



Teaching, Empowering, Leading and Learning

TELL Kentucky

2015 Preliminary Results

June 3, 2015

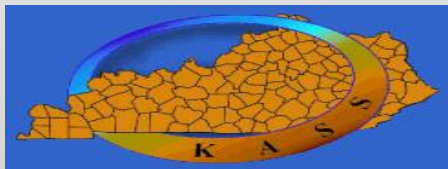
Ann Maddock

New Teacher Center

Overview:

- ❑ Context: TELL Kentucky 2015
- ❑ Preliminary Findings
 - ✓ Access to Web Results
 - ✓ Key Findings 2015
 - ✓ Guides and Tools for Using TELL Data
- ❑ Next Steps
 - ✓ Data files specifically for district leaders
 - ✓ USDoE Equity Plan
 - ✓ Winner's Circle 2015
 - ✓ District 180 Report
 - ✓ Cross State Report

TELL Kentucky Partners!

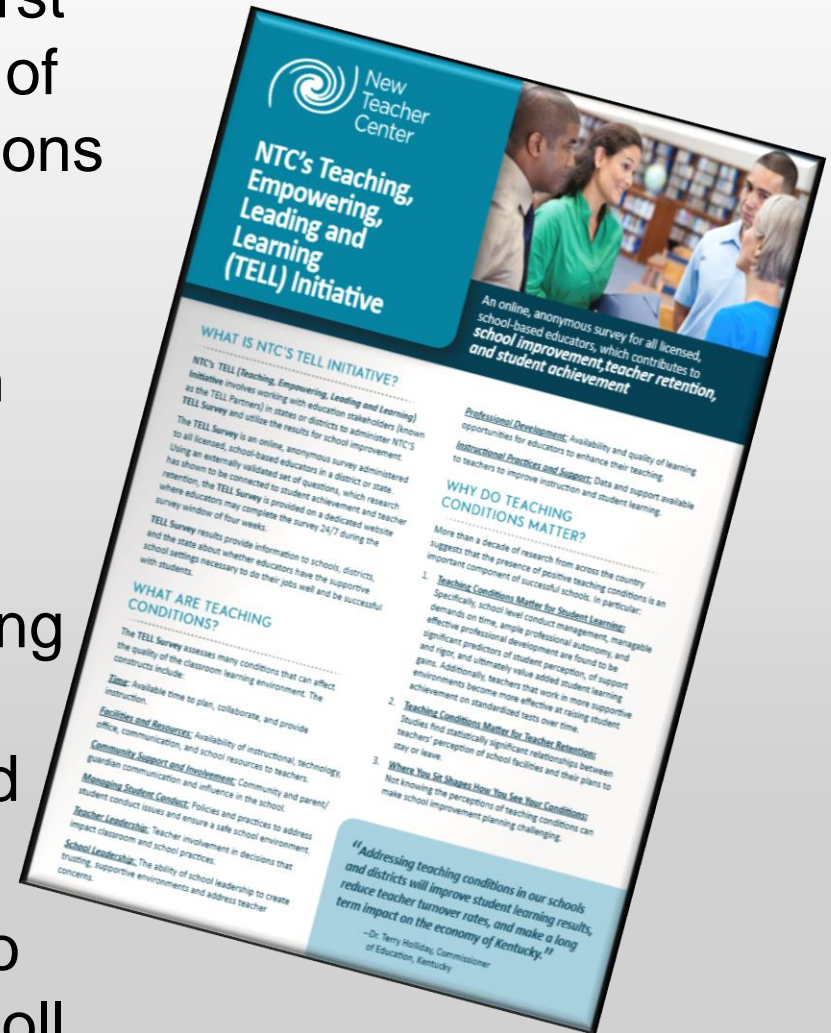


About The TELL Initiative

1. The purpose is to gather input from those people which research shows have the most affect on student achievement: *the teachers and administrators in our schools.*
2. Involves working with key education stakeholders to administer NTC's anonymous teaching conditions survey across a state or district.
3. The data collected is publicly reported at the school and district levels as well as the state level.
4. Guides, tools, and training are provided to help leaders utilize their TELL data in improvement planning.

History and Evolution of the Survey

- Anonymous Statewide Survey first issued in North Carolina as part of the Governor's Teaching Conditions Initiative in 2002 to assess state standards. Kentucky first administered the TELL survey in 2011.
- NTC has conducted multiple iterations in other states, providing cross-state comparisons and experience in understanding and improving working conditions.
- Emerging Research continues to shape policy (Dr. Richard Ingersoll, Susan Moore Johnson, etc.)



NTC's Teaching Conditions Constructs

1. TIME
2. SCHOOL LEADERSHIP
3. TEACHER LEADERSHIP
4. FACILITES & RESOURCES
5. PROFESSIONAL DEVELOPMENT
6. COMMUNITY ENGAGEMENT & SUPPORT
7. INSTRUCTIONAL PRACTICES & SUPPORT
8. MANAGING STUDENT CONDUCT
9. NEW TEACHER SUPPORT

Set of Core Questions which are research-based and externally validated.*

The unit of analysis is the school-not any individual.

Survey can be customized to address teaching conditions specific to client.

* Please contact NTC (TELLsurveyinfo@newteachercenter.org) for details on latest research.

TELL Kentucky 2015: Another Record-Breaking Year!



An 89.3% response rate!

- ✓ Up from 86.6% in 2013
- ✓ Sets the record for state with highest response rate!
- ✓ All but 13 eligible* schools (*with at least 5 educators) met 50% threshold!

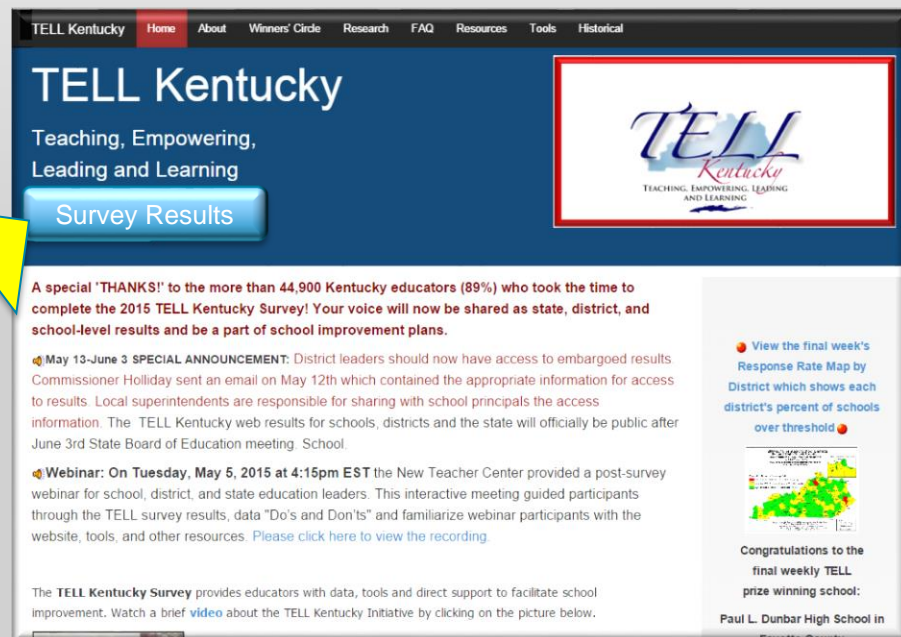
Educator Type	# Responses
Teacher	39,788
Principal	1,004
Assistant Principal	899
Other Education Professional*	3,242
Total	44,933

How to view and download school, district and state results

When Will Results Be Available?

Embargoed results have been available to districts and schools since May 12th. This embargoed time frame was intended to allow school and district leaders the opportunity to view their own data prior to public release.

Public release is scheduled for June 3rd
www.tellkentucky.org



State Results Icons Detailed, Summary, Comparison and Principal Results

Educators

Completed

% Completed

District
Results
Icons

School
Results
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TELL Kentucky

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Resources

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Historical

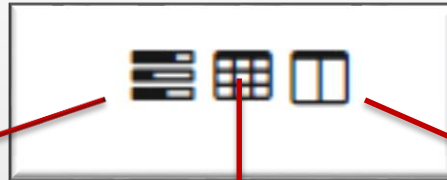
Please click the name of the district below to expand the list of schools. If there is no icon located beside a school name, the school did not reach the minimum 50% response rate in order to have their own data available. Please note that the surveys submitted by educators in such schools still count towards the district and state results. For best results, use Chrome, Firefox, Safari or Internet Explorer 9, 10, or 11.

Reports for TELL KY 2015

Name	Reports	Educators	Responses	Percent
Kentucky		50302	44932	89.32
ATC		453	451	99.56
Adair Co.		174	174	100.00
Adair County Elementary		45	45	100.00
Adair County High		50	50	100.00
Adair County Middle		35	35	100.00
Adair County Primary Center		44	44	100.00
Allen County		212	192	90.57
Anchorage		43	43	100.00
Anderson		265	262	98.87
Ashland Ind.		227	210	92.51
Augusta Ind.		26	26	100.00
Ballard Co.		101	101	100.00
Barbourville		43	41	95.35
Bardstown Ind.		179	162	90.50

New
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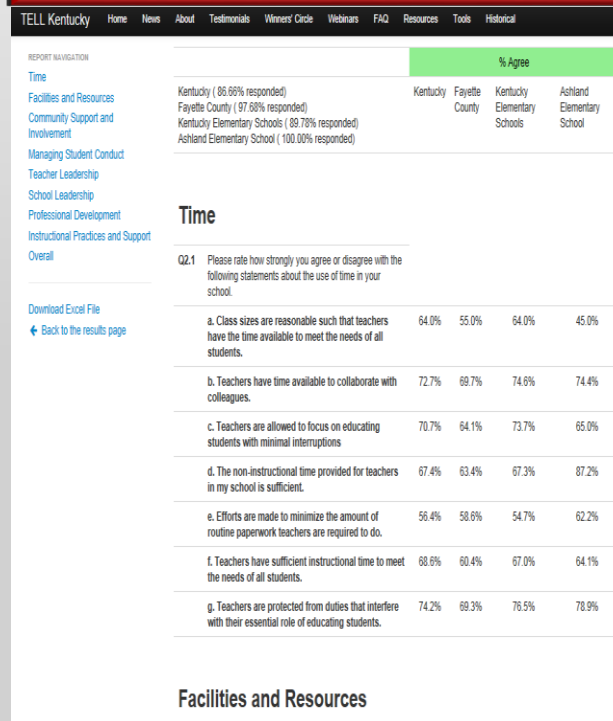
Three icons to access the results for the state, districts and schools



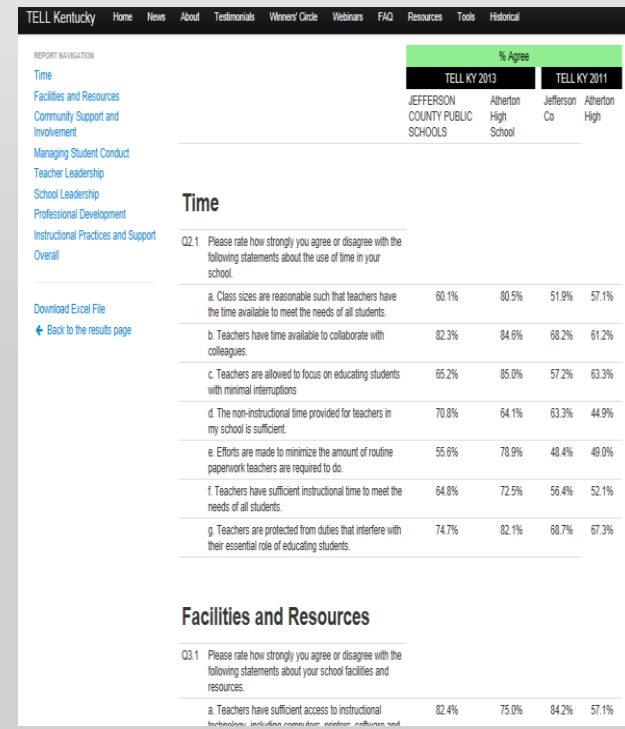
Detailed



Summary



Comparison to 2013



Key Findings



2015 TELL Kentucky Survey

Research Brief

spring 2015

Preliminary Findings

To do their best work with students, teachers need supportive school environments that maximize their opportunity to be effective. In a continuing effort to assess school teaching and learning conditions, under the leadership of Governor Beshear and Commissioner Holliday, the Kentucky Department of Education (KDE) and a coalition of education stakeholders¹ worked with the New Teacher Center (NTC) in the third administration of the Kentucky Teaching, Empowering, Leading, and Learning (TELL Kentucky) Survey.

About the Survey

The TELL Kentucky Survey is a statistically valid and reliable instrument that assesses eight research-based teaching and

learning conditions standards.² The following eight teaching and learning condition constructs are empirically linked to student achievement and teacher retention: Time, Facilities and Resources, Community Support and Involvement, Managing Student Conduct, Teacher Leadership, School Leadership, Professional Development, and Instructional Practices and Support.³ See Table 1 for descriptions of each construct. Additionally, the TELL Kentucky Survey includes questions specific to the function of school councils.

Response options for the survey's core, positively oriented questions use a Likert scale and range from strongly disagree to strongly agree. This brief summarizes results using a rate of agreement that combines the strongly agree and agree categories.

TABLE 1. 2015 TELL KENTUCKY SURVEY CONSTRUCT AREAS

Time —Available time to plan, collaborate, provide instruction, and eliminate barriers to maximize instructional time during the school day
Facilities and Resources —Availability of instructional, technology, office, communication, and school resources to teachers
Community Support and Involvement —Community and parent/guardian communication and influence in the school
Managing Student Conduct —Policies and practices to address student conduct issues and ensure a safe school environment
Teacher Leadership —Teacher involvement in decisions that impact classroom and school practices
School Leadership —The ability of school leadership to create trusting, supportive environments and address teacher concerns
Professional Development —Availability and quality of learning opportunities for educators to enhance their teaching
Instructional Practices and Support —Data and support available to teachers to improve instruction and student learning

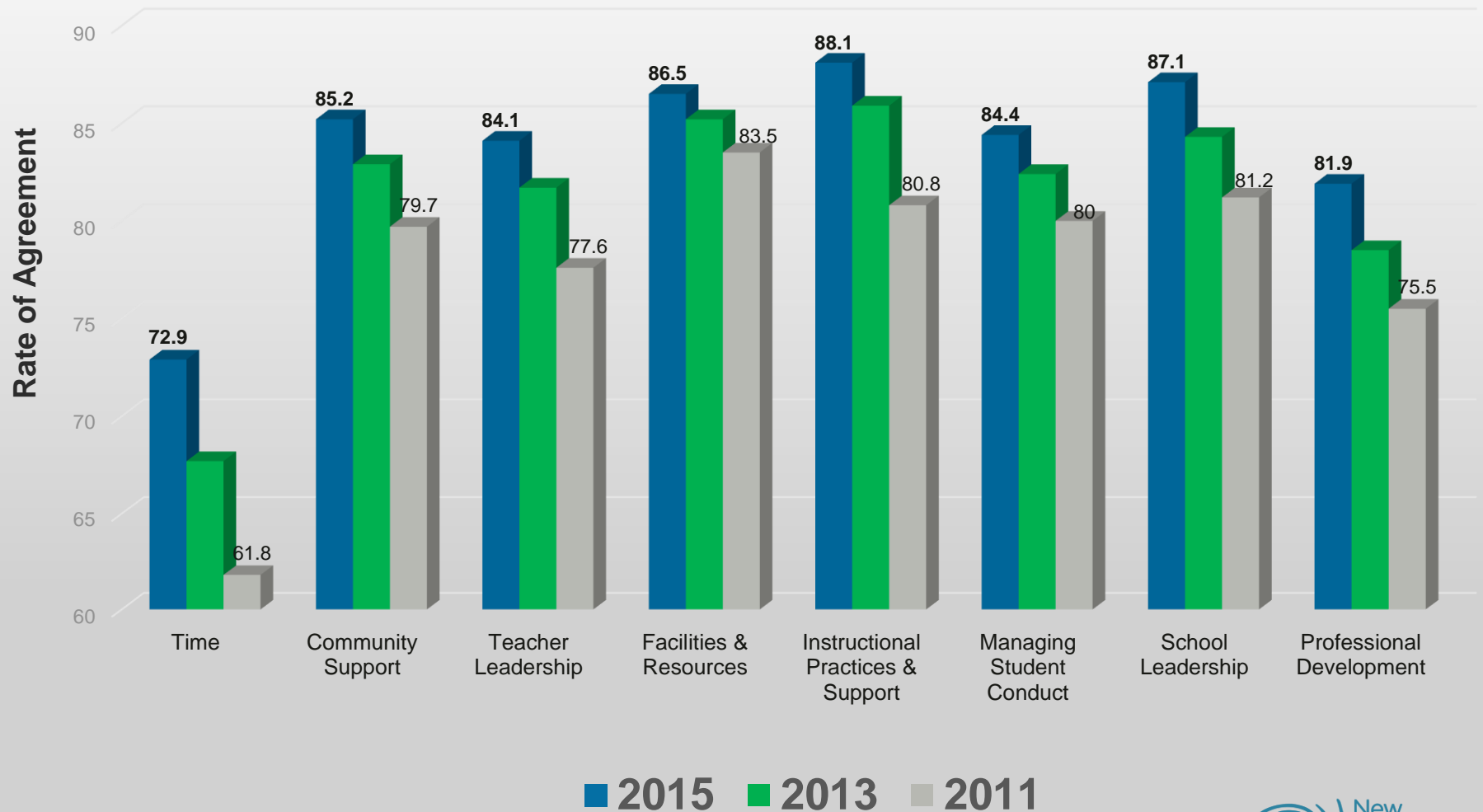
1. The coalition of education stakeholders includes Governor Beshear, Commissioner Holliday, the Kentucky Department of Education, Kentucky Association of School Superintendents, Kentucky School Boards Association, Kentucky Association of School Administrators, Kentucky Education Association, Education Professional Standards Board, Kentucky Chamber of Commerce, Kentucky Association of School Councils, Kentucky Council on Postsecondary Education, and Kentucky PTA.

2. Swanlund, A. (2011). *Identifying working conditions that enhance teacher effectiveness: The psychometric evaluation of the Teacher Working Conditions Survey*. Chicago, IL: American Institutes for Research.

3. See endnotes for research.

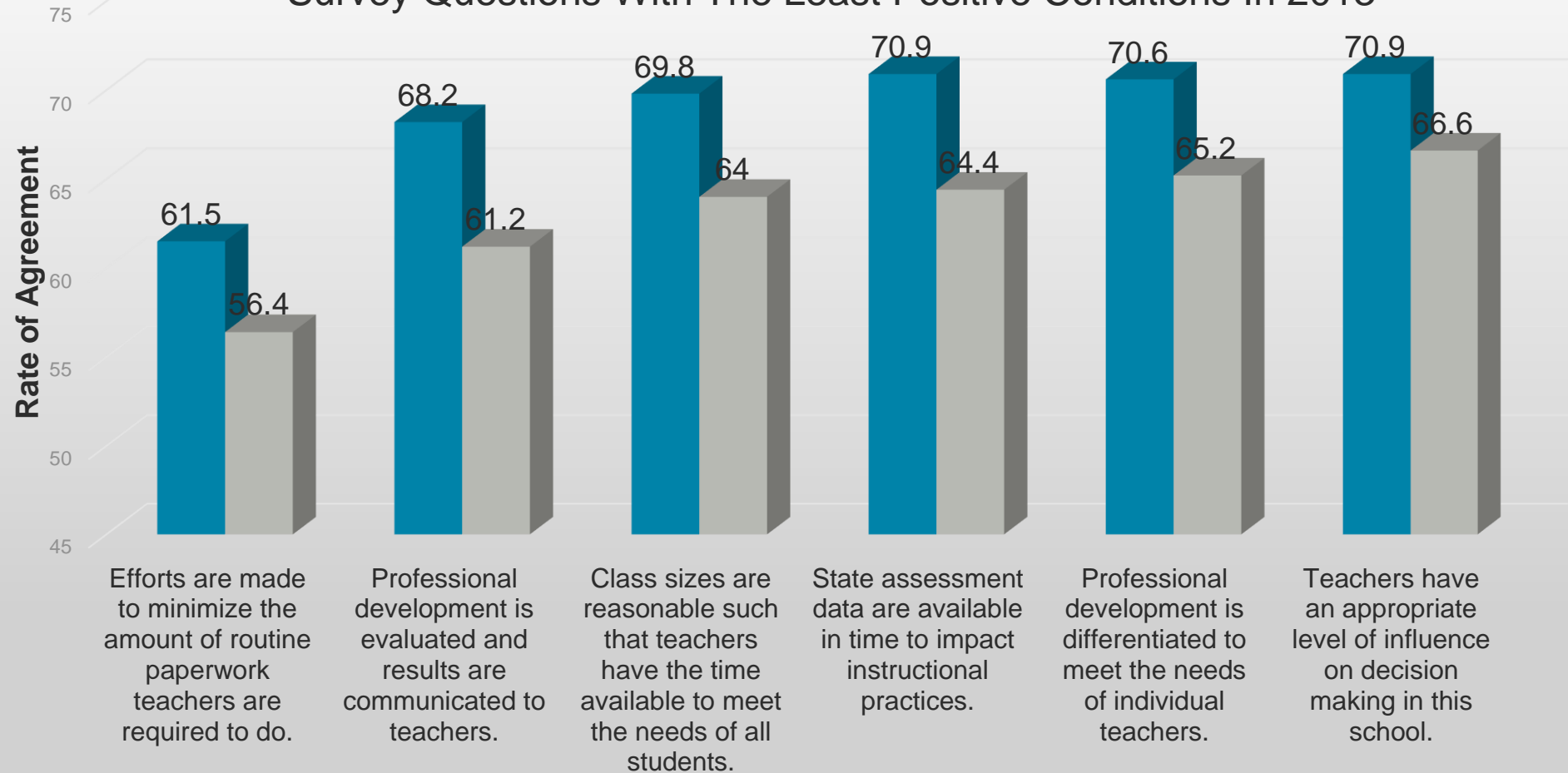
Improvements Across Every Construct Measured

Composite Rate of Agreement by Construct



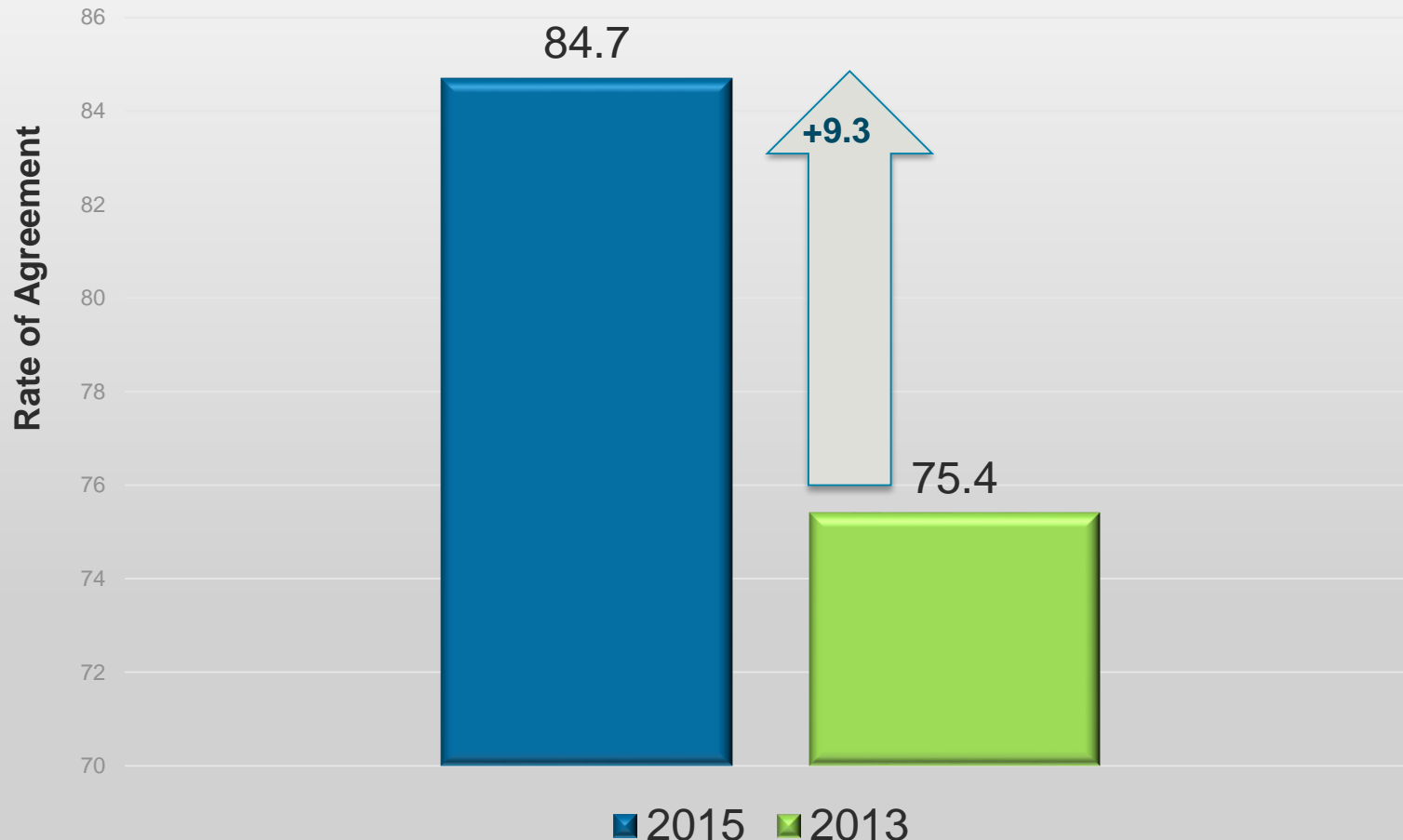
The Greatest Improvements Were Made To The Conditions In Most Need

Survey Questions With The Least Positive Conditions In 2013



TELL Survey Item With Largest Increase Over 2013

At this school, we utilize the results from the TELL Kentucky Survey as a tool for school improvement.



Time

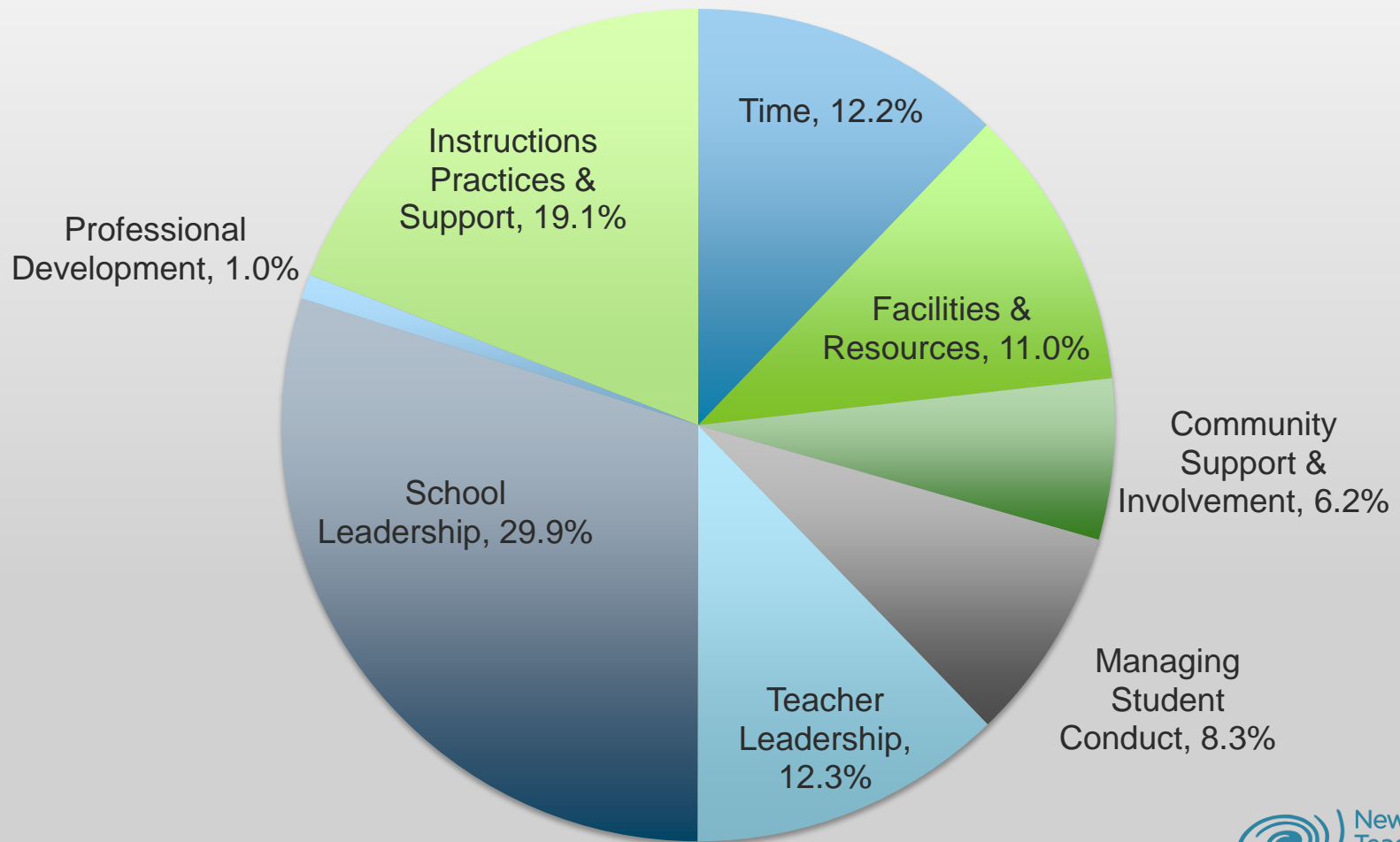
Conditions are more positively viewed since 2013 but remain challenging

- The time construct exhibited the most growth of any construct since 2013 (up 5.2 percentage points to 73 percent agreement), yet remains the least positively viewed construct in the survey.
- All questions in the time construct increased in agreement since 2013.
- Despite a five percentage point gain from 2013 that efforts are made to minimize the amount of routine paperwork teachers are required to do, 38 percent of educators still do not agree that this condition is in place.
- Seven out of 10 educators (70 percent) report that class sizes are reasonable such that teachers have the time available to meet the needs of all students compared to fewer than two thirds in 2013 (64 percent).

Principals Favorably View New Questions Related to Community Supports and Managing Student Conduct

Principal-Only Questions	Percent Agreement
	2015
Principals are knowledgeable about issues in the community.	99.6
This school uses community resources to provide services to students.	96.7
The district supports school outreach efforts to engage parents and guardians at this school.	96.0
Community organizations are working effectively in this school to improve learning outcomes.	89.5
The district supports efforts to create a safe environment in this school.	96.8
The district supports efforts to maintain discipline in this school.	94.5
The district has supports (i.e., resources, personnel, etc.,) in place to support positive student behavior.	94.3
The district has clear policies for schools as to how to handle student conduct issues.	94.2

Which aspect of your teaching conditions most affects your willingness to keep teaching at your school?



Greatest Differences Between Educators Who Indicate They Will Stay vs. Move

Select 2015 TELL Kentucky Questions	Stayer	Mover	Difference
There is an atmosphere of trust and mutual respect in this school.	80.8	34.9	45.9
Teachers feel comfortable raising issues and concerns that are important to them.	77.9	33.9	44.1
Overall, my school is a good place to work and learn.	90.6	47.1	43.5
The school leadership consistently supports teachers.	84.7	41.5	43.2
The school leadership makes a sustained effort to address teacher concerns about leadership issues.	84.3	42.5	41.8
The faculty and leadership have a shared vision.	87.5	48.6	38.8
At this school, we utilize the results from the TELL Kentucky Survey as a tool for school improvement.	86.5	47.9	38.7
Teachers have an appropriate level of influence on decision making in this school.	72.7	34.8	38.0

Note: The displayed calculated difference may vary by .1 due to rounding.

KDE's Focus ON New Teacher Support Shows Improvement

In 2013, after seeing slight improvement from 2011 in beginning teachers' perceptions of teaching conditions, KDE began a focused effort to address new teacher support, working closely with the Kentucky Teacher Induction Program (KTIP). In 2015:

- 83 percent of beginning teachers now agree that, **overall, the additional support they received as a new teacher during this current school year has been important in their decision to continue teaching at their schools.** This is an increase of 3 percentage points from 2013 (80 percent).
- Additionally, **more beginning teachers are in agreement that each of the supports measured by the survey had “quite a bit” or “a great deal” of influence on their practice.**

More specific information on beginning teacher supports will be addressed in a future report.

KDE's Technology Focus Shows Improvement

In 2013, in response to a drop in the rate of agreement on technology questions in the 2011 survey results, KDE requested and received an increase of \$5.8 million in its technology budget from the Kentucky General Assembly to improve access to reliable technology and address the speed of Internet connections. In 2015

- 96 percent of educators agree that **“teachers have access to reliable communication technology, including phones, faxes, and email”**, compared to 94 percent in 2013.
- 80 percent of educators agree that **“the reliability and speed of Internet connections” in their schools “are sufficient to support instructional practices,”** compared to 76 percent of respondents in 2013.

Tools for Using Your Data



TELL Kentucky

Home About Winners' Circle Research FAQ Resources Tools Historical

TELL Kentucky

Teaching. Empowering. Leading. And Learning.

District Leaders

School

SBDM

KEA District Leaders

Using Your TELL Data
A Guide for School Leaders
April 2013

Shaping Our Future
The TELL Kentucky Teaching Conditions Survey
Participant Guide

Understanding and Improving Teaching Conditions
KEA Guide to Using Your District TELL Kentucky Results

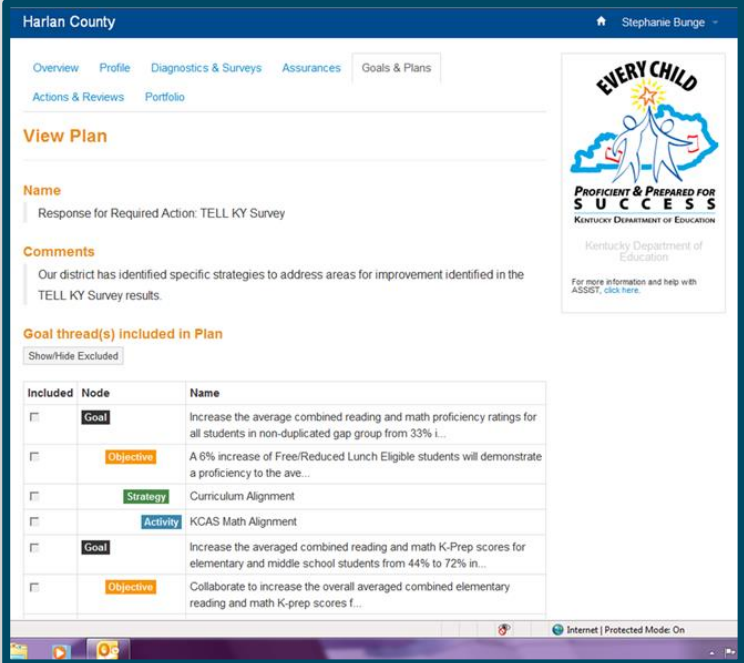
View the final week's Response Rate Map by District which shows each district's percent of schools over threshold

Congratulations to the final weekly TELL prize winning school:
Paul L. Dunbar High School in Fayette County

The TELL Kentucky Survey provides educators with data, tools and direct support for school improvement. Watch a brief video about the TELL Kentucky Initiative by clicking on the picture.

School leaders encouraged to view data using the continuum in the **Kentucky Standards for Teaching Conditions**.

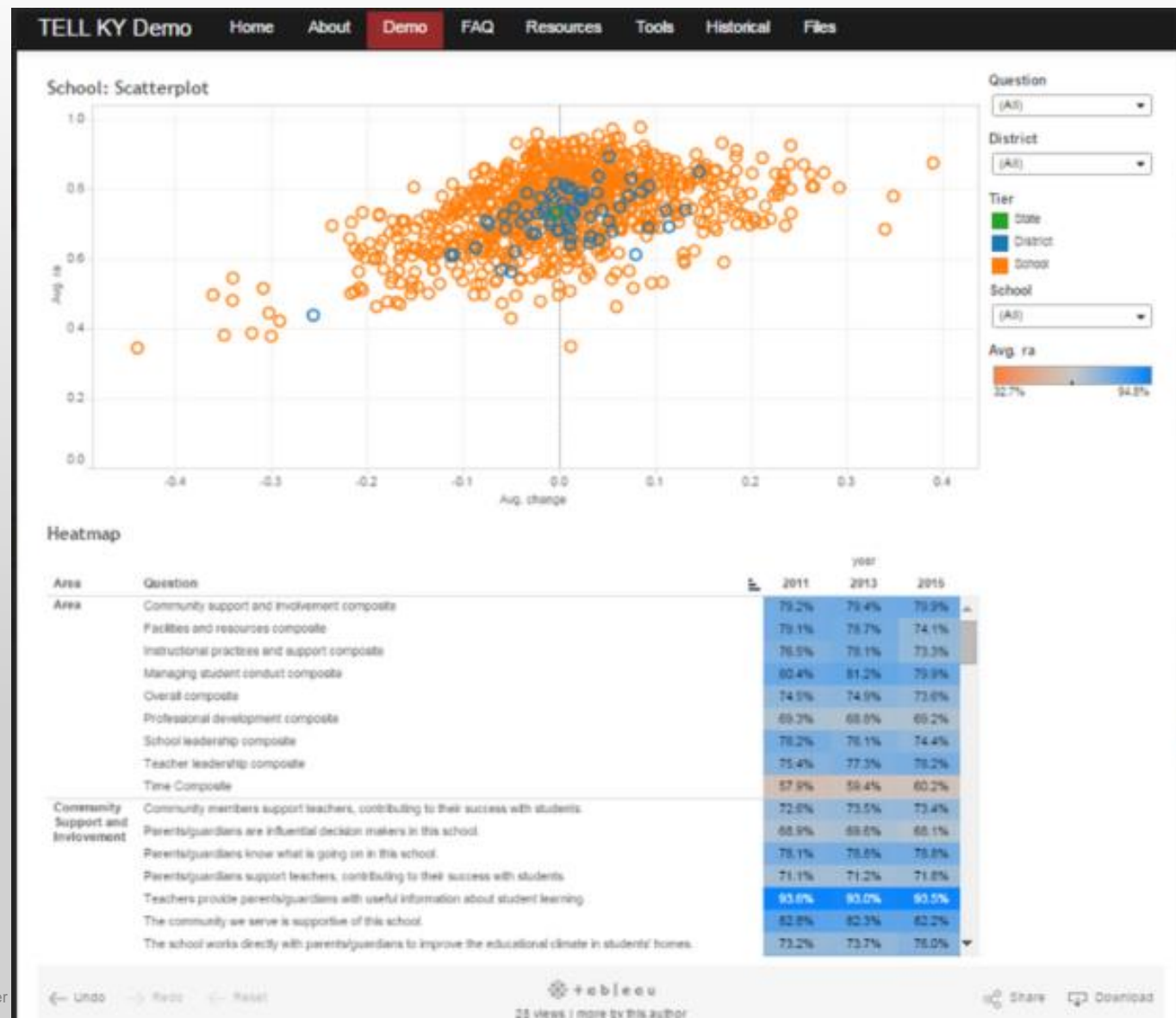
And begin plans on how to incorporate findings in to their school improvement plan for next year!



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. <i>Kentucky Teaching Conditions Survey Questions to Inform Reflection: 3.1.A, 3.1.C, 3.1.D</i>			
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. <i>Kentucky Teaching Conditions Survey Questions to Inform Reflection: 3.1.F, 3.1.G, 3.1.H</i>			
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.

Next Steps

Interactive TELL Results for District Leaders

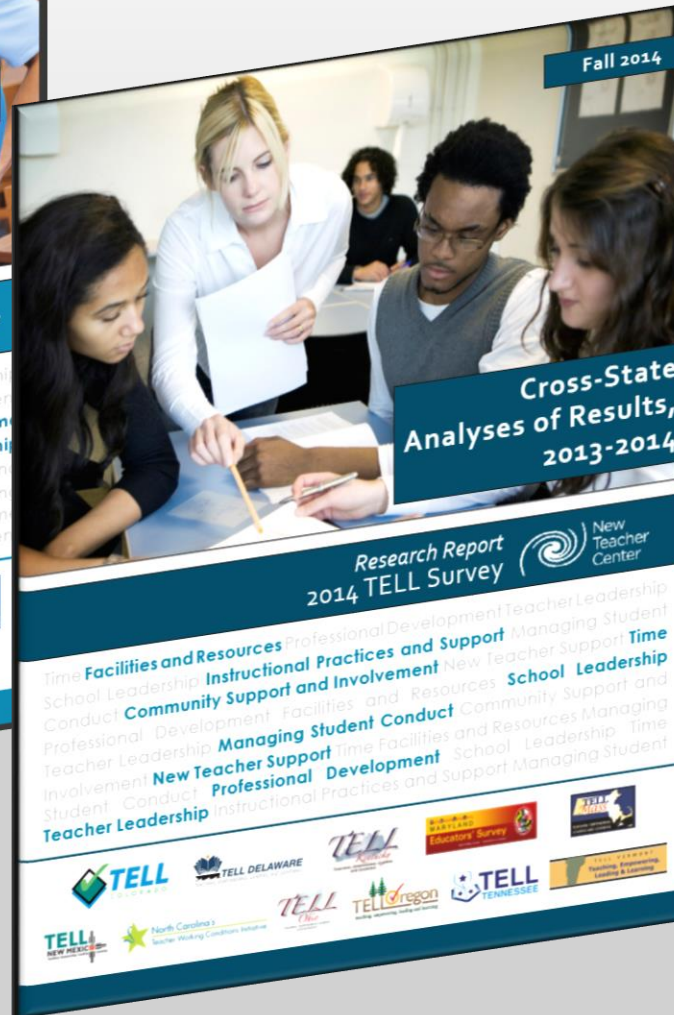
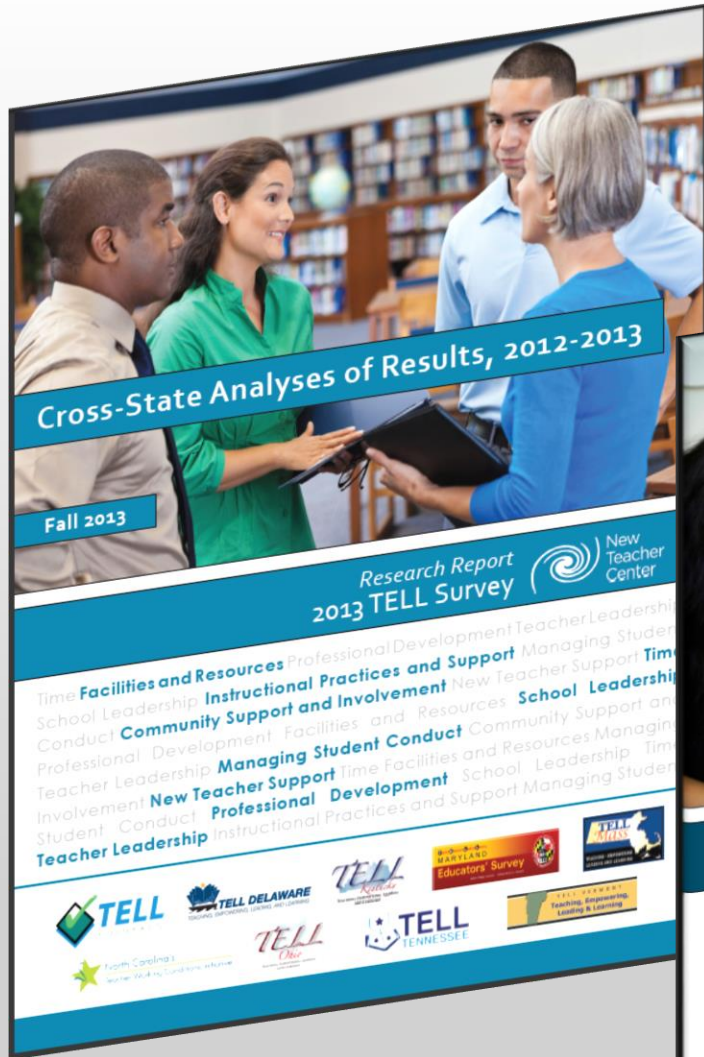


KDE's Equity Plan to USDoE To Include TELL Kentucky Results As One Of The Equity Measures

Equity Measure		School	District	State
Working Conditions	<i>Strongly Agree</i>			
* http://www.tellkentucky.org/	<i>Agree</i>			
	<i>Disagree</i>			
	<i>Strongly Disagree</i>			
Overall Effectiveness of School Teachers and Leaders	<i>Exemplary</i>			
% of teachers and principal ratings by category	<i>Accomplished</i>			
	<i>Developing</i>			
	<i>Ineffective</i>			
Overall Student Growth Rating of Teachers and Leaders*	<i>High</i>			
% of teachers and principal ratings by category * overall growth also included in effectiveness	<i>Expected</i>			
	<i>Low</i>			
Percentage of new and Kentucky Teacher Internship Program (KTIP) teachers				
Percentage of teacher turnover	<i>School-Level</i>			
	<i>District-Level</i>	NA		
	<i>State-Level</i>	NA	NA	

There will be a composite score for each of the TELL Constructs, with Rate of Agreement by school, District, and State

Cross-State Analyses of Results In The Fall



❖ The **2015 Winner's Circle Awards** to be announced in the fall.



❖ In the coming months, NTC will release additional findings and reports which will be posted on the www.tellkentucky.org website. Reports will include connections to

- Student achievement
- Teacher retention
- New teacher support
- District 180 Report

Thank you!

Ann Maddock

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