



Successful Interventions at Scale: The Importance of Managers

Sabrin Beg

University of Delaware

Anne Fitzpatrick

University of
Massachusetts Boston

Adrienne Lucas

University of Delaware,
NBER, J-PAL, CGD



ipa
INNOVATIONS FOR
POVERTY ACTION

Motivation

- Children are in school but **not learning**
- Once children fall behind they **cannot catch up**
- Learners of **many learning levels** are in the same grade level
- Not an exclusively **Ghanaian** problem

Potential solution that is **government implemented, scalable**, working within **existing government systems?**



RCT of Teacher-led Targeted Instruction in Ghana

- **Student learning increased**, ~1/3 of a year of schooling in one school year (0.11SD increase)
- **Teachers implemented** the program (60% on spot checks)
- **Head Teachers** (principals) and **Circuit Supervisors** conducted **longer, more useful classroom observations**
- **Similar** findings **with and without management training**



Why Teacher-led Targeted Instruction?

- **Teacher-led Targeted Instruction**—teach students at their learning level instead of their grade level for part of each day
 - India: improved learning only when implemented with close NGO supervision and a new instructional hour (Banerjee et al. 2017)
 - Ghana: marginally improved learning, issues of implementation (Duflo, Kiessel, and Lucas 2020 aka TCAI)

Can (national, local, school-based) **managers be the catalysts** for improving student outcomes?
(relevant beyond education sector)



STARS: Strengthening Teacher Accountability to Reach All Students

- Worked with **within existing systems**
- **Government owned from start**—tripartite program among the Ministry, UNICEF, and IPA (and researchers)
- **Existing MoE structures and personnel** (GES, NaCCA, NIB, NTC, BED)
 - Developed the materials
 - Trained the trainers
 - Trained the teachers, head teachers, and circuit supervisors
 - Provided national monitoring visits



Test It

- Taking something successful to **scale within existing systems**
- **3-arm randomized control trial (RCT)** in 210 schools to learn how to scale
 1. **Train teachers** in targeted instruction, new forms for **managers** to **observe** lessons, provide **termly national monitoring** (70 schools)
 2. **Treatment 1 + train their managers** (head teachers and circuit supervisors) to support them (70 schools)
 3. **Control** (70 schools)
- Across 20 districts throughout Ghana



STARS: Strengthening Teacher Accountability to Reach All Students

Specific **RCT** questions:

1. Does teacher-led TI **improve student learning** in upper primary?
2. Can **additional training** of teachers' managers **increase fidelity of implementation** (and test scores)?
3. Additional **costs and logistics** of engaging managers? (pending)

Data collection during 2018-2019 academic year: baseline achievement, two spot checks, follow-up achievement

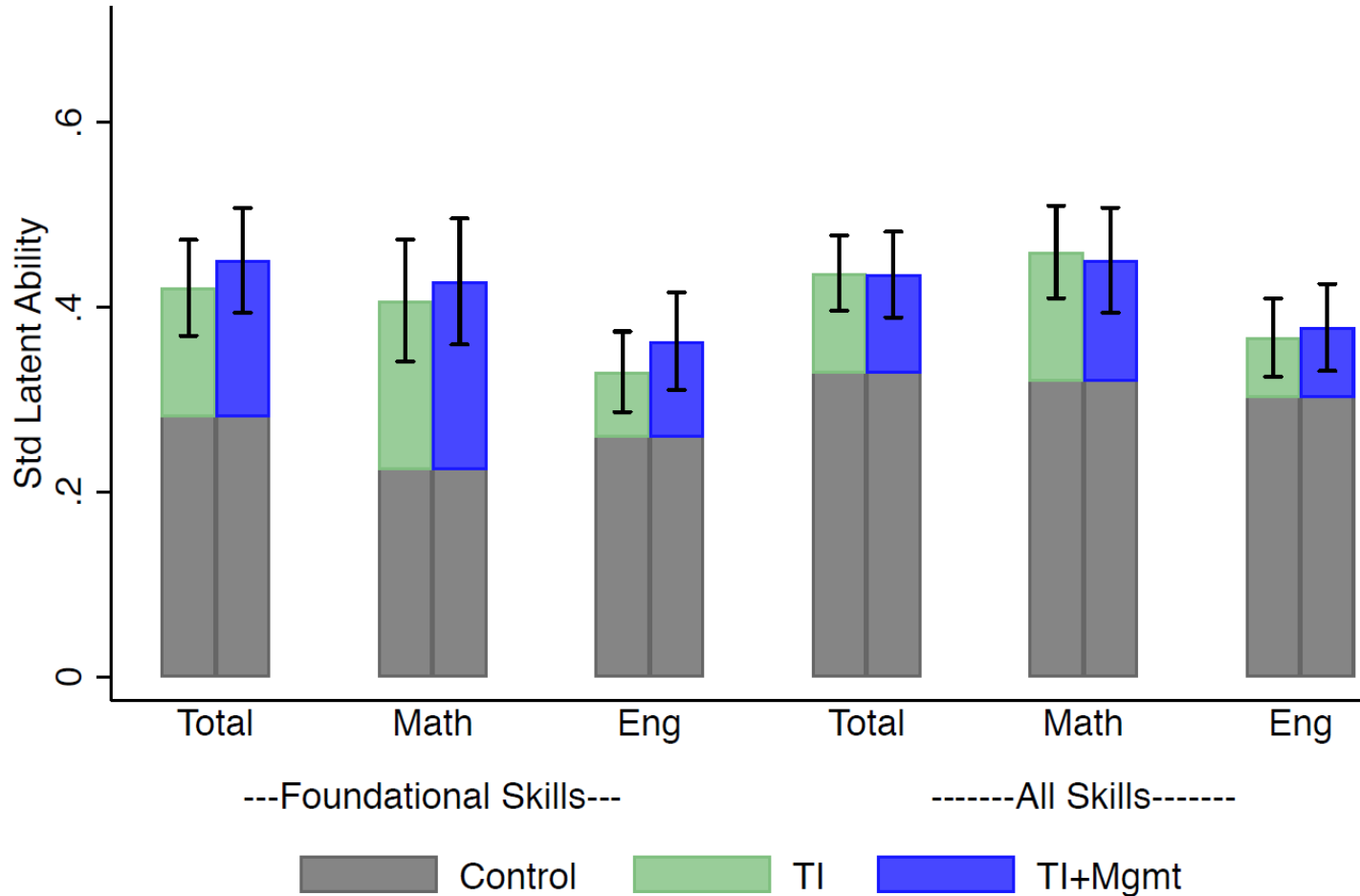


Results



Results: Students

Test Score Impacts



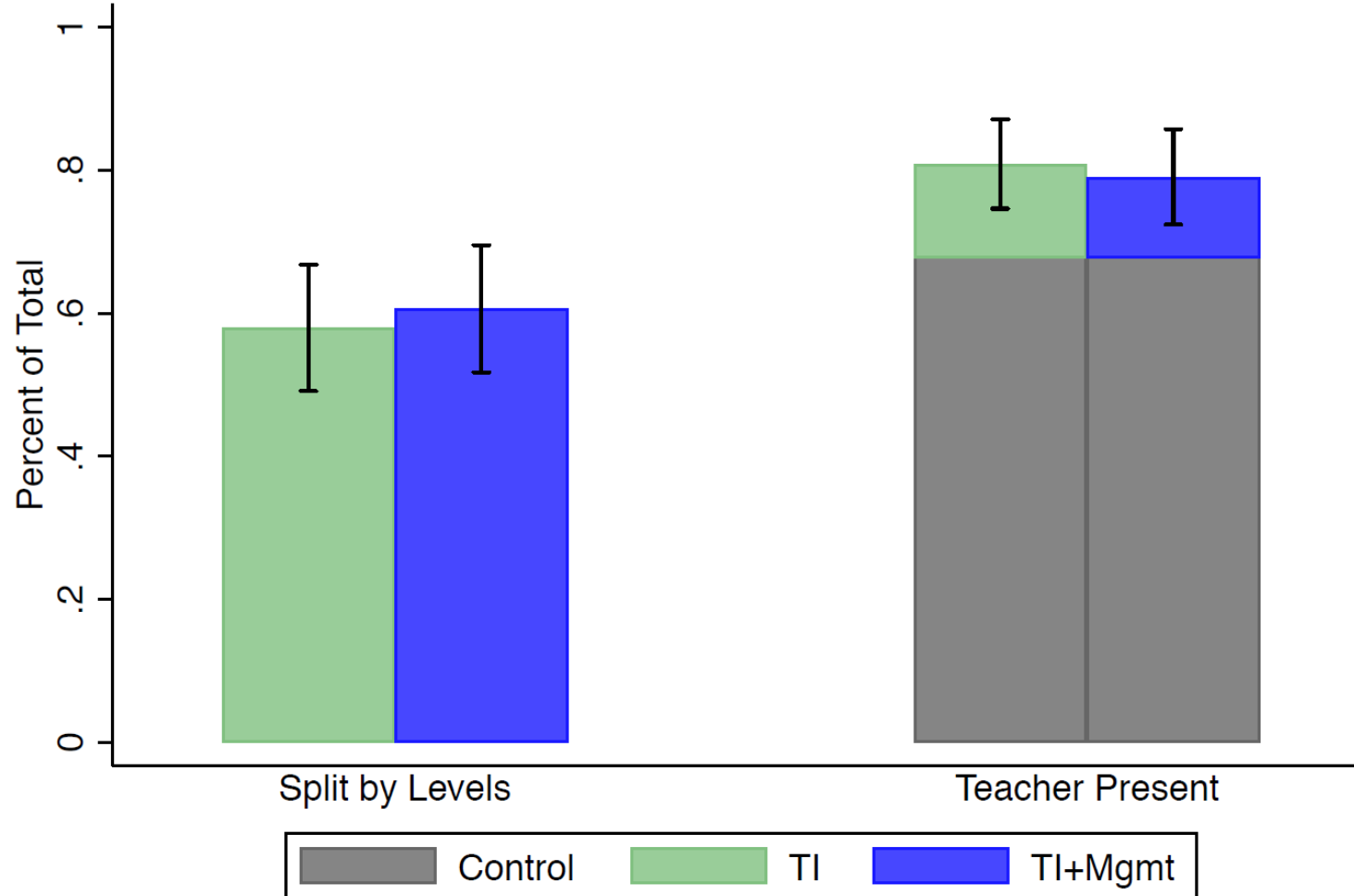
Achievement increased equally across both treatments

- On foundational content ~0.15SD (1/2 a year)
- On combined foundational and grade level content ~0.11SD (1/3 of year)



Results: Implementation

Implementation Measures



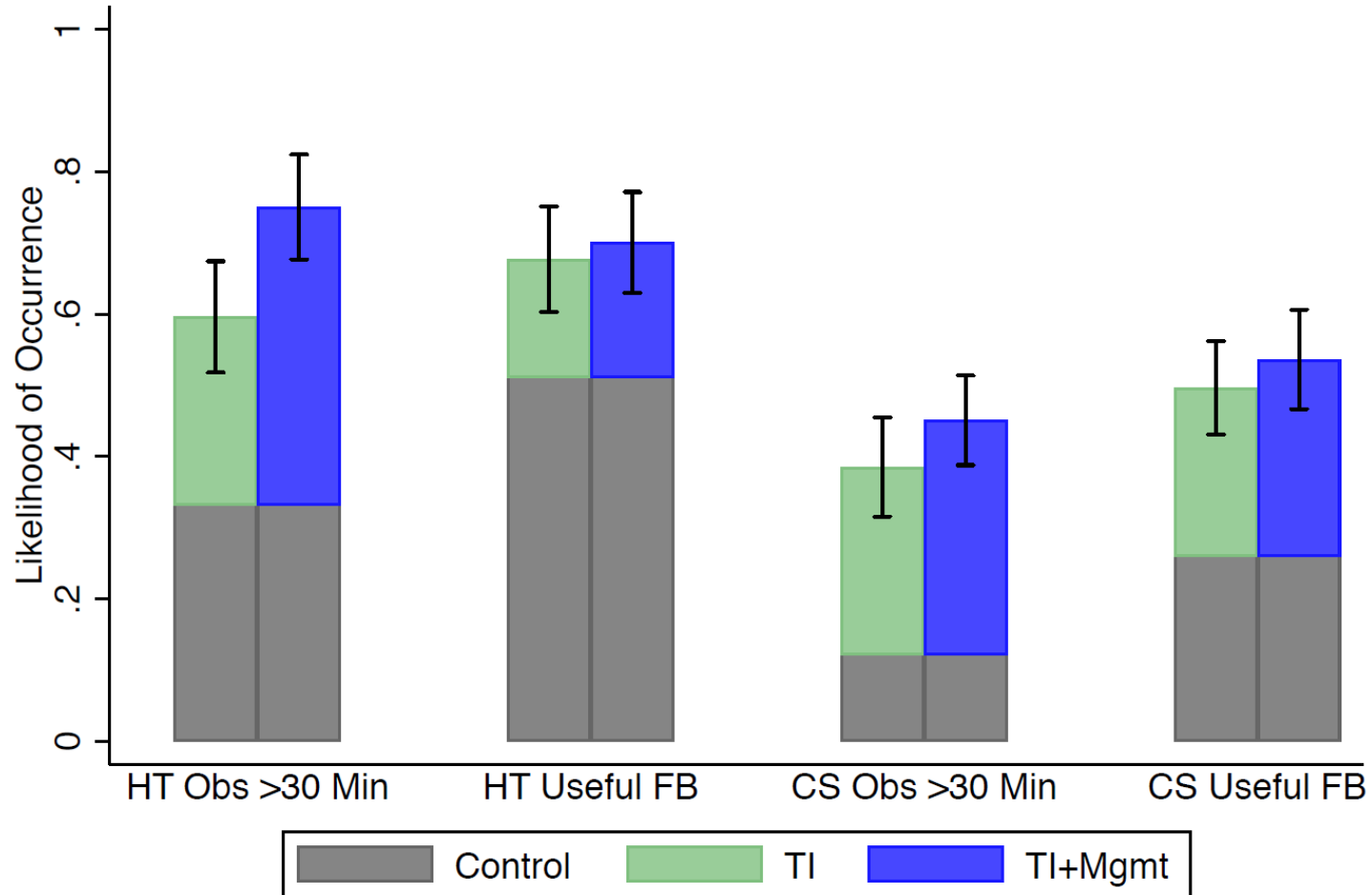
High degree of implementation in spot checks, equal across treatments:

- ~60% of teachers split their students by level instead of grade
- Teachers in the treatment arms were ~12 p.p. more likely to be present in their classrooms (base of 68%)



Results: Managers

Classroom Observation Outcomes: Teacher-Reported



Teachers reported

- HT/CS were more likely to spend substantial time in the classroom
- Feedback more likely to be useful
- Feedback tools available to both arms

Broader manager practices?
(pending)



Discussion

Treatments improved outcomes but statistically the same across the two treatment arms...

- National Level Monitors
 - Teams from the national level of GES, NTC, NaCCA, NIB, and BED
 - Visited about 88% of schools in each treatment arm each term
 - Signal (this is a government program), District Education Office involvement, accountability
- Classroom observation checklist—dividing students by levels, active pedagogy, classroom engagement

More in progress on this question...



Conclusions

- Teacher-led targeted instruction **increased** student **test scores**
 - Equally in both arms, ~1/3 of year of learning, ~0.11 SD
 - 40% more than the previous intervention in half the time
- **Teachers implemented** the program
- **HT and CS** more likely to **spend time** in teachers' classrooms and **provide useful feedback**
- **National level monitors** provided additional supervision and accountability



Thank you...

- To our implementing partners—the Ministry of Education (and GES, NaCCA, NIB, NTC, BED) and UNICEF
- To our evaluation funders—World Bank Strategic Impact Evaluation Fund, UNICEF, and Co-Impact
- To the entire IPA Ghana team (country director Madeleen Husselman, policy team Bridget Konadu Gyamfi and Joyce Jumpah, research coordinators Renaud Comba and Edward Tsinigo, research associate Henry Atimone, field staff, and enumerators)



To Learn More

- Paper is in process—working paper to be released late summer 2020.
- Be in touch
 - Sabrin Beg: sbeg@udel.edu, @sabrinbeg
 - Anne Fitzpatrick: anne.fitzpatrick@umb.edu, @AnneFitz13
 - Adrienne Lucas: alucas@udel.edu, @ProfALucas

