Teaching Empowering Leading & Learning (TELL)

2015 JCPS Survey Results
JCPS & JCTA

September 14, 2015

Agenda and Presenters

1. What do we know about why teaching conditions matter.
2. Types of use for the teaching conditions data.
3. Basic TELL vocabulary, background information, and drill-down process.
4. Areas of growth and success on the 2015 JCPS TELL data.
5. Principal perspective on using TELL data at the school level.
6. Recommendation on how to use the TELL data effectively.

Presenters:
- Jefferson County Teachers Association – Mr. Brent McKim, President
- Jefferson County Public Schools – Dr. Marco Muñoz, Data Management
- Chancey Elementary School - Ms. Ronda Cosby, Principal

What We Know About Why Teaching Conditions Matter

- It matters for kids—increased student success

- It has an impact on teacher recruitment and retention

- It's a leading indicator for student learning since teaching conditions improves teacher efficacy and motivation

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Types of Use for the TELL Data

- As a way to measure for improvement
- As a way to help us prioritize our teaching conditions needs in general <u>and</u> to inform our district (CDIP) and school (CSIP) improvement plans in particular
- Measure impact of programs or services associated with improving teacher conditions

Basic TELL Vocabulary

- **TELL** – Teaching, Empowering , Leading and Learning (New Teacher Center)
- **Construct** – a grouping of several specific questions, all dealing with the same topic

- ♦ MANAGING STUDENT CONDUCT
- ♦ COMMUNITY SUPPORT & INVOLVEMENT
- ♦ SCHOOL LEADERSHIP
- ♦ INSTRUCTIONAL PRACTICES & SUPPORT
- ♦ TIME
- ♦ TEACHER LEADERSHIP
- ♦ FACILITIES & RESOURCES
- ♦ PROFESSIONAL DEVELOPMENT
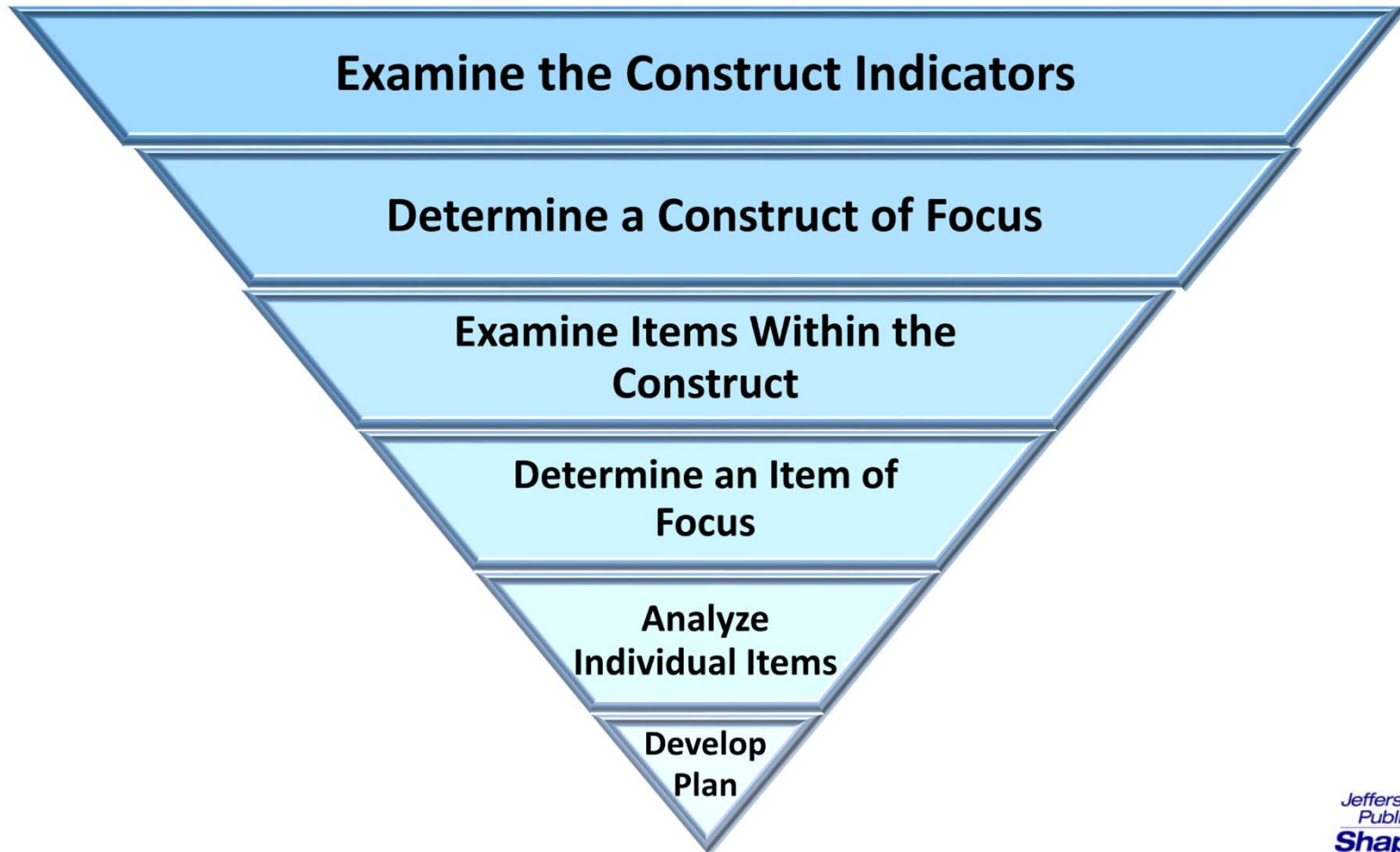- ♦ NEW TEACHER SUPPORT

- **Item** – a specific individual question

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Sample TELL Items by Construct

1. **Time (n = 7)** – "Teachers have time available to collaborate with colleagues."

2. **Facilities and Resources (n = 8)** – "The physical environment of classrooms in this school supports teaching and learning."

3. **Community Support and Involvement (n = 8)** – "This school does a good job of encouraging parent/guardian involvement."

4. **Managing Student Conduct (n = 7)** – "Teachers consistently enforce rules for student conduct."

5. **Teacher Leadership (n = 8)** – "Teachers are encouraged to participate in school leadership roles."

6. **School Leadership (n = 20)** – "The school leadership facilitates using data to improve student learning."

7. **Professional Development (n = 13)** – "Professional development enhances teachers' abilities to improve student learning."

8. **Instructional Practices and Support (n = 9)** – "Teachers use assessment data to inform their instruction."

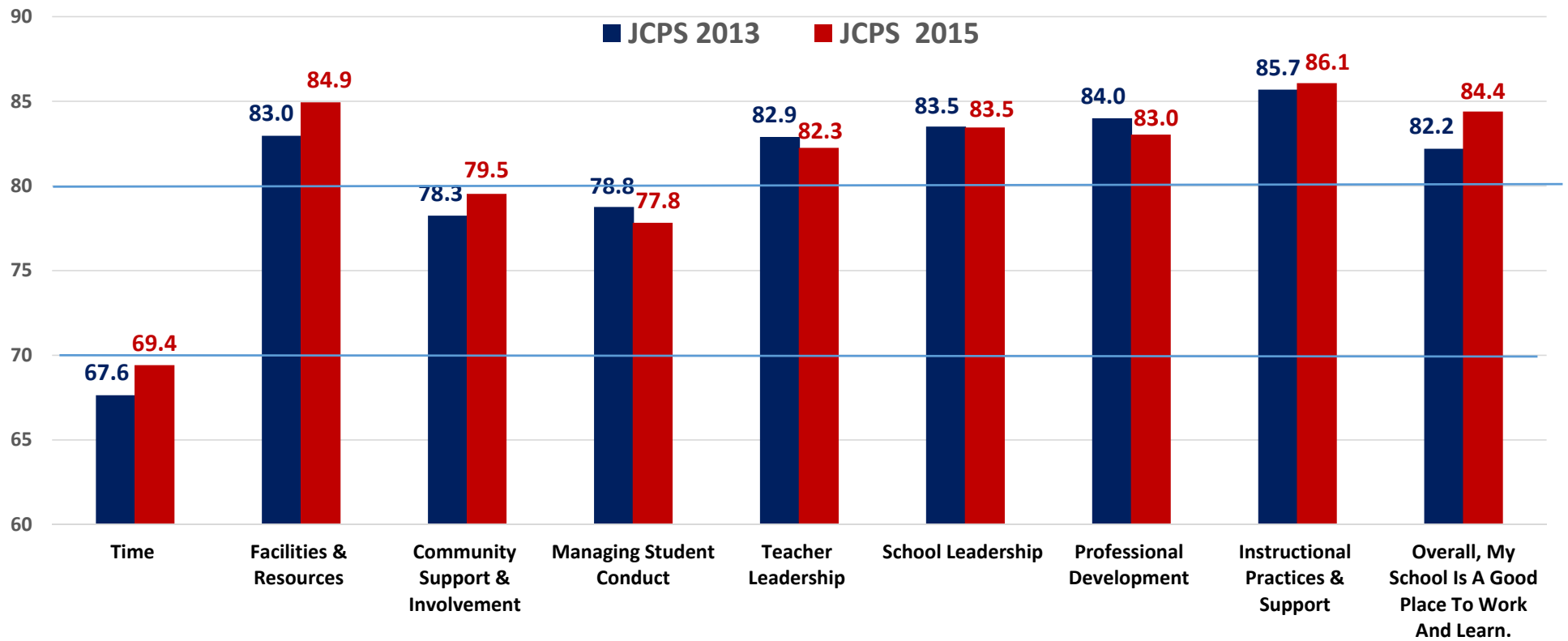Jefferson County Public Schools
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Background Information about JCPS TELL 2015

- JCPS has 7,506 certified staff (teachers, principals, APs, and other education professionals)

- 5,738 certified staff responded to the survey (76.5% response rate)

- Response scale = strongly disagree, disagree, agree, or strongly agree (agree and strongly agree is combined for obtaining % agreed)

- Survey is administered in March every two years

- Survey is valid and reliable (New Teacher Center, March 2011)

- Unit of analysis is the school (not any individual teacher)

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Drill-Down Data Analysis Process

Examine the Construct Indicators

Determine a Construct of Focus

Examine Items Within the Construct

Determine an Item of Focus

Analyze Individual Items

Develop Plan

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Constructs:

Construct	JCPS 2013	JCPS 2015
Time	67.6	69.4
Facilities & Resources	83.0	84.9
Community Support & Involvement	78.3	79.5
Managing Student Conduct	78.8	77.8
Teacher Leadership	82.9	82.3
School Leadership	83.5	83.5
Professional Development	84.0	83.0
Instructional Practices & Support	85.7	86.1
Overall, My School Is A Good Place To Work And Learn.	82.2	84.4

Areas of Growth (Item/Construct):

Items with Greatest Loss

Questions	JCPS 2013	JCPS 2015	Loss
The school environment is clean and well maintained (Facilities and Resources Construct).	89.4	85.8	-3.6
Teachers consistently enforce rules for student conduct (Managing Student Conduct Construct).	81.7	79.1	-2.6
An appropriate amount of time is provided for professional development (**Professional Development Construct**).	86.9	84.2	-2.7
Professional development offerings are data driven (**Professional Development Construct**).	89.1	87.1	-2.0
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices (**Professional Development Construct**).	85.6	83.2	-2.4

Lowest % Agreement Items in 2015 (Needs Attention)

Questions	JCPS 2015
Class sizes are reasonable such that teachers have the time available to meet the needs of all students (**Time Construct**).	63.3
Efforts are made to minimize the amount of routine paperwork teachers are required to do (**Time Construct**).	55.9
Parents/guardians are influential decision makers in this school (*Community Support and Involvement Construct*).	63.0
Students at this school follow rules of conduct (*Managing Student Conduct Construct*).	64.9
State assessment data are available in time to impact instructional practices (*Instructional Practices and Support Construct*).	65.8

Areas of Success:

Highest Gain from 2013 to 2015

Questions	JCPS 2013	JCPS 2015	Gains
The reliability and speed of Internet connections in this school are sufficient to support instructional practices (Facilities and Resources Construct).	60.9	80.5	19.6

Top 5 Highest % Agreed Items

Questions	JCPS 2015
Teachers have access to reliable *communication technology*, including phones, faxes and email (Facilities and Resources).	94.9
The school leadership facilitates *using data* to improve student learning (School Leadership).	94.6
Teachers work in *professional learning communities* to develop and align instructional practices **(Instructional Practice and Support).**	94.6
Teachers *use assessment data* to inform their instruction **(Instructional Practice and Support).**	95.0
The *curriculum taught* in this school is aligned with Kentucky Core Academic Standards **(Instructional Practice and Support).**	98.1

Principal Perspective

- Areas of success
- Areas for improvement
- Action plan for areas of improvement

How to use the data effectively

- Perceptual data are real data.
- Teaching conditions are an area for school improvement, not accountability.
- Teaching and learning conditions are not about any one individual and it will take a team/community effort to improve.
- Identify and celebrate positives as well as considering areas for improvement.
- Focus on what you can solve.

Effective Instruction in More Classrooms, More of the Time

Addendum (<u>not</u> part of presentation)
Access of KY TELL Data On-Line - <u>www.tellkentucky.org</u>

- Three types of <u>reporting tools</u>:
  1. Detail report
  2. Summary report
  3. Comparison report

http://tellkentucky.org
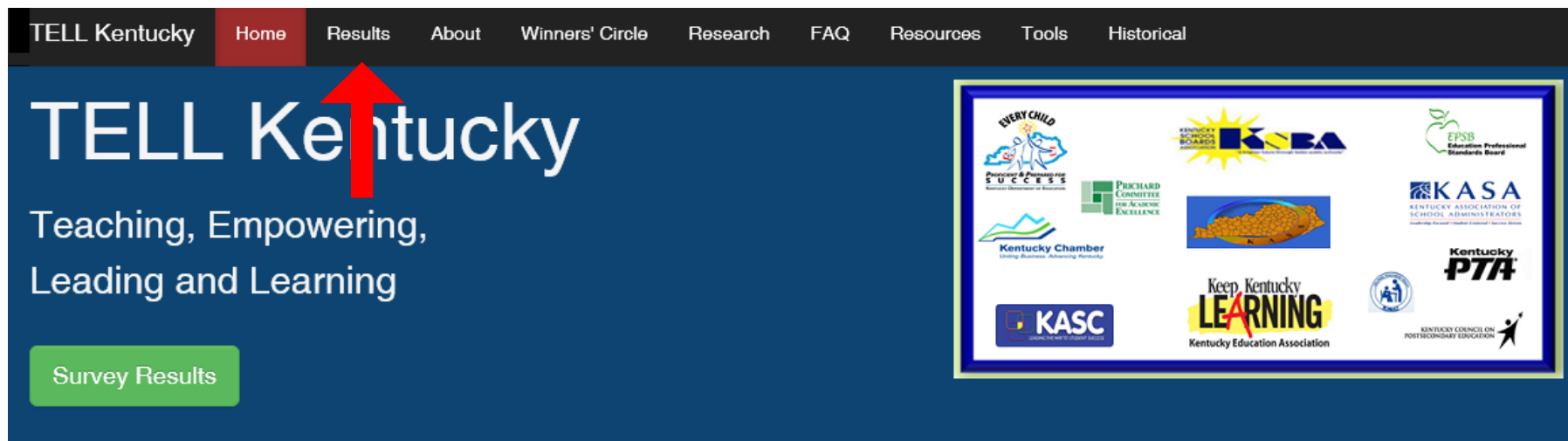
A special 'THANKS!' to the more than 44,900 Kentucky educators (89%) who took the time to complete the 2015 TELL Kentucky Survey! Your voice will now be shared as state, district, and school-level results and be a part of school improvement plans.

☒ Download NTC's Presentation of Findings to the State Board of Education, June 3, 2015 meeting.

☒ The 8 page preliminary summary brief of the survey data is now available by clicking on 2015 TELL Kentucky Preliminary Findings or going to the research page.

☒ Download KDE's June 3, 2015 Press Release.

In the News: "Making Classrooms Work"

☒ A Record-Setting Response (Best in the Nation!) rate of 89% across the state! ☒

Congratulations to all of the weekly TELL prize-winning schools and Thank You, TELL Partners for your support!

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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

Search

Name	Reports	Educators	Responses	Percent
Kentucky		50302	44932	89.32
Jefferson County		7506	5738	76.45
Ahrens Educational Resource		6	6	100.00
Atherton High		79	55	69.62
Atkinson Academy		36	31	86.11
Auburndale Elem		45	37	82.22
Audubon Elem		40	29	72.50
Audubon Youth		7	6	85.71
Ballard High		106	61	57.55
Barret Middle		42	41	97.62
Bates Elementary		38	21	55.26
Binet School		24	18	75.00
Blake Elementary		33	29	87.88
Bloom Elem		35	28	80.00
Blue Lick Elem		35	35	100.00
Bowen Elementary		48	48	100.00

Who can participate in the survey?

Staff that fit the following criteria:
- Currently working in one of the district's schools
- All full or part time certified teachers
- All educators teaching in state operated programs and eligible facilities
- **All school principals and assistant principals**
- **Other building level administrators**

Types of Reports available

Detail Results

Summary Results (% Agreed)

Comparison Results (Year to Year)

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Detail Results:

Report Navigation
Time
Facilities and Resources
Community Support and
Involvement
Managing Student Conduct
Teacher Leadership
School Leadership
Professional Development
Instructional Practices and Support
Overall
New Teacher Support

Print to PDF

Related reports
School Summary Results
School Summary Comparison
Results

Back to results

Result Details

Kentucky (89.32% responded)

Jefferson County (76.45% responded)

Kentucky High School (85.58% responded)

School Level

- The Detailed Report gives more specific information about how strongly people feel about the teaching condition
- Notice the indicators range from Strongly Disagree, Disagree, Agree to Strongly Agree.
- N = number of people who responded
- DK = People who answered, "Don't Know"

Time

Q2.1 Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

■ Strongly disagree   ■ Disagree   ■ Agree   ■ Strongly agree

n = number of responses
dk = number of "don't know" responses

a. Class sizes are reasonable such that teachers have the time available to meet the needs of all students.

	Strongly disagree	Disagree	Agree	Strongly agree
Kentucky n = 44606 / dk = 230	7%	24%	45%	25%
Jefferson County n = 5683 / dk = 33	10%	27%	40%	23%
Kentucky High School n = 11442 / dk = 49	7%	24%	44%	24%
School Level n = 54 / dk = 1	2	15%	54%	30%

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📊 Summary Results (% Agreed):

Report Navigation
Time
Facilities and Resources
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Managing Student Conduct
Teacher Leadership
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Instructional Practices and Support
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Related reports
School Detailed Results
School Summary Comparison Results

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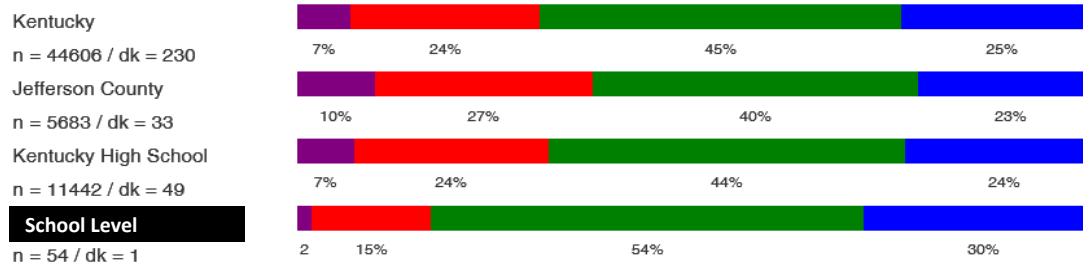|	% Agree			
Kentucky (89.32% responded) Jefferson County (76.45% responded) Kentucky High School (85.58% responded) **School Level**	Kentucky	Jefferson County	Kentucky High School	**School Level**

Time

Q2.1   Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

	Kentucky	Jefferson County	Kentucky High School	School Level
a. Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	69.8%	63.3%	68.8%	83.3%
b. Teachers have time available to collaborate with colleagues.	77.7%	81.6%	72.6%	87.0%
c. Teachers are allowed to focus on educating students with minimal interruptions	75.8%	67.2%	69.9%	83.3%
d. The non-instructional time provided for teachers in my school is sufficient.	72.3%	73.3%	70.2%	79.6%

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Comparison Results (Year to Year):

Report Navigation
  Time
  Facilities and Resources
  Community Support and
  Involvement
  Managing Student Conduct
  Teacher Leadership
  School Leadership
  Professional Development
  Instructional Practices and Support
  Overall

  Download XLS
  Print to PDF

Related reports
  School Detailed Results
  School Summary Results

  Back to results

	% Agree	
School Level (TELL KY 2015) (69.62% responded) **School Level** (TELL KY 2013) (53.95% responded)	**School Level** TELL KY 2015	**School Level** TELL KY 2013

Time

Q2.1 Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

	TELL KY 2015	TELL KY 2013
a. Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	83.3%	80.5%
b. Teachers have time available to collaborate with colleagues.	87.0%	84.6%
c. Teachers are allowed to focus on educating students with minimal interruptions	83.3%	85.0%

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