

About NWREL

The Northwest Lab is a nonprofit corporation with a regional focus and a national reach

We are a trusted provider of training, technical assistance, research and evaluation

Since 1966 NWREL has offered

- Customized educational solutions
- Products and services that strengthen schools, families, and communities
- Research-based, collaborative approaches to improving learning

Title of the Study

- Study of State and Local Barriers To Raising Achievement Dramatically For All Students

Authors

- Kruger, Woo, Miller, Davis, Rayborn

Methods

- Literature Review
 - Protocol Development
 - Sample selection
 - Survey and interviews
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Literature Review

- Wide net used to identify barriers
- Narrowed field looking for actionable items
- Initial focus on De Wys et al. study 2008
University of Washington
- Supplemented this study with broader literature

Framework for Increasing Student Achievement

- Strong Visionary Building Leader
- Skilled, Dedicated Teaching Staff (Team)
- Focus on Student Outcomes
- Adequate Resources
- Empowerment to Act Decisively

Literature Review

- Identified 16 potential barriers
- Structured these across five areas
- -Assistance programs focused on struggling schools
- -Financial and data resources
- -People Issues
- -Use of time
- -Policy barriers, state and local

Sample

- Seven Districts
- Shelton, Moses Lake, Yakima, Sedro-Woolley, Everett, Vancouver, Seattle

Sample

- Focus groups at each district
- Six Principals
- Six Teachers
- Superintendents and Central Office Adm.
- Twenty two Superintendents (convenience sample)
- Local Union Representatives (up to six)
- Representatives from key legislative committees, governmental and educational agencies (44)

Sample

- All individuals interviewed worked in underperforming schools
 - Total 44 Principals
 - Total 38 Teachers
 - Six superintendents
 - Aprox. 20 Central Office Administrators
 - Total 44 Key Stakeholders
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Analysis

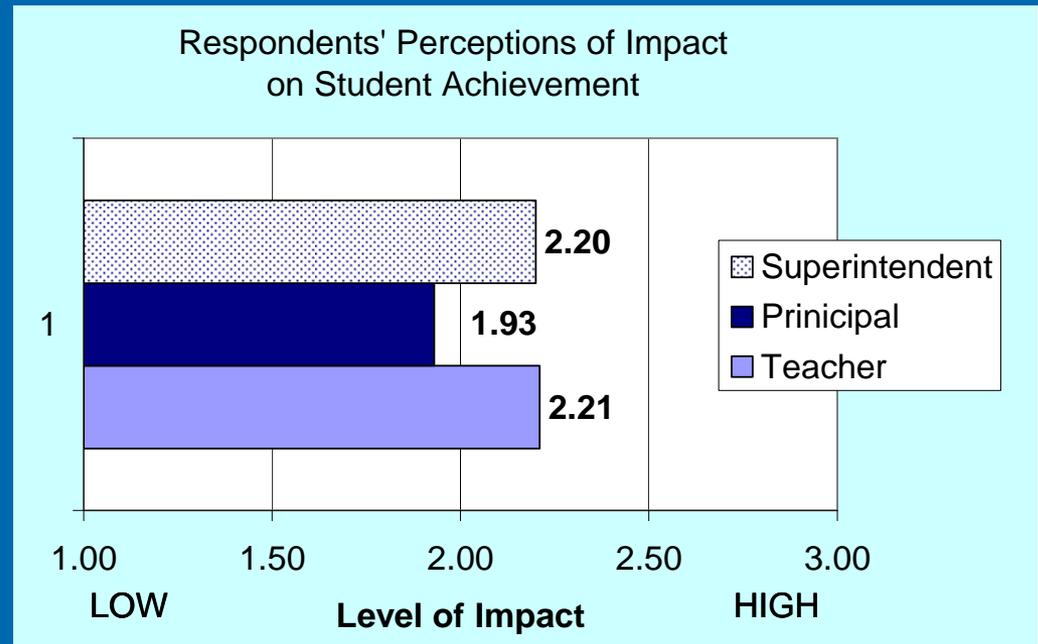
- Data Reporting Structures



FIGURE 1

Barriers:

1. Lack of coherence across multiple initiatives or programs to sustain an orderly, organized strategy for school change.



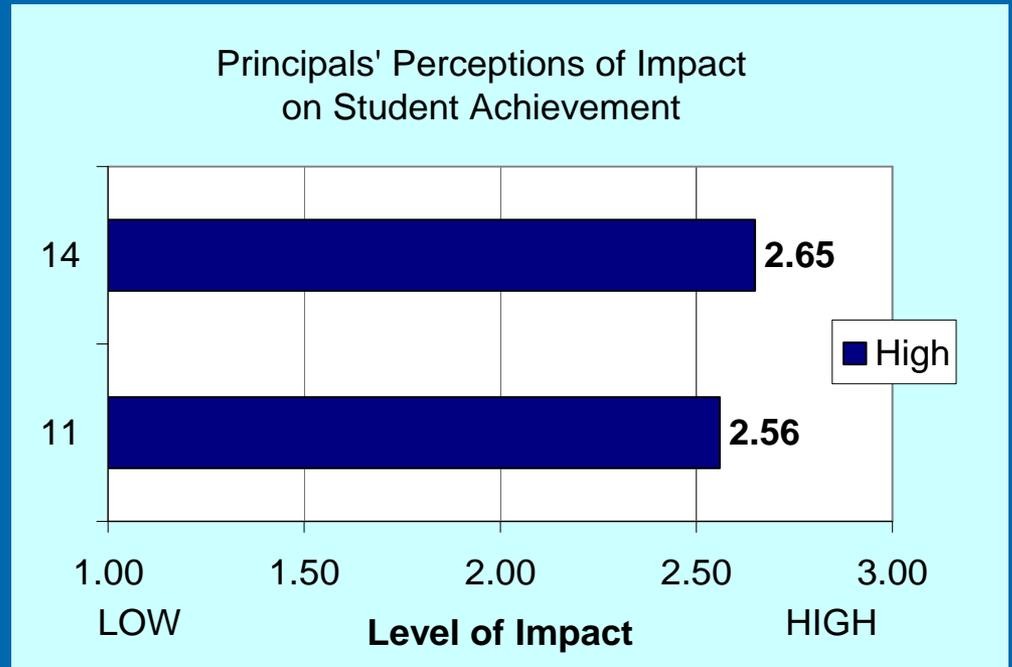
Comparison of Respondents' Perceptions of the Level of Impact on Student Achievement if Barriers are Removed

FIGURE 2

Barriers:

14. Lack of time for professional development and teacher collaboration time.

11. Inability to dismiss ineffective staff.



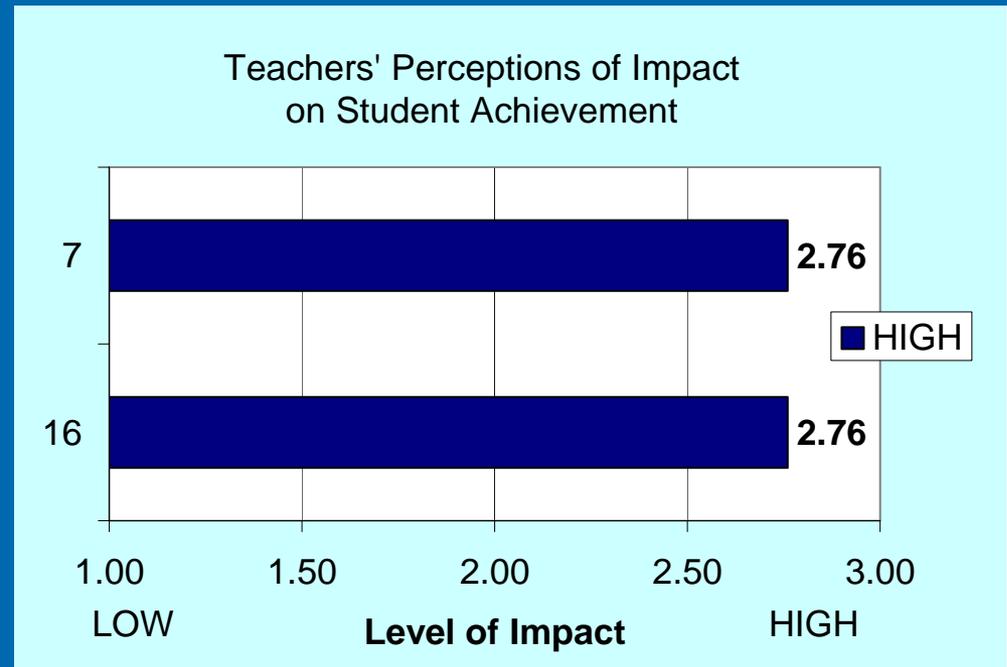
Principals' Perceptions of the Level of Impact on Student Achievement if Barriers are Removed

FIGURE 3

Barriers:

7. Schools and districts financial resources are insufficient to assure that all students achieve at grade-level.

16. Classes are too large for teachers to be able to teach effectively.



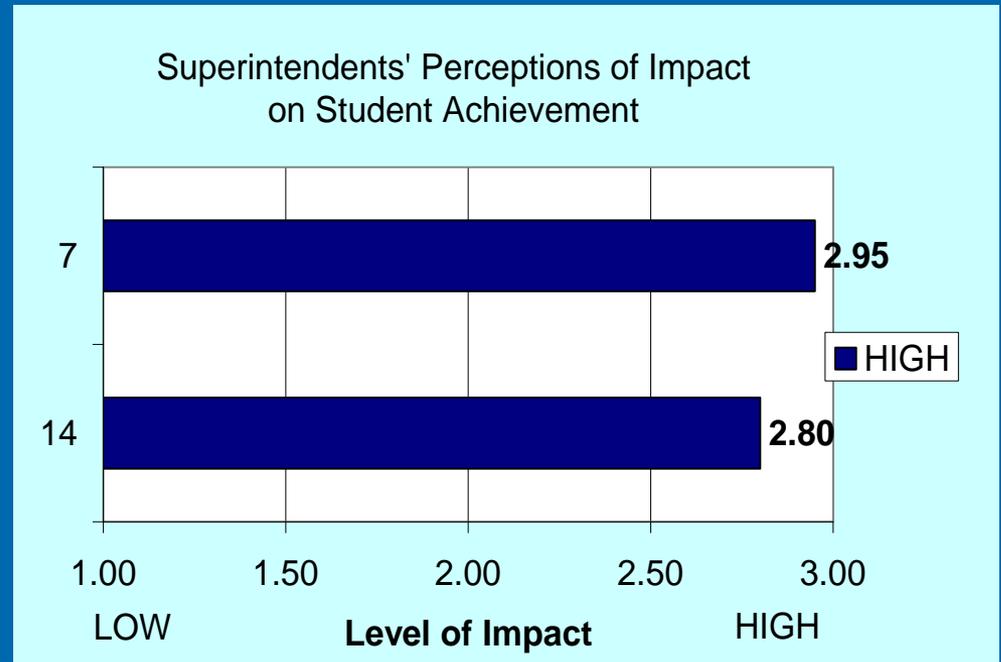
Teachers' Perceptions of the Level of Impact on Student Achievement if Barriers are Removed

FIGURE 4

Barriers:

7. Schools and districts financial resources are insufficient to assure that all students achieve at grade-level.

14. Lack of time for professional development and teacher collaboration time.



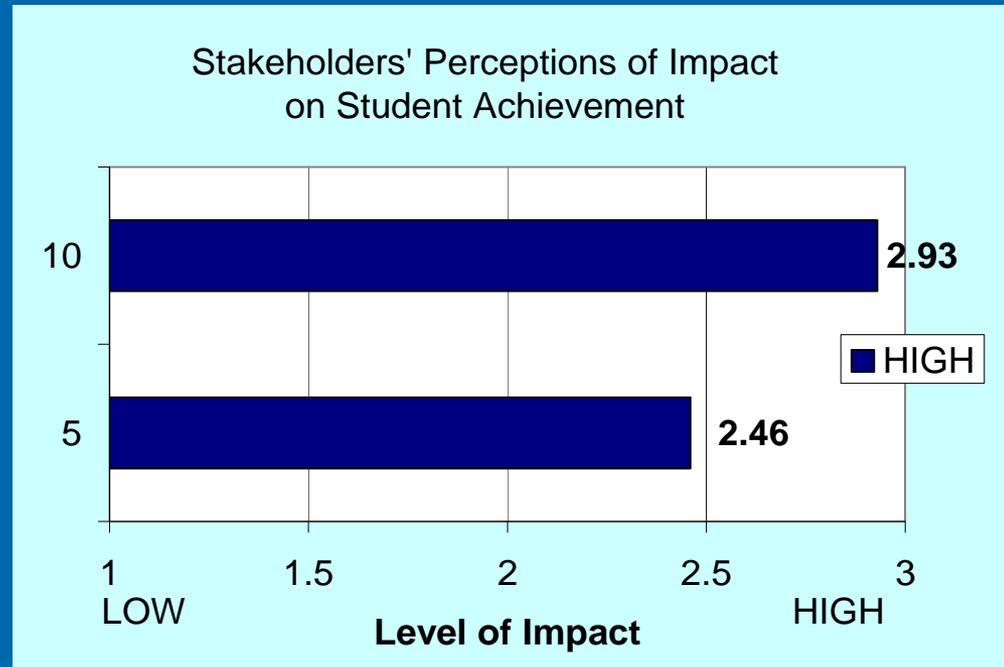
Superintendents' Perceptions of the Level of Impact on Student Achievement if Barriers are Removed

FIGURE 5

Barriers:

10. Lack of a coherent system for supporting the entry, development, and retention of quality staff.

5. Lack of enough knowledgeable and willing partners from outside the school district to work with schools in their school improvement efforts on a regular and on-going basis.



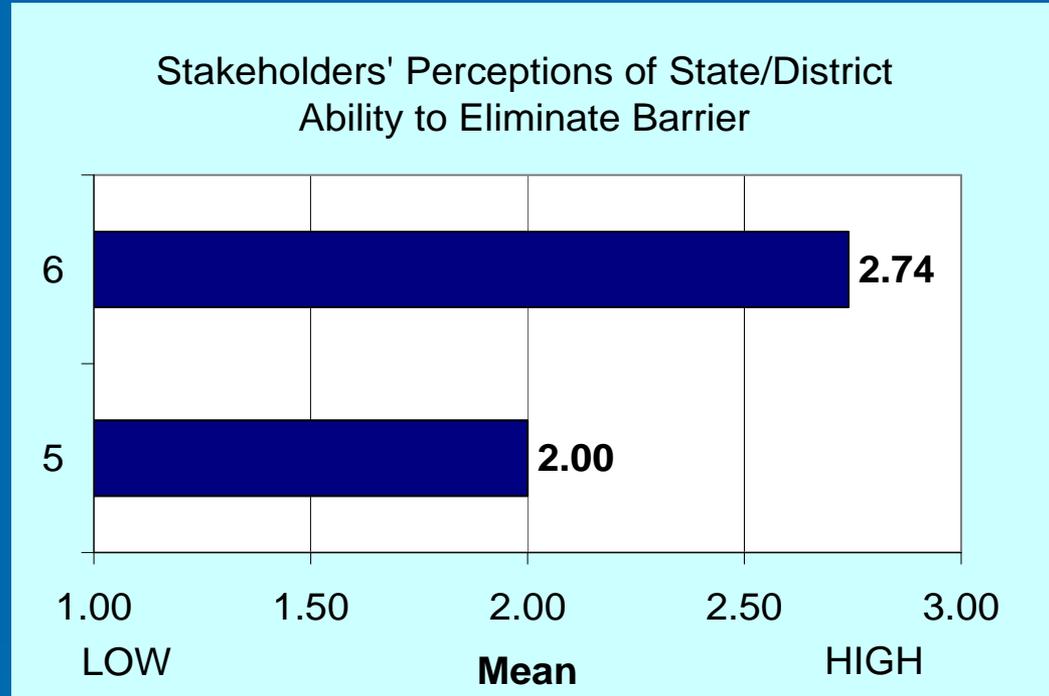
Key Stakeholders' Perceptions of the Level of Impact on Student Achievement if Barriers are Removed

FIGURE 6

Barriers

6. Schools do not have sufficient data or sufficient capacity to access and analyze data on individual student performance to improve instruction.

5. Lack of enough knowledgeable and willing partners from outside the school district to work with schools in their school improvement efforts on a regular and on-going basis.

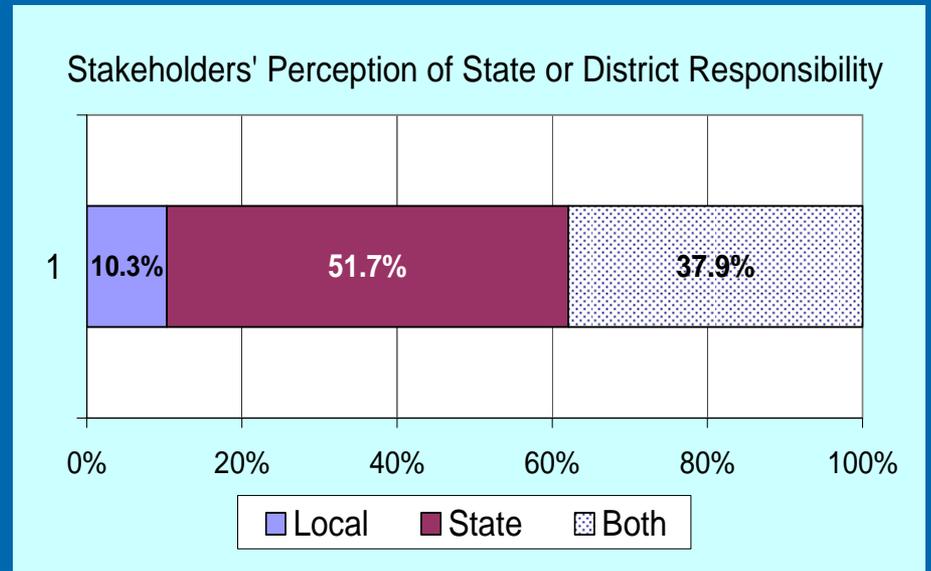


Key Stakeholders' Perceptions of the State or Districts to Eliminate Barriers

FIGURE 7

Barrier:

1. Lack of coherence across multiple initiatives or programs to sustain an orderly, organized strategy for school change.



Key Stakeholders' Perceptions of Who (State or District) is Responsible for the Barriers

FIGURE 8.

Barriers:

7. Schools and districts financial resources are insufficient to assure that all students achieve at grade-level.

8. School and district financial resources are inflexible to target funding where highest needs are to improve student achievement.

10. Lack of a coherent system for supporting the entry, development, and retention of quality staff.

14. Lack of time for professional development and teacher collaboration time.

16. Classes are too large for teachers to be able to teach effectively.

Stakeholders' Perception of State/District Ability to Remove Barrier

		High	Medium	Low
Teachers' Perception of Impact of Removal of Barrier on Achievement	High	7; 8; 13; 14; 16	2	
	Medium	4; 11; 15	1	
	Low	3; 6; 9; 12; 13	5	

Barrier Impact Prioritization Matrix Reflecting the Perceptions of Each Respondent Group

Key Policy Finding

- Lack of Program Coherence



Policy Implications

- Coordinate efforts of various state educational agencies and policy making bodies to increase program coordination and the perception of coherence

Key Policy Finding

- Perceived Funding and Program Impermanence



Policy Implication

- Develop and maintain a stable funding source for school improvement that educators can count on over time.

Key Policy Finding

- Time Lacking for Professional Development and Teacher Collaboration



Policy Implications

- State should routinely allocate additional time for building staff to focus on student instructional needs and to plan together how to meet those needs.
- Principal in-service and pre-service should develop and insure commitment and capacity to use this time wisely

Key Policy Findings

- Need for Operating Flexibility



Policy Implications

- Recognize a dynamic tension between the need to insure adequate staff support and involvement and providing adequate flexibility for the building staff to act decisively.
- Any plan to improve schools must address these two needs simultaneously.

Policy Finding

- Systems Need to Support Entry, Development and Retention of Quality Staff

Policy Implications

- Washington should:
- Renew its efforts to work smarter and harder to attract the very best teachers and administrators.
- Provide adequate support for teachers and administrators working in the schools
- Review certification criteria to facilitate interstate transfers of certificated staff

Secondary Policy Findings



Policy Finding

- All Barriers were Judged Removable



Policy Finding

- Barrier removal recognized as a joint responsibility shared by the state and districts.

Policy Finding

- Significant differences existed between groups of Washington Educators in terms of their estimates of the impact of barrier removal.

Policy Finding

- School districts display an inability or unwillingness to distribute discretionary finds in differential ways to address academic need.

Policy Finding

- Washington educators are, as a group, focused on their own capacities and need for resources.
- They are not inclined to look for outside capacity or help.

Policy Finding

- Strong differences existed between educator groups around the value and potential of Nation Board teacher Certification.
- Principals were especially optimistic about the stipend as an incentive.

Thank You!
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