



First-Year Evidence from an Evaluation of the Partnership Model

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BACKGROUND ON EPIC



- The **Education Policy Innovation Collaborative (EPIC)** at Michigan State University is an independent, non-partisan research center that operates as the strategic research partner to the Michigan Department of Education (MDE) and the Center for Educational Performance and Information (CEPI).
- EPIC is devoted to **research with consequence** and the idea that rigorous evidence can improve education policy and, ultimately, students' lives.
- EPIC conducts **original research** using a variety of methods that include advanced statistical modeling, representative surveys, interviews, and case study approaches to **produce new insights** that decision-makers can use to create and implement policy.

EPIC'S YEAR-ONE EVALUATION OF THE PARTNERSHIP MODEL ASKS THREE MAIN RESEARCH QUESTIONS

1. How was the reform intended to work?
2. How are schools, districts, and educators responding to and implementing the Partnership Model and what factors affect those responses?
3. How has Partnership changed education in Partnership schools?

EPIC'S MULTI-METHOD EVALUATION RELIES ON SEVERAL SOURCES OF DATA

Data sources and methods used to address research questions

Data Type	Data Source	Analysis Method
Administrative	Student administrative records (n=7,685,261 student-years)	Regression-based analyses (event studies)
	Educator administrative records (n=540,049 educator-years)	Regression-based analyses (event studies)
Survey	Teachers in Partnership districts (n=2,718; RR 38%)	Descriptive analyses
	Principals in Partnership districts (n=81; RR 29%)	Descriptive analyses
Qualitative	Superintendent Interviews (n=21)	Descriptive & thematic coding
	Case study interviews (n=60 across 3 sites)	Descriptive & thematic coding, comp. case study
	State stakeholder interviews (n=16)	Descriptive & thematic coding
	Partnership Agreements (n=37)	Descriptive coding, EPIC-developed rubric



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1. How was the reform intended to work?
2. How are schools, districts, and educators responding to and implementing the Partnership Model and what factors affect those responses?
3. **How has Partnership changed education in Partnership schools?**
 - **Student outcomes**
 - **Teacher staffing and retention**

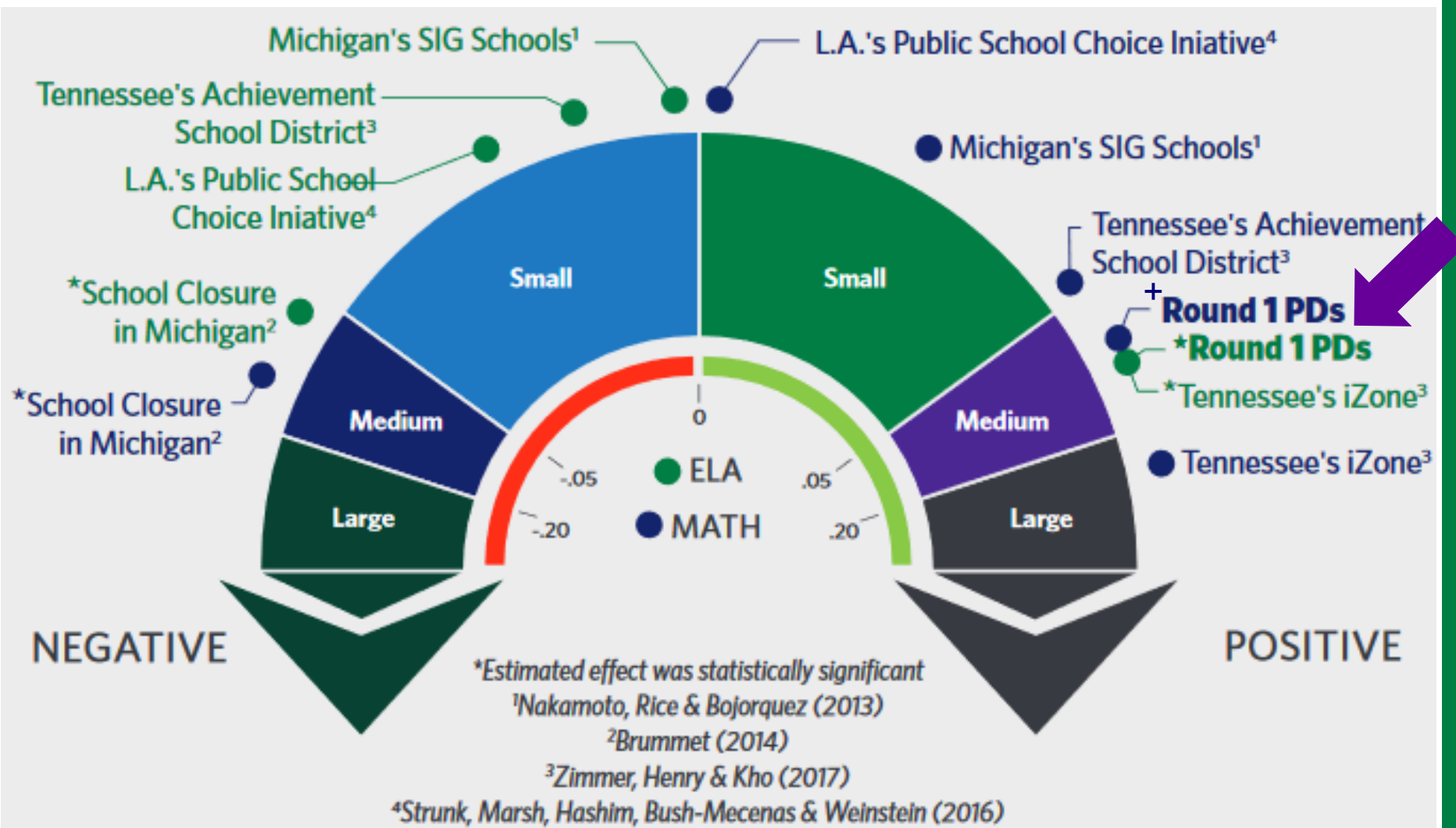
PARTNERSHIP DISTRICTS IMPROVED STUDENT OUTCOMES IN IMPLEMENTATION YEAR

Round 1 Partnership Schools Compared to Priority Schools

	Identification (2016-2017)	Implementation (2017-2018)	Implementation v. Identification
	(1)	(2)	(3)
A. Math 3-8 Achievement (Gains)	-0.04	0.06	+
B. ELA 3-8 Achievement (Gains)	-0.05	0.04	*
E. On-Time High School Graduation	0.04	-0.01	
F. High School Dropout Rates	0.01	-0.00	
I. Out-of-District Transfer	0.01	0.01	

*p < .10 +, p < .05 *, p < .01 **, p < .001 ****

YEAR 1 PARTNERSHIP OUTCOMES COMPARE FAVORABLY WITH OTHER SIMILAR INTERVENTIONS



IN PARTNERSHIP DISTRICTS, EDUCATORS AT ALL LEVELS REPORT **HUMAN CAPITAL CHALLENGES**

- Human capital includes the **availability** of people to lead schools and classrooms along with the well of **knowledge and skills** possessed by those individuals
- The importance of human capital to the success of Partnership is consistent across analyses of **administrative, survey, and qualitative data**

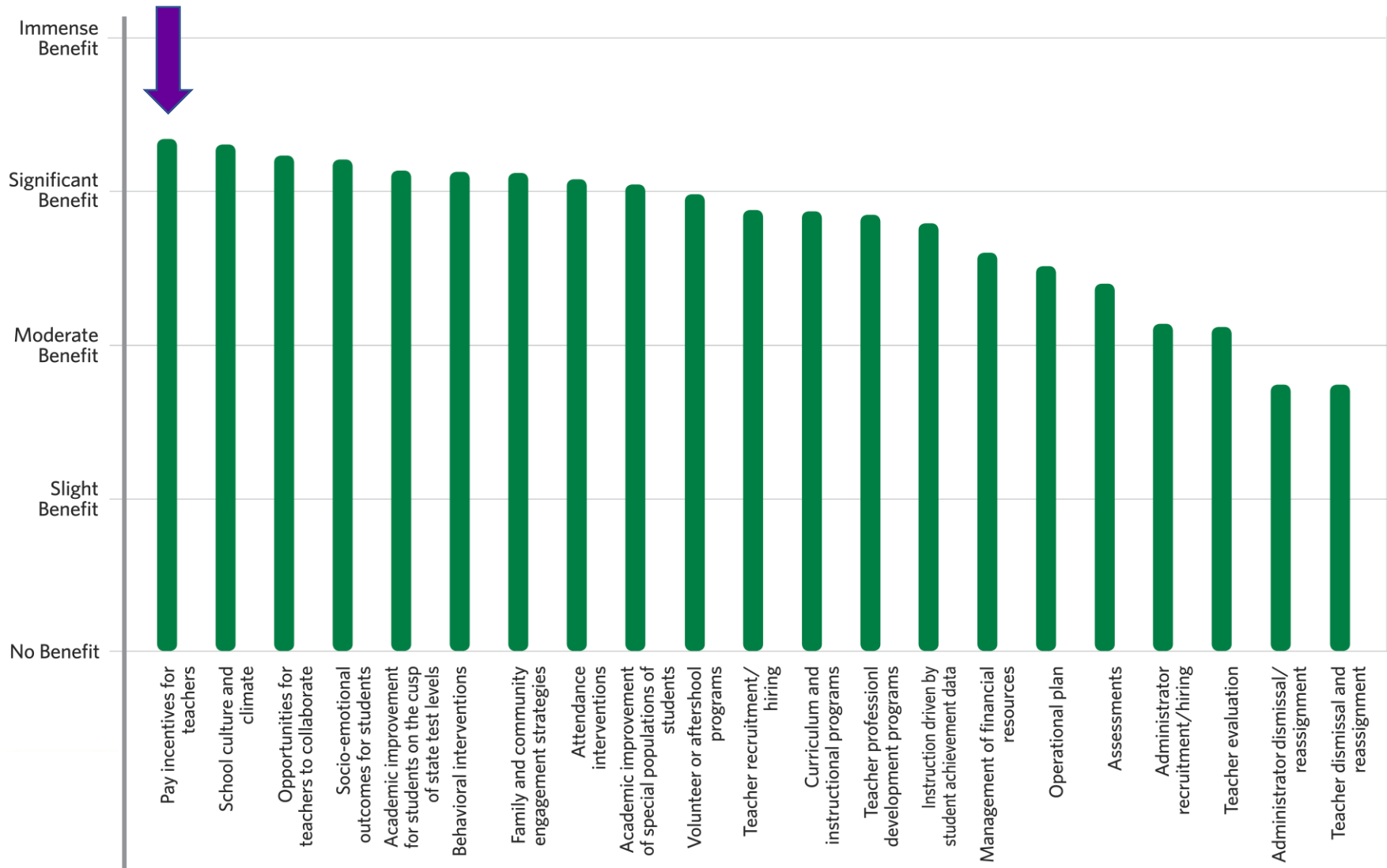
TEACHERS IN PARTNERSHIP DISTRICTS EARN LESS, FACE MORE CHALLENGING CONDITIONS, AND EXIT AT HIGHER RATES

	Partnership Districts	Non-Partnership Districts	Difference
Average Teacher's Salary	\$54,526	\$56,141	-\$1615
Average Salary Percentile Ranking in ISD	30.8%	46.1%	-15.3%
Student-teacher Ratio	28:1	23:1	+5:1
% of Teachers Rated Ineffective or Minimally Effective	4.7%	1.5%	+3.2%
% of Teachers That Exited the District After 2017-2018	8.5%	5.7%	+2.8%

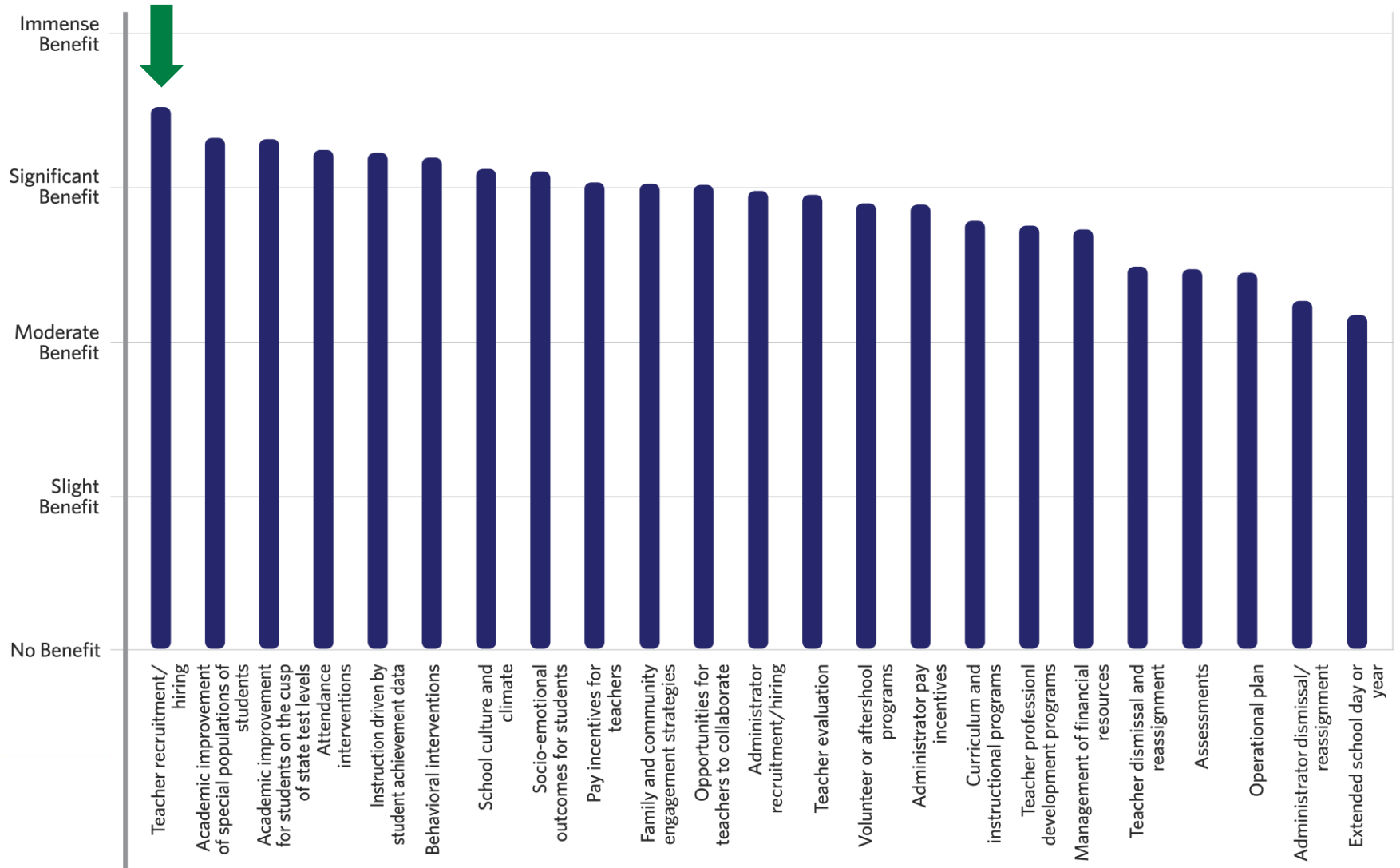


Sources: Bulletin 1014, Center for Educational Performance and Information.

PARTNERSHIP TEACHERS IDENTIFY **PAY** AS THE AREA OF GREATEST NEED

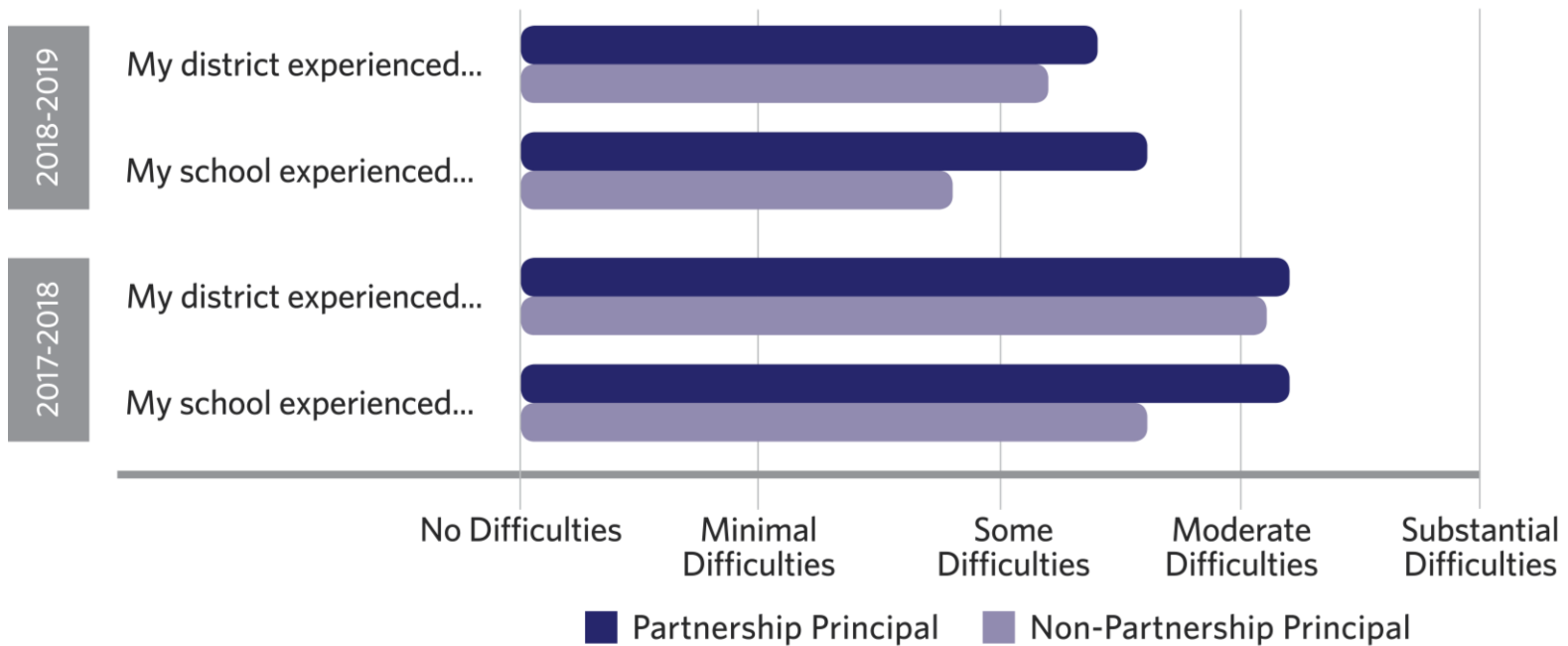


PARTNERSHIP PRINCIPALS IDENTIFY TEACHER RECRUITMENT AS THEIR SCHOOL'S AREA OF GREATEST NEED



PRINCIPALS SEE HUMAN CAPITAL AS A CHALLENGE; IMPROVING OVER TIME

Principals' reported difficulty with recruiting and hiring teachers



Note: Principals were asked "To what extent did your school and district experience difficulties in recruiting and hiring teachers this year (last year)?"

Source: EPIC survey of educators in Partnership districts.

AFTER PARTNERSHIP, EXITS DECREASED AND HIRING INCREASED

Round 1 Partnership schools compared to Priority schools

	Identification (2016-2017)	Implementation (2017-2018)	Implementation vs Identification
Probability leave teaching (All teachers)	-0.04**	-0.04**	
Probability leave teaching (1 st -5 th year teachers)	-0.08*	-0.03	
Probability out-of-district transfer (1 st - 5 th year teachers)	-0.03	-0.01	
Probability new to school (All teachers)	0.02	0.09***	**
Probability new to district (All teachers)	-0.01	0.03	**

Note: + $p < .1$ * $p < .05$ ** $p < .01$ *** $p < .001$