TELL Kentucky 2013

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Kentucky Board of Education
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KBE STUDY SESSION AGENDA

I.   **What's New Since June?**

II.   <u>Brief</u> Review: Key Items from June Meeting

III. Some 2013 TELL Findings: Possible Policy Implications

IV.   Summary and Next Steps

New Teacher Center

What's New Since June?

1. District Reports Have Been Sent to Superintendents

- Individual district analyses were done which provides scatterplots, growth maps and heat maps for each district
- Pass code protected
- Includes categories of elementary-middle-high schools, by construct area and overall rates of agreement
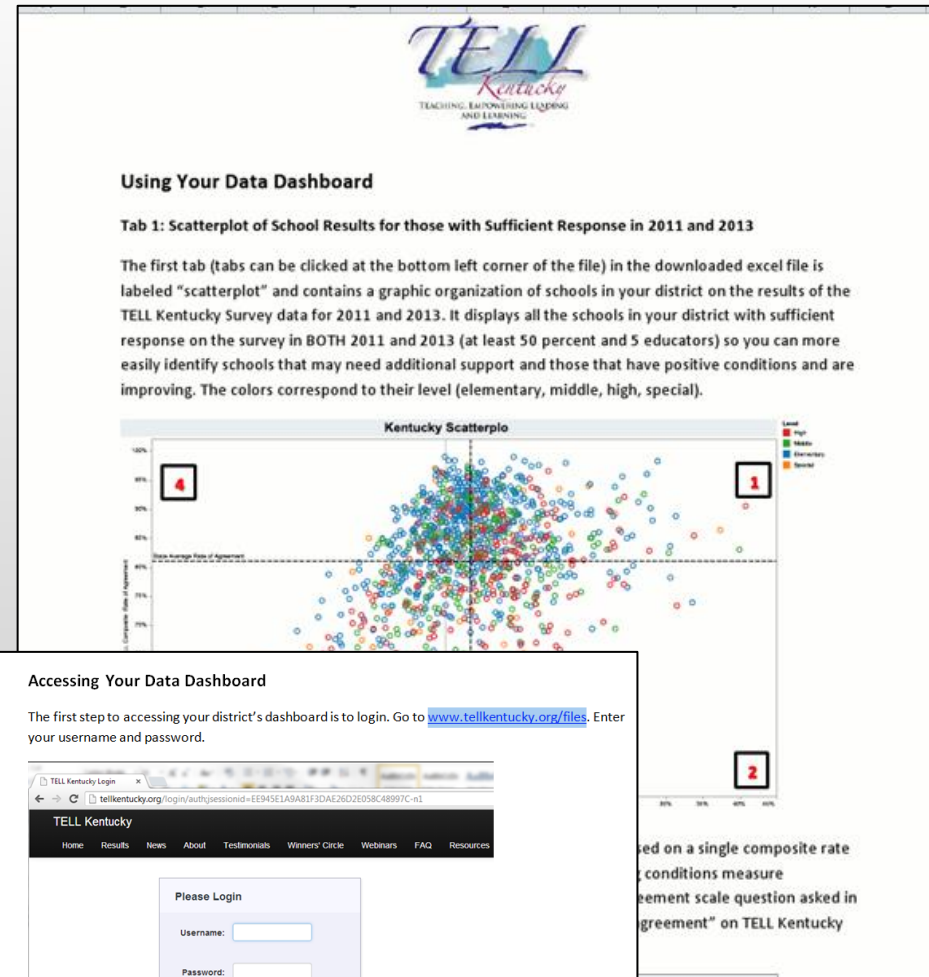
What's New Since June?

2. **District 180 Report**
Includes a more in-depth analyses of these schools

- Findings show strong improvement in rates of agreement since 2011, _especially in the areas of focus by KDE:_ Instructional Practices and Support, School Leadership, and Facilities and Resources

- Provides file which includes scatterplots, growth maps, and heat maps of individual schools to assist KDE leaders (see next three slides for examples)

2013 TELL Kentucky Survey — Research Brief — June 2013

Teaching Conditions in District 180 Priority Schools Compared to Non-District 180 Schools: 2011 and 2013 TELL Survey Results

Executive Summary

This research brief analyzes the results of the 2011 and 2013 Teaching, Empowering, Leading and Learning (TELL) Survey results for the District 180 Priority Schools (D180) in Kentucky. In 2013, more than 43,700 educators (87 percent) in the state responded to TELL Kentucky with 90 percent of schools meeting the response rate threshold of fifty percent allowing for school-level reporting. Response patterns across participant roles and school types were consistent across administrations. More D180 Cohort 1 and 2 educators responded in 2013 as compared to 2011 and at a comparable rate to the non-D180 educators in 2013.

The results of the 2013 TELL Kentucky Survey in the D180 Priority Schools[1] show marked improvement in the rates of agreement on the survey, most notably those areas on the survey previously shown to be associated with improved student performance and teacher retention.[2] The findings provide affirmation that the Kentucky Department of Education's efforts in assisting these schools are showing positive results. Highlights of the findings include:

2011 vs. 2013 D180 TELL Results

- D180 school educators report their teaching conditions improved considerably between survey administrations and the change is greater for these schools compared to non-D180 schools.

- D180 schools made substantial progress in the areas of Community Support and Involvement and Managing Student Conduct, which in 2011, the New Teacher Center reported were the areas associated with improved student achievement and teacher retention.

D180 Schools Compared to Non-D180 Schools Statewide in 2013

- In 2013, D180 Schools and non-D180 Schools view their teaching conditions similarly and report the highest agreement for Instructional Practices and Support, School Leadership, and Facilities and Resources. Educators indicate the least agreement with Time. The similarity in reported teaching conditions indicates D180 educators' perceptions improved from 2011.

- In 2011, there are consistent discrepancies between the D180 Schools and the rest of the state, as D180 educators perceived less positive teaching conditions across all areas. By spring 2013, D180 educators report comparable rates of agreement as non-D180 educators across all areas indicating they view their teaching conditions similarly

1. For the purposes of this report, D180 Schools include Cohorts 1 and 2 since these schools received the most funds and have had the most time to implement improvements. D180 Cohort 3 schools are reported in a separate section in the report.

2. See http://2011.tellkentucky.org/sites/default/files/attachments/KT11_Final_Report.pdf

www.newteachercenter.org

New Teacher Center

Please note that in the following Tables, the numbers shown represent the **'Rate of Agreement'** which is the sum of the 'Strongly Agree' and 'Agree'.

# Sample Growth Map of District 180 Schools

	A	B	C	D	E	F	G	H	I	J	K	L	M
1													
2							OVERALL Composite Rate of Agreement		Community Support and Involvement		Facilities and Resources		Instructio and
3	MastersiteID	Co-op	District	School	Level	Cohort	2013 RA	TELL RA Growth	2013 RA	TELL RA Growth	2013 RA	TELL RA Growth	2013 RA
4	State	State	State Average	State	State		81.0% ⬆	3.5%	82.9% ⬆	3.3%	85.2% ⬆	1.7%	85.9%
5	K0105-0105120	KEDC	Carter County	East Carter County High Sch	High	2	81.6% ⬆	21.6%	83.9% ⬆	34.6%	85.1% ⬆	22.2%	89.2
6	K0113-0113030	GRREC	Caverna Independent	Caverna High School	High	1	70.8% ⬇	-6.5%	53.8% ⬇	-18.5%	69.5% ⬇	-3.0%	87.7
7	K0147-0147010	NKCES	Dayton Independent	Dayton High School	High	3	63.4% ⬇	-3.0%	54.3% ⬇	-0.6%	75.7% ⬆	7.9%	77.5
8	K0165-0165170	CKEC	Fayette County	Bryan Station High School	High	3	57.7% ⬇	-7.1%	54.0% ⬇	-5.5%	75.2% ⬇	-5.5%	73.2
9	K0171-0171035	KEDC	Fleming County	Fleming County High School	High	3	67.8% ⬆	12.2%	70.7% ⬆	18.4%	78.5% ⬆	6.9%	81.6
10	K0221-0221027	KEDC	Greenup County	Greenup County High Schoo	High	2	73.8% ⬆	33.0%	60.3% ⬆	19.3%	80.5% ⬆	17.1%	86.9
11	K0275-0275012	JEFF CO	Jefferson County Publ	Fern Creek Traditional High	High	1	76.5% ⬆	5.8%	76.0% ⬇	-1.2%	75.4% ⬇	-1.1%	87.0
12	K0275-0275051	JEFF CO	Jefferson County Publ	Waggener High School	High	2	79.9% ⬆	16.5%	63.7% ⬆	27.3%	78.7% ⬇	-9.4%	88.7
13	K0275-0275057	JEFF CO	Jefferson County Publ	Fairdale High School Mca	High	2	81.6% ⬆	12.2%	77.8% ⬆	24.2%	78.9% ⬇	-1.7%	88.2
14	K0275-0275073	JEFF CO	Jefferson County Publ	Seneca High	High	2	82.9% ⬆	22.1%	77.6% ⬆	18.6%	81.6% ⬆	8.9%	89.3
15	K0275-0275077	JEFF CO	Jefferson County Publ	Westport Middle School	Middle	3	82.5% ⬇	-1.9%	79.1% ⬆	2.3%	90.6% ⬆	1.5%	89.3
16	K0275-0275084	JEFF CO	Jefferson County Publ	Western High School	High	1	95.6% ⬆	14.1%	85.9% ⬆	35.6%	92.9% ⬆	4.3%	97.3
17	K0275-0275085	JEFF CO	Jefferson County Publ	Frost Middle	Middle	1	62.5% ⬇	-7.3%	51.2% ⬇	-4.7%	72.0% ⬆	4.6%	77.1
18	K0275-0275090	JEFF CO	Jefferson County Publ	Thomas Jefferson Middle	Middle	3	80.3% ⬆	3.4%	63.0% ⬇	-7.1%	87.4% ⬆	6.1%	88.8
19	K0275-0275100	JEFF CO	Jefferson County Publ	Doss High	High	2	70.3% ⬇	-11.5%	55.7% ⬇	-11.4%	84.2% ⬇	-2.6%	83.5
20	K0275-0275144	JEFF CO	Jefferson County Publ	Stuart Middle	Middle	3	70.5% ⬇	-3.3%	50.9% ⬇	-8.2%	79.7% ⬆	0.2%	78.7

D180 Growth Map / D180 Heat Map / Composite Scatterplot / Managing Student Conduct / Community Support / Teacher

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Scatterplot of District 180 Schools: Overall
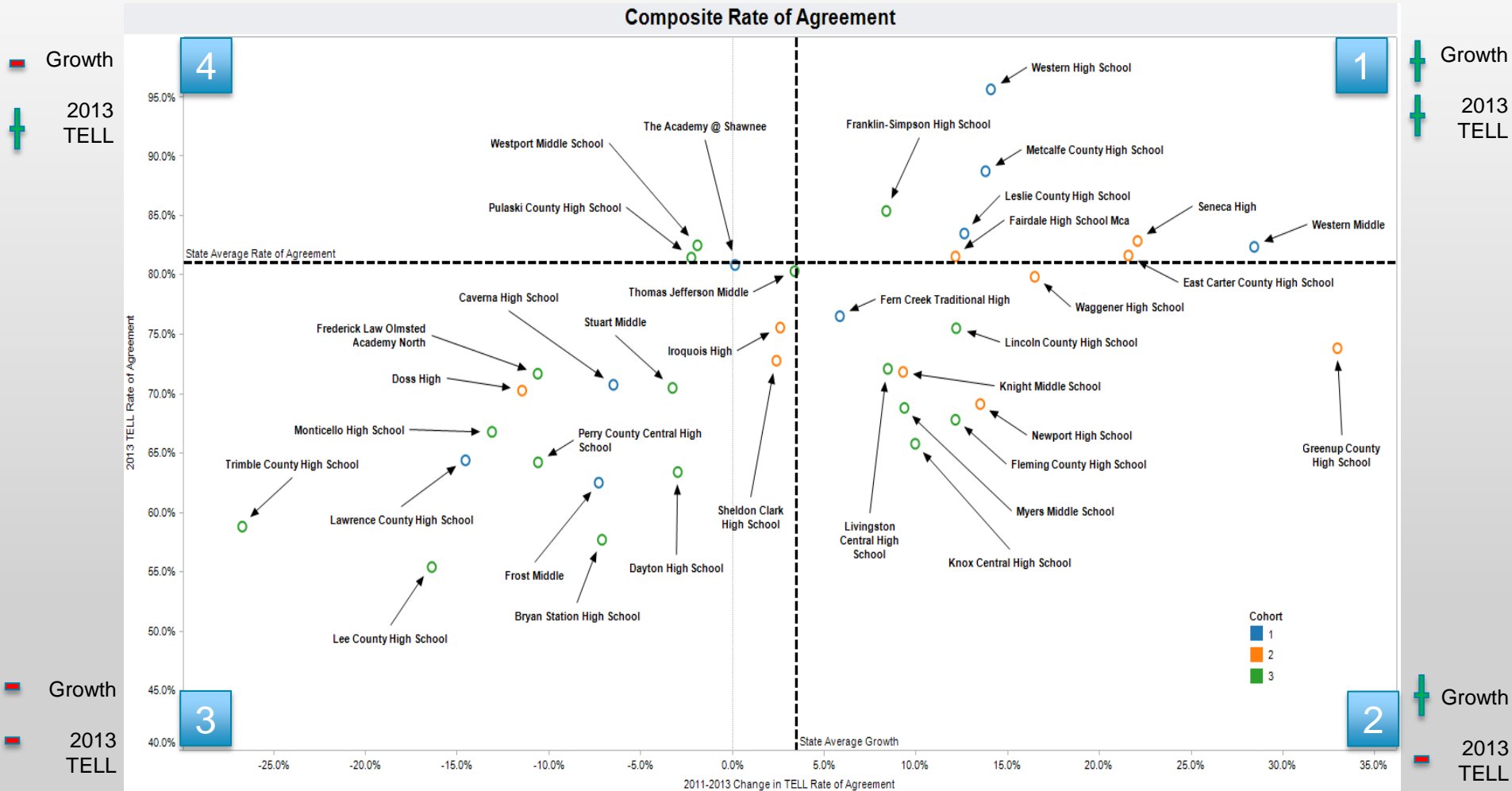
Scatterplots of District 180 Schools Provided by Construct Area
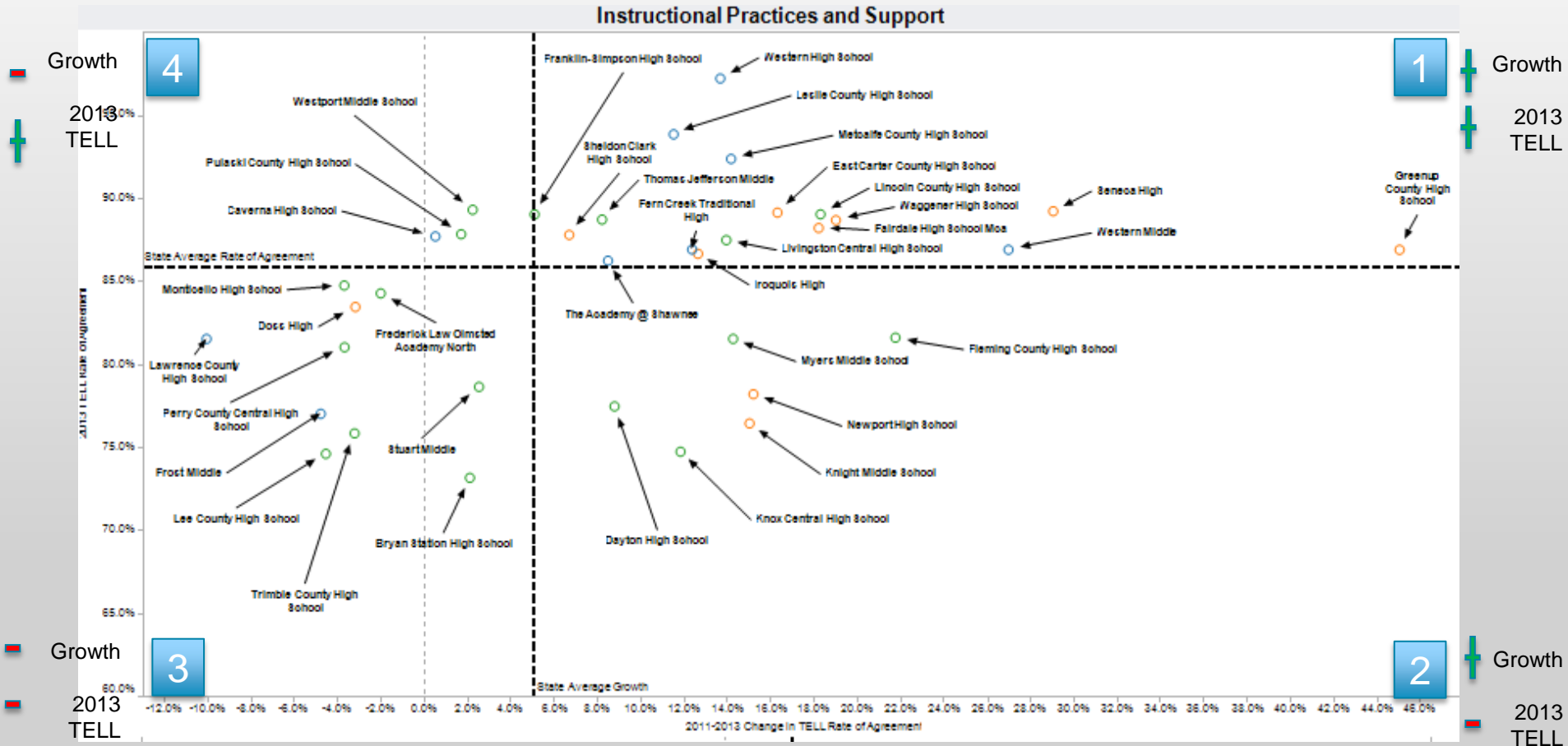
What's New Since June?

3. Comparison Report

Analyses of 2013 TELL findings by educator experience, educator position, and school level.

- The new teacher data will be a focus in our study session today
- The next few slides show some key findings other than new teacher findings

2013 Average Rate of Agreement by Construct by Experience Levels
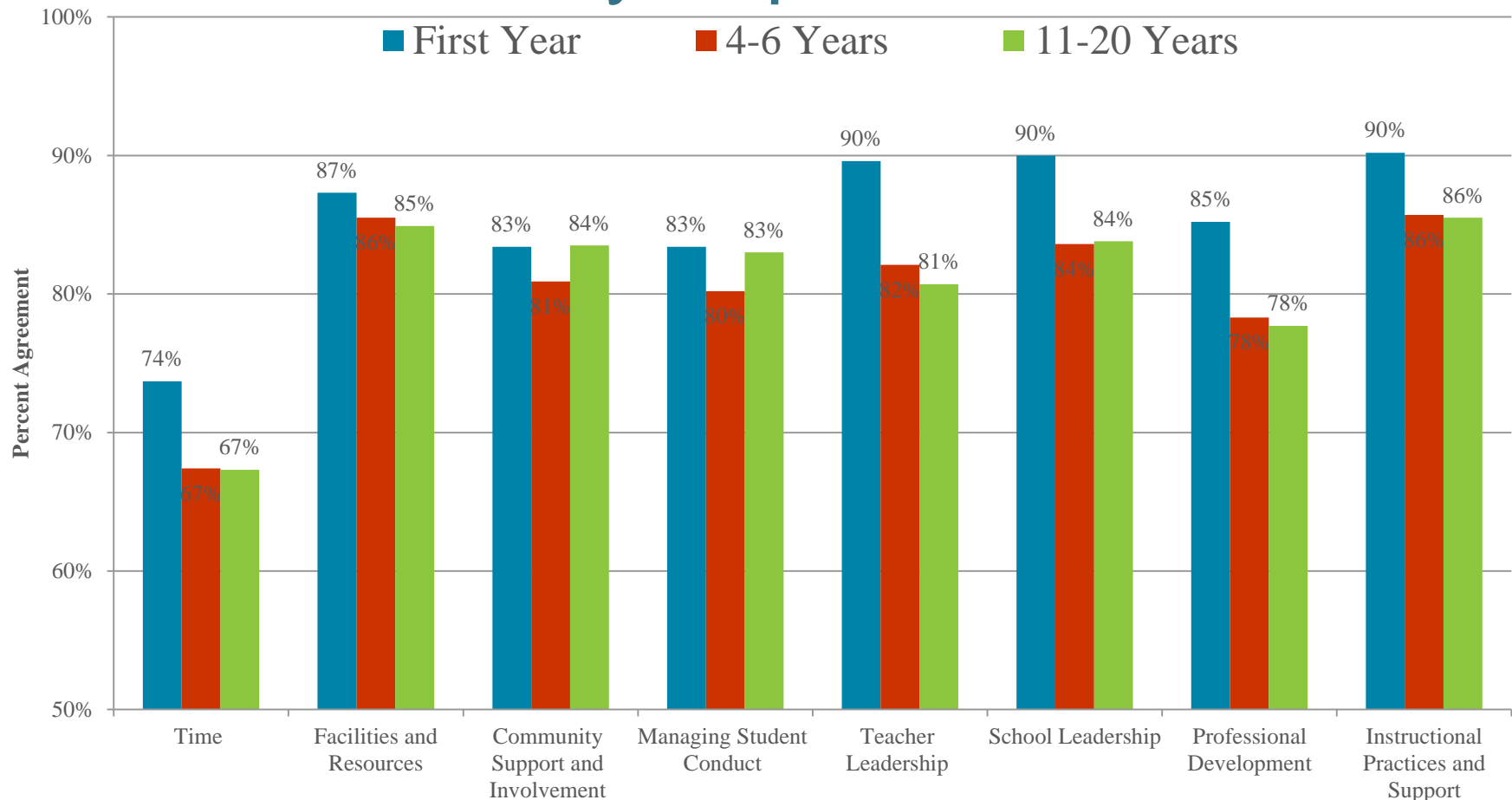
The TELL data show a pattern where teachers' perceptions of positive conditions generally decrease during middle years of service and remain the same or increase slightly in later years. This pattern may indicate areas for policymakers to investigate, particularly related to community engagement and student conduct.

2013 Principals and Teachers

(Rates of Agreement)

| Survey Items	Percent Agree		Difference
	Principals	**Teachers**	
Efforts are made to minimize the amount of routine paperwork teachers are required to do.	93.0	54.1	38.9
Teachers feel comfortable raising issues and concerns that are important to them.	98.8	70.2	28.6
School administrators consistently enforce rules for student conduct.	99.0	71.3	27.7
Teachers are allowed to focus on educating students with minimal interruptions.	95.5	69.0	26.5
Teachers are assigned classes that maximize their likelihood of success with students.	98.1	72.1	26.0
The non-instructional time provided for teachers in my school is sufficient.	90.8	65.2	25.6
There is an atmosphere of trust and mutual respect in this school.	97.6	73.0	24.6
Students at this school follow rules of conduct.	97.0	72.9	24.1

2013 Stayers and Movers

(Rates of Agreement)

Survey Items	Percent Agree		Difference
	Stayers	**Movers**	
The school leadership consistently supports teachers.	81.7	38.9	42.8
Teachers feel comfortable raising issues and concerns that are important to them.	74.0	32.2	41.8
Overall, my school is a good place to work and learn.	87.9	47.2	40.7
The school leadership makes a sustained effort to address teacher concerns about leadership issues.	81.3	42.5	38.8
Teachers have an appropriate level of influence on decision making in this school.	68.6	31.0	37.6
The faculty and leadership have a shared vision.	85.9	48.4	37.5
The school improvement team provides effective leadership at this school.	85.8	49.8	36.0
The school leadership makes a sustained effort to address teacher concerns about the use of time in my school.	81.4	45.7	35.7

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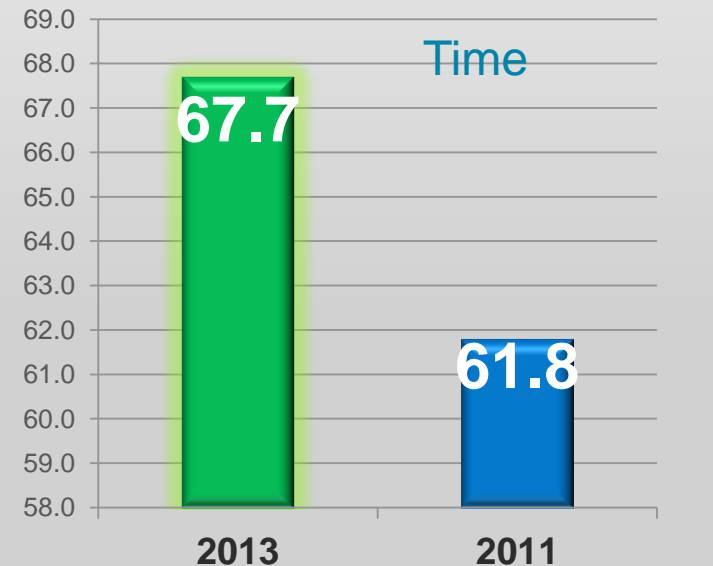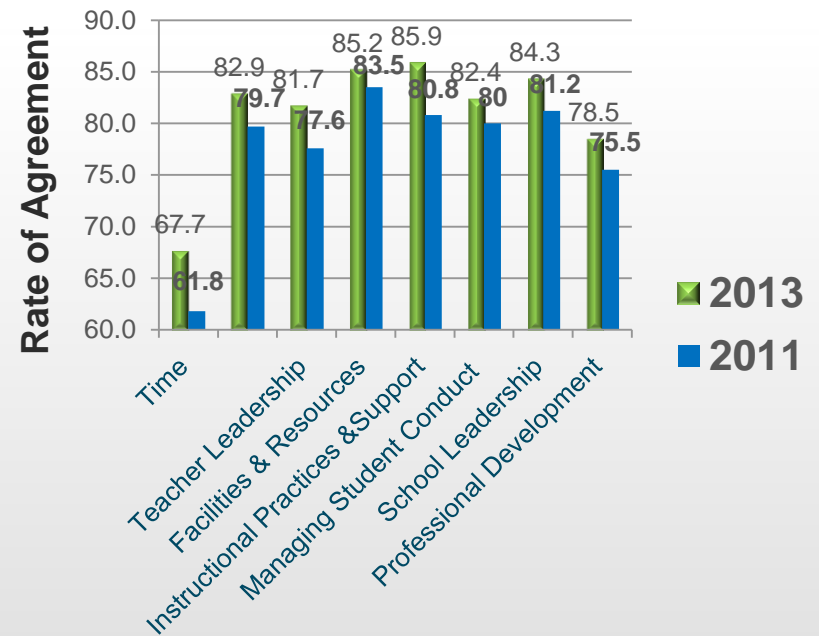# 2013 School Level Differences

Average Rate of Agreement
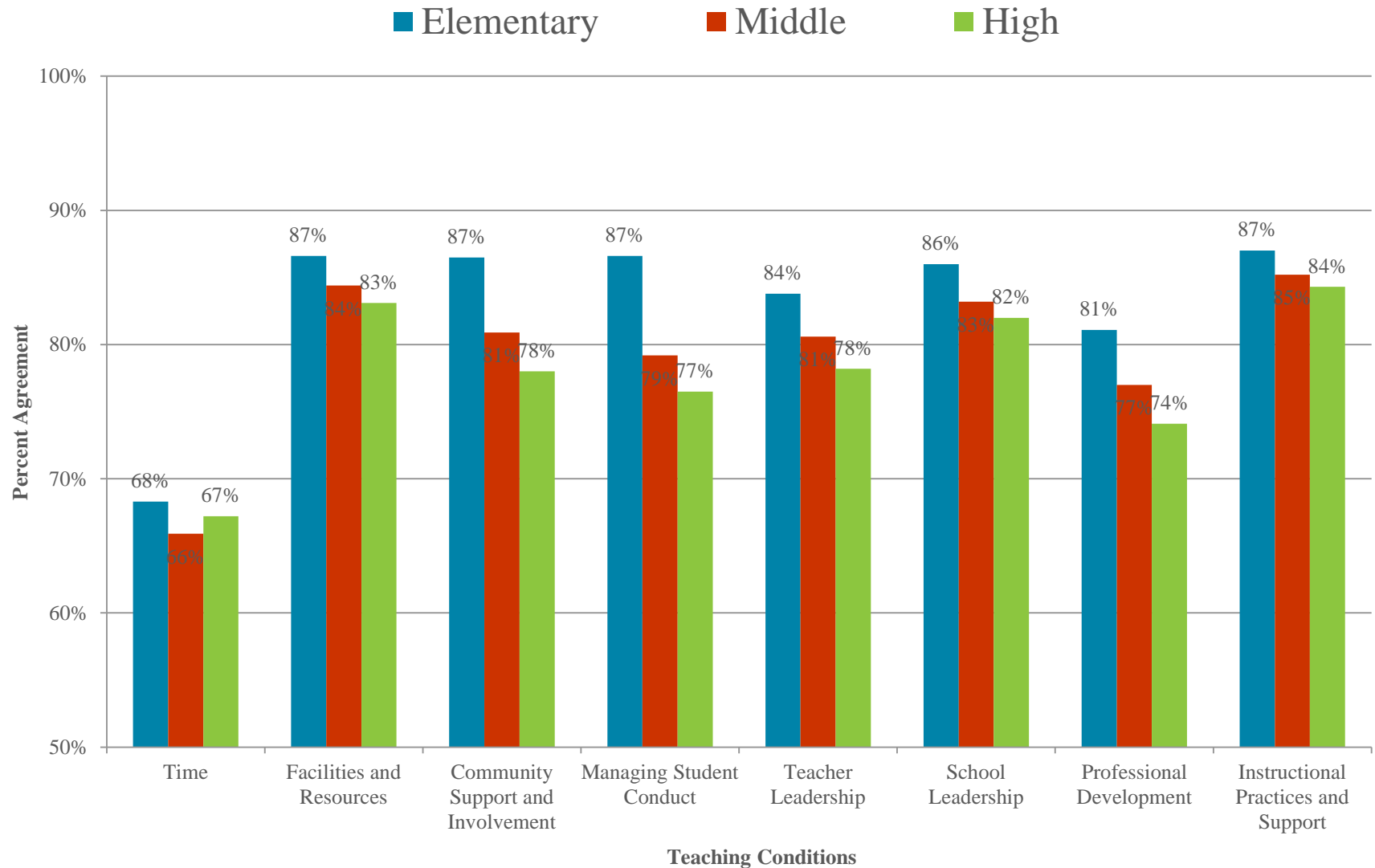
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Brief Review:

- ✓ Improvement across all constructs of the survey
- ✓ Time showed the most increase
- ✓ Increase in rates of agreement for every question on the survey except two technology questions
- ✓ Instructional Practices showed highest Rate of Agreement and was second in growth
- ✓ District 180 findings support assistance efforts made by KDE

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Recommendation:

KBE and KDE <u>should continue efforts initiated as a result of 2011 TELL data,</u> especially in the constructs of Time, Instructional Practices and Support, and Leadership.

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Assuming the state will continue efforts underway which have resulted in improvement we discussed in June, today we will focus on the following areas of the TELL Survey because of their strong connection to student performance and teacher retention:

1. **New Teacher Support**

2. **Community Engagement and Support**
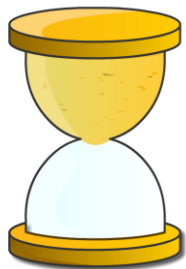
3. **Managing Student Conduct**

The Process:

Small Groups

- Review and discuss the charts (provided as handouts)
- For each area, reach consensus on a list of the top 3 or 4 TELL items the group agrees will be important to address over the next year (do not worry about funding at this time!)
- Report out your list of items to the whole group (A master list will be made on charts)

Entire Group

- During a gallery walk of the master list for the 3 topic areas, place a sticky dot next to your top two priority items in each topic.
- As we did in 2011, the items with the most 'dots' will assist you in determining priorities and further discussion beyond today's study session.

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Small Groups

1. Review, analyze and discuss the charts (provided as handouts)
2. For each topic area, reach consensus on a list of the top 3 or 4 TELL items the group agrees will be important to address over the next year (do not worry about funding at this time!)
3. Record your list on the handout provided
   - You _do not have to further prioritize_, just list them
   - Write any comments, ideas, or thoughts in the right column
4. Report out your list of items to the whole group (a master list will be made on charts)

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Report Out

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Gallery Walk: Identify Priorities

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➢ Items identified today on the charts

➢ Next steps

➢ Reminders

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Ninety percent of schools (1,296/1,441) met or exceeded the 50 percent response rate (and at least 5 respondents) threshold required to receive an individual school-level data report!

All results, Guides, and Reports may be viewed online www.tellkentucky.org.
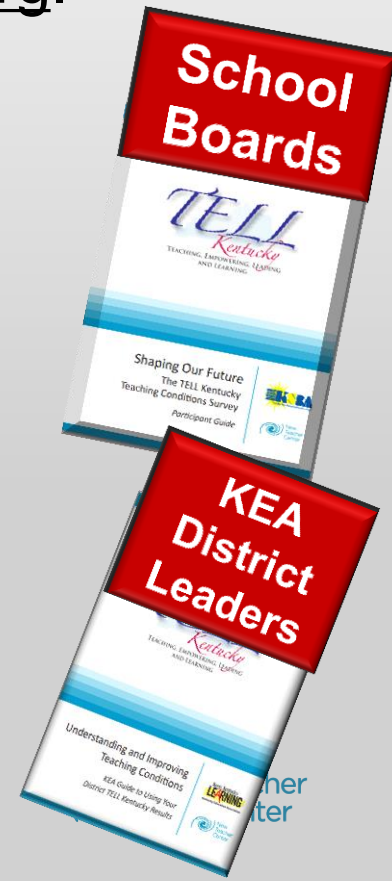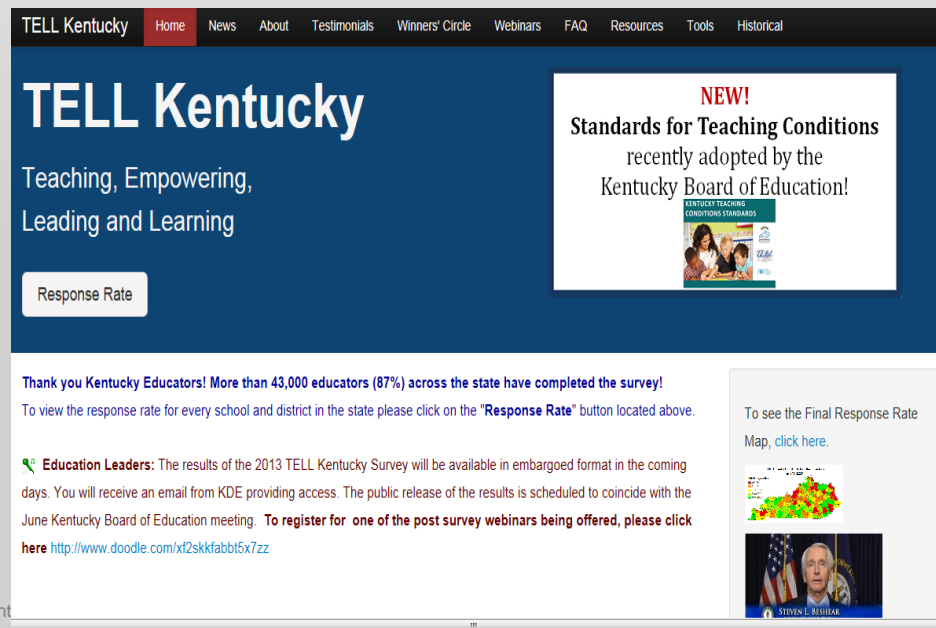
School and district leaders have been encouraged to review their data using the continuum in the **Kentucky Standards for Teaching Conditions** and begin plans for incorporating findings into the school improvement plan for next year!

KENTUCKY TEACHING CONDITIONS STANDARDS

TEACHING CONDITIONS STANDARD 2—FACILITIES AND RESOURCES
Facilities and resources are provided for teachers to deliver quality instruction.

2a. Materials and resources are available to facilitate quality instruction.
Kentucky Teaching Conditions Survey Questions to Inform Reflection: 3.1.A, 3.1.C, 3.1.D

Exemplary	Accomplished	Developing	Insufficient
Teachers have access to a wide range of high quality instructional materials and resources.	Teachers have more than sufficient access to appropriate instructional materials and resources.	Teachers have access to appropriate instructional materials and resources.	Teachers have limited or no access to appropriate instructional materials and resources.
Teachers have reliable access to a wide range of materials and resources that meet the instructional needs of teachers and the learning needs of students.	Teachers often have access to a wide range of materials and resources that meet the instructional needs of teachers and the learning needs of students.	Materials and resources are available to meet instructional needs of teachers and the learning needs of students.	Resources are limited, or unreliable, insufficient, and generally do not meet the instructional needs of teachers and the learning needs of students.

2b. Technology facilitates 21st Century learning opportunities.
Kentucky Teaching Conditions Survey Questions to Inform Reflection: 3.1.F, 3.1.G, 3.1.H

Exemplary	Accomplished	Developing	Insufficient
Teachers have reliable access to a wide range of 21st Century technology across classrooms that are well integrated into the instructional practices of the faculty.	Reliable and available technology meets the 21st Century instructional needs of teachers.	Technology is available to meet the 21st Century instructional needs of teachers.	Technology is unreliable, insufficient, and generally does not meet the instructional needs of teachers or provide 21st Century learning opportunities.
Training is consistently provided to teachers in the utilization of ever-evolving technology in ways that positively impact instructional practices.	Technical support is provided to teachers to ensure quality access and use of technology. Training is often provided to teachers in the utilization of ever-evolving technology in ways that positively impact instructional practices.	Technical support is provided to help teachers to access and use technology. Training is provided to teachers to ensure quality access and use of technology to enhance student learning.	There is little or no support to access and/or use of technology. Little or no training is provided to teachers to ensure quality access and use of technology.
Teachers have consistent access to 21st Century communication technology which facilitates integration into student learning.	Teachers have access to 21st Century communication technology and are often able to integrate into student learning.	Teachers have access to sufficient 21st Century communication technology.	Teachers have limited or no access to communication technology.

The 2013 Winner's Circle Awards
will be announced September 30th
at the Continuous Improvement Summit!

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FOR MORE INFORMATION

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