



Kentucky Board of Education

Final Results-2015 Teaching, Empowering, Leading and Learning
(TELL) Survey



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AGENDA

1. About the TELL Survey
2. TELL Kentucky Historical Context
3. Highlights from 2015 Findings
4. Final Report: Student Achievement and Teacher Retention
5. Carnegie Corporation of New York Grant
6. ESSA and TELL
7. Questions & Discussion



Section 1

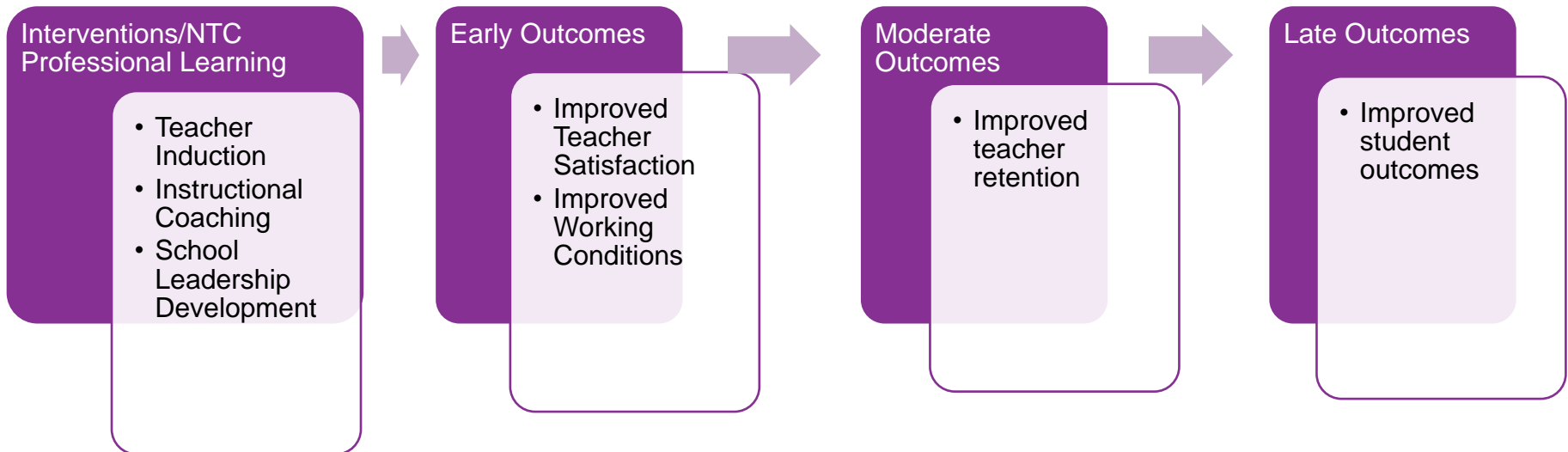
About the TELL Survey

Teaching Conditions Matter!

Research suggests the presence or absence of positive teaching conditions can catalyze or constrain educator effectiveness

- Helen Ladd, Susan Moore Johnson, Ron Ferguson, John Papay, Matthew Kraft and others have found that teaching conditions are strong predictors of academic growth and overall achievement.
- Internal research consistently demonstrates that teaching conditions are a significant predictor of both student and teacher outcomes.

Presence of Positive Teaching Conditions Facilitates Outcomes



DATA SOURCES: KRAFT AND PAPAY, 2014; JOHNSON, KRAFT AND PAPAY, 2011; LADD, 2009; FERGUSON AND HIRSCH, 2014.

The TELL survey is a voluntary, anonymous, online survey taken by licensed educators and building level administrators.

The acronym TELL stands for:

Teaching,
Empowering,
Leading, and
Learning.

TELL Survey Purpose



The main intent of the TELL Survey is to provide additional data on teaching and learning conditions (gathered from school educators) for the purposes of school and district improvements.

Results are also expected to inform state level policy.

TELL measures 8 constructs linked to teacher retention and student achievement:



TELL Constructs

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

Rate of Agreement

Calculations

- All calculations are done at the respondent level and then aggregated to school, district, and state level
- At the Item Level:
 - Percentage of respondents indicating 'Agree' or 'Strongly Agree' for the given survey question
- At the Construct Level:
 - Average rate of agreement across items within the given construct
 - Ex. Respondent indicates 'Agree' or 'Strongly Agree' for 4 out of 8 items within a construct, their Rate of Agreement (RA) for the given construct is 50%

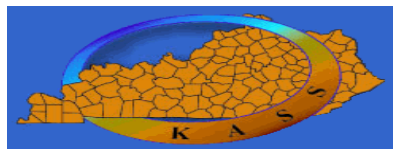


Section 2

TELL Kentucky

Historical Context

The **TELL Kentucky Partners** have been the driving force behind the success in Kentucky since the first survey in 2011!



Kentucky policymakers have utilized the results in various ways:

- Annual school and district improvement plans
- Persistently low performing schools
- Training of administrators, school boards, school improvement teams, etc.
- Artifact in principal evaluation
- Integrated into RtT and ESEA Waivers
- Winner's Circle Schools
- Placement of teacher candidates (undergraduates and new teachers)
- Adopted state standards (and rubrics) to assess teaching conditions
- KY's Equity Plan (submitted to the US Department of Education in June 2015)





Section 3

Highlights from the 2015 TELL Kentucky Preliminary Findings

Another Record-Breaking Year

89.3% (44,933 educators) response rate!

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



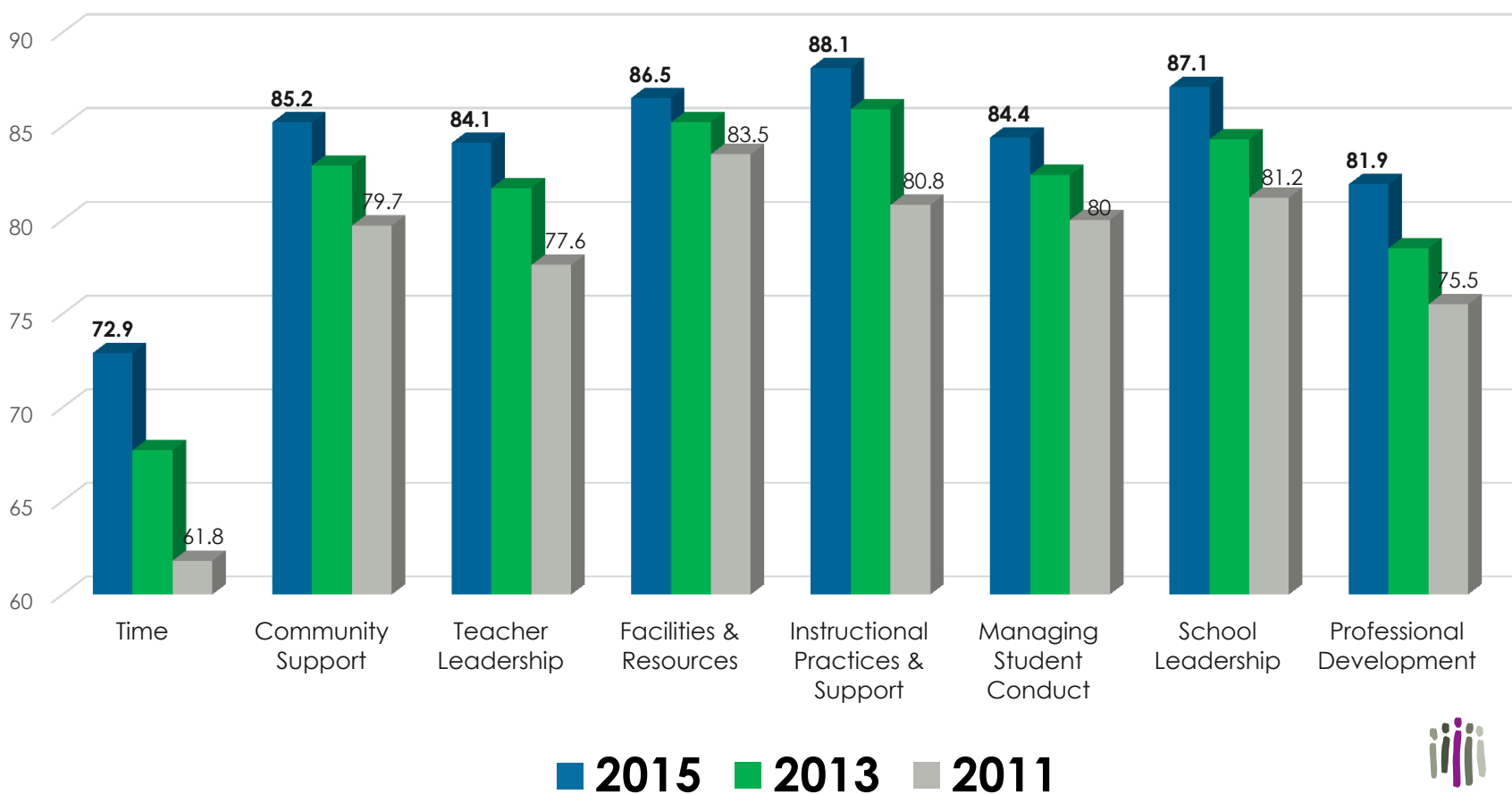
Preliminary results were shared with KBE in June 2015.

Highlights included increases in rates of agreement across every construct!

School, district and state results are publicly available at www.tellkentucky.org

Improvements Across Every Construct Measured

Composite Rate of Agreement by Construct



Instructional Technology

Colored by **Sufficient Access** to Instructional Technology
Grouped by **Sufficient Training** on Instructional Technology

Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.

Teachers have sufficient training to fully utilize instructional technology.

Disagree

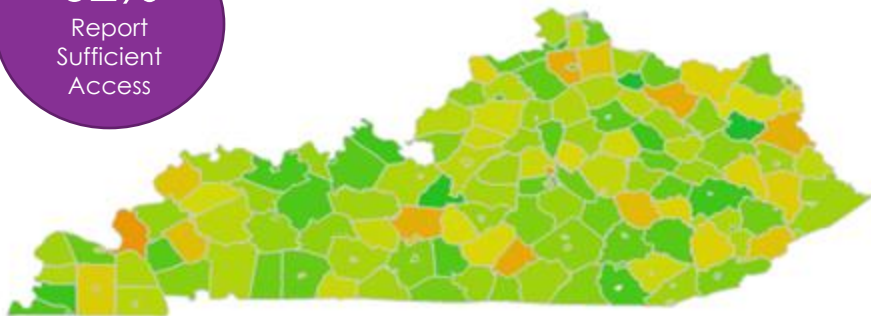
Agree

N: 10082

N: 33623

62%

Report
Sufficient
Access

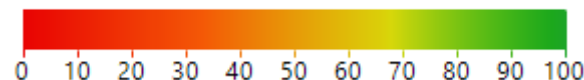


88%

Report
Sufficient
Access



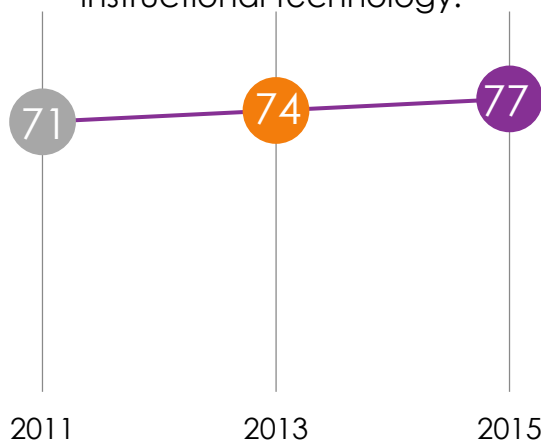
Rate of Agreement



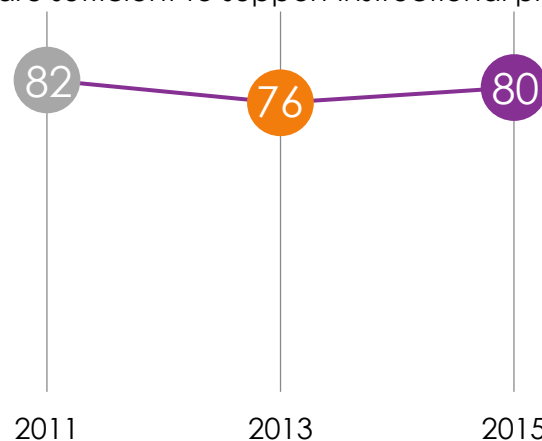
Takeaway: Teachers reporting that they've had sufficient training on instructional technology report having sufficient access at a higher rate than teachers who report not having sufficient training on instructional technology.

Instructional Technology

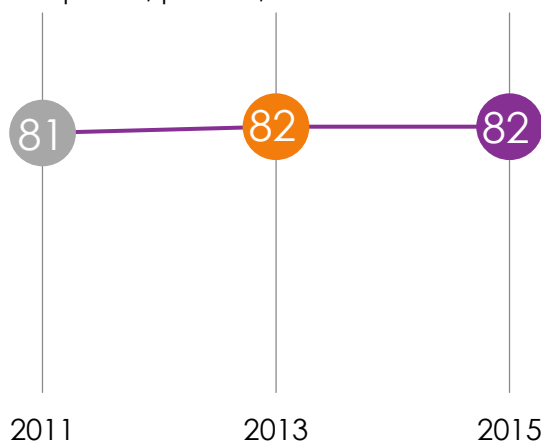
Teachers have sufficient training to fully utilize instructional technology.



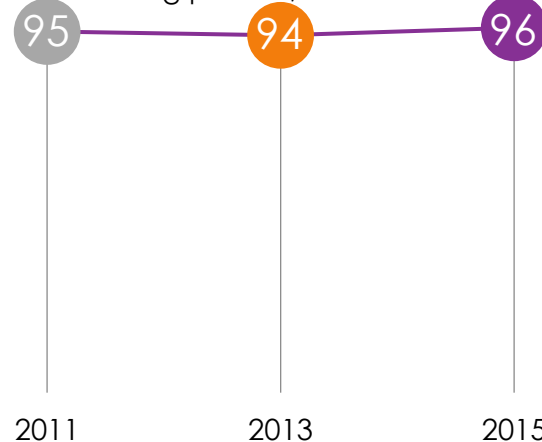
The reliability and speed of Internet connections in this school are sufficient to support instructional practices.

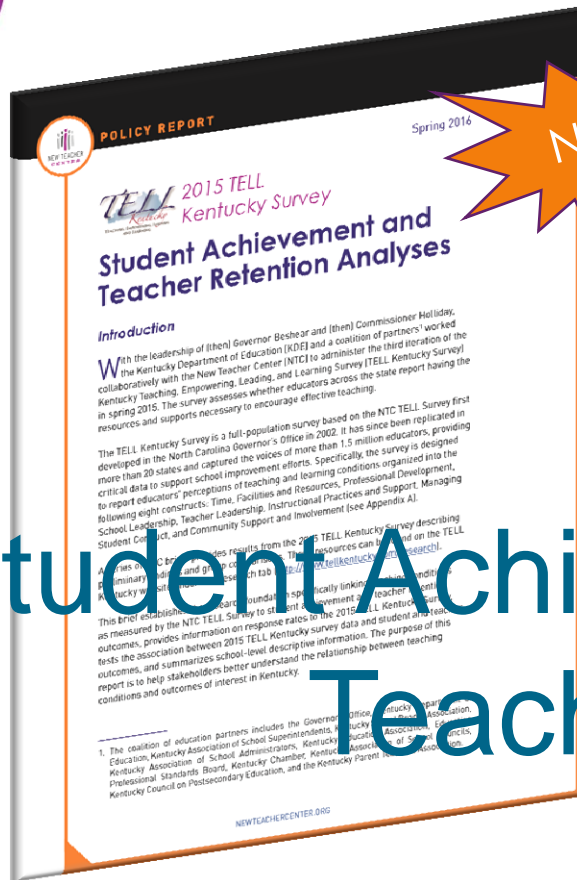


Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.



Teachers have access to reliable communication tech, including phones, faxes & email.





Section 4

Student Achievement and Teacher Retention Analyses

Student Achievement

In schools where higher proportions of educators report they have positive teaching conditions, higher percentages of students achieve proficiency on the K-PREP in both reading and math.

Teaching Conditions Most Predictive for Student Achievement

Community Support and Involvement

Instructional Practices and Support

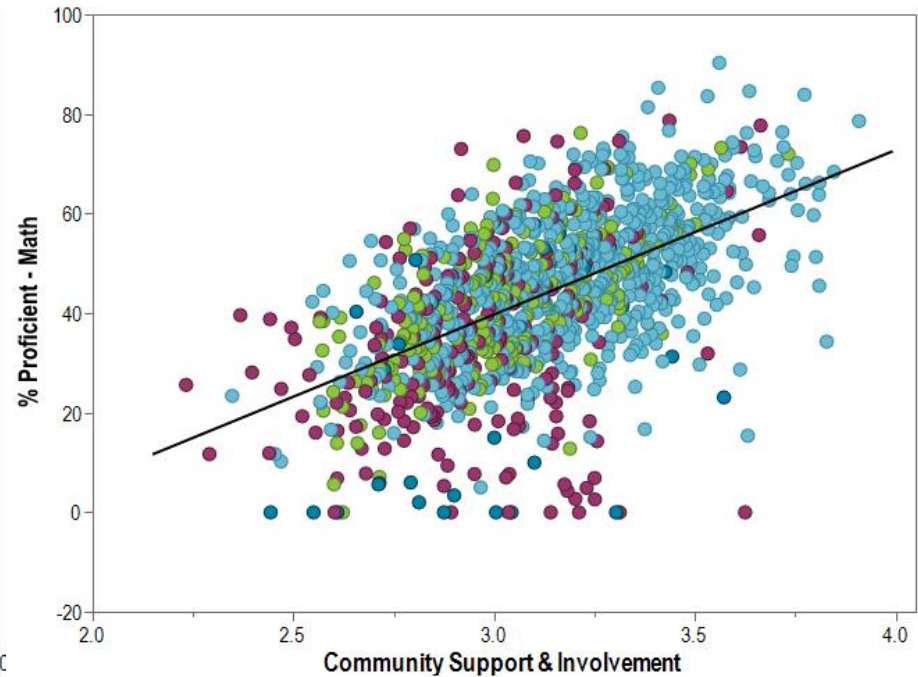
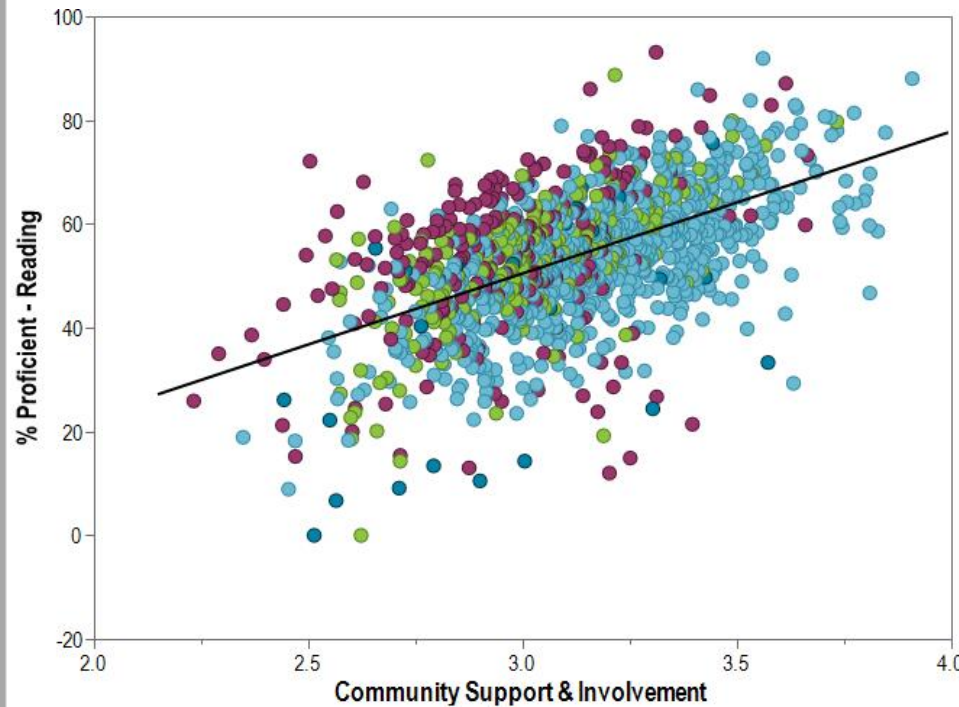
Managing Student Conduct

Statewide findings suggest that, for every 1-point increase in the overall teaching conditions composite mean (or average), the percentage of students proficient increases more than 10 percent in reading and more than 15 percent in math.

These results are important because they show the impact of teaching conditions while controlling for factors such as student poverty, attendance rate, and student-teacher ratio.

Student Achievement

Community Support & Involvement by Percent Proficient in Math & Reading



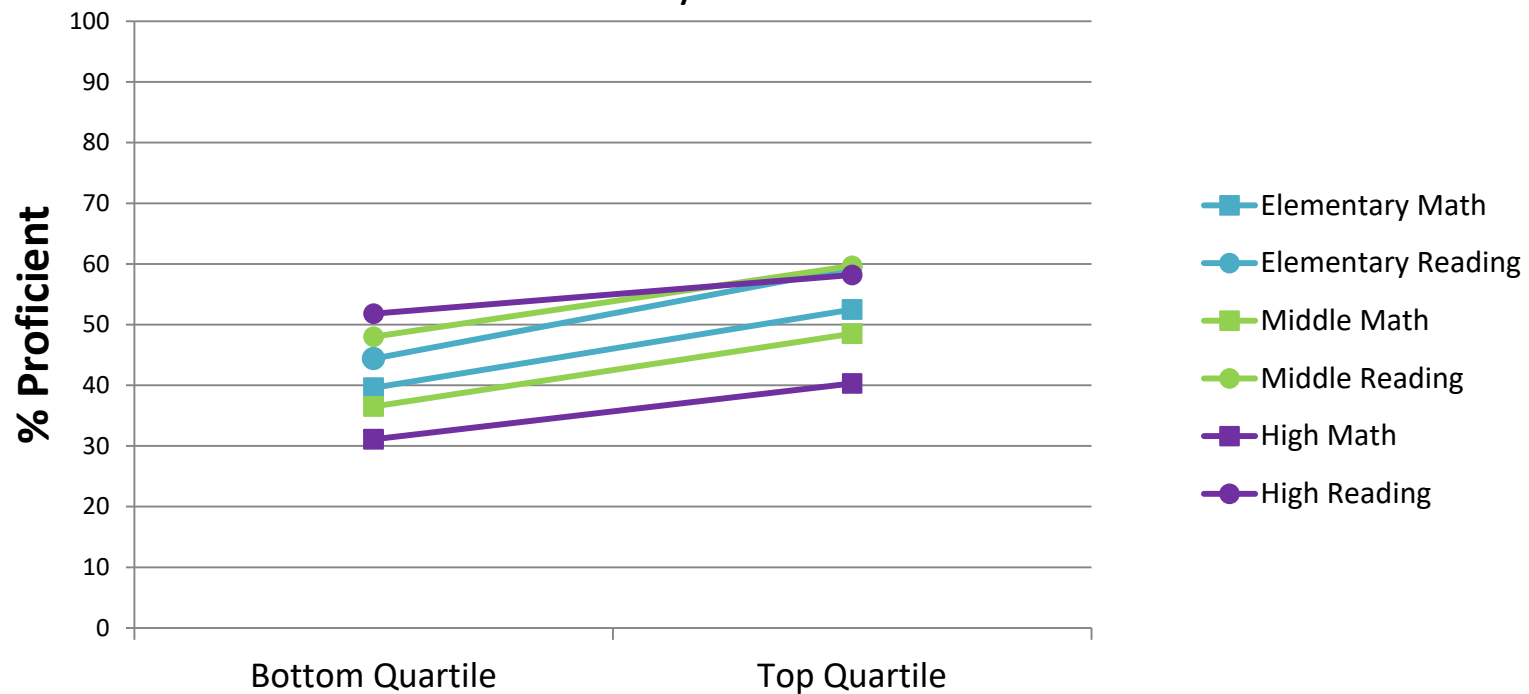
Grade Level

- Kentucky Elementary School
- Kentucky Middle School
- Kentucky High School
- Kentucky Special School

Student Achievement

Overall Teaching Conditions Composite Quartiles by % Proficient in Math & Reading and Grade Level

**Overall Composite Top vs Bottom Quartiles
by % Proficient - Math & Reading
by Grade Level**



Teacher Retention*

At the state level, the contribution of overall teaching conditions is a statistically significant predictor of teacher retention.

Teaching Conditions Most Predictive for Teacher Retention

Teacher Leadership

School Leadership

* Before considering additional teacher and school-level variables

Teacher Retention

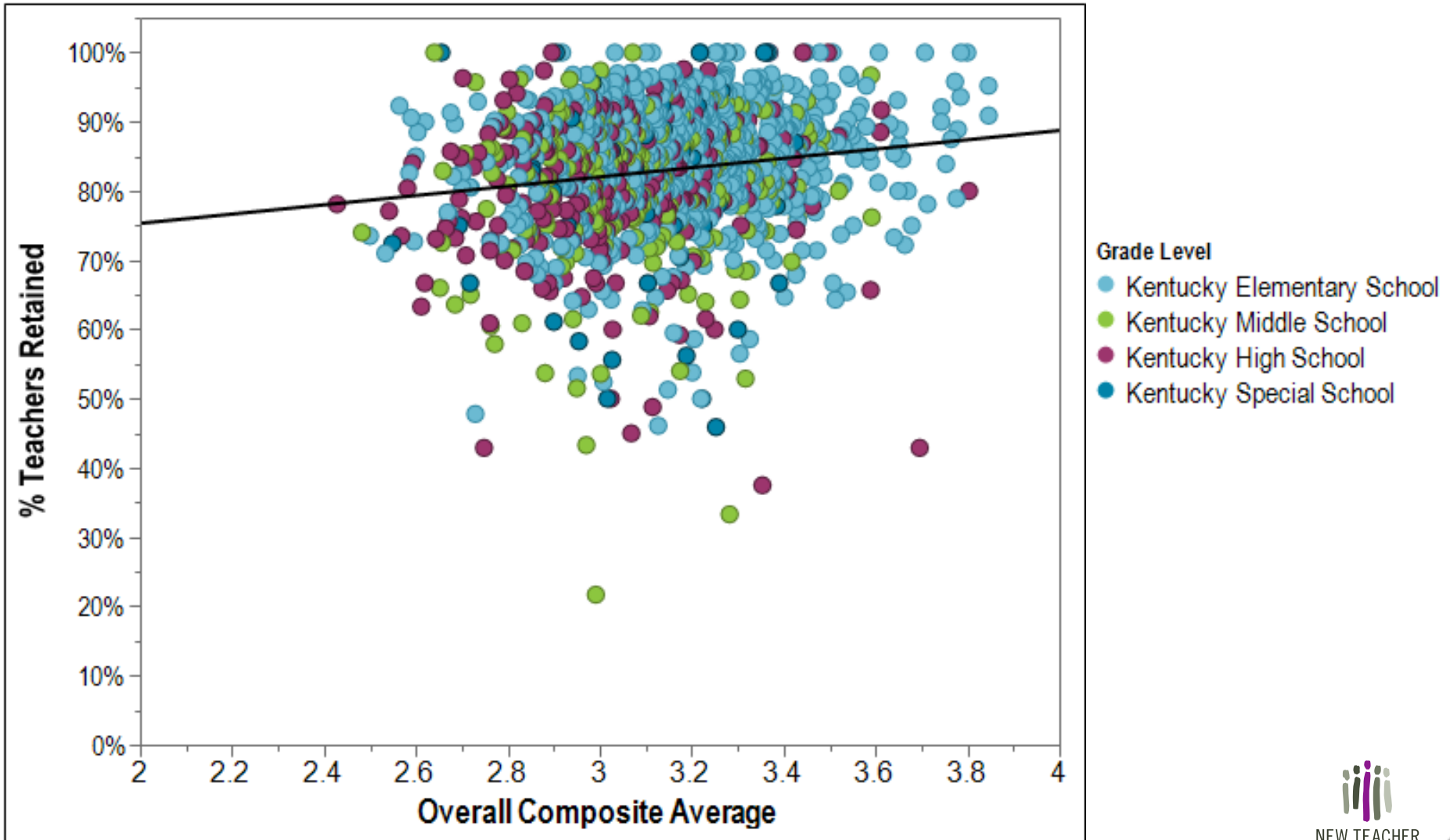
The following teaching conditions constructs were significant* predictors of retention for grade levels:

| Grade Level | Teaching Condition Most Predictive |
|-------------|--|
| Elementary | Community Support and Involvement |
| Middle | Community Support and Involvement as well as School Leadership |
| High | Facilities and Resources |

* Before considering additional teacher and school-level variables

Teacher Retention

Overall Teaching Conditions Composite by Teacher Retention





Section 5

Grant from Carnegie Corporation of New York

“Building a Scalable, Sustainable, and Aligned School Leadership Development Model”

Carnegie Corporation of New York Grant to NTC

Part 2. Study of the Importance of School Leadership for School Improvement

A. Partnering with esteemed Dr. Richard Ingersoll, Professor of Education and Sociology at the University of Pennsylvania, to conduct in-depth statistical analyses of NTC’s TELL survey data to examine the impact of school leadership and teaching conditions on two school performance outcomes – student achievement and teacher retention.

The results, thus far, are preliminary, but very promising. For example, with other things being equal, in schools that provided more classroom autonomy and discretion to teachers, students scored far better in both math and English than did students in schools in which teachers were provided with less instructional autonomy.

And in schools in which the faculty reportedly had more influence over school-wide decisions, students scored far better in both math and English than did students in schools in which the faculty had less decision-making influence.

Working with NEW Teacher Center as part of the Carnegie Corporation Grant has been very productive. Not only have we been able to use the TELL survey results for the entire district in the 'off-year' from the state survey, our schools that were identified to participate in the Change Management training have each seen improvement in their teaching conditions!

***Dr. Randy Poe,
Superintendent***

Part 2. Study of the Importance of School Leadership for School Improvement

B. NTC's TELL School Leadership Teams work will expand beyond its pilot stage (in HCPS) to four districts, where in-depth analyses and work to improve school conditions will be undertaken. NTC will partner with four districts, each within states where the TELL Survey has already been administered, and:

1. Administer the TELL Survey across each district so that there will be spring surveys in 2016 and 2017;
2. Partner with each district to focus assistance efforts with 5 selected schools in each district using NTC's Change Management approach with the TELL data as an indicator tool.

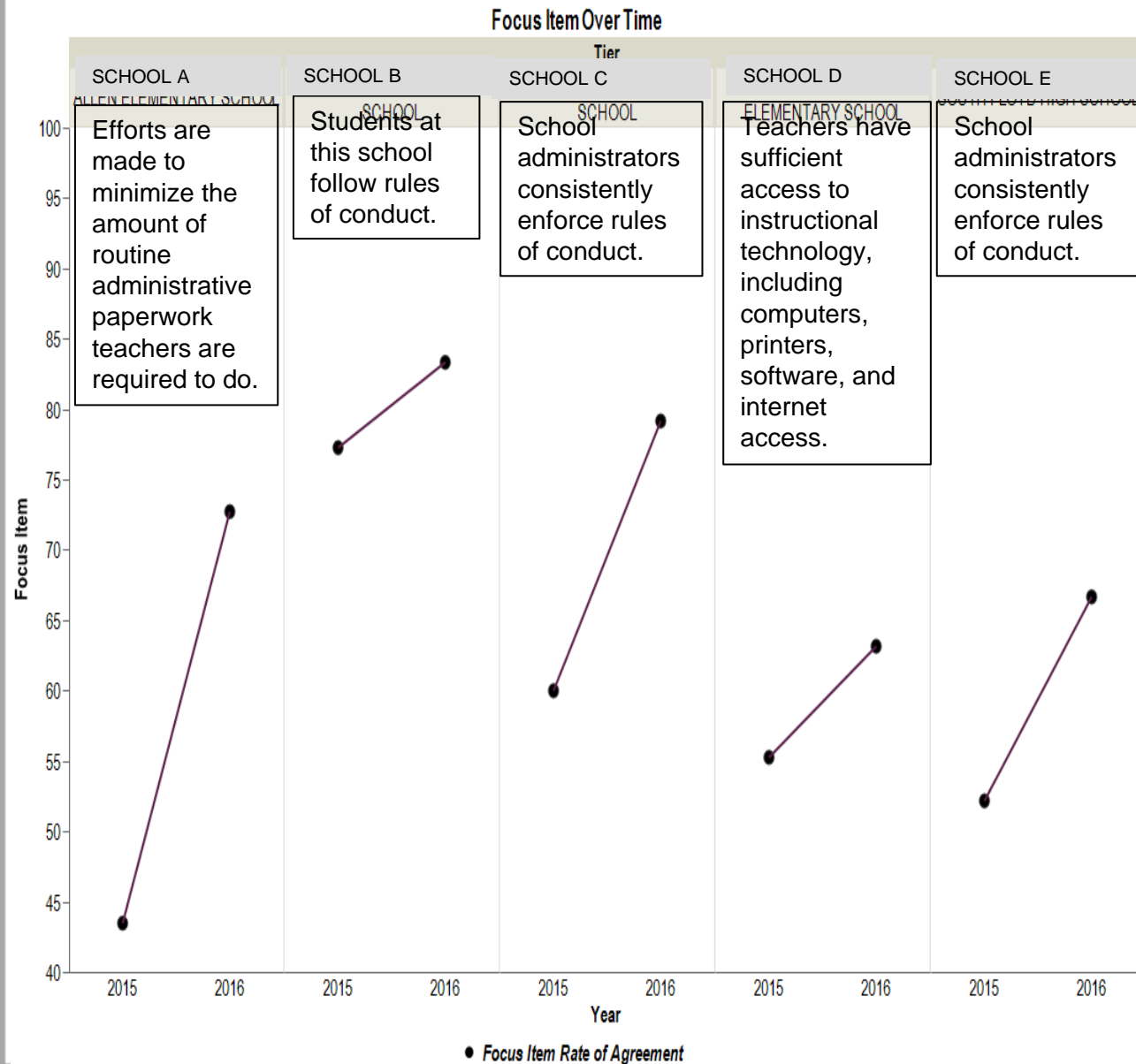
Boone County and Floyd County are partners with NTC in this grant!



NEW TEACHER
CENTER

Deep Dive Group: Floyd County

Focus Item: Change Over Time



We are honored to have been asked to be a partner with the New Teacher Center in the grant from the Carnegie Corporation. In Floyd County we believe our people make the difference and the results of the TELL survey are utilized to ensure we make changes to improve working conditions for our TEAM. We are very proud of our partnership and this important work that has helped us to improve teaching and learning for all Floyd County KIDS!

**-Dr. Henry Webb,
Superintendent**



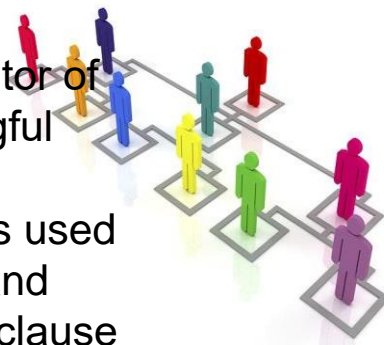
Section 6

Every Student Succeeds Act (ESSA)

The New Federal Law (ESSA) encourages states and districts to use teaching conditions surveys as one of the alternative measures for success*

“(v)(I) For all public schools in the State, not less than one indicator of school quality or student success that— “(aa) allows for meaningful differentiation in school performance; “(bb) is valid, reliable, comparable, and state wide (with the same indicator or indicators used for each grade span, as such term is determined by the State); and “(cc) may include one or more of the measures described in subclause (II). “(II) For purposes of subclause (I), **the State may include measures of**— “(III) student engagement; “(IV) **educator engagement**; “(V) student access to and completion of advanced coursework; “(VI) postsecondary readiness; “(VII) **school climate and safety**; and “(VIII) **any other indicator the State chooses that meets the requirements of this clause.**”

* Please contact Ann Maddock for specific examples and entry points for the use of ESSA federal dollars towards TELL survey.





Section 7

Questions & Discussion



THANK YOU

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