Did your team provide any direct assistance in **financial or budget issues**?
  - e. To what extent did you team work with **school site administrators and teachers** in their schools?
  - f. What **other** areas did you assist the district with?

### **Key Capacity Building Activities & Results**

15. **Activities:** What do you feel were the key activities of your work that led to building district or school capacity to support student achievement?
16. **Significant Changes:** What, in summary, do you consider the most significant changes the district has made as a result of DAIT?
  - a. Do you think these changes are sustainable?
17. **Current Highest Priority:** What do you now consider to be the highest priority, highest leverage issue for this district to address?
  - a. Do you feel they will have substantially addressed this priority by the end of this school year? If not, what remains to be addressed in the coming year or two?
18. **Continued Assistance:** Do you anticipate continuing to provide assistance to this district post – DAIT?

### **Recommendations**

19. **Rating:** On a scale of 1-10, how would you describe your overall satisfaction with the DAIT program as a strategy to build district capacity, where 1 is completely unsatisfied and 10 is completely satisfied?
20. **Best Aspects:** What do you consider to be the best, most successful aspects of the DAIT program as a strategy to build district capacity, in general (not necessarily at this district but overall)?
21. **Deficiency:** What do you consider to be the biggest problem or deficiency of the DAIT program? What would you recommend changing about this approach?
22. **Recommendations:** What other ways could the State or CDE help with improving district capacity and alignment?

## Appendix G

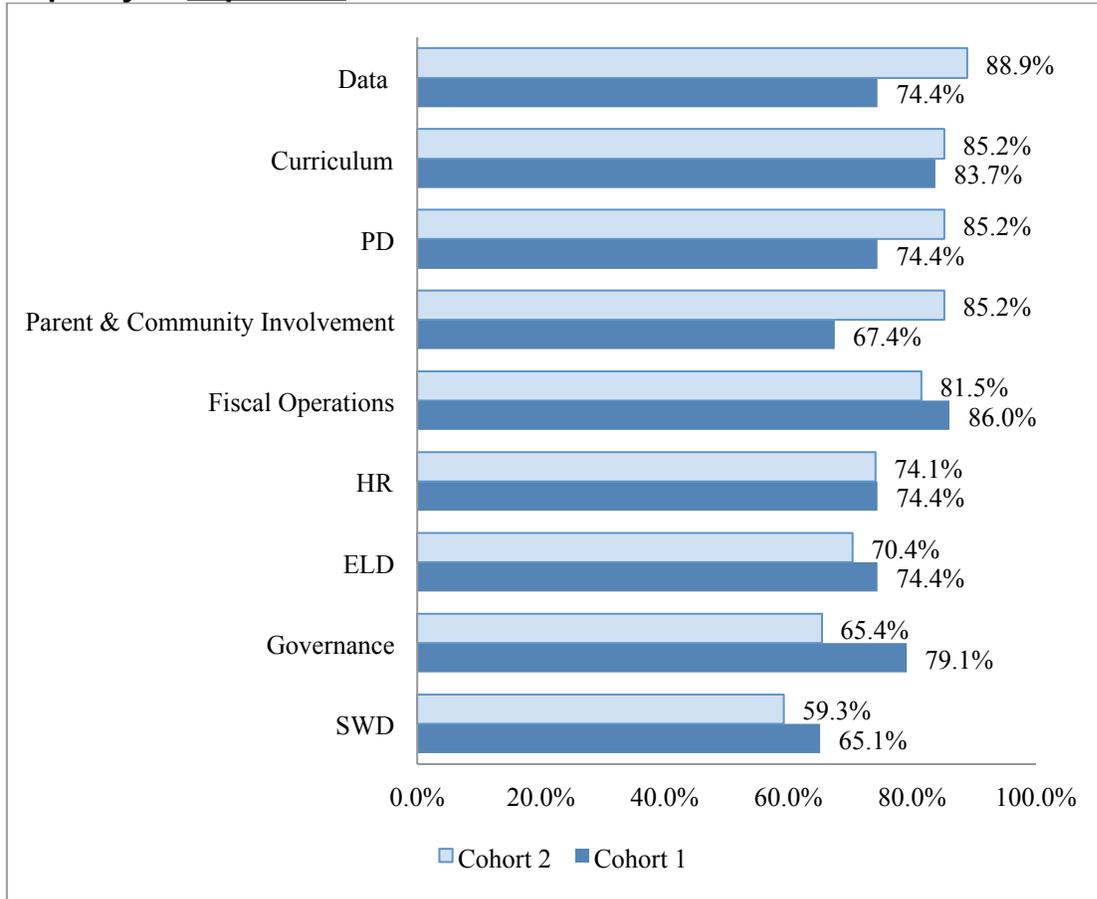
### PI3 District Capacity to Implement and Sustain Reforms

While interview respondents often mentioned concerns about the lack of funding or resources to implement and sustain reform efforts, a large proportion of districts and their DAIT providers in both cohorts of moderate/severe PI3 districts reported in their surveys either high or adequate capacity to implement (**Figure G-19**) and sustain (**Figure G-20**) reforms.

In general, the areas in which the largest proportion of districts reported higher capacity to implement reforms were data, curriculum, and professional development; whereas lower proportions of districts reported having high or adequate capacity to implement reforms in the areas of ELD, governance, and programs for students with disabilities.

Similarly, large proportions of districts reported having high or adequate capacity to sustain reforms in the areas of data, curriculum, and professional development. There were no statistically significant differences in Cohort 1 and 2 districts' reported capacity to either implement or sustain reforms.

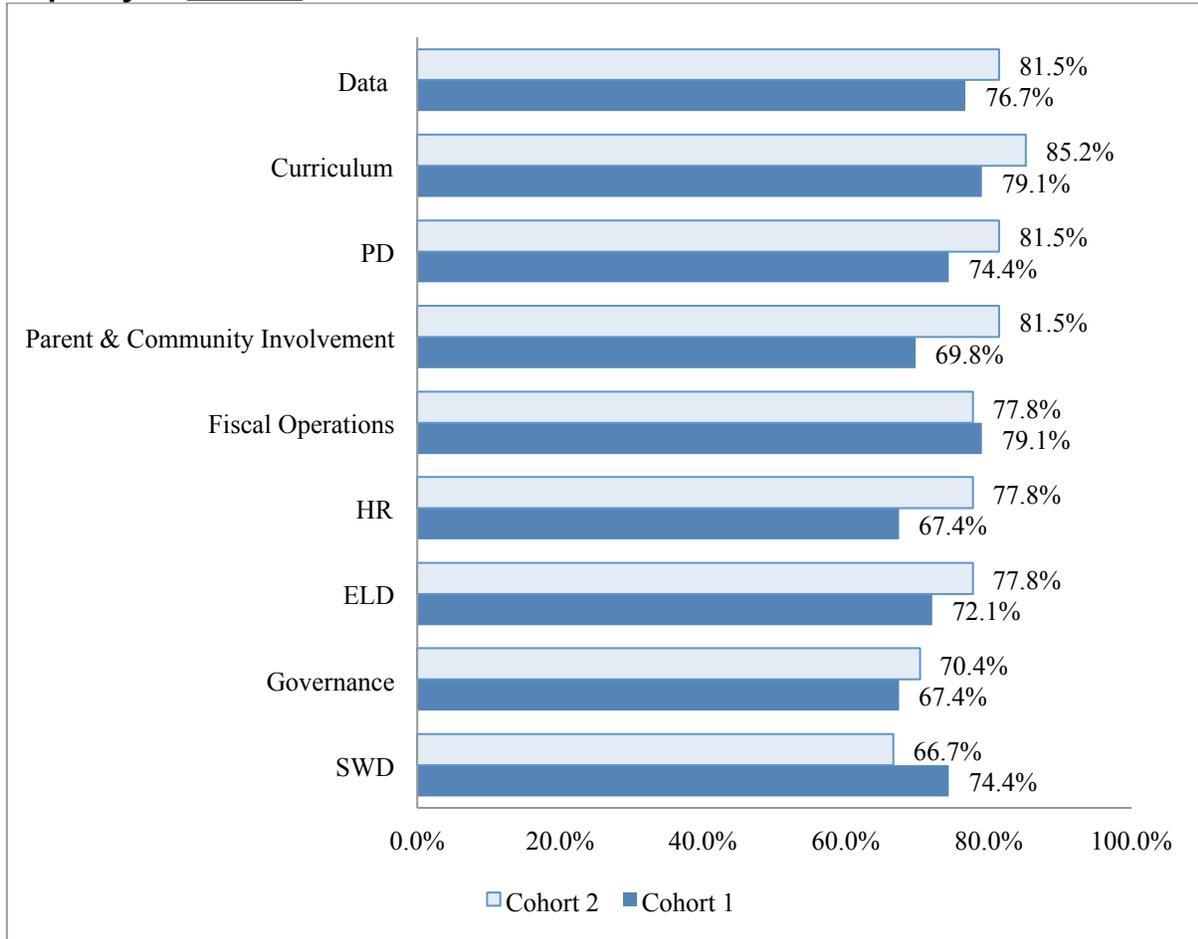
**Figure G-19. Percentage of DAIT Districts with Reported High or Adequate Capacity to Implement Reforms in Cohorts 1 and 2**



There were no statistically significant differences between Cohort 1 and 2 districts' responses

Source: District and DAIT Implementation Surveys, Cohorts 1 and 2

**Figure G-20. Percentage of DAIT Districts with Reported High or Adequate Capacity to Sustain Reforms in Cohorts 1 and 2**

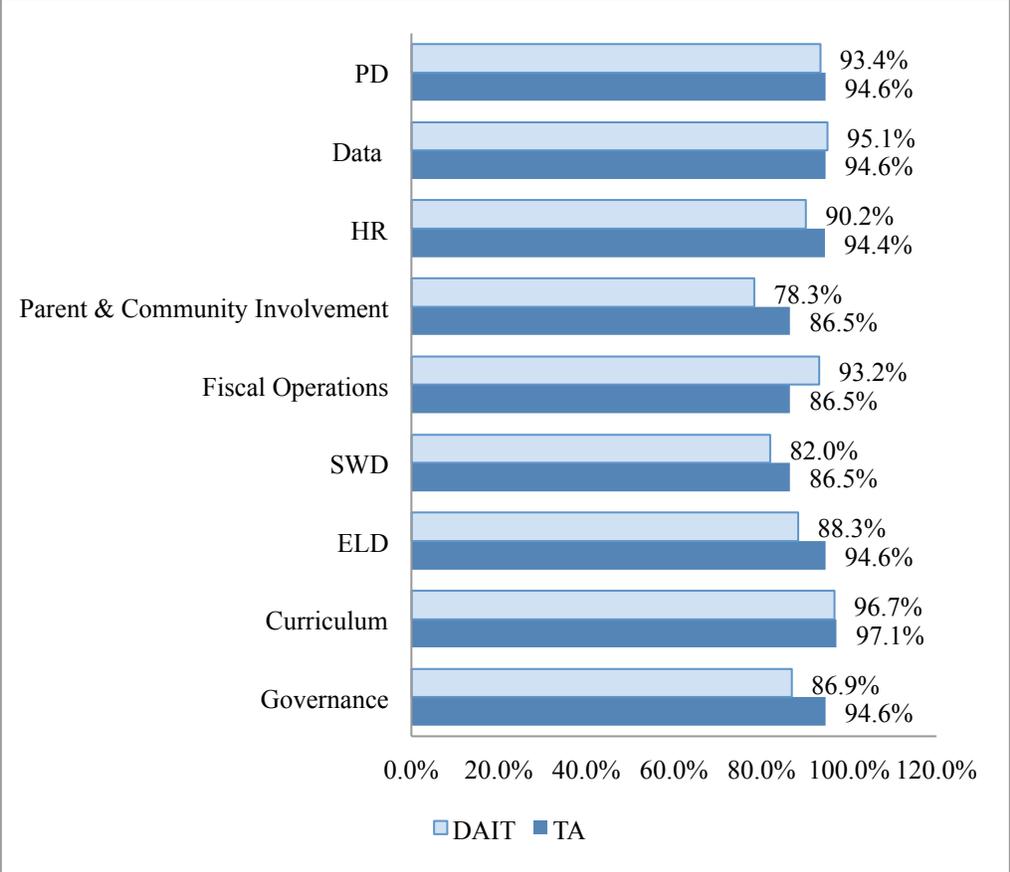


There were no statistically significant differences between Cohort 1 and 2 districts' responses

Source: District and DAIT Implementation Surveys, Cohorts 1 and 2

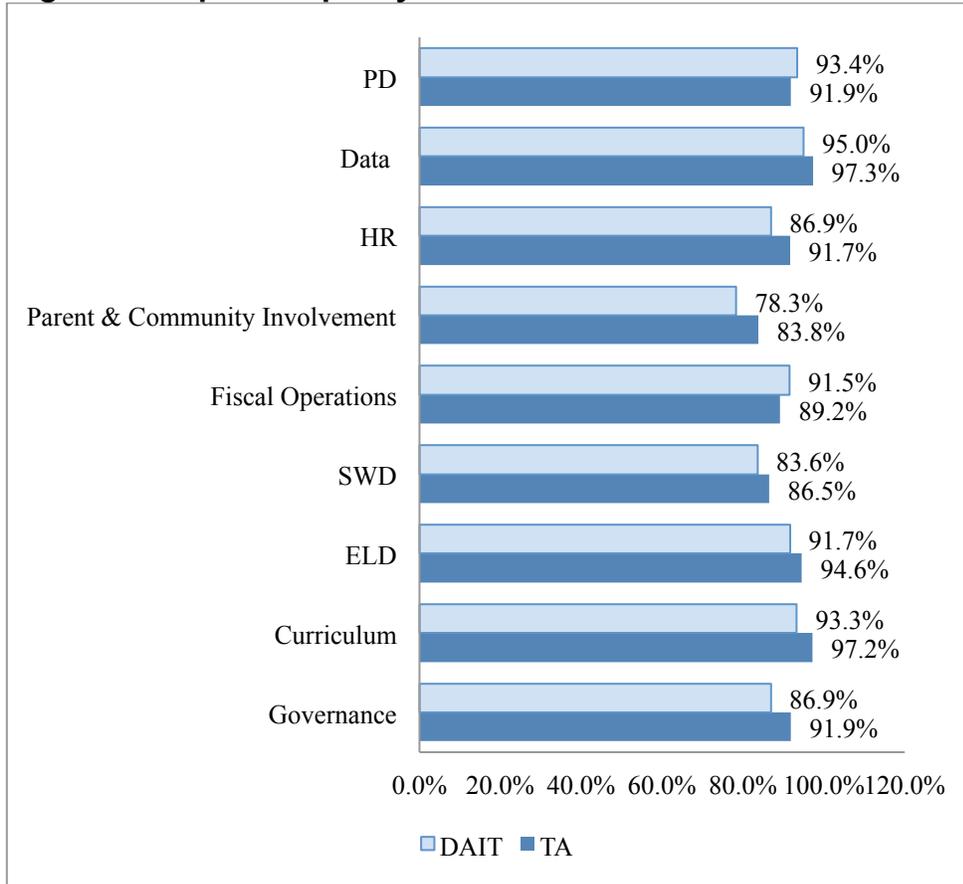
In addition, the non-DAIT (light) and DAIT districts were asked to rate their capacity to implement (**Figure G-21**) and sustain (**Figure G-22**) reforms. In general, a large proportion of both non-DAIT (light) and DAIT districts reported high or adequate capacity to both implement and sustain reforms. There were no statistically significant differences in responses of DAIT and non-DAIT (light) districts.

**Figure G-21. Percentage of Non-DAIT (light) and DAIT Districts with Reported High or Adequate Capacity to Implement Reforms**



Source: District Implementation Surveys (non-DAIT [light] and DAIT)  
 There were no statistically significant differences between DAIT and non-DAIT (light) districts' responses

**Figure G-22. Percentage of Non-DAIT (light) and DAIT Districts with Reported High or Adequate Capacity to Sustain Reforms**



Source: District Implementation Surveys (non-DAIT [light] and DAIT)

There were no statistically significant differences between DAIT and non-DAIT (light) districts' responses

## Differences between Implementation Results in PI3 districts with DAITs and Light PI3 districts

We compared responses to the implementation surveys to examine how PI3 districts with DAITs (severe/moderate districts) differed from light districts which were not required to contract with a DAIT, as well as to identify potential reasons for why districts with DAITs made larger gains in math achievement. It is important to note that the DAIT districts had a very high survey response rate, which was not the case for the light (non-DAIT) districts (**Table G-51**). Although we did not find any statistically significant differences in demographics between light districts that responded to the survey and those that did not, due to the low response rate, caution is warranted when interpreting the findings from analyses using the data collected from the light district survey. In addition to entering the sanction with higher student achievement scores, the non-DAIT (light) districts also had significantly smaller proportions of English learners, students in poverty, and minority students (**Table G-24**). There were no significant demographic differences between the Cohort 1 and 2 non-DAIT (light) PI3 districts.

**Table G-51. Comparison of Cohort 1 and 2's Levels of Implementation**

	Year 1		Year 2	
	Cohort 1	Cohort 2	Cohort 1	Cohort 2
Overall	2.34	2.75**	2.82	3.07*
Sub-Areas				
Governance	2.27	2.65*	2.81	2.96
Curriculum, Instruction, & Assessment	2.12	2.63**	2.76	3.07*
Professional Development	2.38	2.79**	2.76	3.05
Fiscal Operations	2.83	3.09	3.17	3.37
Students with Disabilities	2.40	2.64	2.76	3.06*
English Language Development	2.47	2.96**	2.96	3.31**
Parent and Community Involvement	2.01	2.44*	2.37	2.72*
Human Resources	2.34	2.72*	2.73	2.87
Data Systems & Monitoring	2.19	2.90***	2.90	3.30*

Difference between Cohort 1 and 2 is statistically significant \* $p < 0.05$ ; \*\* $p < .01$ ;  $p < 0.001$

Source: District and DAIT Implementation Surveys, ratings made on a 4-point Likert Scale (1 = minimal; 4 = full implementation)

These initial differences difference between the cohorts tended to persist in the second year of the program. However, by year 2, these initial differences were somewhat reduced. Overall, the Cohort 1 districts made larger gains than Cohort 2 districts, on average and in the areas of governance, human resources, and data systems and monitoring (**Table G-24**). In addition, Cohort 1 districts tended to make larger gains The difference in the size of the gains may be due in part to the initial differences in the cohorts' levels of implementation, with Cohort 1 districts generally having lower levels of implementation in Year 1, allowing more room for growth; however the differences in the gains persisted even after controlling for Year 1 implementation.

**Table G-24. Comparison of Cohort 1 and 2 District's Changes in Levels of Implementation**

	Change in Implementation	
	Cohort 1	Cohort 2
Overall	0.48	0.32*
Sub-Areas		
Governance	0.54	0.31*
Curriculum, Instruction, & Assessment	0.64	0.45
Professional Development	0.38	0.26
Fiscal Operations	0.34	0.28
Students with Disabilities	0.35	0.43
English Language Development	0.49	0.35
Parent and Community Involvement	0.37	0.28
Human Resources	0.40	0.15**
Data Systems & Monitoring	0.71	0.40*

Difference between Cohort 1 and 2 is statistically significant \* $p < 0.05$ ; \*\* $p < 0.01$ ; differences examined using repeated measures ANOVA to control for differences in Year 1 implementation

Source: District and DAIT Implementation Surveys, ratings made on a 4-point Likert Scale (1 = minimal; 4 = full implementation)

## Appendix H

### Cost/Impact of DAIT

Although this study cannot adequately assess the cost-effectiveness of the DAITs, we believe that some consideration to the cost-benefit of DAITs versus other interventions is warranted, especially in light of the current fiscal crisis facing districts and states across the country. We can perform a back-of-the-envelope calculation that sheds some light on the question of the efficiency of the DAIT reform. Specifically, California spent \$44.25 million on the 43 districts that received the DAIT intervention over the 2008-9 and 2009-10 school years, or a little over \$1 million per district that received the intervention (amounts per district ranged from \$200,000 to \$4.8 million). Given that, on average, DAIT districts in the 2008-9 school year enrolled 12,715 students, the average cost of the DAIT intervention was \$81 per pupil over the two years of the intervention. We found that DAITs had a positive effect on student math achievement of approximately three percent of a standard deviation. Although this may seem to be a somewhat expensive outlay for a small boost in math achievement, consider this intervention compared to another famous education reform: class size reduction.

Estimates of the cost of reducing class sizes from 22 to 15 students in the Tennessee STAR experiment peg the cost at approximately 47 percent of per-pupil expenditures, which in 1998 equaled about \$3,501 per pupil (Krueger, 2003). In today's inflation-adjusted dollars, this equates to \$4,600 per student to obtain an achievement increase of approximately 0.16 of a standard deviation (Harris, 2009; US Bureau of Labor Statistics, 2012). The cost-benefit ratio of the DAIT intervention is approximately a 0.037 standard deviation achievement gain for an expenditure of \$100, relative to the 0.004 standard deviation achievement gain for a \$100 expenditure on class size reduction policies akin to the Tennessee STAR experiment. Although the DAIT effects appear small, the reform can actually be considered as quite efficient given the intervention's relatively modest cost.<sup>19</sup>

---

<sup>19</sup> We note that this comparison is not entirely fair, given that we know districts spend more on the DAIT intervention than the funds they received from the state. However, even if we assume that districts spend twice the amount provided by the state, the DAIT intervention still appears efficient in comparison to other reforms.