



# TELL Kentucky 2013



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Kentucky Board of Education  
August 7, 2013

# KBE STUDY SESSION AGENDA

- I. **What's New Since June?**
- II. Brief Review: Key Items from June Meeting
- III. Some 2013 TELL Findings: Possible Policy Implications
- IV. Summary and Next Steps

# 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

**Using Your Data Dashboard**

**Tab 1: Scatterplot of School Results for those with Sufficient Response in 2011 and 2013**

The first tab (tabs can be clicked at the bottom left corner of the file) in the downloaded excel file is labeled "scatterplot" and contains a graphic organization of schools in your district on the results of the TELL Kentucky Survey data for 2011 and 2013. It displays all the schools in your district with sufficient response on the survey in BOTH 2011 and 2013 (at least 50 percent and 5 educators) so you can more easily identify schools that may need additional support and those that have positive conditions and are improving. The colors correspond to their level (elementary, middle, high, special).

**Accessing Your Data Dashboard**

The first step to accessing your district's dashboard is to login. Go to [www.tellkentucky.org/files](http://www.tellkentucky.org/files). Enter your username and password.

ed on a single composite rate conditions measure agreement scale question asked in agreement" on TELL Kentucky

Once your credentials are accepted, you will be taken to the Files page.

# 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)

The image shows the cover of a research brief. At the top left is the TELL Kentucky logo with the text 'TELL Kentucky TEACHER, EMPOWERED. LEARNING. EVER LASTING.' To the right of the logo is '2013 TELL Kentucky Survey'. At the top right is 'Research Brief' and 'June 2013'. The main title is 'Teaching Conditions in District 180 Priority Schools Compared to Non-District 180 Schools: 2011 and 2013 TELL Survey Results'. Below the title are two columns of text: 'Executive Summary' and '2011 vs. 2013 D180 TELL Results'. The executive summary text discusses the research brief's analysis of 2011 and 2013 TELL survey results for District 180 Priority Schools. The '2011 vs. 2013 D180 TELL Results' section contains two bullet points. The first bullet point states that 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. The second bullet point states that 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. Below this is a section titled 'D180 Schools Compared to Non-D180 Schools Statewide in 2013' with two bullet points. The first bullet point states that 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. The second bullet point states that 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. At the bottom of the page is the website 'www.newteachercenter.org'.

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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<sup>1</sup> show marked improvement in the rates of agreement on the survey, most notably the same areas on the survey previously shown to be associated with improved student performance and teacher retention.<sup>2</sup> 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.

www.newteachercenter.org

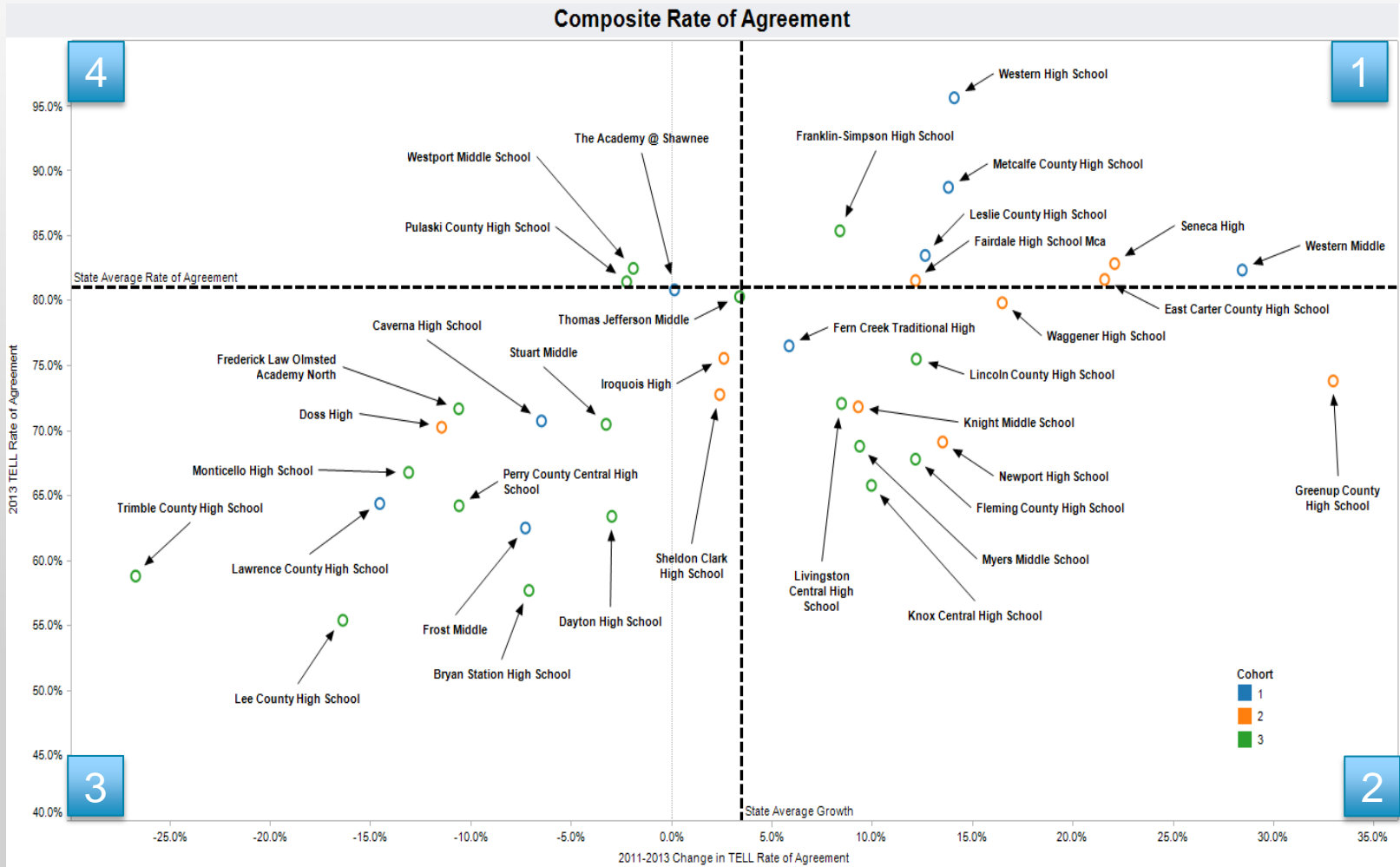
Please note that in the following Tables, the numbers shown represent the '**Rate of Agreement**' which is the sum of the 'Strongly Agree' and 'Agree'.

# 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           |



# Scatterplot of District 180 Schools: Overall



Growth  
2013 TELL

Growth  
2013 TELL

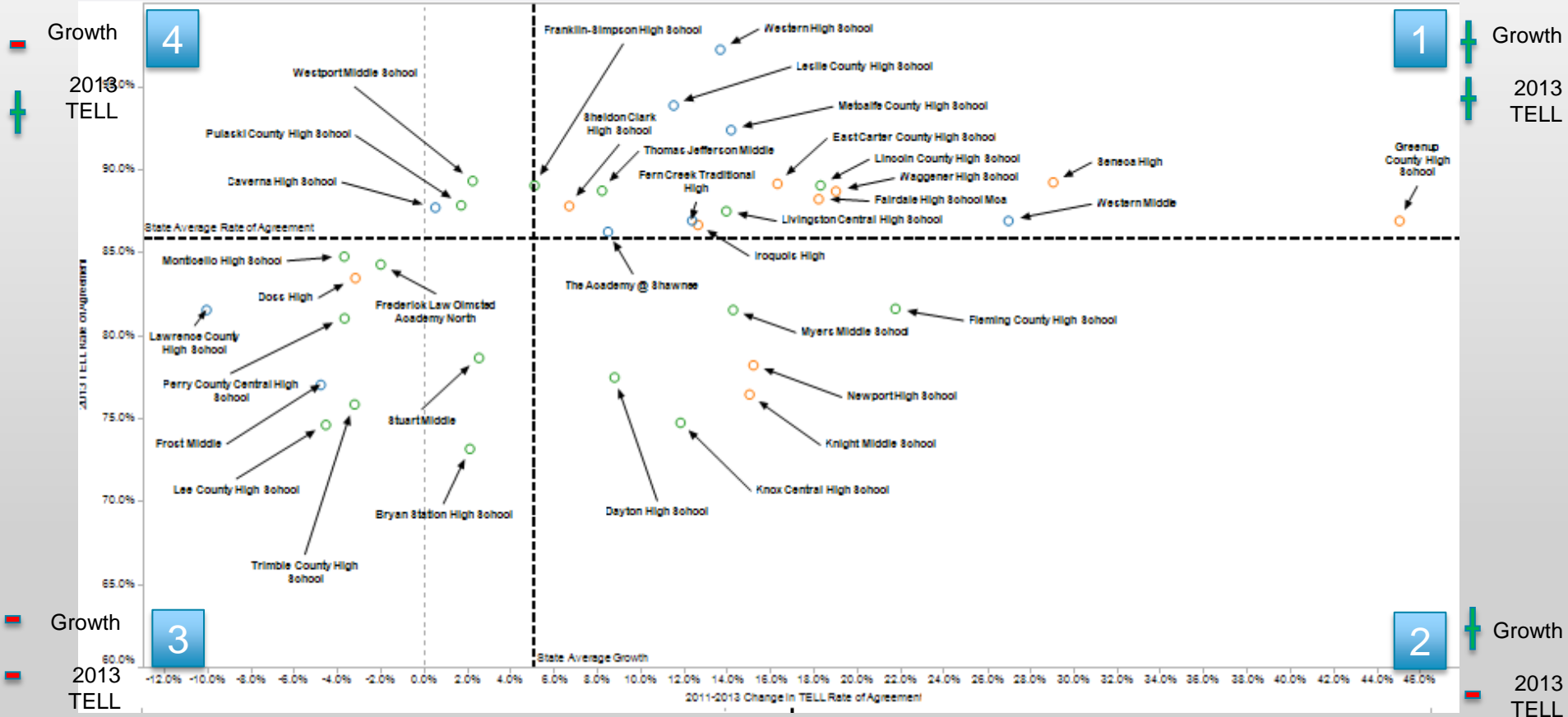
Growth  
2013 TELL

Growth  
2013 TELL



# Scatterplots of District 180 Schools Provided by Construct Area

## Instructional Practices and Support





# 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

The image shows the cover of a research brief. At the top left is the TELL Kentucky logo with the tagline 'TEACHING EMPOWERING LEARNING AND LEADING'. To its right is the text '2013 TELL Kentucky Survey'. On the far right, it says 'Research Brief' and 'June 2013'. The main title is 'How Different Educators Perceive Teaching Conditions'. Below the title, there are two columns of text. The left column is titled 'Comparisons Across Participant Groups' and discusses the survey's administration and findings. The right column is titled 'Response Rate' and provides statistics on the survey's reach and response. At the bottom, there are two footnotes and the website 'www.newteachercenter.org'.

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Kentucky

2013 TELL  
Kentucky Survey

Research  
Brief

June 2013

## How Different Educators Perceive Teaching Conditions

### Comparisons Across Participant Groups

With the leadership of Governor Beshear and Commissioner Holliday, the Kentucky Department of Education (KDE) and a coalition of partners<sup>1</sup> worked collaboratively with the New Teacher Center (NTC) to administer the second iteration of the Kentucky Teaching, Empowering, Learning, and Learning Survey (TELL) in spring 2013. The TELL Survey is a full population survey designed to report educators' perceptions about the presence of teaching and learning conditions. The TELL Survey groups the conditions into eight distinct areas or constructs including: Time, Facilities and Resources, Professional Development, School Leadership, Teacher Leadership, Instructional Practices and Support, Managing Student Conduct, and Community Support and Involvement.

This brief is part of a series of reports providing results from the 2013 TELL Kentucky Survey. Briefs describing preliminary findings and summarizing instrument design and psychometric properties can be found on the TELL Kentucky website under the Resources tab ([www.tellkentucky.org/resources](http://www.tellkentucky.org/resources)). These two documents also offer the research base supporting the association between teaching and learning conditions and important outcomes, such as student performance and teacher retention. Please refer to them for more detail.

### Response Rate

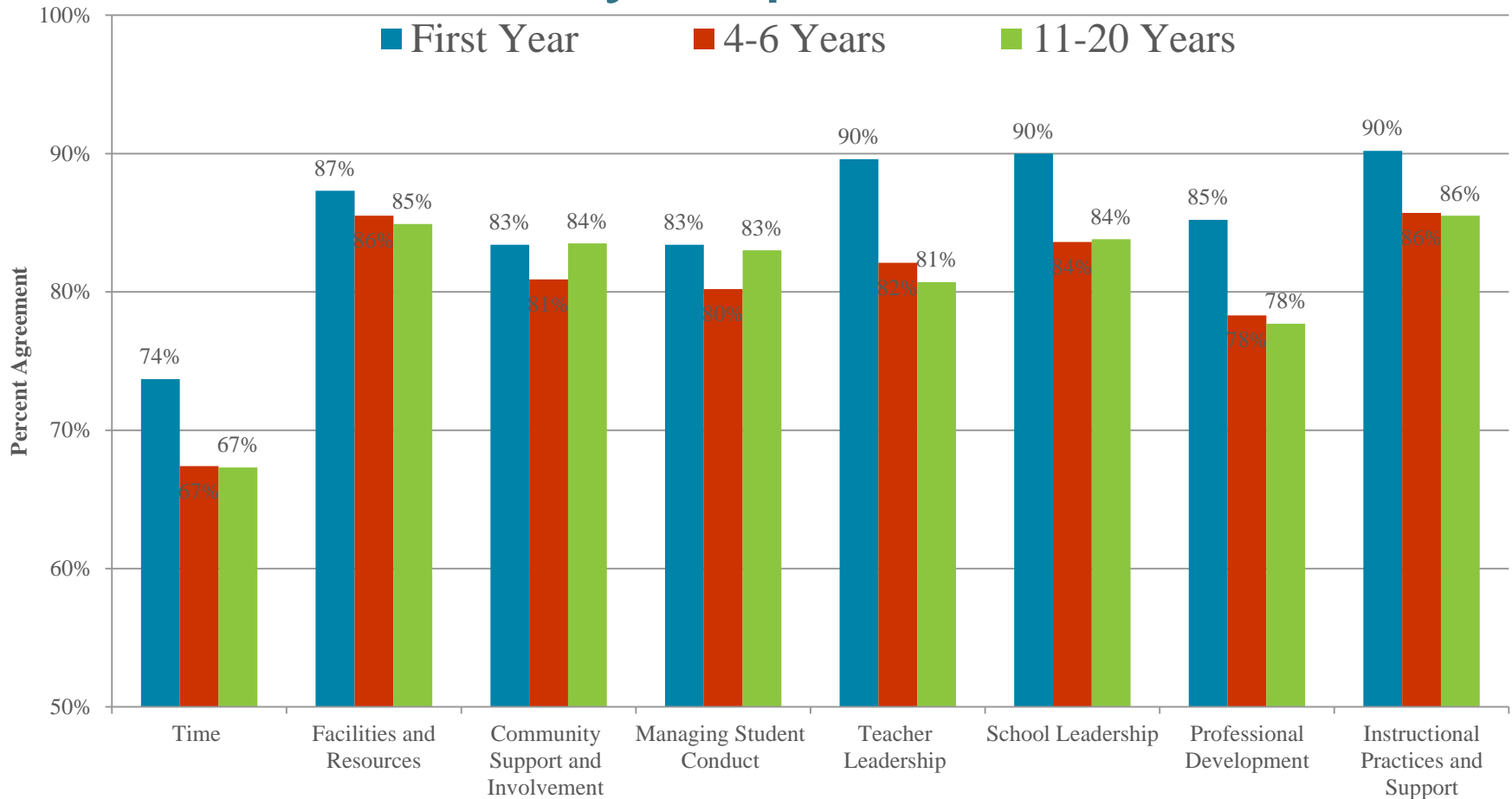
NTC administered the anonymous survey to all school-based licensed educators in early 2013. The data for these analyses include more than 43,000 educators in Kentucky, yielding a response rate of 87 percent, which by social science standards for online surveys is considered strong.<sup>2</sup> This is a seven-percentage-point increase from the 80 percent collected in the 2011 administration. Respondents in 2013 include several categories of educators: 88 percent are teachers, more than two percent are principals, two percent are assistant principals, and seven percent are other education professionals such as librarians and school psychologists. This distribution is similar to the data collected two years ago (Table 1).

1. The coalition of education partners includes the Governor's Office, 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, Kentucky Association of School Councils, Kentucky Council on Postsecondary Education, and the Kentucky Parent Teachers Association.

2. Babbie, E. (2007). *The Practice of Social Research*. 11th ed. Belmont, CA: Wadsworth.

[www.newteachercenter.org](http://www.newteachercenter.org)

# 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       |

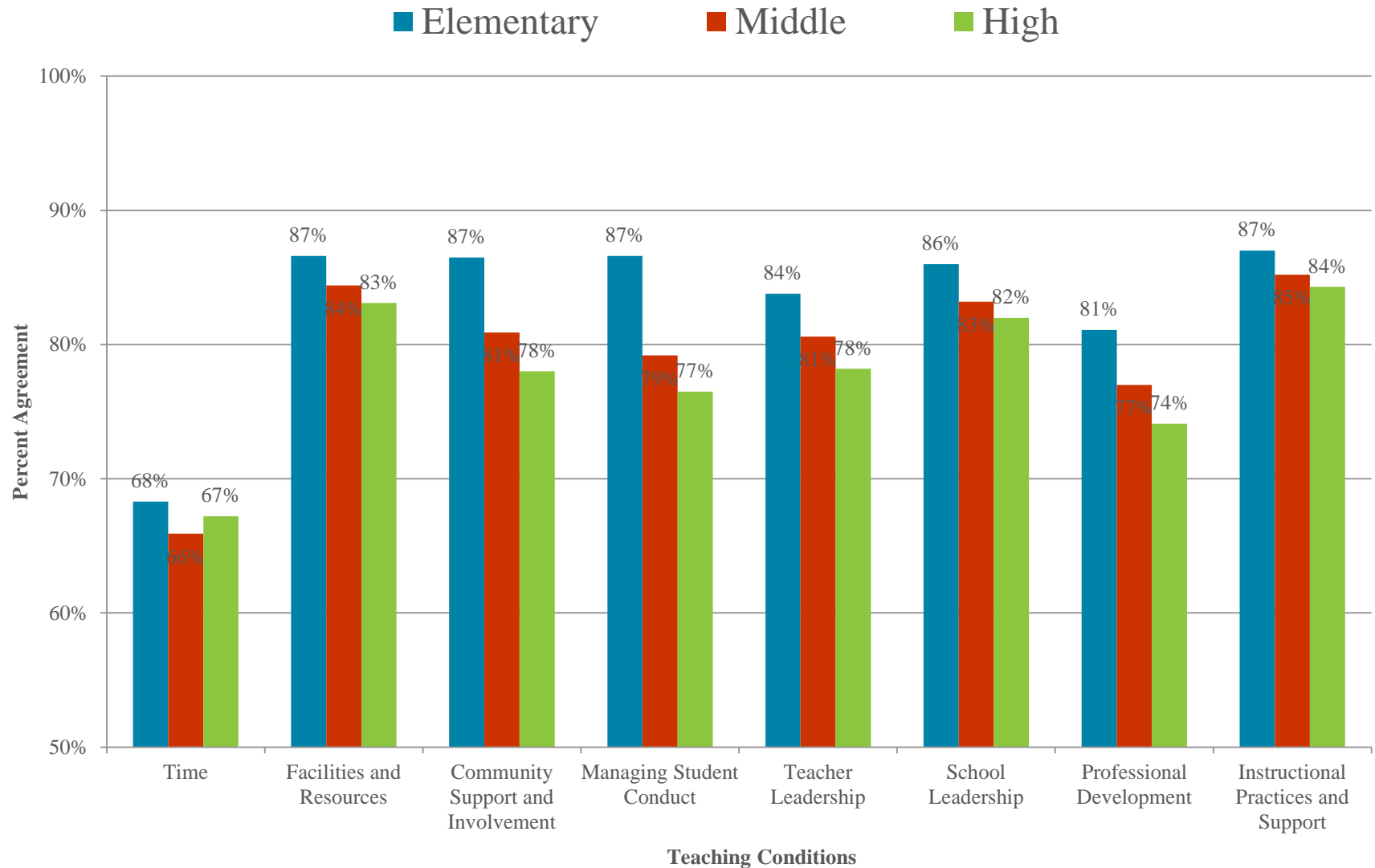
# 2013 Stayers and Movers

(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       |

# 2013 School Level Differences

Average Rate of Agreement

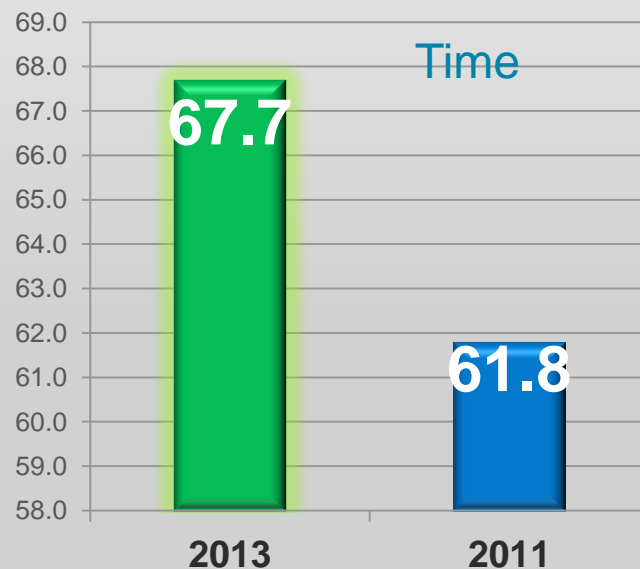
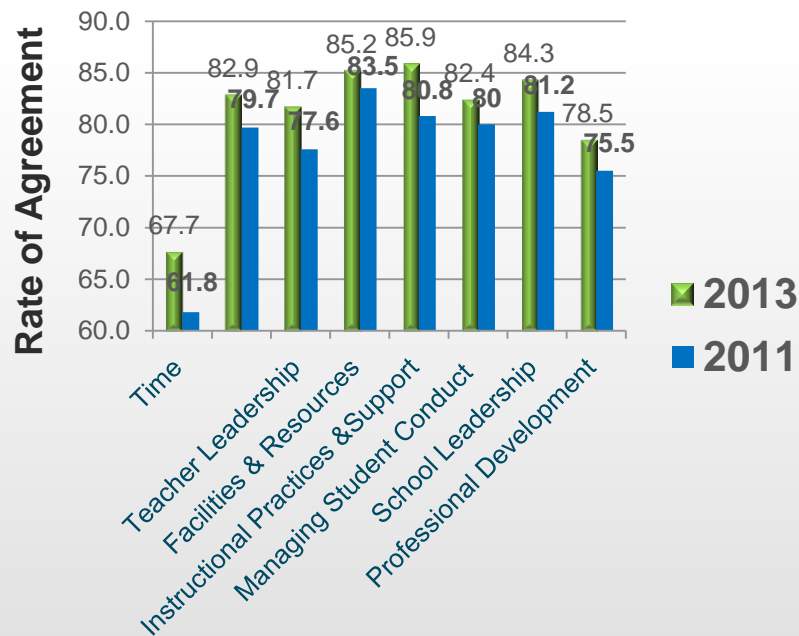


# KBE STUDY SESSION AGENDA

- I. What's New Since June?
- II. **Brief Review: Key Items from June Mtg.**
- III. Some 2013 TELL Findings: Possible Policy Implications
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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



# Recommendation:

KBE and KDE should continue efforts initiated as a result of 2011 TELL data, 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**

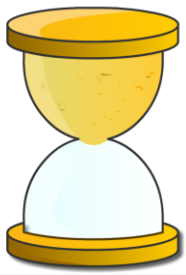
# The Process:

## 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.



00:00:30  
000

Start

Clear

# 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)

# Report Out



# Gallery Walk: Identify Priorities



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➤ Items identified today on the charts

➤ Next steps

➤ Reminders



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](http://www.tellkentucky.org).**



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# TELL Kentucky

Teaching, Empowering,  
Leading and Learning

[Response Rate](#)

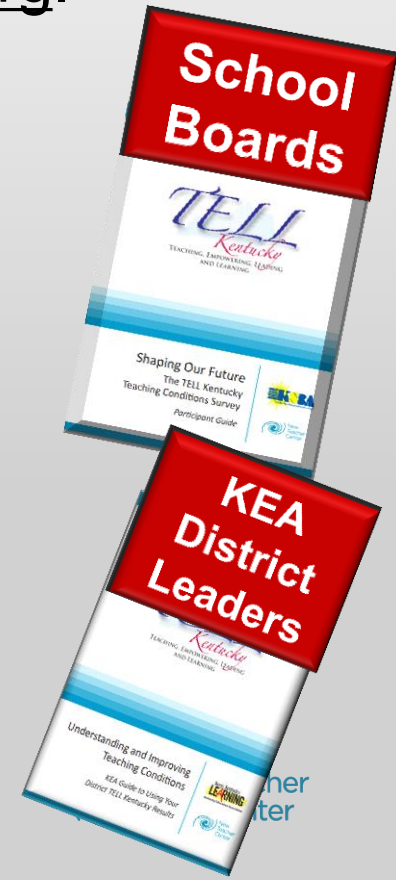
**NEW!**  
Standards for Teaching Conditions  
recently adopted by the  
Kentucky Board of Education!

Thank you Kentucky Educators! More than 43,000 educators (87%) across the state have completed the survey!  
To view the response rate for every school and district in the state please click on the "Response Rate" button located above.

**Education Leaders:** The results of the 2013 TELL Kentucky Survey will be available in embargoed format in the coming days. You will receive an email from KDE providing access. The public release of the results is scheduled to coincide with the June Kentucky Board of Education meeting. **To register for one of the post survey webinars being offered, please click here** <http://www.doodle.com/xf2skkfabi5x7zz>

To see the Final Response Rate Map, [click here](#).

STIVEN L. BEHREK



# KENTUCKY TEACHING CONDITIONS STANDARDS



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!

## 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*

|  |   |   |   |
|--|---|---|---|
| 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 30<sup>th</sup>  
at the Continuous Improvement Summit!

FOR MORE INFORMATION

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