



IMPACT SURVEY

23-24 SCHOOL YEAR

WHAT IS THE IMPACT SURVEY?

- Formerly known as the TELL Survey
- Opportunity, every two years, for teacher feedback. This is the SEVENTH time this has been given over the past 14 years in Kentucky.
- Schools use the IMPACT survey to review areas of growth and improvement in relationship to nine key areas: Educating All Students, Emotional Well-Being and Belonging, Feedback and Coaching, Managing Student Behavior, Professional Learning, Resources, School Climate, School Leadership, and Staff-Leadership Relationships.

ASSESSMENT RESULTS

	PERCENT POSITIVE	% CHANGE FROM 2022	COMPARED TO OTHER DISTRICTS
Educating All Students	65	+3	-4
Emotional Well-Being & Belonging	51	+11	-4
Feedback & Coaching	54	+15	-4
Managing Student Behavior	61	+5	-5
Professional Learning	56	+12	-4
Resources	44	+5	-6
School Climate	56	+11	-7
School Leadership	64	+10	-3
Staff-Leadership Relationships	74	+7	-4

MAJOR CELEBRATIONS FOR EIS

1

IMPROVEMENT ACROSS EVERY CATEGORY FROM TWO YEARS AGO.

2

**DOUBLE DIGIT IMPROVEMENTS IN: PROFESSIONAL LEARNING,
FEEDBACK AND COACHING, SCHOOL CLIMATE, SCHOOL LEADERSHIP,
AND EMOTIONAL WELL-BEING AND BELONGING**

3

**THREE QUARTERS OF OUR TEACHERS FEEL POSITIVE ABOUT OUR
STAFF-LEADERSHIP RELATIONSHIPS.**

SCHOOL SPECIFIC CELEBRATIONS



DOUBLE DIGIT INCREASE IN FEEDBACK AND COACHING AND IS 7-13 PERCENTAGE POINTS ABOVE COMPARABLE SCHOOLS ACROSS MOST CATEGORIES WITH 80% HAVING A POSITIVE VIEW OF SCHOOL LEADERSHIP.



12-19 POINT PERCENTAGE INCREASE IN FEEDBACK AND COACHING, EMOTIONAL WELL-BEING AND BELONGING, PROFESSIONAL LEARNING, SCHOOL CLIMATE, SCHOOL LEADERSHIP, AND STAFF-LEADERSHIP RELATIONSHIPS.



DOUBLE DIGIT INCREASES IN PROFESSION LEARNING AND FEEDBACK AND COACHING WITH ALMOST THREE QUARTERS OF STAFF HAVING A POSITIVE VIEW OF SCHOOL LEADERSHIP.



LARGEST POSITIVE PERCENT CHANGE IN OUR DISTRICT ACROSS EVERY CATEGORY, INCLUDING A 52% JUMP IN SCHOOL LEADERSHIP AND A 34% JUMP IN STAFF-LEADERSHIP RELATIONSHIPS.



INCREASES IN FEEDBACK AND COACHING AND STAFF-LEADERSHIP RELATIONSHIPS WHICH WILL BE CRUCIAL FOR A FIRST YEAR PRINCIPAL MOVING FORWARD.

WHY WERE WE SUCCESSFUL?

1

PROOF IN STRATEGIC LEADERSHIP POSITIONS THE BOARD APPROVED LAST SUMMER AND EXCEPTIONAL HIRING IN THOSE ROLES: ASSISTANT PRINCIPALS AT THE ELEMENTARY SCHOOLS, A NEW TEACHER SUPPORT COACH, AND OTHER SUPPORT STAFF IN THE DISTRICT.

2

STRATEGIC PLAN FOCUS. WE HAVE A STRATEGIC PLAN THAT'S BEEN USED TO GUIDE DECISION MAKING (TECHNOLOGY, PROFESSIONAL LEARNING, SAFETY, RECOGNITIONS, ETC.)

3

INCREASED FOCUS ON PROFESSIONAL LEARNING FOR OUR ADMINISTRATIVE TEAM, INCLUDING LUNCH AND LEARNS, ELEMENTARY AND SECONDARY PRINCIPAL MEETINGS, GRREC LEADERSHIP COACHING AND ACADEMIES, ETC.

GROWTH OPPORTUNITIES

1

OUR LOWEST RATED AREA AS A DISTRICT IS RESOURCES. LOOKING MORE SPECIFICALLY AT INDIVIDUAL QUESTIONS, WE HAD: 14% POSITIVE RATE (AMOUNT OF MONEY TEACHERS HAVE TO SPEND IN THEIR OWN CLASSROOMS), 17% POSITIVE RATE (SCHOOL FACILITIES), AND A 27% POSITIVE RATE (NEED TO HIRE MORE SPECIALISTS TO SUPPORT STUDENT LEARNING). *(INCREASING SCHOOL SECTION 6 ALLOCATIONS, FACILITY WORK)*

2

ACROSS ALL AREAS, WE ARE STILL SLIGHTLY BEHIND THE STATE AVERAGE, RANGING FROM 3 POINTS (SCHOOL LEADERSHIP) TO SEVEN POINTS (SCHOOL CLIMATE). *(CONTINUED FOCUS ON STRATEGIC PLAN EFFORTS THAT HAVE LED TO IMPROVEMENT SO FAR)*

3

DESPITE SIGNIFICANT INCREASES, FEEDBACK AND COACHING IS AN AREA WE LAG BEHIND THE STATE AND FEEL IS A MAJOR FACTOR, PARTICULARLY AS WE HAVE MORE NEW AND ALTERNATE CERTIFIED TEACHERS. *(CEP CHANGES WITH THE 50/50 COMMITTEE)*