



An Update on the TELL Kentucky Survey  
Presented to the  
**Kentucky Board of Education**  
**April 4, 2012**

Michael Dailey, KDE  
Ann Maddock, New Teacher Center

# AGENDA

## I. Recap of 2011

## I. NTC's Final Report

- New Findings
- Recommendations

## III. Use of the TELL Kentucky Results Across the State

- KDE
- Coalition Partners

# A Recap of TELL Kentucky:

TELL Kentucky was a statewide, anonymous, online survey of school-based educators administered in the spring of 2011, to assess teaching conditions at the school, district and state level.

- Commissioner Holliday convened a 'Coalition of Partners' to guide and promote the survey, and share results.
- Record setting 80% response rate; hearing from over 42,000 educators.
- School, district, state results are online at [www.tellkentucky.org](http://www.tellkentucky.org).

This March, take the ANONYMOUS SURVEY and  
**TELL US WHAT YOU NEED.**



**TELL**  
*Kentucky*  
TEACHING, EMPOWERING, LEADING  
AND LEARNING

**TEACHERS & ADMINISTRATORS:**  
*This is your chance to TELL policymakers what you need to do your jobs well.*

**[www.tellkentucky.org](http://www.tellkentucky.org)**  
Survey runs from March 1-25, 2011

*"Now more than ever before in the history of the Commonwealth it is crucial to listen to teachers about what they need to be effective in the classroom. TELL Kentucky will give us the information we need to ensure that teachers across the Commonwealth work in schools that give them every opportunity to be successful with all our children."*  
—GOVERNOR STEVE BESHEAR



Governor Beshear and Commissioner Holliday want to hear directly from every licensed educator in Kentucky schools about the tools you need to do your jobs well—to improve student achievement and retain effective teachers.

Win Weekly and Grand Prize Drawings! Thanks to private contributions, every school that reaches 100% response rate will be entered into a weekly drawing for teachers and schools to win cash prizes.

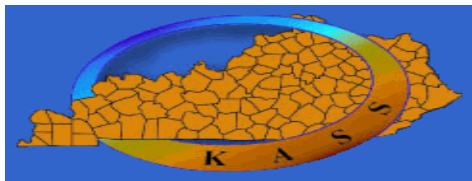
School, district, and state results will be on the website May 1, 2011.

Toll free number for the Help Desk  
**1-888-280-7903**



# TELL Kentucky Coalition of Partners

Governor Beshear




# NTC's Teaching Conditions Constructs

Set of Core Questions are research-based and validated.

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

Survey was customized for Kentucky (SBDM)

- 
1. Time
  2. Facilities and Resources
  3. Community Engagement and Support
  4. Managing Student Conduct
  5. Teacher Leadership
  6. School Leadership
  7. Professional Development
  8. Instructional Practices and Support
  9. New Teacher Support

# www.tellkentucky.org

- ✓ School, district, state results
- ✓ Guides for using the data
- ✓ Reports
- ✓ News & media
- ✓ Testimonials
- ✓ FAQs
- ✓ Webinars

The screenshot shows the homepage of the TELL Kentucky website. At the top, the logo features the word "TELL" in large blue letters and "Kentucky" in a red script font, with the tagline "TEACHING, EMPOWERING, LEADING AND LEARNING" below it. A navigation bar on the right contains links for "View 2011 Survey Results" and "Home".

The main content area is divided into several sections:

- Left Sidebar:** Contains five menu items, each with an icon and a list of links:
  - Learn About the Survey:** View the 2011 Survey Resources
  - Research & Reports:** National Research, General Trends Report, Validity & Reliability
  - Data & Usage:** Data Use Guide, Using Your Data
  - Results:** View the 2011 Survey Results, Accessing Your Results FAQ
- Center:** Features a large image of a teacher in a classroom with the text "Teaching, Empowering, Leading & Learning Survey" and "Let Your Voice Be Heard!". Below the image, it says: "Thank you, Kentucky educators! Over 42,000 participants, representing more than 80% of the state's educators completed the survey! Click here to view the survey results." It also mentions: "Commissioner Holliday recognizes 10 schools for the TELL Kentucky Winners' Circle Awards! Click here for the press release. Read more about the Winners' Circle." At the bottom of this section, it states: "Results for all schools reaching minimum response rates, all districts and the state are now available. Read testimonials from Kentucky educators." Below this text is a photo of a group of people, including a man signing a document.
- Right Sidebar:** Contains three sections:
  - Preview Survey:** Main Survey, Principal Survey
  - Schedule of Events:** 2011 Events
  - News & Media:** Poster, News, Communication Plan
  - Testimonials:** Read about Using TELL Kentucky Data, Hear from Superintendents, Administrators, and Teachers, Article from Knox County

# Highlights From Preliminary Report (June 2011):

June, 2011 NTC Shared Preliminary Findings and KBE meeting included a two hour work session to look at the results.

- **Overall, Kentucky educators are satisfied with the teaching and learning conditions in their school.**
- **Teachers are most concerned with issues of time and managing student conduct.**
- **There is great variance when looking at results across districts;** maps show key issues in each construct.
- **There is great variance when looking at individual schools within a district;** data dashboards highlight best practices within districts.

# AGENDA

## I. A Brief Review of 2011

### I. NTC's Final Report

- New Findings
- Recommendations

## III. Highlights of How the TELL Kentucky Results Are Being Used Across the State

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# NTC's Final Report on TELL Kentucky, April 2012

## What is new?

- **Connections to:**
  - ✓ Student achievement
  - ✓ Teacher retention
  - ✓ Years' experience of teachers, including new teacher support
  - ✓ Grade level
  - ✓ School size
- **Results of administrator survey** as well as the perceptions of administrators compared to teachers
- **Comparison to other states**
- **Recommendations** for Kentucky policymakers

The Final report is posted online at [www.tellkentucky.org](http://www.tellkentucky.org)

# Final Report- Highlights of Some New Findings

- **School-level student performance**-the construct most strongly connected to student performance is Community Support and Involvement, followed by Managing Student Conduct.
- **Teacher retention**-School Leadership and Community Support and Involvement are critical influences on teachers' future employment plans.
- **New teachers**-Many beginning teachers are reporting that supports are in place to help them adjust to their new work environment and enable them to do their best work.
- **Principals**-Principals are positive about district supports and are more positive than teachers about whether conditions are in place across schools.
- **Comparisons to other states**- Some aspects of teaching conditions are better than other states, some not as positive.

Data Charts on the following slides are provided to illustrate these findings.

# Greatest Differences Between Elementary\* Achievement Highest and Lowest Quartile by Survey Item

\* Findings at the Middle and High School levels were similar to that of Elementary Schools

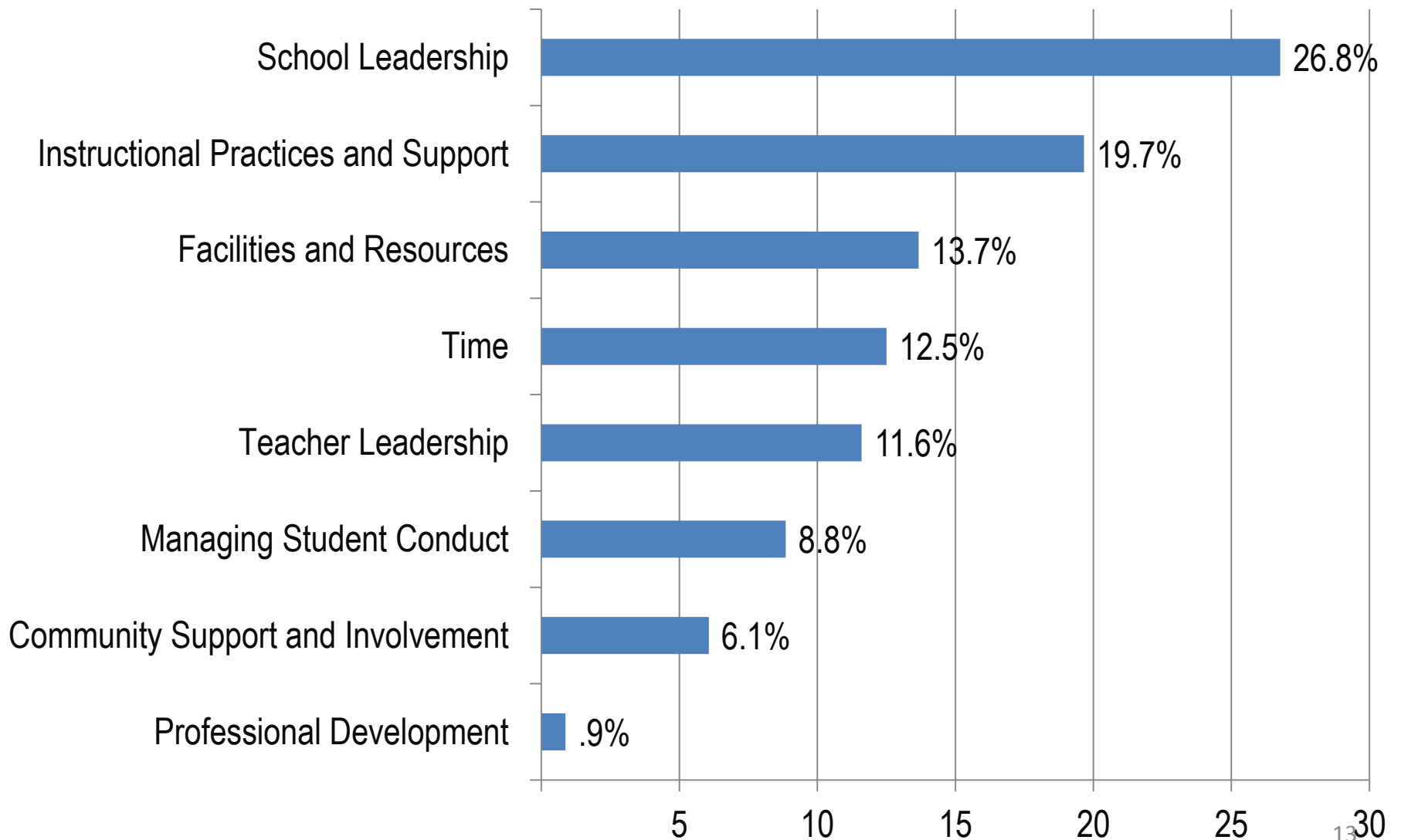
	Percent Agreement				
TELL Kentucky Survey Questions	Q1 Lowest	Q2	Q3	Q4 Highest	Difference Between Highest and Lowest Performing Quartiles
Parents/guardians support teachers, contributing to their success with students.	53.9	67.3	75.6	84.8	30.9
Parents/guardians are influential decision makers in this school.	54.5	68.1	76.3	83.2	28.8
Students at this school follow rules of conduct.	62.0	78.1	83.6	89.5	27.5
School administrators consistently enforce rules for student conduct.	63.0	73.5	81.2	83.3	20.3
The community we serve is supportive of this school.	74.0	83.9	89.6	94.1	20.1

# Survey Items with the Greatest Disparity Between Stayers and Movers

TELL Kentucky Survey Items	Percent Agreement				
	Stayers	Movers	Leave Classroom	Leave Education	Stayers minus Movers
The school leadership consistently supports teachers.	77.6	32.7	69.5	51.6	44.9
Overall, my school is a good place to work and learn.	87.6	43.1	81.2	63.1	44.5
There is an atmosphere of trust and mutual respect in this school.	73.3	28.9	62.9	47.8	44.4
Teachers feel comfortable raising issues and concerns that are important to them.	69.6	27.1	60.2	45.8	42.5
The school improvement team provides effective leadership at this school.	81.8	40.5	71.4	58.8	41.3
The school leadership makes a sustained effort to address teacher concerns about leadership issues.	76.2	35.1	64.6	51.7	41.1
The faculty and leadership have a shared vision.	83.0	43.5	72.8	59.4	39.5
The school leadership makes a sustained effort to address teacher concerns about managing student conduct.	77.7	39.7	69.2	57.6	38.0

Note: Items are sorted by the greatest differences between immediate stayers and immediate movers

# Aspect of Teaching Conditions Affecting Teachers' Willingness to Keep Teaching



# New Teachers

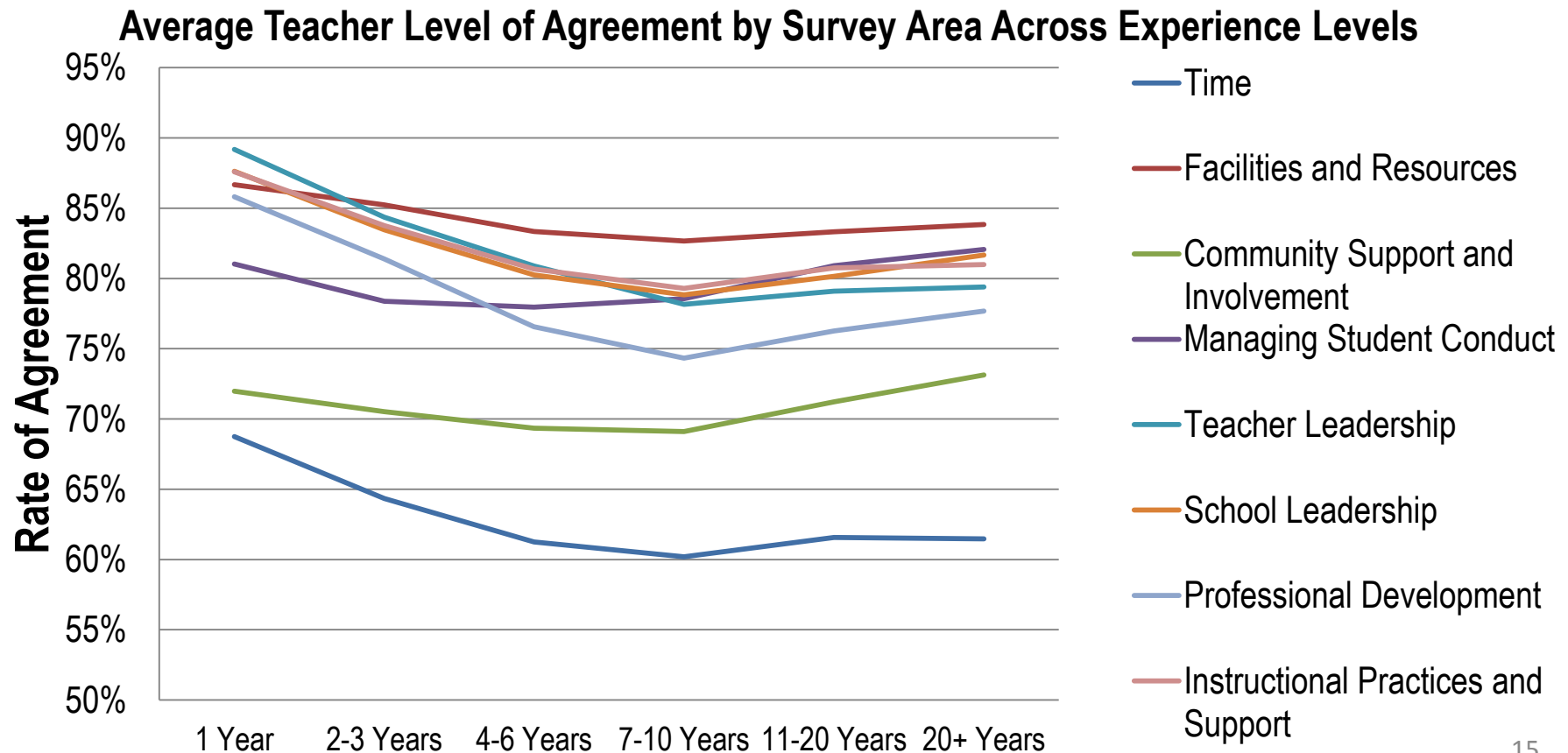
The supports received by new teachers appear to have had a positive impact on new teachers’ employment plans.

## New Teacher Support by Immediate Future Employment Plans

New Teacher Support Offered	Percent Indicating They Received Support		
	Stayers	Movers	Difference
Regular communication with principals, other administrator or dep’t chair	88.5	64.0	24.5
Formal time to meet with mentor during school hours	52.8	32.7	20.1
Access to professional learning communities	73.1	57.3	15.8
Common planning time with other teachers	74.2	62.4	11.8
Seminars specifically designed for new teachers	72.6	60.9	11.7
Release time to observe other teachers	44.8	34.5	10.3
Formally assigned mentor	86.1	76.2	9.9
Reduced workload	14.9	8.3	6.6
Orientation for new teachers	85.3	81.5	3.8
I received no additional support as a new teacher	12.2	19.7	-7.5

# Years of Experience and Teaching Conditions

- Teachers in the middle of their careers (between 7-10 years of experience) report the least positive teaching and learning conditions in every construct.
- This finding is particularly important given that this traditionally is the time when teachers are making decisions about whether to stay in the profession for a career.



# Frequency of New Principal Mentoring Support

Type of Support	Never	Less than once per month	Once per month	Several times per month	Once per week	Almost daily
Observing my mentor’s school	40.2	26.5	17.6	7.8	3.9	3.9
School improvement planning with my mentor	15.9	26.2	21.5	17.8	11.2	7.5
Being observed in my school by my mentor	15.7	21.3	25.9	21.3	8.3	7.4
Coaching conversations with my mentor	1.9	11.1	17.6	32.4	24.1	13.0
Having discussions with my mentor about leadership	.9	8.4	21.5	30.8	22.4	15.9

# Perceptual Differences between Principals and Teachers

TELL Kentucky Survey Questions	Percent Agreeing		Percent Difference
	Principals	Teachers	
Efforts are made to minimize the amount of routine paperwork teachers are required to do	86.8	48.5	38.3
Teachers feel comfortable raising issues and concerns that are important to them	98.3	65.7	32.6
School administrators consistently enforce rules for student conduct	99.0	67.8	31.2
Teachers are assigned classes that maximize their likelihood of success with students	95.4	65.7	29.7
The faculty has an effective process for making group decisions to solve problems	95.3	67.2	28.1
There is an atmosphere of trust and mutual respect in this school	96.8	69.1	27.7
Students at this school follow rules of conduct	97.0	69.4	27.6
Teachers are allowed to focus on educating students with minimal interruptions	90.8	63.4	27.4

# Areas Where Kentucky Educators Are More Positive Than Other States

Survey Questions	KY	CO	MD	NC	TN
Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	81.0%	68.7%	79.2%	80.0%	77.0%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	83.8%	82.4%	82.1%	81.1%	81.1%
The procedures for teacher evaluation are consistent.	87.9%	85.6%	83.8%	86.6%	87.8%
An appropriate amount of time is provided for professional development.	81.6%	64.2%	74.7%	78.8%	80.3%
Professional learning opportunities are aligned with the school's improvement plan.	90.8%	85.2%	87.9%	91.4%	89.2%
Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	78.8%	72.0%	72.5%	77.5%	76.9%

# Areas Where Kentucky Educators Are Less Positive Than Other States

Survey Questions	KY	CO	MD	NC	TN
Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	61.5%	61.9%	63.6%	65.0%	66.7%
Efforts are made to minimize the amount of routine paperwork teachers are required to do.	50.5%	51.4%	53.8%	54.4%	57.4%
The school environment is clean and well maintained.	83.5%	85.7%	83.2%	85.7%	84.0%
Teachers have adequate space to work productively.	83.3%	84.0%	84.1%	86.4%	85.7%
In this school we take steps to solve problems.	79.4%	82.0%	81.0%	83.0%	82.3%
Parents/guardians are influential decision makers in this school.	65.4%	69.2%	70.4%	70.9%	66.4%
This school maintains clear, two-way communication with the community.	86.0%	86.3%	87.9%	89.1%	89.9%
The community we serve is supportive of this school.	81.3%	82.9%	82.5%	84.5%	82.1%
Students at this school understand expectations for their conduct.	85.5%	89.0%	86.5%	86.7%	87.4%
Students at this school follow rules of conduct.	71.6%	76.9%	72.9%	73.3%	74.3%
Teachers consistently enforce rules for student conduct.	79.6%	80.3%	82.6%	82.8%	83.8%

# Recommendations

- 1. Support Schools and Districts in Understanding and Improving Teaching Conditions.**
- 2. Help School Leadership Establish Positive Teaching and Learning Conditions in Every School.**
- 3. Support Schools in Engaging the Broader Community in Efforts to Understand and Improve Working Conditions.**
- 4. Ensure that Every New Teacher Is Inducted into the Profession and Receives More Frequent Support to Improve Instruction.**
- 5. Continue to Provide Systemic Opportunities for Teachers to Grow Professionally and Participate in Decisions that Impact Their Schools and Classrooms.**
- 6. Use TELL Kentucky and Other Mechanisms to Collect Educators' Views on Teaching and Learning Conditions to Inform Local and State Human Capital Decisions.**

# 1. Support Schools and Districts in Understanding and Improving Teaching Conditions.

- **Create state standards for teaching conditions** so all school faculty members understand the key elements of building a positive school climate.
- **Ensure that teaching conditions data be used as part of the school improvement planning process.**
- **Provide professional development opportunities through multiple means** for school leaders.
- **Recognize schools of varying demographics** that have excellent teaching conditions and successful students.
- **Provide incentives and, or resources, for schools** that create data-driven plans to improve teaching conditions.

## 2. Help School Leadership Establish Positive Teaching and Learning Conditions in Every School.

- **Create clear expectations and/or standards for what school leaders need to know and be able to do** in recruiting and retaining teachers as well as creating positive teaching and learning conditions.
- **Partner with institutions of higher education to ensure new principal candidates graduate from programs with the knowledge** and skills they need to create positive teaching and build trusting supportive school climates.
- **Continue to provide professional development for principals and other school leaders** that support efforts to create positive teaching and learning conditions.

### 3. Support Schools in Engaging the Broader Community in Efforts to Understand and Improve Working Conditions.

- **Ensure that teaching conditions analysis and reform is a community effort.** Engage parent organizations, business partners and local professional organizations in use of the data.
- **Identify and document successful community engagement practices** through a thorough examination of teaching conditions data.

## **4. Ensure that Every New Teacher Is Inducted into the Profession and Receives More Frequent Support to Improve Instruction.**

- **Kentucky leaders should investigate expanding its Kentucky Teacher Induction Program (KTIP) beyond the first year, especially in District 180 schools.**
- **The Education *Professional Standards Board* (EPSB) should investigate strategies to provide accountability to ensure every new teacher receives a qualified mentor.**

## **5. Continue to Provide Systemic Opportunities for Teachers to Grow Professionally and Participate in Decisions that Impact Their Schools and Classrooms.**

- Continue the practices and strategies related to SBDM Councils where they are working effectively.**
- Kentucky leaders should further study the role of the SBDM Councils in the few districts where teachers did not agree the SBDM Councils are effective.**

## 6. Use TELL Kentucky and Other Mechanisms to Collect Educators' Views on Teaching and Learning Conditions to Inform Local and State Human Capital Decisions.

- **Establish an oversight committee of policymakers and practitioners** to coordinate the survey, the design and implementation of strategies to improve teaching conditions.
- **Gather, report and monitor other data sources** that influence the teaching and learning conditions in schools to illuminate the perceptions of educators in areas.
- **Utilize survey questions** (or others from validated surveys measuring similar concepts) from TELL Kentucky at the district or school level as necessary to monitor and track how faculty are responding to reforms.
- **Provide teacher leaders and principals with other opportunities** and incentives to conduct action research on similar topics through case studies.

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# Kentucky Board of Education & Kentucky Department of Education



**Statewide Policies  
Related to TELL  
Kentucky Data**

## NCLB Waiver

Integrating into school  
accountability

## New Evaluation Instruments

Requiring use of the data

## Winner's Circle

Highlighting  
Best Practices

## District 180

Assisting those most in  
need

## Professional Development

Fine-tuning use of  
resources

## New Tools for School/District Improvement Planning

Embedding the use of  
the data at every  
school

# Kentucky Board of Education

## Kentucky Board of Education: Current Policy Work

KBE's Legislative Agenda for the 2012 Regular Session of the General Assembly includes a funding request for the TELL Kentucky Survey to continue this valuable work.

*"KDE will also implement the second iteration of the TELL Kentucky survey."*

*"KDE staff will compare 2011 baseline data with new results to determine improved teaching, empowering, leading and learning working conditions."*

*"KDE will deploy additional strategies to support school improvement interventions, incorporate the use of this data into school improvement plans and principal effectiveness measures and increase participation rates in schools falling below the 50% required data reporting threshold."*

- *Budget request is \$175,000 for year 1 and \$90,000 for year 2*

## District 180

Assisting those most in  
need



TELL Kentucky Survey

*District 180 Priority Schools  
Research Brief*



Detailed analyses & recommendations for KDE in targeting school-specific needs on leadership, professional development, managing student conduct, and new teacher support.

## District 180

Assisting those most in  
need

## Training for PLA Leaders

*“Our PLA schools used the process outlined by these good folks for drill down of data and strategies for improvement....lots of good stuff. The process they taught us was amazing!”*

Susan Allred

Office of District 180



## Ways to Utilize the 2011 TELL Kentucky Survey to Inform Practice

August 23, 2011

Ann Maddock and Andrew Sioberg  
New Teacher Center

# District 180

Assisting those most in need

## Using the TELL Kentucky results at the school level.

Item	Summary Results District: Carter County (100.00% responded) School: East Carter Senior High (100.00% responded)	% Agree			
		East Carter Senior High	All KY High Schools	Carter County	KY
<b>Q2.1</b>	Please rate how strongly you agree or disagree with the following statements about the use of time in your school.				
	a. Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	48.4	60.0	62.4	58.8
	b. Teachers have time available to collaborate with colleagues.	38.7	59.4	64.0	66.0
	c. Teachers are allowed to focus on educating students with minimal interruptions.	50.0	59.0	70.0	65.1
	d. The non-instructional time provided for teachers in my school is sufficient.	51.6	60.5	62.3	60.6
	e. Efforts are made to minimize the amount of routine paperwork teachers are required to do.	24.2	51.2	37.1	50.5

## District 180

Assisting those most in  
need

*We have used the TELL Survey along with KEA representatives sharing with the Knox County Board and going over the results and encouraging each school to look at their results.*

*Mr. Hullet, Superintendent of Knox County, met with them specifically, Knox Central High School being a PLA school, and used that report to make informed decisions pertaining to curriculum and culture across the board.”*

*Marion Sowders, Assistant Superintendent,  
Knox County*

# New Evaluation Instruments

Requiring use of the data

In addition to incorporating the use of the TELL Kentucky data in to the new evaluation instrument for administrators, KDE is beginning work to cross walk the VAL-ED 360 Assessment with TELL Kentucky to gather, monitor and report how instructional leadership impacts the teaching and learning conditions in a school.



## Principal Professional Growth and Effectiveness Framework

# Draft 4.0

The Teacher and Principal Effectiveness Frameworks organize the multiple measures which comprise Kentucky's proposed Professional Growth and Effectiveness System. They are designed to support student achievement and professional best-practice through the domains of Instruction, Learning Climate, Leadership and Professionalism, and Student Growth. The Kentucky Teaching Standards and Kentucky Department of Education's Characteristics of Highly Effective Teaching and Learning are the foundational documents for the Teacher Effectiveness Framework. The Interstate Leadership Licensure Consortium (ISLLC) Standards and the Continuum for Principal Preparation and Development are the foundational documents for the Principal Effectiveness Framework. Both frameworks provide

ough individual goals that target student and professional  
principal performance will be rated according to four  
(d, and exemplary) for each standard. The final performance  
ce across each domain.

02.13.2012

## New Tools for School/District Improvement Planning

Embedding the use of the data at every school

## Adaptive System of School Improvement Support Tools (ASSIST)



- KDE contracted with [AdvancED](#)® to provide a Web-based school and district improvement planning framework.
- ASSIST™ can be used for the required Comprehensive School and District Improvement Planning (CSIP/CDIP) process.
- ASSIST™ is designed to guide users through a meaningful continuous improvement process, support disciplined thought and data-based decision making to ensure effective monitoring and implementation.

## NCLB Waiver

Integrating into school  
accountability

# **KBE's No Child Left Behind Waiver includes the use of TELL data in teacher and principal effectiveness measures, school improvement plans, and district improvement plans**

*“The inclusion of higher education, community and business stakeholders, Kentucky’s local teachers’ unions and statewide teachers’ association, and district and school leaders has been crucial to successfully moving forward.”*

*“District Support: KDE will provide differentiated levels of support based upon the identified needs of the district. These services may include training for local school-based decision making councils, equitable distribution of staff, school improvement through enhanced teaching and learning working conditions, and comprehensive recruitment and retention strategies.”*

## NCLB Waiver

Integrating into school  
accountability



KDE has incorporated key facets into the Leadership Network curriculum:

- Professional growth & effectiveness system
- Strategies for implementing the standards
- Effective use of data (i.e., student growth data and working conditions data from the TELL Kentucky Survey).

The principal effectiveness system will incorporate the Val-Ed 360 process and use of the TELL Kentucky Working Conditions Survey data to support school improvement planning.

## Professional Development

Fine-tuning use of resources

Kentucky was selected by Learning Forward to be the Demonstration State:

*“Transforming Professional Learning to Prepare College- and Career-Ready Students – Implementing the Common Core State Standards.”*

- Georgia, Illinois, New Hampshire, New Jersey, Utah and Washington will contribute to the development of the system’s tools and strategies as “Critical Friend States” and learn from Kentucky’s challenges and accomplishments.
- Goal 5 of this project is the “Establishment of clear and coordinated protocols for gathering and/or using relevant and current data to inform and assess state-led professional learning, P-20”.
  - The rationale for this goal is the *TELL KY Survey data indicating 43% of certified respondents do not agree that “PD is evaluated and results are communicated to teachers” (over 17,000 educators).*

Winner's Circle  
Highlighting Best  
Practices

## TELL Kentucky Winner's Circle Awards

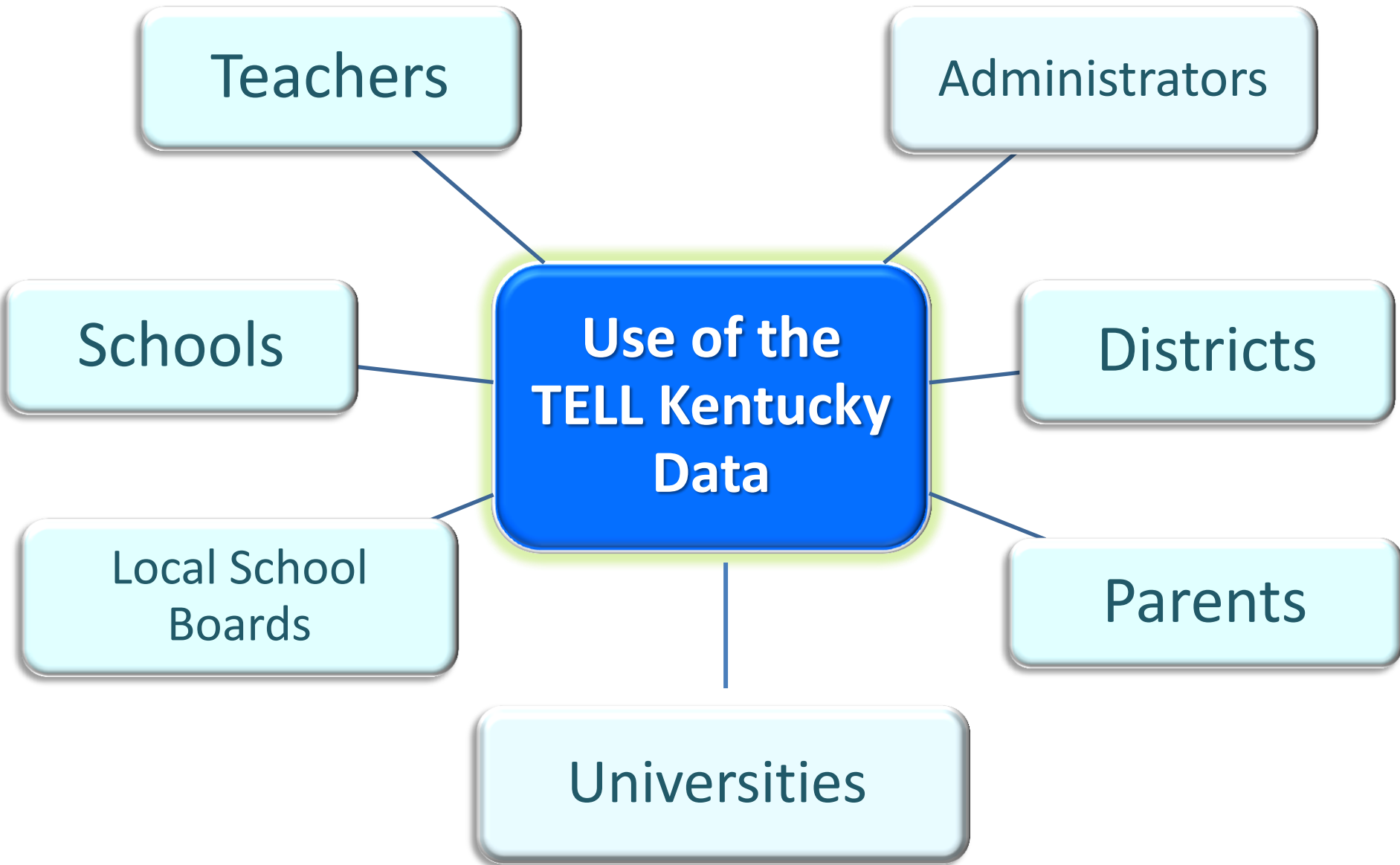
Recognizing schools with positive teaching conditions and student performance!



# Winner's Circle

Highlighting Best Practices





# Teachers

## Summary of KEA Activities

### Training Sessions held:

- KEA Board of Directors Meeting
- District Presidents Retreat
- KEA All-staff annual in-service

**KEA leaders worked with many local KEA districts** throughout the year.

### KEA Government Relations Committee

**Reviewed the data** for inclusion of key items in KEA's legislative agenda (to be adopted by the KEA Delegate Assembly, April 11-13).

**Introduction of HB 473** which will require SBDM councils to adopt a policy regarding the length of the teacher school day.



Understanding and Improving  
Teaching Conditions

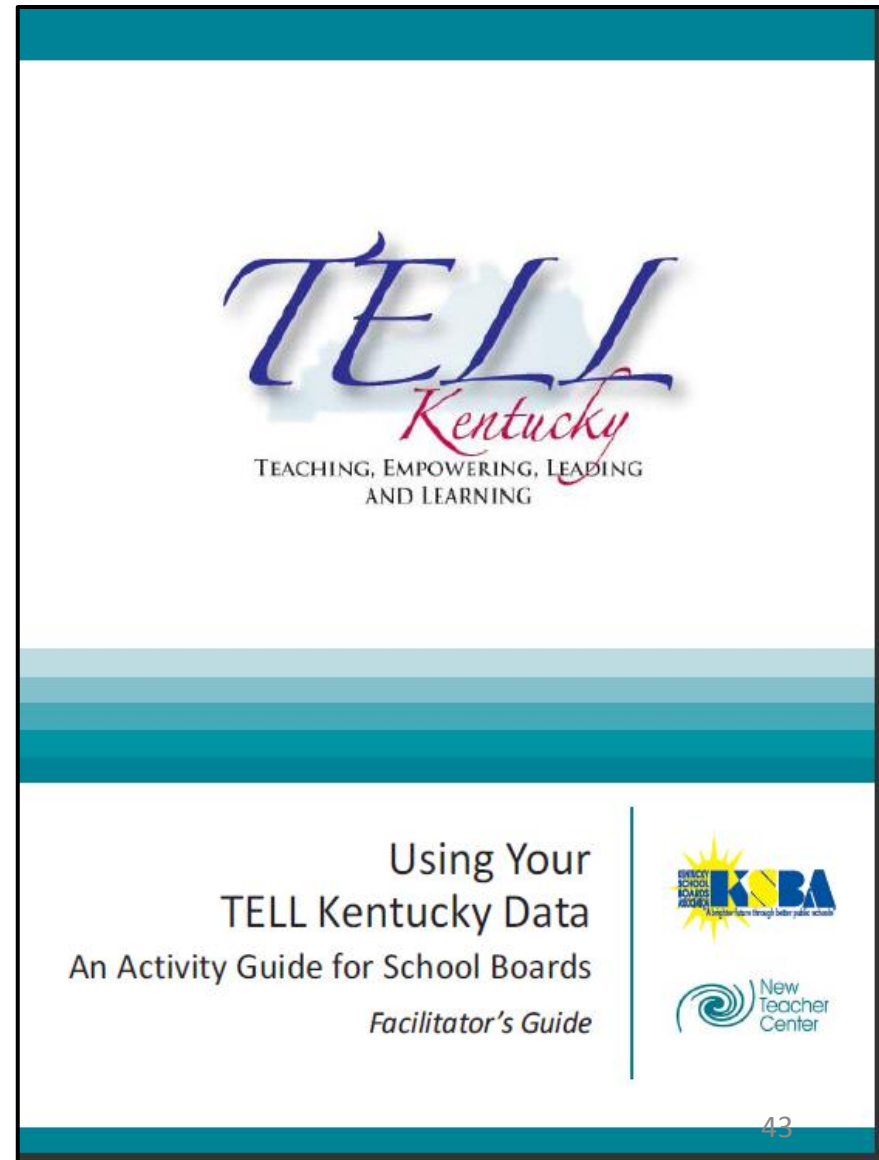
*KEA Guide to Using Your  
District TELL Kentucky Results*



# Local School Boards

An Activity Guide was developed for training sessions by KSBA.

The KSBA Guide helps the local school board and superintendent teams learn how to effectively use the results of the working conditions survey as they plan for improvements in their districts through the leadership roles of the school board.



# Local School Boards

## KSBA has facilitated three sessions on using the TELL KY survey data.

The participants in two of the sessions were the board and superintendent as a team; the other session (at the request of the district) included the board and superintendent team as well as SBDM councils.

*"The workshops provided opportunities to discuss specifics about our survey results and how we can use this info as a board to improve our schools"*

*"The workshops showed us how we can better use TELL survey data to strengthen our team."*

## Training takes TELL data to the next level

KSBA partners with New Teacher Center to help boards make most of data

By Jennifer Wohlleb  
Staff Writer

With more than 80 percent of the state's teachers participating in the TELL (Teaching, Empowering, Leading and Learning) Kentucky survey, school districts now have a wealth of information at their fingertips. So what do they do with it?

"The TELL Survey data is enormous," said Henry County Superintendent Tim Abrams. "I wanted to use that data to see how we could make improvements in the district."

To help with that, Henry County became one of the first school districts to go through training KSBA helped to develop at the request of the New Teacher Center. The training is for school board-superintendent teams, as well as a joint training for those teams and their school councils, to analyze and incorporate the TELL data in their districts.

"We wanted to develop a training that would help school board members look at the data from a school board perspective," said Jean Crowley, KSBA board team development specialist, who worked with the New Teacher Center.

The training focuses on the five leadership roles of the school board, as identified by the Lighthouse Project on effective school boards:

- Setting clear expectations
- Creating the conditions for success
- Holding the system accountable
- Creating the public will to succeed
- Learning as a board team

"The training is designed for school board/superintendent teams to use the data as they focus on their roles and responsibilities and develop strategies to make improvements in their districts," said Crowley, who is also Chairman of the Danville Board of Education.

The training takes the board team through some of its survey results, and compares the district results with state results and other districts. The training helps the board develop a process for reviewing the remaining results in the survey.

The survey is composed of eight areas: time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, pro-

fessional development and instructional practices and support.

"Board members need to look at these areas and ask what they as a school board can do to help make improvements," Crowley said. "How can we use these results in our district improvement planning process for continual improvement?"

Abrams said he found the session useful, although his district altered the board team training by including the district's administrative team.

"With some of the survey data that was very complimentary of the district, it gave the board a chance to share with the principals and tell them how much they appreciate the work they've done in those areas," he said. "But in areas where we're not as high as we would like to be, it gave the board team and the administrative team the unique opportunity to work together. I think it was a



Henry County Board of Education members Miranda Clubb, Donnie Tipton and Tony Whaley answer questions about their district's TELL Survey results during a KSBA-led training session. KSBA has partnered with the New Teacher Center to offer training to school boards and school councils on how to use the TELL data to improve their schools.

# Schools

Guide and specific exercises for school leaders to use their own TELL data with other data artifacts



TELL Kentucky  
Survey Data Analysis  
School-Based Decision Making  
Council Training  
Facilitator's Guide for SBDM Councils



Using Your Data From the  
2011 TELL Kentucky Survey



## SBDM Tell KY Learning Objectives:

- Become familiar with your school's data from the 2011 survey results and the TELL website.
- Understand the drill-down process in order to analyze the data.
- Be able to unpack, disseminate and discuss teaching conditions data to create action items in a planning process for school improvement.
- Identify council policies that may require revision.

# Schools

## **Summary of Kentucky Association of School Council's (KASC) work with Tell Kentucky**

- Collaborated with KDE to develop a School Council Data Tool.
- KASC incorporates using TELL KY survey data into any advice they give about school improvement planning.
- KASC offered a TELL KY session at the 2011 conference and will also offer a session at the 2012 conference.
- KASC offers TELL KY as one of the training options provided by our trainers.

# Districts



## Using Your TELL Kentucky Data

*An Activity Guide  
for School District Leaders*



## A Ninety Minute Activity for District Leaders

- Guides district leaders through a process for determining what's most important at the district level based on their own data and context.
- Helps district leaders closely examine the variances within their district to identify best practices in constructs, providing in-district assistance to schools in need.

# Districts

JEFFERSON COUNTY PUBLIC SCHOOLS																		
2011 TELL KENTUCKY SURVEY RESULTS (% Agreement), KCCT 2011 RESULTS (% Proficient/ Distinguished %PO)AND KCCT GAINS SUMMARY REPORT																		
LEGEND: ** ALL KY Elem, M, HS											LEGEND: Gains: >= 1% Between <= 2% > 2%							
TELL Kentucky 2011 Survey Results**											KCCT 2011 Reading and Math Results**							
School Name	Teacher Support (Time Protected)	Facilities	Community/Parent Support	Student Conduct	Teacher Leadership	School Leadership	School Leadership Teacher Concerns	Professional Development	Instructional Practices and Support	Overall Satisfaction	Response Rate	READING % PO 2010	READING % PO 2011	READING Difference	MATH % PO 2010	MATH % PO 2011	MATH Difference	
ALL KY Elementary Schools	62.66	84.90	84.08	84.47	82.74	83.73	82.01	86.90	78.72	82.64	85.30	85.38	78.83	76.00	-0.65	72.97	72.75	-0.22
Adrian Academy	76.30	93.30	77.20	89.00	86.40	86.70	88.00	88.00	86.90	87.00	97.00	100.00	97.00	97.00	0.00	97.00	97.00	0.00
Albion Academy	51.00	86.30	75.30	70.70	84.90	54.60	63.50	79.80	77.90	77.10	68.00	100.00	68.10	68.40	1.30	58.30	64.70	6.40
Andover Elem	75.20	90.40	88.00	89.00	89.00	89.00	89.00	89.00	89.00	89.00	90.00	100.00	89.00	89.00	0.00	89.00	89.00	0.00
Baker Elementary	43.30	68.60	62.00	79.40	80.80	75.90	74.80	76.94	83.90	72.60	90.80	100.00	62.50	62.50	0.00	54.80	57.20	2.40
Baker Elementary	27.64	77.31	40.28	60.35	54.64	57.53	48.70	66.64	55.50	57.43	64.30	100.00	62.24	54.36	-7.88	47.40	49.34	1.94
Bloom Elem	53.46	82.70	63.40	88.90	87.20	88.70	88.40	78.24	82.46	78.13	76.90	84.40	75.50	83.30	7.80	66.60	78.00	11.40
Blue Lick Elem	45.51	79.50	63.00	89.04	79.54	71.80	68.07	84.04	76.11	68.43	80.00	97.30	54.61	55.20	0.60	41.50	50.80	9.30
Brown Elementary	58.14	91.40	95.41	96.76	85.40	88.57	90.56	87.32	81.67	71.54	87.00	100.00	76.76	73.17	-3.59	71.08	71.79	0.71
Brussels Elementary	40.80	79.00	67.20	89.84	67.60	47.37	54.50	78.24	65.17	68.83	63.50	100.00	63.98	66.31	2.33	79.60	82.51	2.91
Brookridge-Paralel Elem	54.46	81.00	72.51	80.74	80.77	73.54	62.31	85.00	82.44	74.57	85.30	94.30	87.11	83.83	-3.28	65.70	63.10	-2.60
Brown School**	67.40	75.20	80.30	87.57	87.38	73.50	74.17	76.14	70.46	74.59	96.00	100.00	83.94	80.30	-3.64	75.10	79.58	4.48
Buck Elementary	47.21	70.30	78.60	60.30	73.10	73.20	74.94	77.64	79.38	70.64	76.10	100.00	57.09	53.80	-3.29	50.30	49.20	-1.10
Camel Field Elem	63.80	81.20	84.50	84.41	80.81	85.40	87.00	87.94	80.70	86.00	86.80	100.00	87.80	84.41	-3.39	48.40	51.00	2.60
Cane Run Elem	47.64	79.74	63.13	47.60	66.51	67.00	68.51	74.44	77.82	68.00	88.40	97.14	51.41	47.47	-3.94	48.50	47.88	-0.62
Carver Traditional Elementary	61.33	86.60	89.20	84.40	85.50	82.71	81.57	86.04	80.90	73.01	88.20	100.00	88.80	84.90	-3.90	78.60	76.50	-2.10
Cherokee Traditional School	50.79	81.50	68.80	88.20	74.30	74.30	74.30	74.30	74.30	74.30	74.30	100.00	81.50	74.30	-7.20	75.00	73.00	-2.00
Cherokee Elementary	62.94	75.60	80.50	79.50	86.94	86.94	84.98	86.40	79.82	81.79	74.30	100.00	79.42	74.51	-4.91	70.30	69.00	-1.30
Cochran Elementary	45.80	87.50	73.30	71.37	76.54	86.20	78.17	82.54	79.70	68.83	72.70	100.00	44.38	43.72	-0.66	25.20	38.80	13.60
Cochran Elementary	50.29	72.20	68.20	65.20	68.14	71.20	62.48	82.48	81.08	73.18	81.10	91.10	52.00	57.60	5.60	49.30	53.10	3.80
Columbia-Mary Elem	55.89	79.38	74.83	73.14	71.53	76.49	71.12	80.42	76.41	68.62	78.00	100.00	65.79	65.00	-0.79	53.10	56.20	3.10

## An Example from Jefferson County Public Schools

- Tamara Lewis, Accountability, Research and Planning, JCPS and others presented to the local Board to provide an overview of the TELL survey, to present JCPS TELL results, and to discuss how the Elementary, Middle and High Schools used the results for school improvement.
- The Assistant Superintendents for Elementary, Middle and High School each discussed how individual schools used the TELL survey.
- JCPS Research ran a correlation analysis between the percent agreement of the TELL survey constructs and KCCT Reading and Math results.
  - Good correlations for Teacher Support (Time Protected) and Student Conduct.

# Districts

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### TELL Kentucky survey speaks volumes about districts

Posted on 23 August 2011. Tags: [Augusta Independent](#) [facilities](#) [instructional practices](#) [professional development](#) [resources](#) [survey](#) [teacher leadership](#) [TELL](#)



Augusta High School Principal Lisa McCane and Assistant Principal Robin Kelsch, both at left, pose with the rest of the teaching staff of the Augusta Independent school district. Augusta Independent had a 100 percent participation rate on the TELL Kentucky survey. Photo by Amy Wallot, May 11, 2011

*Editor's Note: Since interviews and the picture for this story were completed, John Cordle has retired as Augusta Independent school district superintendent and Lisa McCane, then principal at Augusta High School, has taken over as superintendent.*

By Susan Riddell  
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Kentucky educators are transforming their perceptions into plans for school improvement.

Last school year, state teachers and administrators had the opportunity to make their opinions known on various school issues by responding to the [TELL](#) (Teaching, Empowering, Leading and Learning) Kentucky survey. More than 42,000 educators across the commonwealth filled out the anonymous online questionnaire



Kentucky Teacher is a publication of the Kentucky Department of Education.

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Waiver supports ongoing efforts, including creation of teacher/principal effectiveness system March 6, 2012

An open letter to Terry Holliday, Kentucky's Commissioner of Education March 8, 2012



Teachers learn to teach art by becoming students November 16, 2010

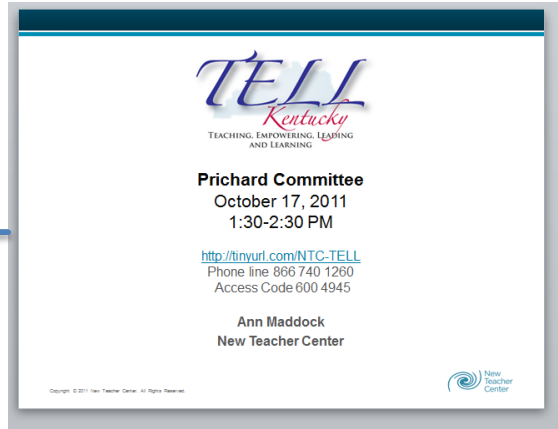


Cline Elementary celebrates success

49

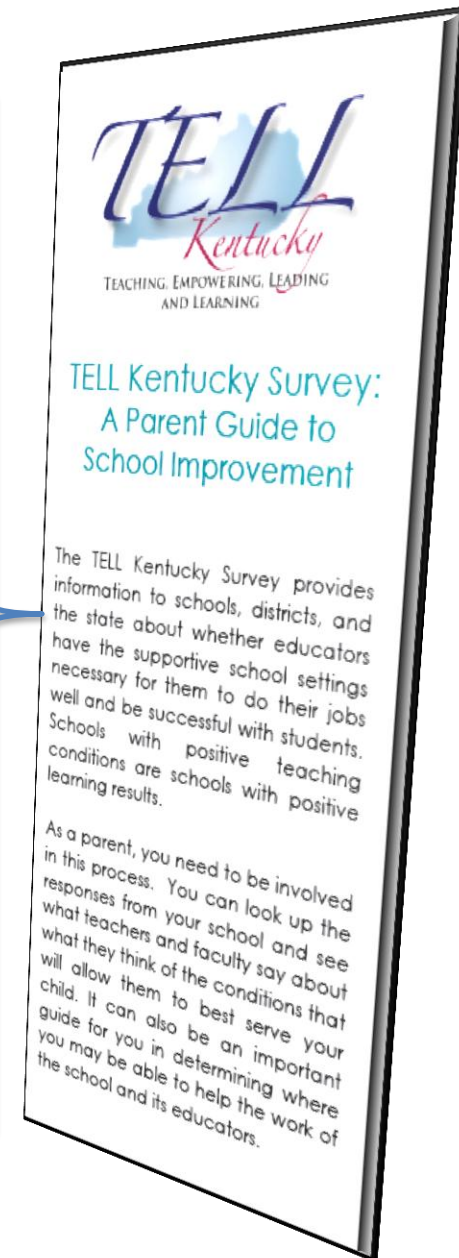
# Parents

Webinar  
conducted  
for  
Prichard  
Committee  
leaders



*The TELL survey results provide fertile opportunities for discussion and family-school partnership.*  
-Beverly N. Raimondo, Director  
Center for Parent Leadership/  
Commonwealth Institute for Parent Leadership/  
Prichard Committee for Academic Excellence

A Parent Guide was developed to assist parents in understanding the value of the data and how to become involved.



# Administrators

*" One of the items identified (from the TELL Kentucky findings) as a growth area for our school centered around effective and meaningful professional development.*

*As we began developing our professional development plan, we surveyed staff for input, identified curriculum needs, and provided a menu of options including: curriculum mapping, assessment writing, standards-based unit development, implementing standards-based grading, guided reading, and SMART board training.*

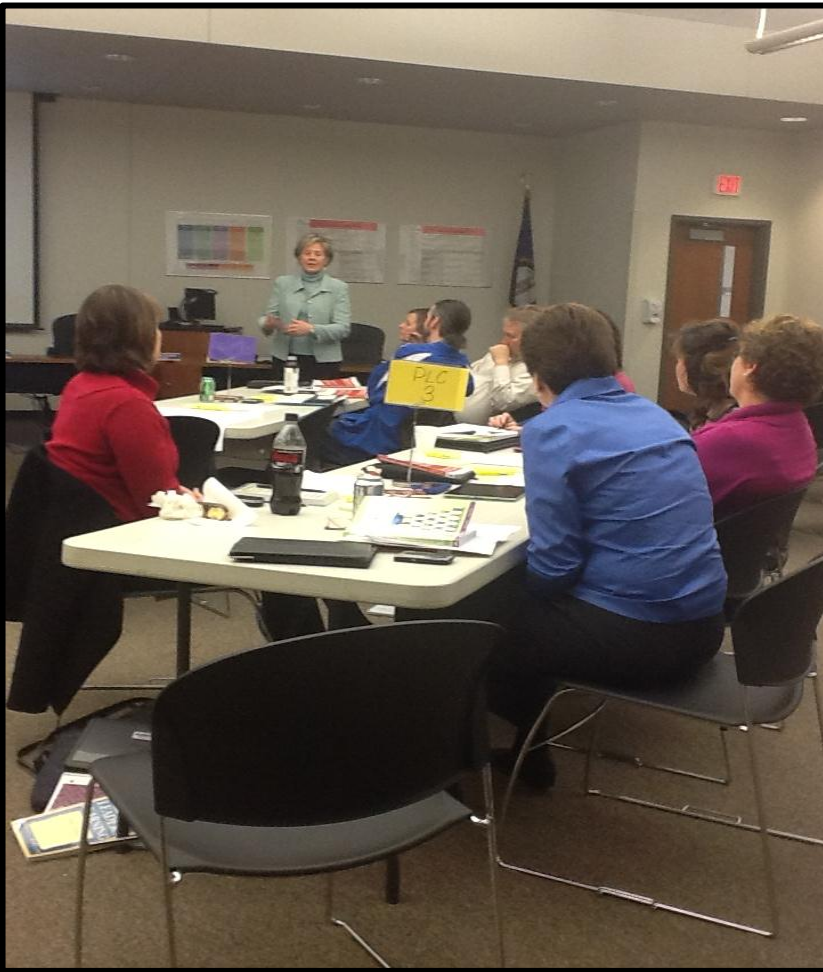
*From these options, we believe we have excellent professional development options that will meet our staff's needs."*

- Larry Dixon, Principal  
Montgomery County

# Administrators

## KASA's TELL Survey and School Improvement KLA: Cadre Day IV

- Each participant was asked to bring a copy of their own school TELL results.
- Analyzed school data for implications for school improvement planning.
- School teams shared strategies for using data results and lessons learned.
- Principals were surprised at lessons learned – their reality vs. staff reality.
- Participants used data to immediately make changes; e.g., better communication with staff; need for development of common language; better develop teacher leaders, etc.



# Administrators

## KASA Kentucky Leadership Academy



Michael Dailey, Director, Division of Next-Generation Professionals, welcomes the group back after lunch and provides an overview/update on the Tell Kentucky project.

# Administrators



Johnson County Middle  
School Principal, Tim  
Adams

KASA's 300+ school and teacher leaders, college and university staff, and KDE staff participated in the day's professional learning.

# Administrators



South Heights Elementary School Team  
Henderson County Schools  
Robin Carroll, Principal



Augusta Independent Schools Team  
Robin Kelsch, Principal



North Jackson Elementary School Team  
Barren County Schools  
Anthony Frazier, Principal

# Administrators



Jeffersontown High School Team  
Jefferson County Schools  
Marty Pollio, Principal



Jessamine Career and Technical Center Team  
Jessamine County Schools  
Dexter Knight, Principal

# Universities



## **College of Education Dean's Meeting** ***TELL Kentucky University Research Agenda***

### Next Steps:

- New Teacher Center Partnership
- Data Access
- Memorandum of Understanding
- TELL Kentucky Coalition Partnership
- Support Teaching and Learning Conditions in Kentucky Schools & Districts

## In Summary

**Due to the leadership of the Kentucky Board of Education and Commissioner Holliday,** there has been extensive integration of the 2011 TELL Kentucky Survey data into various policy work of the Kentucky Board of Education, with implementation via KDE.

**Due to the leadership of the TELL Kentucky Coalition of Partners,** there has been extensive effort across the state to support and encourage schools and districts in using the data for school improvement planning.

For more information, please contact:

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# School Type, Student Performance and Teaching Conditions

- In most models, and at all levels, Community Support and Involvement exerted a significant influence on student performance on Kentucky state assessments.
- As expected, the most predictive, non-teaching condition was the poverty of students served. While controlling for the poverty of students served, schools with a more engaged and involved parents/guardians and community has had stronger student performance.
- As schools and districts analyze the results of the TELL Kentucky Survey, stakeholders should explore the different ways to incorporate their community into their everyday operations and engage parents in a productive meaningful way.
- Time and Managing Student Conduct were also strong and significant predictors of school level performance for elementary schools.
- Ensuring that school improvement plans use the TELL Kentucky Survey data, particularly in these areas, will help to ensure teachers have the supports they need to be effective in improving student learning.

# School Size and Student Poverty Level and Teaching Conditions

- Both school size (Average Daily Membership) and student poverty level (Free and Reduced Lunch Eligible) are significantly correlated with many of the teaching conditions assessed on the TELL Kentucky Survey (Table 12).
- Poverty was inversely related to all teaching conditions except Time and Professional Development. This finding is similar to other states and is likely due to federal and state policies that provide additional professional development resources and staffing (i.e. Title I and Title II) to schools serving high poverty populations.
- The strongest correlation is between student poverty level and Community Support and Involvement. Other correlations with poverty, while significant, are weak. This finding is important given the documented importance of Community Support and involvement to teacher retention and student learning (and important to note those findings were in models that controlled for the impact of poverty).
- Significant but small negative relationships are present between the size of the school and all teaching condition constructs. Generally, the larger the school, the less positive educators are that they have supportive teaching conditions in place at their schools. This is partly a function of more positive conditions reported within elementary schools (which are usually smaller than middle and high schools).

There are significant differences between smaller and larger schools while controlling for school level as well.

Smaller schools, regardless of level tended to report more positive conditions in the areas of Time, Instructional Practices and Support, Teacher Leadership and School Leadership.

### Educator Response Rate to Questions in the Time Construct by Level and School Size

Note: Q1 represents the quartile with the smallest schools. Q4 contains the largest schools.

