NEW TEACHER CENTER

TELL Kentucky: District 180 Longitudinal Analysis

TABLE OF CONTENTS

INTRODUCTION

This purpose of this report is to summarize the results from the Teaching, Empowering, Leading, and Learning (TELL) Kentucky Survey in the context of Kentucky's District 180 (D180) Priority School[1] Cohorts. Schools in these cohorts received School Improvement Grant (SIG) funding and additional support. This analysis assesses how the teaching conditions in the four D180 Priority School Cohorts changed over time and how their results differ compared to non-D180 Priority schools in the state. Teaching conditions were assessed at the overall composite level and the construct level followed by an analysis of notable survey items.

DISTRICT 180 PROGRAM

District 180 (D180) is an organizational unit at the Kentucky Department of Education (KDE) that provides support to low achieving schools through the use of education recovery staff. The mission of D180 is to build sustainable systems that will drive a continuous improvement approach to focus on student learning in each of Kentucky's Priority Schools (Foster, 2017). These efforts are supported through SIG funds provided by the United States Department of Education. SIGs, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (ESEA), are grants to state educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to substantially raise the achievement of students in their lowest-performing schools (United States Department of Education, 2016). D180 priority schools are identified by KDE and given the opportunity to apply for SIG funds to be distributed over a three year span.

This report focuses on Kentucky D180 Priority School Cohorts 1 through 4 which received funding during 2010-13, 2011-14, 2014-17, and 2015-18, respectively. The results in this report include schools from each cohort that were deemed a priority school as of 2016-17 (Table 1); schools which were initially part of D180 but have since exited priority status were excluded.

Table 1.
D180 Priority Schools by Cohort

District Name	School Name
Cohort 1	
Jefferson County	Academy @ Shawnee HS
Metcalfe County	Metcalfe County HS
Jefferson County	Western High School
Jefferson County	Western Middle School
Cohort 2	
Christian County	Christian County High School
Jefferson County	Doss High School
Jefferson County	Fairdale High School
Jefferson County	Iroquois High School
Jefferson County	Knight Middle School
Jefferson County	Seneca High School
Jefferson County	Southern High School
Cohort 3	
Dayton Independent	Dayton High School
Dayton Independent	Dayton Middle School
Fleming County	Fleming County High School
Simpson County	Franklin-Simpson High School
Hopkins County	Hopkins County Central HS
Livingston County	Livingston Central HS
Jefferson County	Olmsted North MS
Pulaski County	Pulaski County HS
Jefferson County	Stuart Middle School
Jefferson County	Thomas Jefferson MS
Jefferson County	Westport Middle School
Cohort 4	
Jefferson County	Byck Elementary School
Jefferson County	Moore Traditional MS
Jefferson County	Roosevelt-Perry Elementary

TELL KENTUCKY SURVEY

The KDE, in partnership with the New Teacher Center (NTC), has administered the Teaching, Empowering,

[1] "Priority school" means a school that has an overall score in the bottom five (5) percent of overall scores by level for all schools that have failed to meet the Annual Measureable Objective (AMO) for the last three (3) consecutive years.

[2] Kentucky Department of Education, Jefferson County Teachers Association, Kentucky Association of School Administrators, Kentucky Association of School Councils, Kentucky Association of School Superintendents, Kentucky Chamber of Commerce, Kentucky Council on Postsecondary Education, Kentucky Education Association, Kentucky Educational Professional Standards Board, Kentucky PTA, Kentucky School Boards Association, Prichard Committee for Academic Excellence.

Leading, and Learning (TELL) Kentucky survey on a biennial basis beginning in the spring of 2011. The coalition of partners[2], focused on addressing teaching condition standards in Kentucky, have contributed to the success of the TELL Kentucky survey over the years which is reflected in the increasing response rate with each survey administration (Table 3).

The TELL Kentucky survey is a statistically valid and reliable instrument that assesses eight research-based teaching and learning conditions (Swanlund, 2011). The eight constructs are empirically linked to student achievement and teacher retention and include: Time, Facilities and Resources, Community Support and Involvement, Managing Student Conduct, Teacher Leadership, School Leadership, Professional Development, and Instructional Practices and Support. See Table 2 for descriptions of each area.

Response options for core questions use a four point Likert-type scale ranging from "strongly disagree" to "strongly agree." For this report, results are reported as the "rate of agreement" that combines the strongly agree and agree categories. The individual items that make up each construct, the formulas used to calculate the overall composite and construct level rates of agreement are provided in Appendix B.

Table 2.
Teaching and Learning Conditions Assessed by the TELL Survey

TELL Construct	Description
Facilities and Resources	Availability of instructional, technology, office, communication, and school resources to educators
Community Support & Involvement	Community and parent/guardian communication and influence in the school
School Leadership	Ability of school leadership to create trusting, supportive environments and address teacher concerns
Managing Student Conduct	Policies and practices to address student conduct issues and ensure a safe school environment
Instructional Practices & Support	Data and support available to teachers to improve instruction and student learning
Teacher Leadership	Teacher involvement in decisions that impact classroom and school practices
Professional Learning	Availability and quality of learning opportunities for educators to enhance their teaching
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

DISTRICT 180/TELL KENTUCKY ANALYSIS

Survey Response Rates

The TELL Kentucky survey has maintained a high level of engagement from Kentucky educators since the initial administration in 2011. The perceptions of more than nine out of 10 educators were captured in 2017 (91%). The response rates for each administration are shown in Table 3 for all TELL Kentucky respondents as well as for each D180 cohort. Response rates by year for each D180 school can be found in Table A1 of the Appendix.

Table 3.
TELL Kentucky: Survey Response Rates

	2011		2013		2015		2017	
	N	rate	N	rate	N	rate	N	rate
All state	42,025	80%	43,759	87%	44,933	89%	41,502	91%
Cohort 1	154	79%	151	80%	138	69%	117	66%
Cohort 2	364	63%	515	92%	430	73%	421	80%
Cohort 3	556	86%	617	96%	575	90%	466	91%
Cohort 4	185	92%	135	70%	143	64%	186	95%

Results by Construct

In general, D180 cohort schools have improved since 2011. On most measures, the gap has lessened between D180 and non-D180 schools over that span. Schools in D180 cohorts improved most during their funding timeframe. The figures in this section include line graphs with points representing the cohort average rate of agreement for the given year. The bands at the top of these graphs indicate the timeframe in which funding was provided for each cohort. The figures in Appendix C provide school-level results by construct.

Overall Composite

The Overall composite rate of agreement is an average rate of agreement across all eight constructs (see Appendix B). This measure is a useful starting point for identifying trends and provides context for analyzing the individual constructs which make up the overall composite.

Figure 1.
TELL Kentucky: Overall Composite

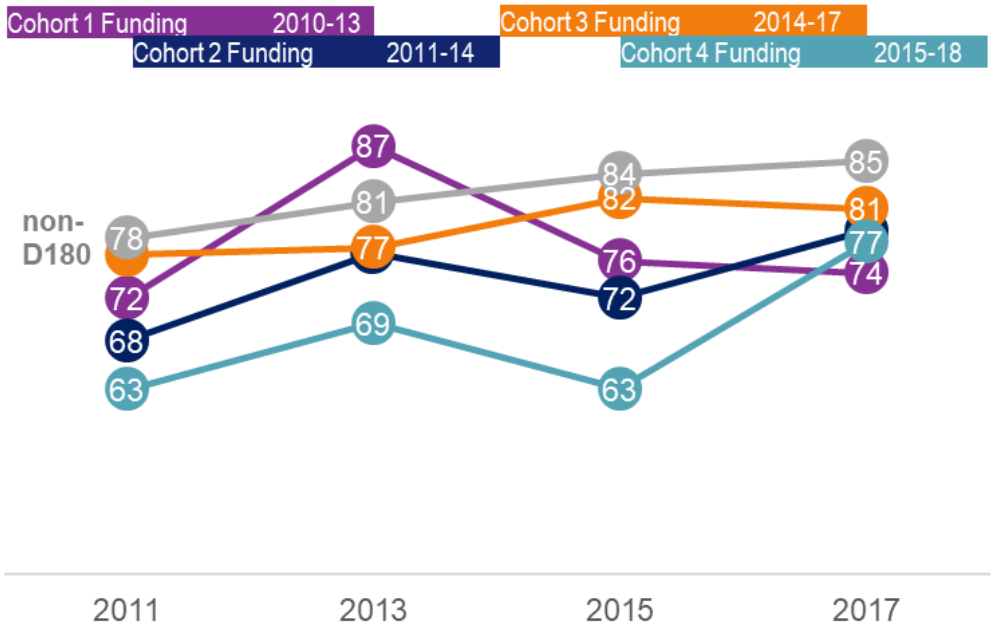
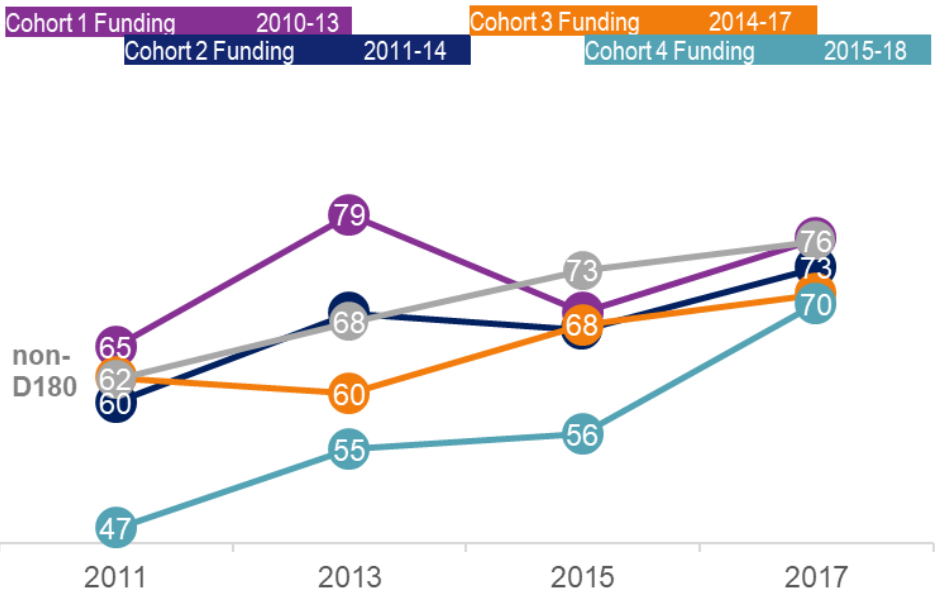


Figure 1 shows the overall composite over time for each cohort as well as for non-D180 schools. There has been a gradual increase in overall composite scores over time for non-D180 schools since 2011. This finding reflects improvement across the state resulting from the statewide focus on improving teaching conditions following the first found of results in 2011.

All cohorts made gains on overall composite from 2011 to 2013. Interestingly, the greatest gains coincided with the cohorts which were receiving SIG funds during that same timeframe. A similar trend occurred with Cohorts 3 and 4 in which they had the greatest amount of growth during the period in which they received SIG funding and corresponding support.

Figure 2.
TELL Kentucky: Use of Time



Use of Time

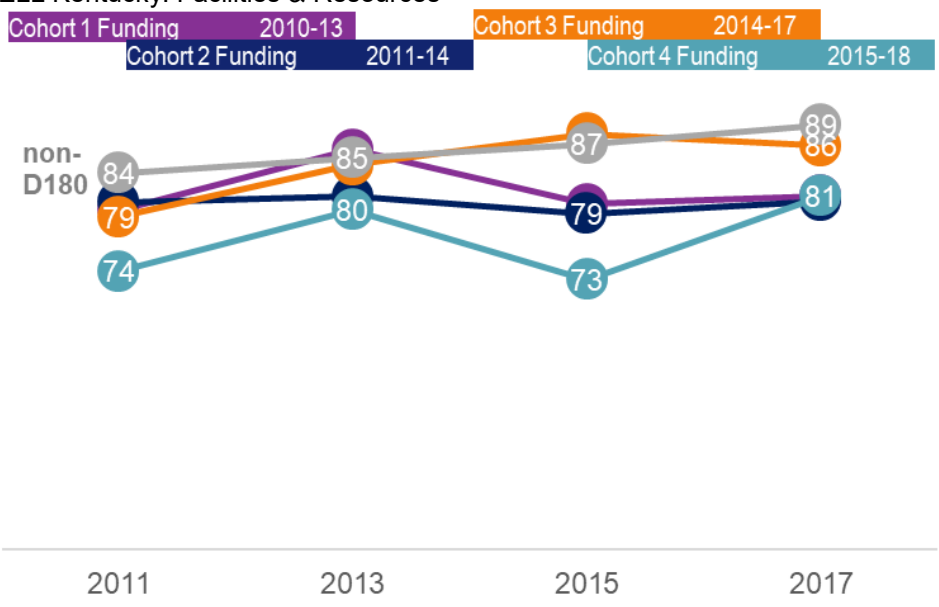
Use of Time has been the lowest-rated construct on the TELL Kentucky survey since 2011. This is a common trend also found in the results from other TELL initiatives across the country. Although still the lowest-rated construct, Figure 2 shows that the perceptions of teaching conditions related to time have improved since 2011. Furthermore, the gap between

D180 cohorts and non-D180 schools has shrunk suggesting that this particular teaching condition has improved more rapidly in the D180 cohorts, putting these schools more on par with the rest of the schools surveyed.

Facilities & Resources

As shown in Figure 3, there is little variation between cohorts in perceptions of Facilities and Resources. Furthermore, facilities and resources were rated relatively positively by respondents from all cohorts in each survey administration. There are small increases for the D180 cohorts coinciding with the onset of additional funding and support.

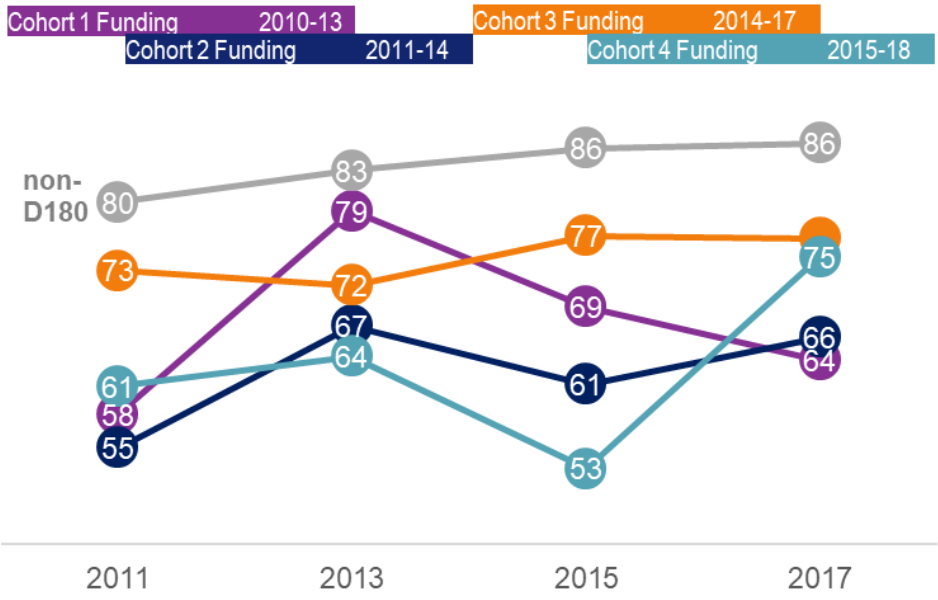
Figure 3.
TELL Kentucky: Facilities & Resources



Community Support & Involvement

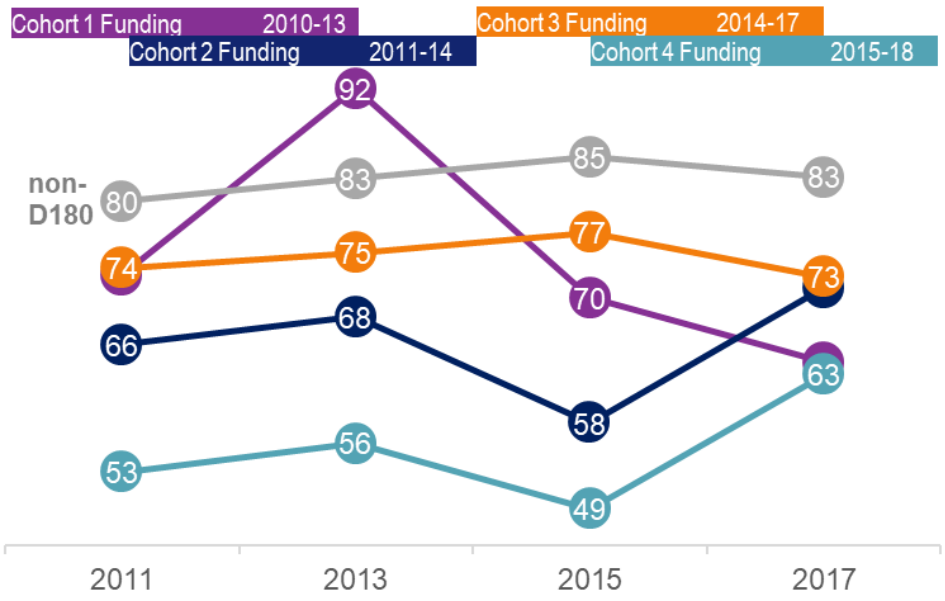
Recent TELL Kentucky research demonstrated that Community Support and Involvement is strongly associated with positive student achievement outcomes (Kline, 2016). Educators at non-D180 schools have consistently rated community support and involvement higher than their D180 peers. For D180 Priority schools, community support and involvement increased the most during the D180 funding and support timeframe (Figure 4). Although Cohorts 1 and 2 regressed on this metric after the funding period ended, conditions are more positive than the 2011 baseline averages.

Figure 4.
TELL Kentucky: Community Support & Involvement



Managing Student Conduct

Figure 5.
TELL Kentucky: Managing Student Conduct

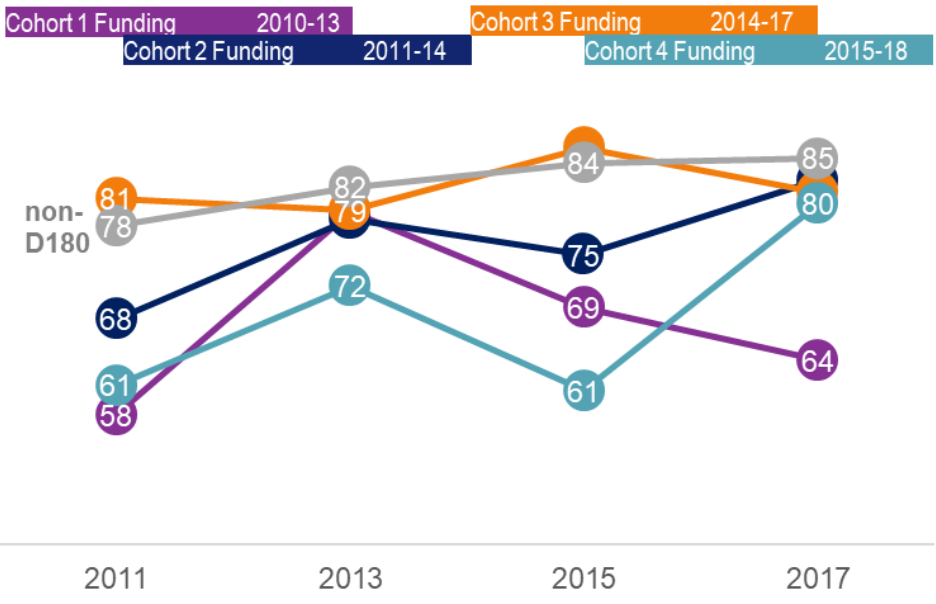


Cohorts 1 and 4 had improvement to perceptions of teaching conditions related to Managing Student Conduct during the funding and support timeframe (Figure 5). However, Cohort 1 results dropped in the two survey administrations after funding ended with a 2017 average below the initial baseline average reported in 2011. The managing student conduct average for Cohort 2 also dropped off in the first survey (2015) after the additional funding stream ended. However, Cohort 2 bounced back in 2017, as educators reported more positively regarding this teaching condition than in any of the three previous TELL Kentucky administrations. Student conduct management appears to have been relatively stable for Cohort 3 educators over the period of this analysis. Given the sharp increase for Cohort 4 from 2015 to 2017 coinciding with the additional funding, it will be interesting to see if the gains regress like Cohort 1 or maintain as the schools in Cohort 2 did.

Teacher Leadership

Results from the 2015 TELL Kentucky analysis suggest that teaching conditions related to teacher leadership are positively associated with teacher retention (Kline, 2016). The trend identified in other constructs - that positive gains coincide with additional funding and support - applies to the Teacher Leadership construct as well. Cohorts 1, 2, and 4 had large gains in teacher leadership in their first year of funding—+21%, +11%, and +19%, respectively (Figure 6). Cohort 3 averages exceeded those of non-D180 schools in 2011 and 2015. Cohort 1 dropped off significantly from the initial gain in 2013, however, the 64% in 2017 was still above the 2011 baseline average.

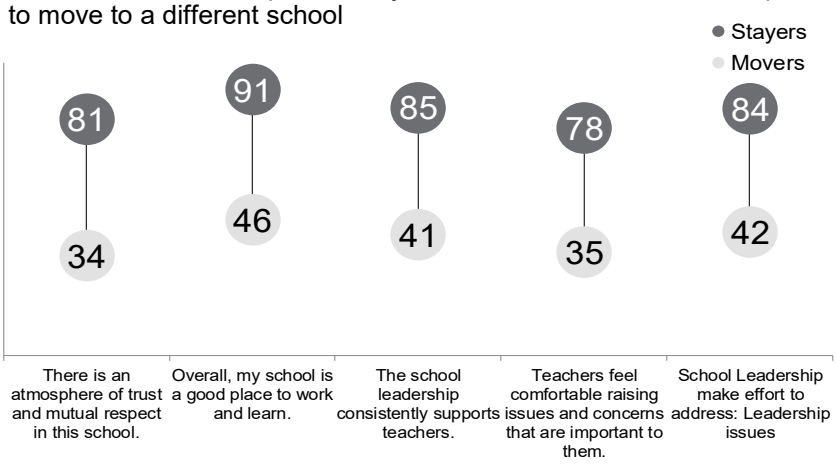
Figure 6.
TELL Kentucky: Teacher Leadership



School Leadership

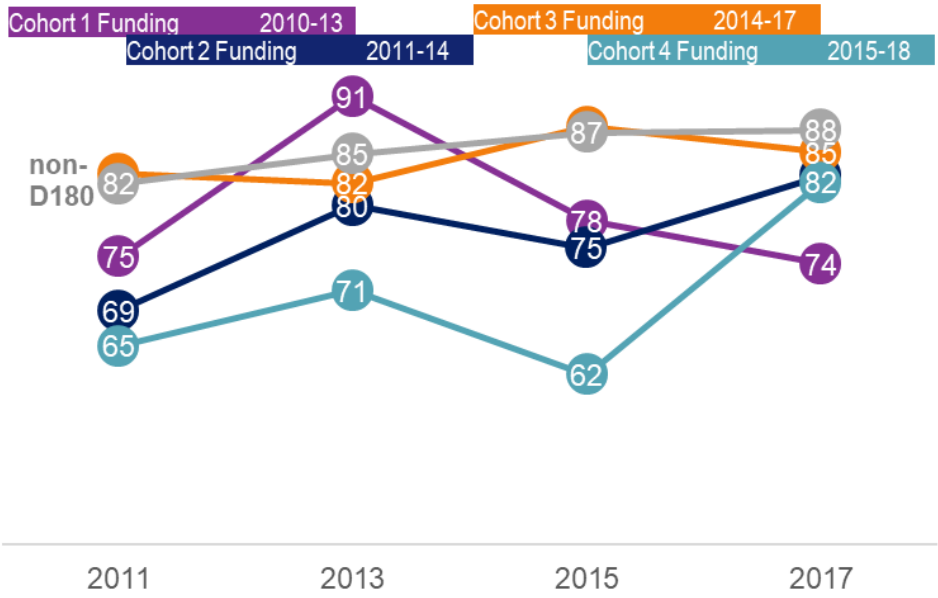
School Leadership has consistently been rated as the most important aspect of teaching conditions affecting educators' willingness to continue teaching in their current school. Additionally, items from the School Leadership construct represent the largest gap between educators who plan to continue teaching at their school ("Stayers") and those who plan to move to a different school or district ("Movers") (Figure 7).

Figure 7.
TELL Kentucky 2017: Survey items with the greatest disparity between educators who plan to stay at their school and those who plan to move to a different school



Similar trends as were found in other constructs were again found across the cohorts in the School Leadership construct results (Figure 8). Cohort 3 had the smallest amount of variation over time and tracked closely with results from non-D180 schools. Cohorts 1, 2, and 4 all made significant gains on the School Leadership construct average during their funding period. Similar to the teacher leadership construct findings, results for Cohorts 2, 3, and 4 exceeded Cohort 1.

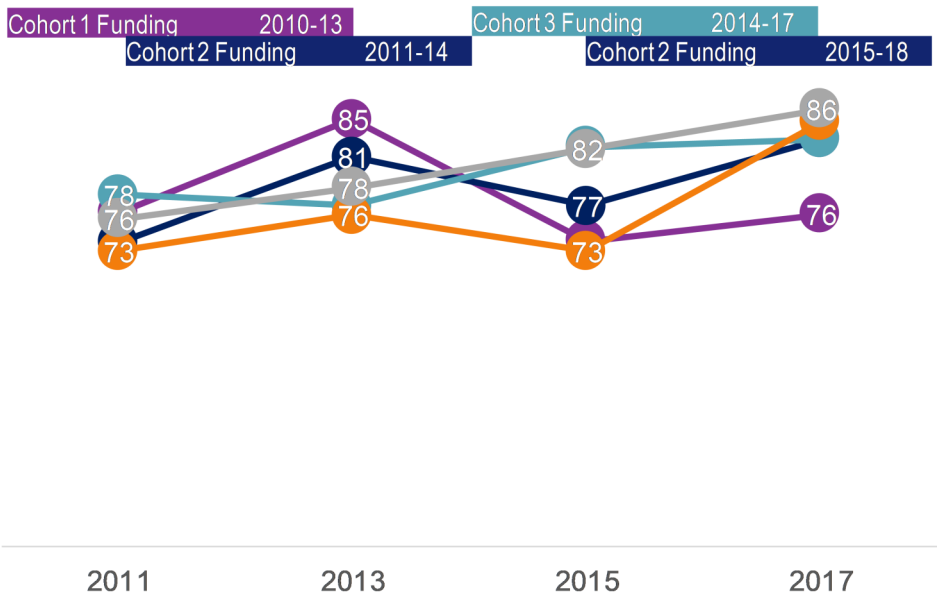
Figure 8.
TELL Kentucky: School Leadership



Professional Learning

A spike in positive perceptions of professional learning occurred in D180 cohorts during their corresponding funding and support timeframe. Some SIG funds likely were used to bolster professional learning programs, which would explain this improvement. Although, the professional learning construct average for Cohorts 1 and 2 dropped off following the end of the funding period (2015), both cohorts rebounded in 2017 on this measure.

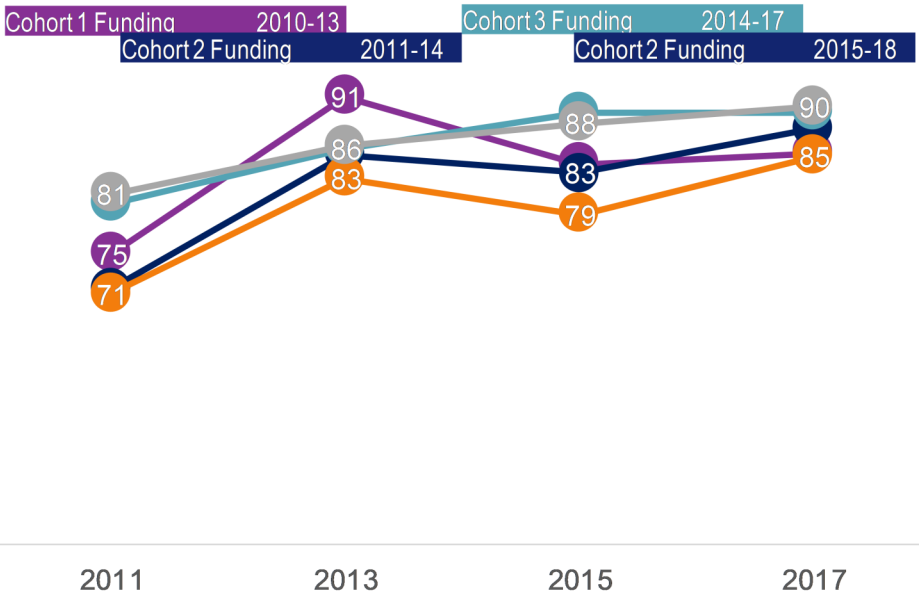
Figure 9.
TELL Kentucky: Professional Learning



Instructional Practices & Support

Educator perceptions of their teaching conditions related to instructional practice and support have become more positive overall since 2011. Perceptions from both D180 and non-D180 schools were relatively positive throughout, and Cohorts 1 and 2 appear to have gotten a significant boost in this area from their additional SIG funding. Although, the gains these cohorts made over this time period (from 2011-2013) dipped when funding stopped, the regression was mild and these conditions appear to have remained relatively stable or even slightly improved from 2015 to 2017.

Figure 10.
TELL Kentucky: Instructional Practices & Support



Survey Item-Level Trends

Item-level changes also were examined for the four D180 cohorts. The figures that follow display averages for the survey items that changed the most between baseline and the start of D180 funding. For Cohorts 1 and 2, results from the 2011 and 2013 TELL Kentucky administrations were examined. Results from 2013 and 2015 were used for Cohort 3. The item analysis for Cohort 4 utilized results from 2015 and 2017.

COHORT 1

Across the TELL Kentucky survey, D180 schools in Cohort 1 improved on all but two items between 2011 and 2013. Figure 11 shows the five items with the greatest improvement between 2011 and 2013. Multiple school leadership items related to the school council and community support items were among the most improved.

Figure 11.
TELL Kentucky: Five most improved items for Cohort 1

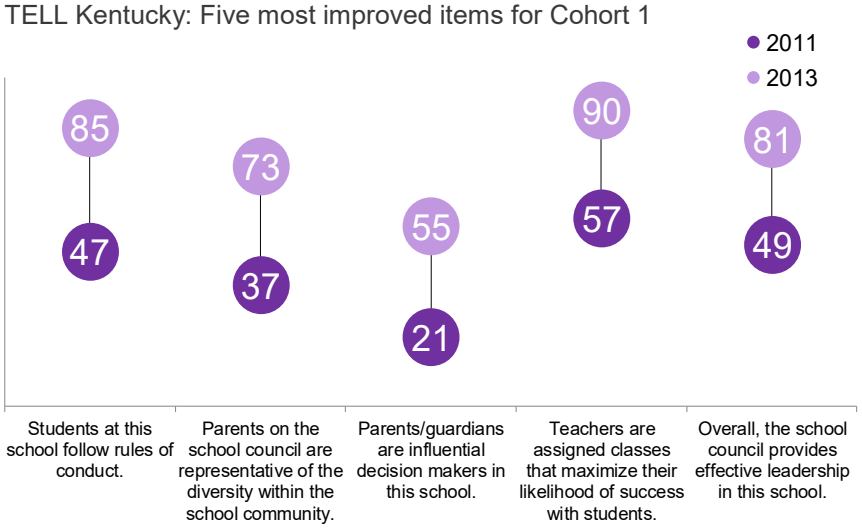
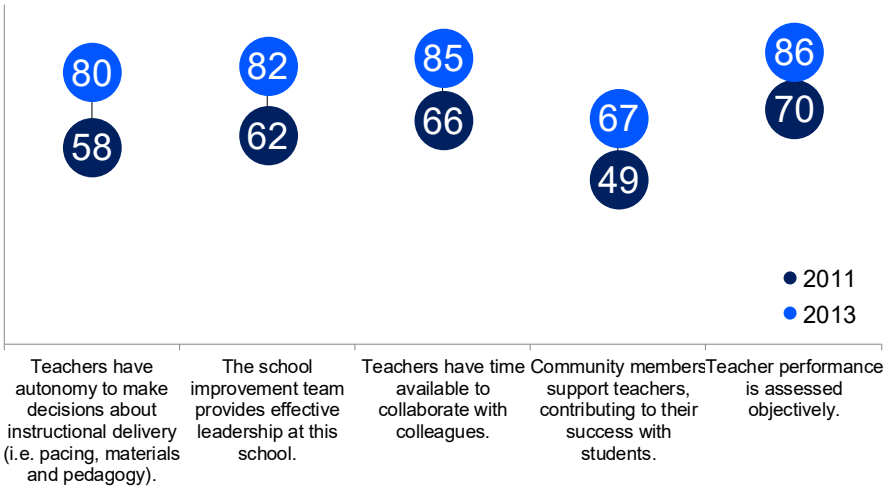


Figure 12.
TELL Kentucky: Five most improved items for Cohort 2



COHORT 2

Similar items to those for Cohort 1 rose to the top for Cohort 2 in terms of change from 2011 to 2013. Items related to instructional practices and support, community support and involvement, and school leadership topped the list (Figure 12).

COHORT 3

In Cohort 3, the items which improved the most were related to important issues such as trust and respect in the school (Figure 13). As discussed earlier, positive teaching conditions related to school leadership and particularly trust and respect is associated with teachers' plans to continue teaching at their current school (see Figure 7). These are areas that can be tricky to address, which makes this finding particularly important.

Figure 13.
TELL Kentucky: Five most improved items for Cohort 3

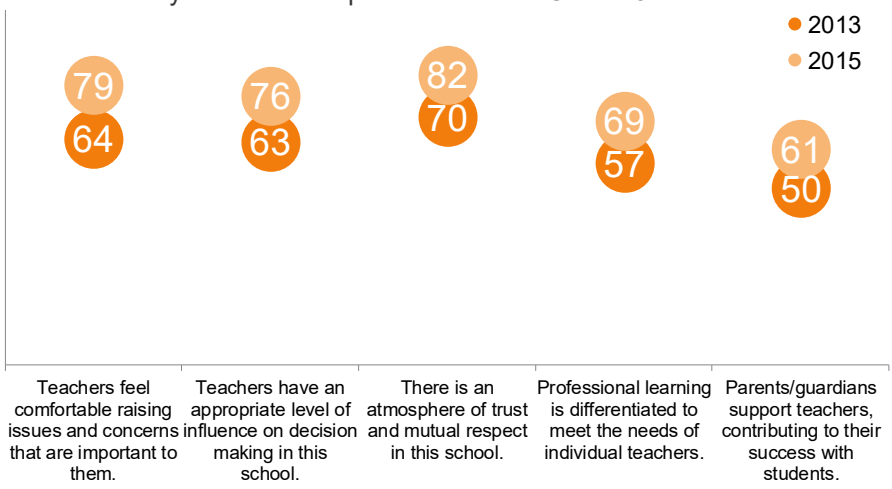
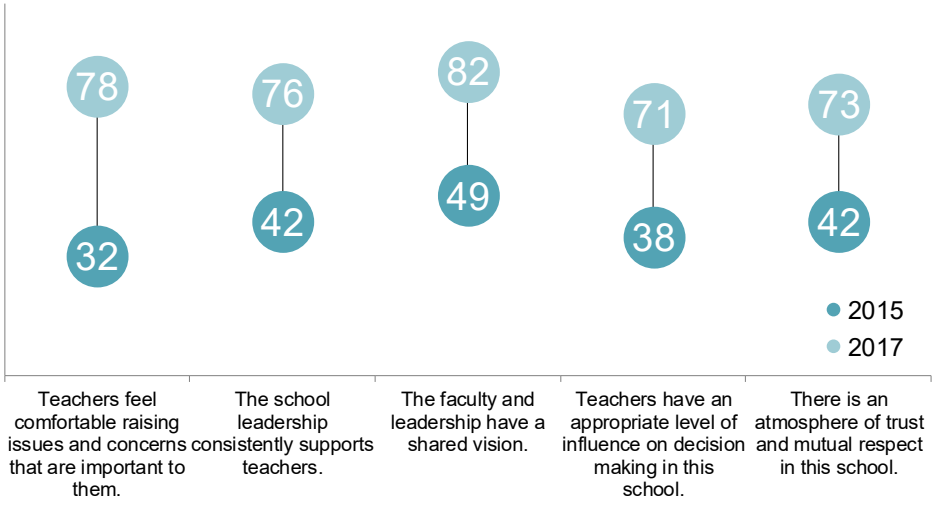


Figure 14.
TELL Kentucky: Five most improved items for Cohort 4



COHORT 4

The most improved items from 2015 to 2017 for Cohort 4 were also largely related to school and teacher leadership. As shown in Figure 14, the five items showing the greatest gains are related to trust, respect, and shared vision and decision making. Three of these top five items also appear in Figure 7—the items with the greatest disparity between teachers indicating they plan to stay at their school versus those who plan to leave.

SUMMARY

Use of time appears to be a struggle for all educators, but particularly so for teachers in D180 schools. However, the additional funding and support provided through the D180 program appears to have lessened the gap between D180 and non-D180 schools. Schools in Cohort 2 appear to have had particular success carving out time for their teachers to collaborate. Since this analysis utilizes perception data the particular types of supports or policy changes that may have resulted in these gains are unknown. It would be useful to conduct a deeper analysis of the D180 cohorts to better understand what may have precipitated these improvements.

The additional SIG funding and support seemed to give D180 schools a boost in **community support and involvement** . However, the gains still fell short of closing the gap with non-D180 schools. Given that Cohorts 1 and 4 seemed to benefit most from the D180 support, it would likely be useful to examine what type of initiatives were implemented in those cohorts, specifically. In addition, since the initial gains Cohort 1 made fell after the additional funding and support ceased, it would be beneficial to learn what caused traction in

Cohort 1 to slip and then apply those learnings to Cohort 4 before their funding ends.

Cohort 1 saw gains in **Managing student conduct** from 2011 to 2013 but fell off in the following years. Cohort 4 saw an improvement on this condition from 2015 to 2017 with the increased funding and support beginning in 2015. However, any policies or supports put in place during the D180 funding period did not appear to have an affect on perceptions of student conduct management for Cohorts 2 and 3. Cohort 3 showed improvement from 2015 to 2017, however. It may be useful to compare and contrast what interventions or policy changes Cohorts 1 and 4 implemented with their additional funding against what Cohort 2 was able to do from 2015 to 2016 without the additional support.

Cohort 2 had the greatest success improving teaching conditions related to perceptions of **teacher leadership**. Furthermore, the schools in Cohort 2 were able to maintain and build on the initial gains after the funding period ended. Cohort 1 schools also saw a dramatic increase (+21%) from 2011 to 2013 on teacher leadership. However, those gains were cut in half in 2013 (-10%) and dropped an additional five percentage points in 2017 almost entirely erasing the initial improvement in teacher leadership conditions. It would be beneficial to examine additional context of each of these situations would help to better understand why Cohort 2 was able to maintain the initial improvements and why Cohort 1 was not.

Cohorts 1 and 2 saw significant improvement in **school leadership** conditions initially with Cohort 1 then falling off, while Cohort 2 maintained the gains over the next few survey administrations. Knowing if the large gains in school leadership are related to new administration, new policies, or other factors would help to better explain the relationship between the D180 support and funding and improved perceptions of school leadership.

A greater percentage of D180 educators reported favorable conditions related to **professional learning** after receiving additional funding and support. These gains remained largely stable suggesting that perhaps a long -term, sustainable solution may have been implemented in order to ensure that educators are getting the professional learning support they need.

CONCLUSION

This analysis of the D180 priority schools serves as a testament to the success of the program. It appears that providing additional, targeted funding and support can result in improved teaching conditions for educators and students. There is a great deal of nuance, however, and further investigation is necessary. In particular, information regarding the specific interventions and policy changes that were implemented in the D180 Priority schools would help shine a light on what specific levers are likely to cause positive change. In addition, the general trend toward some regression after funding ends suggests that exited schools could use some additional support during the transition.

REFERENCES AND ADDITIONAL RESOURCES

Borman, G., & Dowling, N. (2008). Teacher attrition and retention: A meta-analytic and narrative review of the research. Review of Educational Research, 78(3), 367–409.

Boyd, D., Grossman, P., Ing, M., Lankford, H., Loeb, S., & Wyckoff, J. (2011). The influence of school administrators on teacher retention decisions. American Educational Research Journal, 48(2), 303–333.

Buckley, J., Schneider, M., & Shang, Y. (2004). The effects of school facility quality on teacher retention in urban school districts. Chestnut Hill, MA: National Clearinghouse for Educational Facilities.

Bryk, A. S., & Schneider, B. (2002). Trust in schools: A core resource for improvement. New York: Russell Safe Foundation.

Cortina, J. (2002). Big things have small beginnings: An assortment of "minor" methodological misunderstandings. Journal of Management, 28(3), 339–362.

Ferguson, R., (with Hirsch, E.) (2014). How working conditions predict teaching quality and student outcomes. In T. J. Kane, K. A. Kerr, and R. C. Pianta (Eds.), Designing teacher evaluation systems: New guidance from the Measures of Effective Teaching project (pp. 332–381). San Francisco: Jossey-Bass.

Foster, K. (2017, August 28). Priority Schools/Educational Recovery. Retrieved September 08, 2017, from https://education.ky.gov/school/prischedrecov/Pages/PS-ERSup.aspx

IDRA Research Technology Group. (n.d.) Annotated SPSS output factor analysis. Retrieved from http://www.ats.ucla.edu/stat/spss/output/factor1.htm

Johnson, S., Kraft, M., & Papay, J. (2011). How context matters in high-need schools: The effects of teachers' working conditions on their professional satisfaction and their students' achievement. Teachers College Record, 114(10), 1–39.

Johnson, S. M. (2006, July). The workplace matters: Teacher quality, retention, and effectiveness. NEA Working Paper. Washington, DC: National Education Association.

Johnson, S. M., & the Project on the Next Generation of Teachers. (2004). Finders and keepers: Helping new teachers survive and thrive in our schools. San Francisco: Jossey-Bass.

Kline, A. (2016, March). 2015 TELL Kentucky: Student Achievement and Teacher Retention Analyses. Retrieved September 13, 2017, from https://tellkentucky.org/uploads/File/KY15_brief_outcomes.pdf

Kraft, M. A., & Papay, J. P. (2014, Jan. 30). Can professional environments in schools promote teacher development? Explaining heterogeneity in returns to teaching experience. Educational Evaluation and Policy Analysis, 36(4), 476–500.

Ladd, H. (2009). Teachers' perceptions of their working conditions: How predictive of policy relevant outcomes? CALDER Working Paper 33. Washington, DC: National Center for Analysis of Longitudinal Data in Education.

Leana, C. R., & Pil, F. K. (2006). Social capital and organizational performance: Evidence from urban public schools. Organization Science, 17(3), 353–366.

Loeb, S., Darling-Hammond, L., & Luczak, J. (2005). How teaching conditions predict teacher turnover in California schools. Peabody Journal of Education, 80(3), 44–70.

McLaughlin, M. W., & Talbert, J. E. (2001). Professional communities and the work of high school teaching. Chicago: University of Chicago Press.

New Teacher Center. (2013). The Impact of Teaching and Learning Conditions on Student Performance and Future Employment Plans. Santa Cruz, CA: New Teacher Center.

Pogodzinski, B., Youngs, P., Frank, K., & Belman, D. (2012). Administrative climate and novice teachers' intent to remain teaching. The Elementary School Journal, 113(2), 252–275.

Steele, J., Hamilton, L., & Stecher, B. (2010). Incorporating student performance measures into teacher evaluation sys-

tems. Santa Monica, CA: RAND Corporation.

Swanlund, A. (2011). Identifying working conditions that enhance teacher effectiveness: The psychometric evaluation of the Teacher Working Conditions Survey. Chicago. IL: American Institutes for Research.

United States Department of Education. (2016, December 29). School Improvement Grants. Retrieved September 08, 2017, from https://www2.ed.gov/programs/sif/index.html

APPENDIX A

Kentucky D180 Priority School Response Rates

Table A1.
TELL Kentucky Survey D180 Priority School Response Rates by Cohort

Priority Schools by Cohort		2017		2015		2013		2011	
District Name	**School Name**	**N**	**RR**	**N**	**RR**	**N**	**RR**	**N**	**RR**
Cohort 1									
Jefferson County	Academy @ Shawnee HS	33	59%	38	69%	43	86%	33	59%
Metcalfe County	Metcalfe County HS	29	97%	26	68%	39	98%	35	69%
Jefferson County	Western High School	26	52%	36	56%	40	65%	44	100%
Jefferson County	Western Middle School	29	73%	38	86%	29	81%	42	98%
Cohort 2									
Christian County	Christian County High School	67	100%	79	95%	83	95%	34	32%
Jefferson County	Doss High School	57	70%	57	69%	59	81%	50	68%
Jefferson County	Fairdale High School	44	61%	50	60%	60	80%	48	62%
Jefferson County	Iroquois High School	93	100%	66	69%	103	100%	98	100%
Jefferson County	Knight Middle School	31	100%	30	77%	36	100%	28	70%
Jefferson County	Seneca High School	82	88%	85	77%	96	100%	68	69%
Jefferson County	Southern High School	47	54%	63	66%	78	90%	38	43%
Cohort 3									
Dayton Independent	Dayton High School	32	100%	29	91%	34	100%	33	87%
Dayton Independent	Dayton Middle School	32	100%	29	91%	34	100%	33	87%
Fleming County	Fleming County High School	46	100%	38	81%	64	100%	46	73%
Simpson County	Franklin-Simpson High School	43	77%	67	100%	64	100%	50	75%
Hopkins County	Hopkins County Central HS	32	100%	72	100%	74	100%	40	100%
Livingston County	Livingston Central HS	24	100%	33	100%	31	100%	21	60%
Jefferson County	Olmsted North MS	39	80%	52	74%	56	90%	75	100%
Pulaski County	Pulaski County HS	58	91%	68	100%	67	100%	69	81%
Jefferson County	Stuart Middle School	36	84%	60	94%	67	100%	75	100%
Jefferson County	Thomas Jefferson MS	55	100%	66	96%	61	88%	54	79%
Jefferson County	Westport Middle School	69	90%	61	72%	65	87%	60	94%
Cohort 4									
Jefferson County	Byck Elementary School	28	74%	29	60%	26	62%	46	100%
Jefferson County	Moore Traditional MS	125	100%	82	60%	79	66%	106	87%
Jefferson County	Roosevelt-Perry Elementary	33	100%	32	80%	30	100%	33	97%

APPENDIX B

TELL Items, Constructs, and Composite Calculations

Table B1.
TELL Constructs and Associated Items

Construct	Survey Items
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	Class sizes are reasonable such that teachers have the time available to meet the needs of all students.
	Teachers have time available to collaborate with colleagues.
	Teachers are allowed to focus on educating students with minimal interruptions
	The non-instructional time provided for teachers in my school is sufficient.
	Efforts are made to minimize the amount of routine paperwork teachers are required to do.
	Teachers have sufficient instructional time to meet the needs of all students.
	Teachers are protected from duties that interfere with their essential role of educating students.
Facilities and Resources—Availability of instructional, technology, office, communication, and school resources to teachers	Teachers have sufficient access to appropriate instructional materials.
	Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.
	Teachers have sufficient support to use effectively the state-approved electronic platform (i.e., CIITS, EDS).
	Teachers have access to reliable communication technology, including phones, faxes and email.
	Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.
	Teachers have sufficient access to a broad range of professional support personnel.
	The school environment is clean and well maintained.
	Teachers have adequate space to work productively.
	The physical environment of classrooms in this school supports teaching and learning.
	The reliability and speed of Internet connections in this school are sufficient to support instructional practices.
	Teachers have sufficient access to the library and media facilities.

APPENDIX B

Community Support & Involvement—Community and parent/guardian communication and influence in the school	Parents/guardians are influential decision makers in this school.
	This school maintains clear, two-way communication with the community.
	This school does a good job of encouraging parent/guardian involvement.
	Teachers provide parents/guardians with useful information about student learning.
	Parents/guardians know what is going on in this school.
	Parents/guardians support teachers, contributing to their success with students.
	Community members support teachers, contributing to their success with students.
	The community we serve is supportive of this school.
Managing Student Conduct—Policies and practices to address student conduct issues and ensure a safe school environment	Students at this school understand expectations for their conduct.
	Students at this school follow rules of conduct.
	Policies and procedures about student conduct are clearly understood by the faculty.
	School administrators consistently enforce rules for student conduct.
	School administrators support teachers' efforts to maintain discipline in the classroom.
	Teachers consistently enforce rules for student conduct.
	The faculty work in a school environment that is safe.
Teacher Leadership—Teacher involvement in decisions that impact classroom and school practices	Teachers are recognized as educational experts.
	Teachers are trusted to make sound professional decisions about instruction.
	Teachers are relied upon to make decisions about educational issues.
	Teachers are encouraged to participate in school leadership roles.
	The faculty has an effective process for making group decisions to solve problems.
	In this school we take steps to solve problems.
	Teachers are effective leaders in this school.

APPENDIX B

School Leadership—The ability of school leadership to create trusting, supportive environments and address teacher concerns	The faculty and leadership have a shared vision.
	There is an atmosphere of trust and mutual respect in this school.
	Teachers feel comfortable raising issues and concerns that are important to them.
	The school leadership consistently supports teachers.
	Teachers are held to high professional standards for delivering instruction.
	The school leadership facilitates using data to improve student learning.
	Teacher performance is assessed objectively.
	Teachers receive feedback that can help them improve teaching.
	The procedures for teacher evaluation are consistent.
	The school improvement team provides effective leadership at this school.
	The faculty are recognized for accomplishments.
	Teachers on the school council are representative of the faculty (i.e. experience, subject/grade, etc.)
	Parents on the school council are representative of the diversity within the school community.
	The school council makes decisions that positively impact instruction (i.e. curriculum, instructional practices, etc.).
	The school council makes decisions that positively impact school staffing and schedules.
	Overall, the school council provides effective leadership in this school.

APPENDIX B

Professional Learning—Availability and quality of learning opportunities for educators to enhance their teaching	Sufficient resources are available for professional learning in my school.
	An appropriate amount of time is provided for professional learning.
	Professional learning offerings are data driven.
	Professional learning opportunities are aligned with the school's improvement plan.
	Professional learning is differentiated to meet the needs of individual teachers.
	Decision making about professional learning is guided by evidence from the growth and effectiveness system.
	Professional learning deepens teachers' content knowledge.
	Teachers have sufficient training to fully utilize instructional technology.
	Teachers are encouraged to reflect on their own practice.
	In this school, follow up is provided from professional learning.
	Professional learning provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.
	Professional learning is evaluated and results are communicated to teachers.
	Professional learning enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.
	Professional learning enhances teachers' abilities to improve student learning.
	Teachers contribute to the planning, selection, and/or design of professional learning.
Instructional Practices & Support—Data and support available to teachers to improve instruction and student learning	State assessment data are available in time to impact instructional practices.
	Local assessment data are available in time to impact instructional practices.
	Teachers use assessment data to inform their instruction.
	Teachers work in professional learning communities to develop and align instructional practices.
	Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.
	Teachers are encouraged to try new things to improve instruction.
	Teachers are assigned classes that maximize their likelihood of success with students.
	Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).
	The curriculum taught in this school is aligned with Kentucky Core Academic Standards.
	An appropriate amount of instructional time is spent on required local assessments in this school.

APPENDIX B

Composite and Construct Average Calculations

The construct averages and overall composite average are calculated at the respondent level and then aggregated to the school level for these analyses. All of the items included are on the same Likert agreement scale where 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree, and 5 = Don't Know. For these calculations, responses of "Strongly Disagree" and "Disagree" were coded as 0, responses of "Agree" and "Strongly Agree" were coded as 1, and responses of "Don't Know" were coded as missing.

The construct averages were then calculated by averaging the coded responses for the items associated with each given construct (shown in Table 1A) at the respondent level. The equation (1) for the respondent-level calculation is shown below.

$$(1) \quad \text{Construct Average}_i = \frac{\sum(\textit{Coded Item Responses})}{\#\ \text{Items in Construct}}$$

The Overall Composite Average was calculated by averaging the Construct Averages at the respondent level. The equation (2) for the respondent-level Overall Composite is shown below.

$$(2) \quad \text{Overall Composite Average}_i = \frac{\sum(\textit{Construct Averages})}{\#\ \text{Constructs}}$$

Once calculated at the respondent level, these figures are then averaged across respondents at the school level. The school-level equations are shown below.

$$(3) \quad \text{Construct Average}_j = \frac{\sum(\textit{Construct Average}_{ij})}{\#\ \text{Respondents}_j}$$

$$(4) \quad \text{Construct Average}_i = \frac{\sum(\textit{Overall Composite}_{ij})}{\#\ \text{Respondents}_j}$$

APPENDIX C

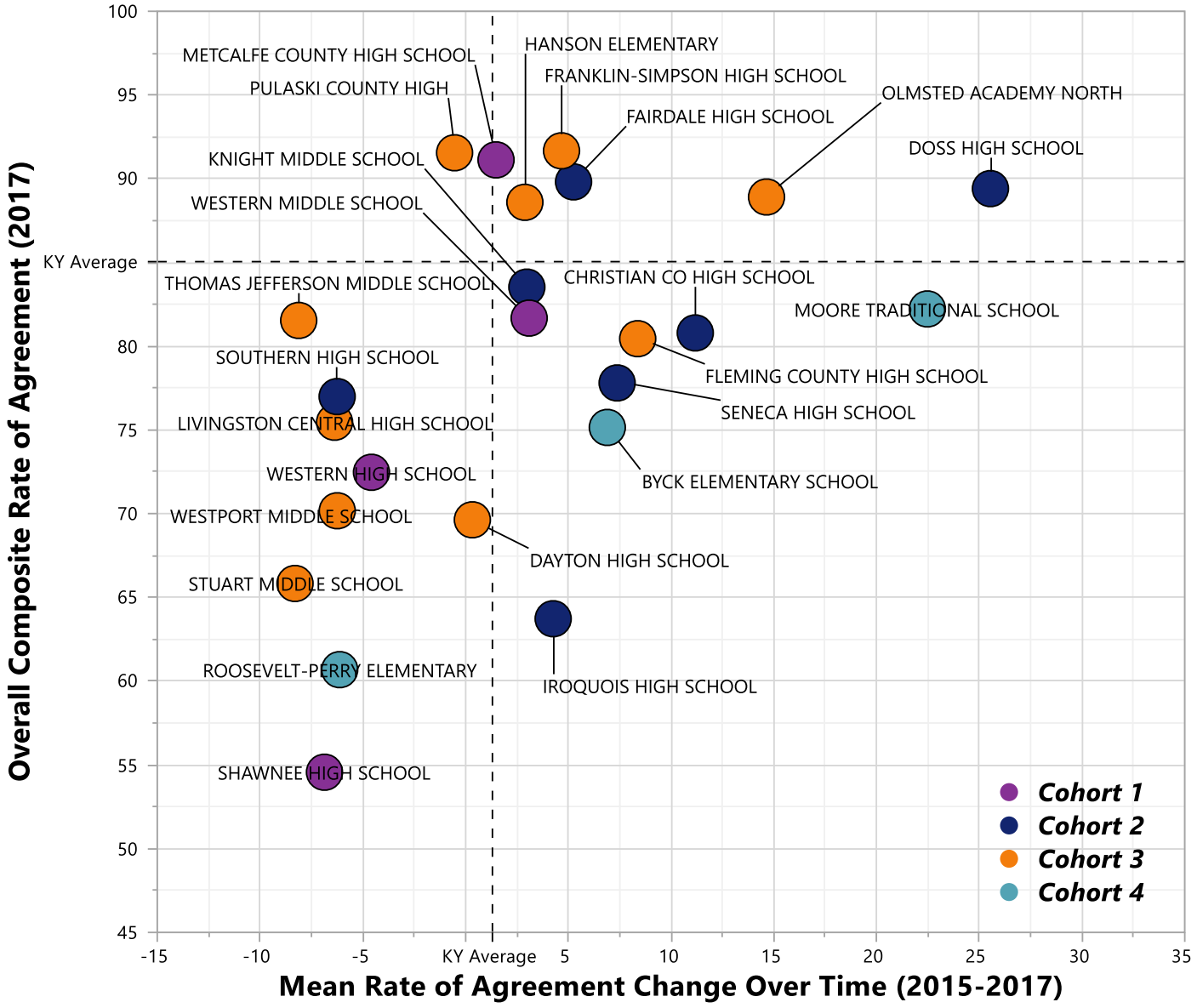
Kentucky D180 Priority School Scatterplots

Figures C1 through C9 indicate where individual schools fall on two dimensions. The vertical placement (Y-axis) indicates the given school's rate of agreement for the 2017 TELL Kentucky administration. The horizontal point (X-axis) indicates change over time (from 2015 to 2017) for each school on the given metric.

There four scenarios that align with the four quadrants of the scatterplots in Figures C1-9.

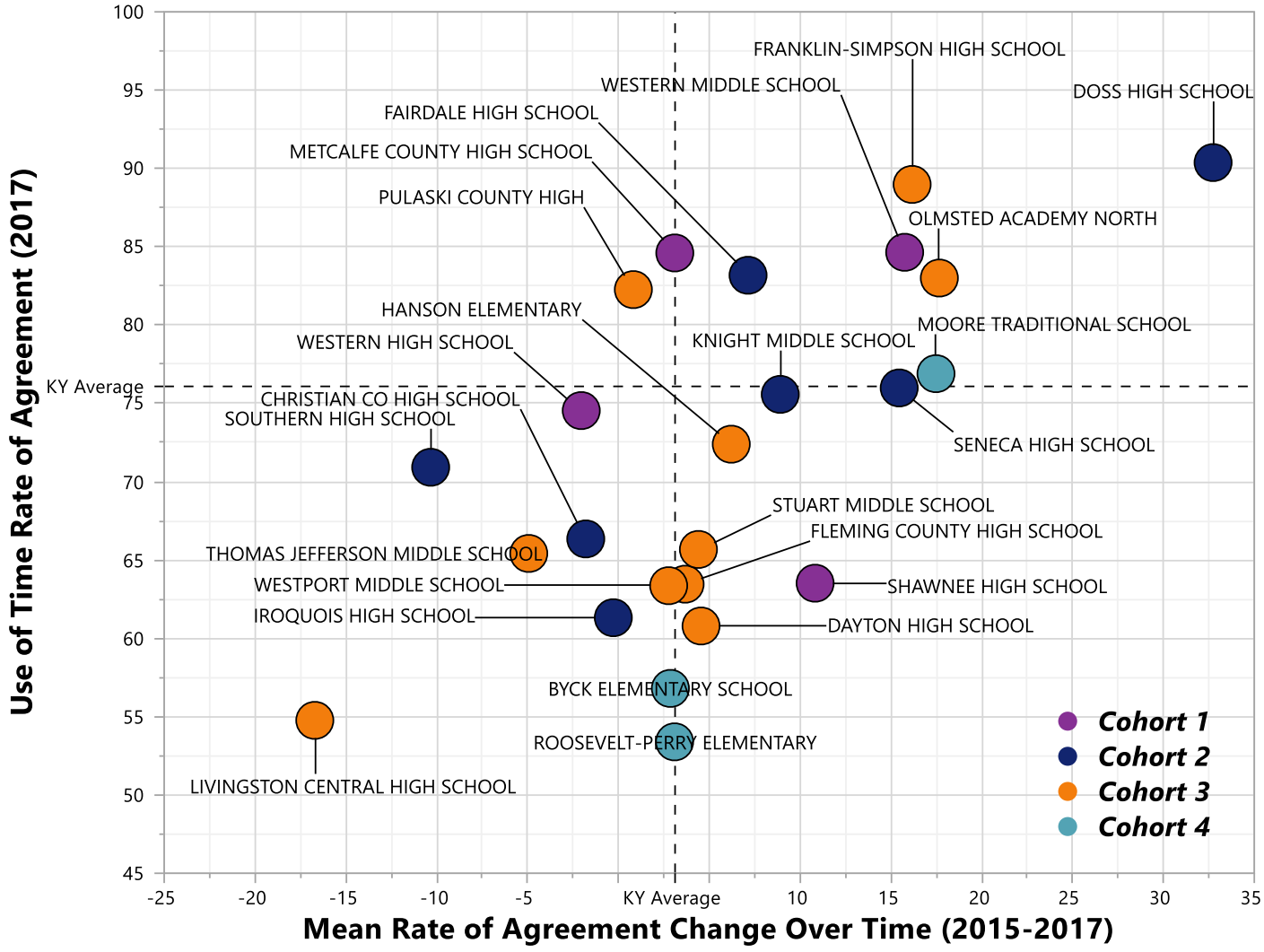
- Upper-right quadrant: schools in this area are above the state average rate of agreement in 2017 for the given metric and have improved since 2015 and exceeded the state average rate of growth
- Lower-right quadrant: schools in this area are below the state average rate of agreement in 2017 for the given metric but have improved since 2015 and exceeded the state average rate of growth
- Upper-left quadrant: schools in this area are above the state average rate of agreement in 2017 for the given metric but have fallen below the state average rate of growth
- Lower-left quadrant: schools in this area are below the state average rate of agreement in 2017 for the given metric and have fallen below the state average rate of growth

Figure C1.
TELL Kentucky: Overall Composite Average Scatterplot



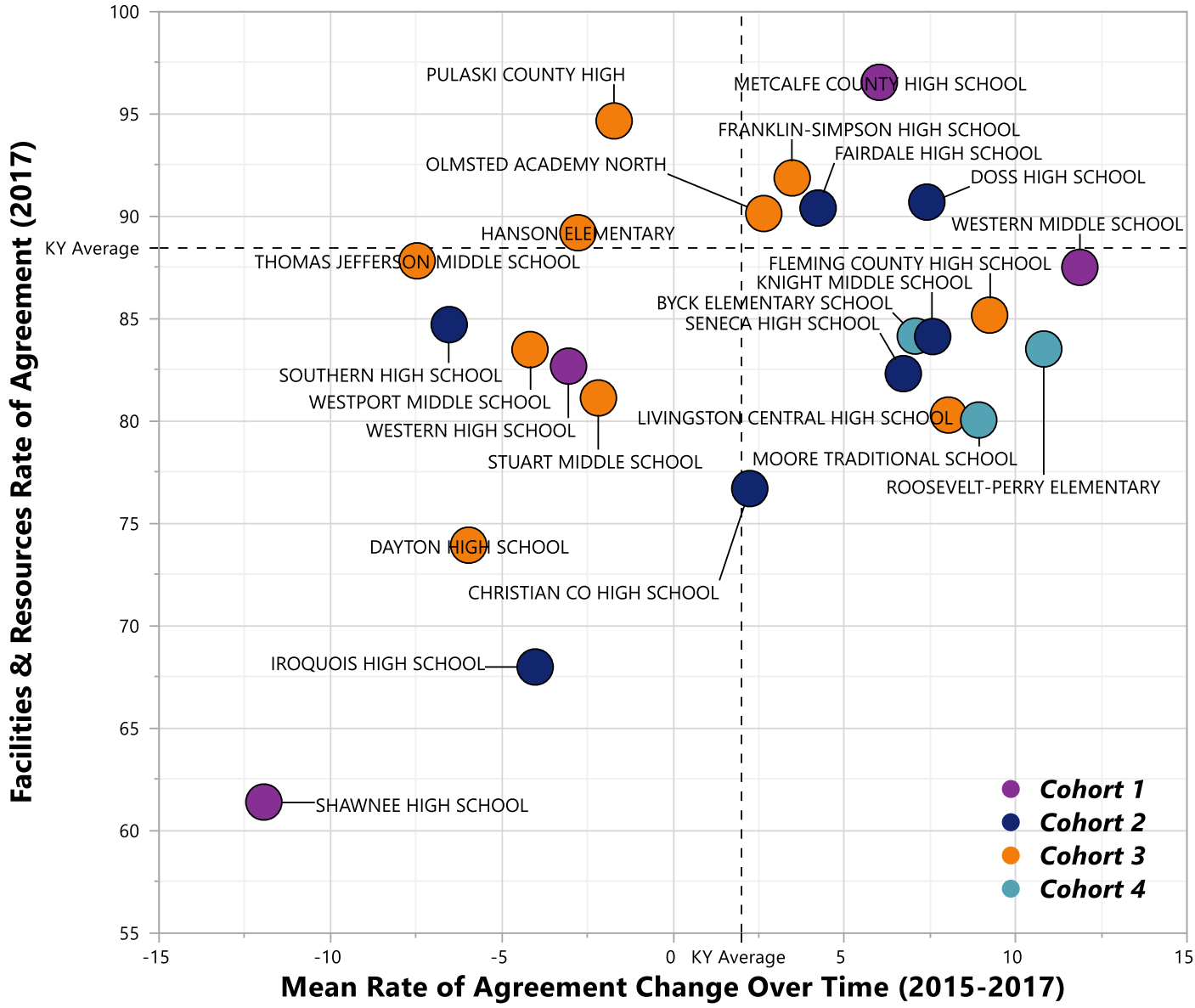
APPENDIX C

Figure C2.
TELL Kentucky: Use of Time Construct Average Scatterplot



APPENDIX C

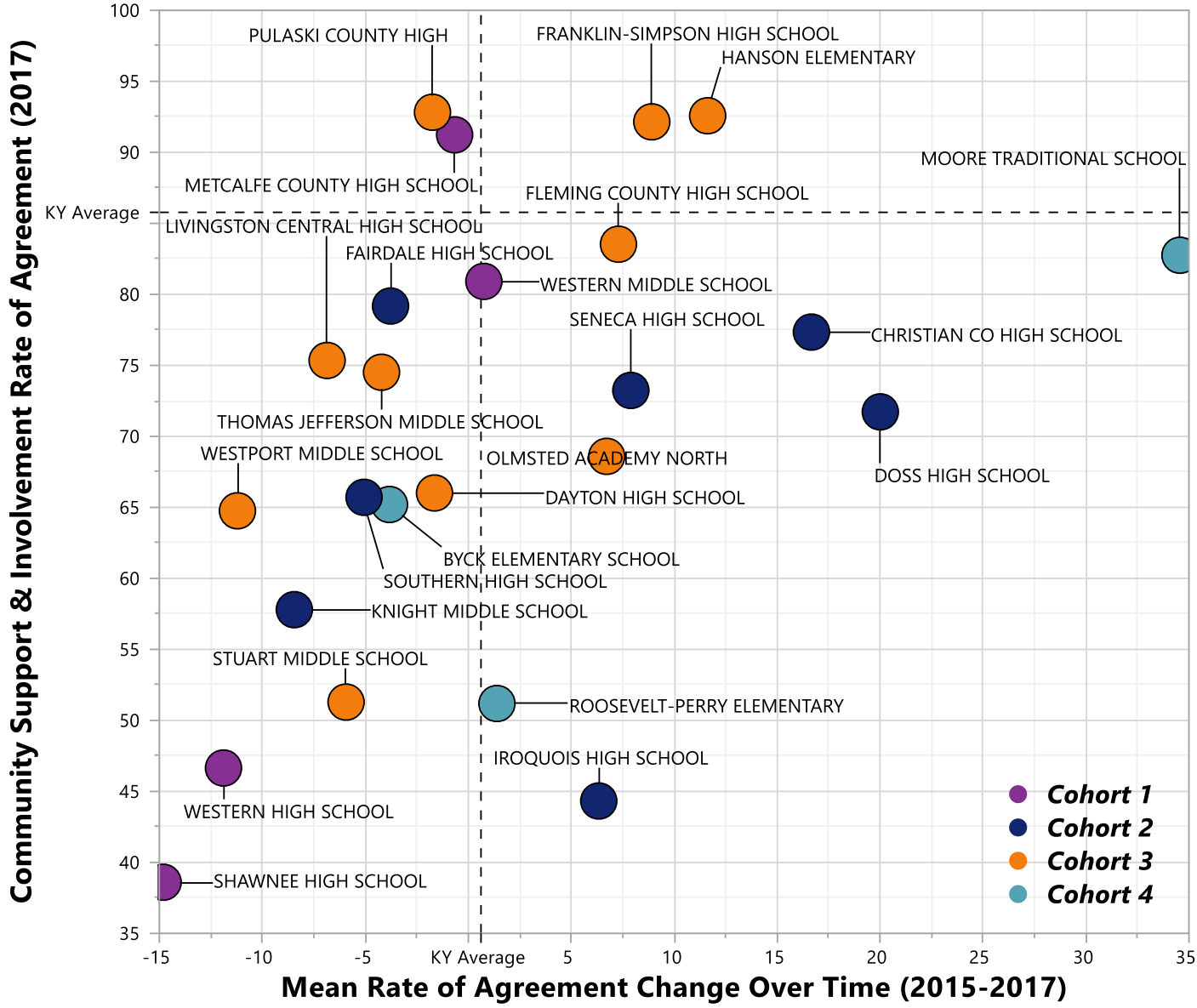
Figure C3.
TELL Kentucky: Facilities & Resources Construct Average Scatterplot



APPENDIX C

Figure C4.

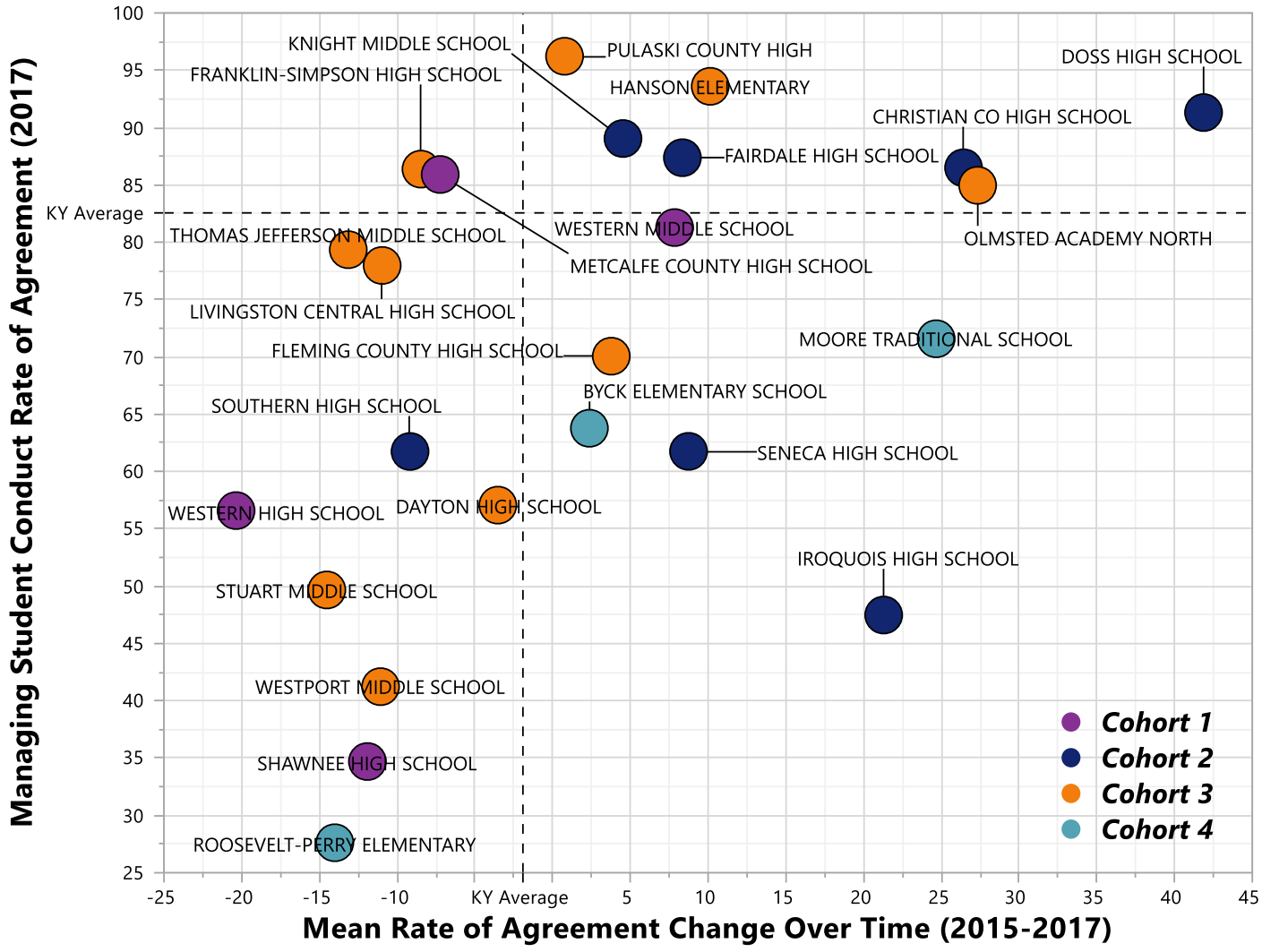
TELL Kentucky: Community Support & Involvement Construct Average Scatterplot



APPENDIX C

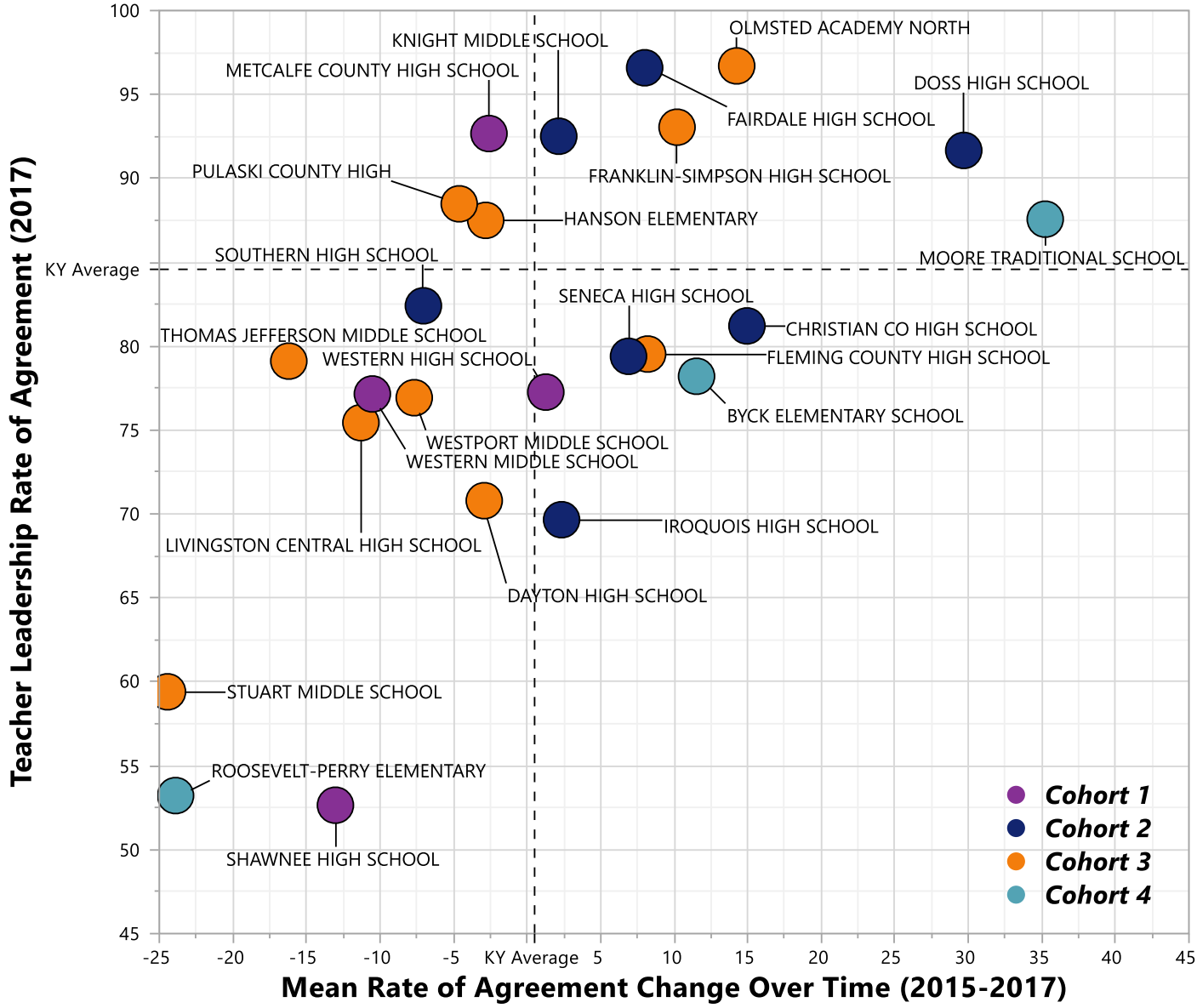
Figure C5.

TELL Kentucky: Managing Student Conduct Construct Average Scatterplot



APPENDIX C

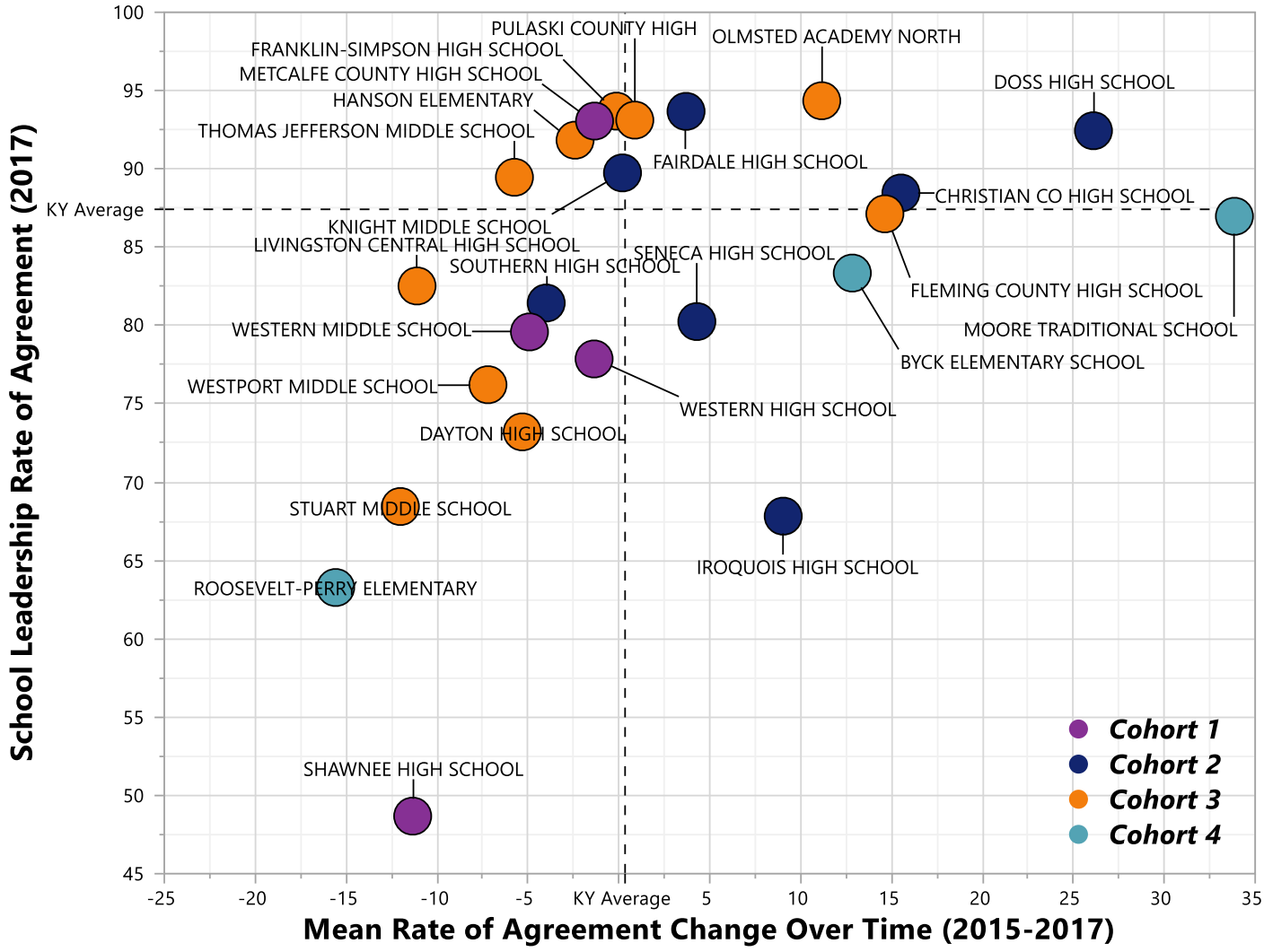
Figure C6.
TELL Kentucky: Teacher Leadership Construct Average Scatterplot



APPENDIX C

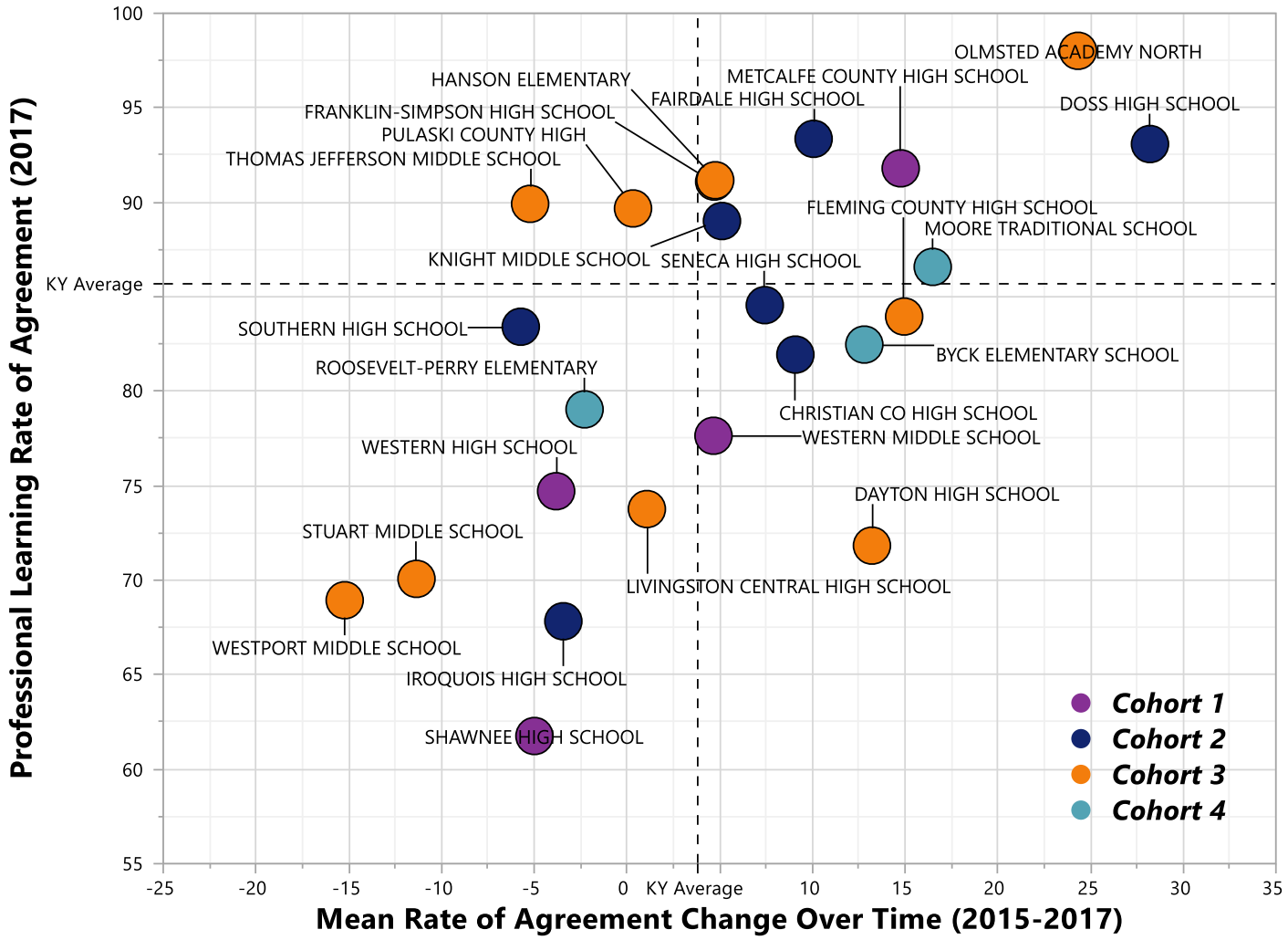
Figure C7.

TELL Kentucky: School Leadership Construct Average Scatterplot



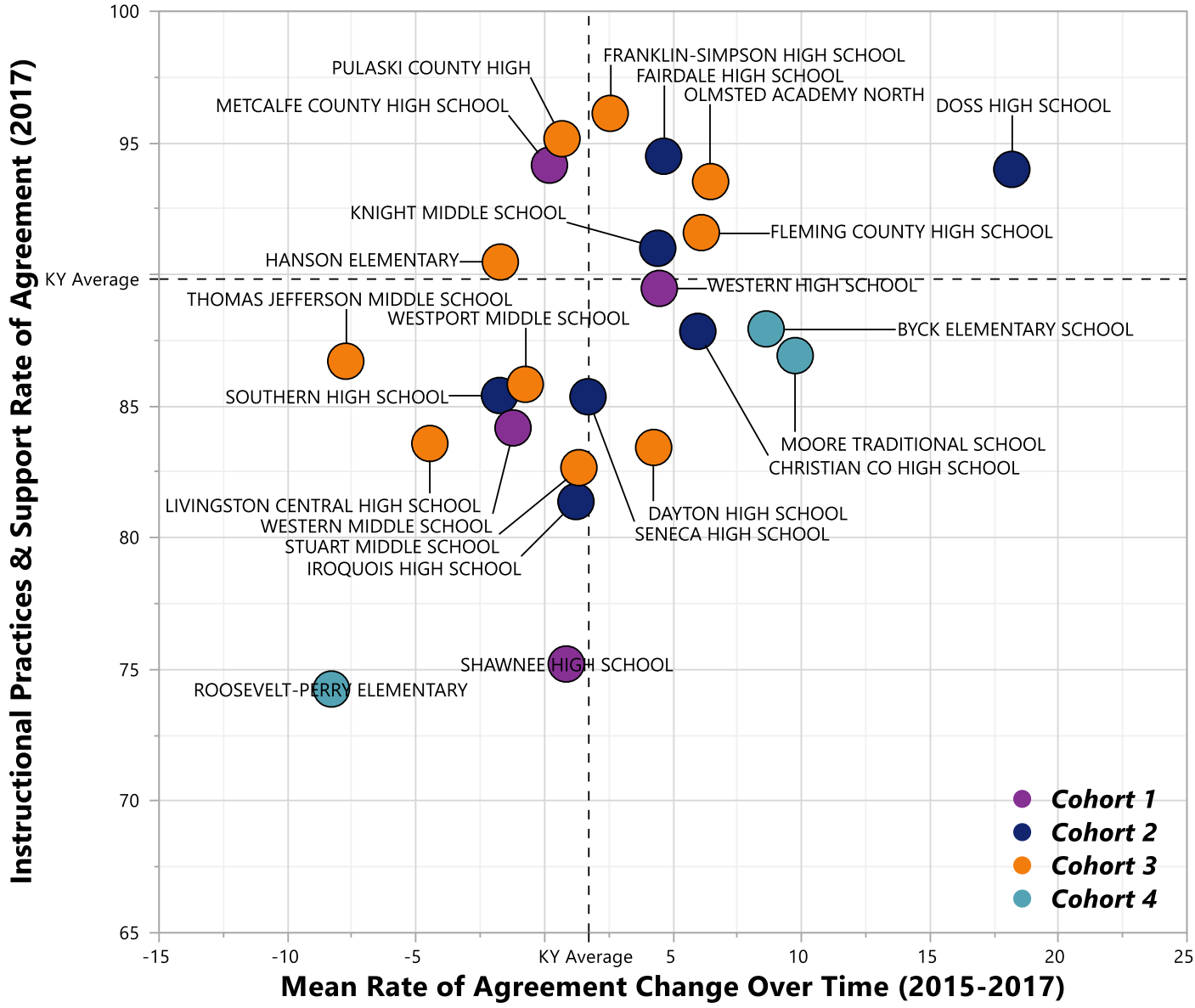
APPENDIX C

Figure C8.
TELL Kentucky: Professional Learning Construct Average Scatterplot



APPENDIX C

Figure C9.
TELL Kentucky: Instructional Practices & Support Construct Average Scatterplot



APPENDIX D

Kentucky D180 Priority Exited Schools Response Rates

Table D1.
TELL Kentucky Survey D180 Priority School Response Rates by Cohort—Exited Schools

Priority Schools by Cohort		2017		2015		2013		2011	
District Name	**School Name**	**N**	**RR**	**N**	**RR**	**N**	**RR**	**N**	**RR**
Cohort 1									
CAVERNA INDEPEND-ENT	CAVERNA HIGH SCHOOL	15	88%	18	95%	23	100%	23	82%
JEFFERSON COUNTY	FERN CREEK HIGH SCHOOL	77	87%	62	67%	77	81%	81	84%
LAWRENCE COUNTY	LAWRENCE COUNTY HIGH SCHOOL	48	98%	49	98%	37	74%	35	100%
LESLIE COUNTY	LESLIE COUNTY HIGH SCHOOL	28	100%	32	100%	34	100%	29	67%
JEFFERSON COUNTY	VALLEY TRADITIONAL HIGH SCHOOL	53	60%	85	75%	31	44%	56	82%
Cohort 2									
CARTER COUNTY	EAST CARTER HIGH SCHOOL	46	100%	58	100%	55	100%	62	100%
GREENUP COUNTY	GREENUP COUNTY HIGH SCHOOL	44	100%	44	100%	38	61%	42	64%
NEWPORT INDEPEND-ENT	NEWPORT HIGH SCHOOL	60	94%	42	100%	36	90%	23	59%
MARTIN COUNTY	SHELDON CLARK HIGH SCHOOL	25	71%	41	100%	48	98%	40	83%
JEFFERSON COUNTY	WAGGENER TRADITIONAL HIGH SCHL	57	100%	61	90%	62	89%	59	82%
Cohort 3									
FAYETTE COUNTY	BRYAN STATION HIGH SCHOOL	78	65%	120	100%	128	92%	90	57%
KNOX COUNTY	KNOX CENTRAL HIGH SCHOOL	57	100%	68	100%	64	100%	58	81%
LEE COUNTY	LEE CO MIDDLE HIGH SCHOOL	39	100%	22	100%	27	100%	24	63%
LINCOLN COUNTY	LINCOLN CO. HIGH SCHOOL	66	100%	62	100%	68	94%	66	75%
PERRY COUNTY	PERRY COUNTY CENTRAL HIGH	57	100%	60	100%	70	100%	54	76%
TRIMBLE COUNTY	TRIMBLE CO. HIGH SCHOOL	20	87%	25	81%	21	68%	28	76%

APPENDIX E

TELL Kentucky longitudinal results by construct and cohort

Figure E1a.

TELL Kentucky: Overall Composite—Cohort 1 Exited Schools

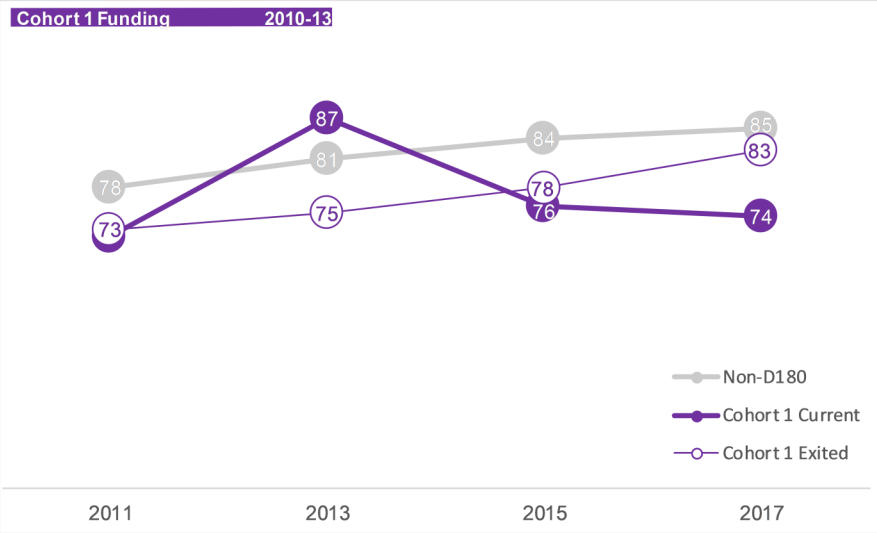


Figure E1b.

TELL Kentucky: Overall Composite—Cohort 2 Exited Schools

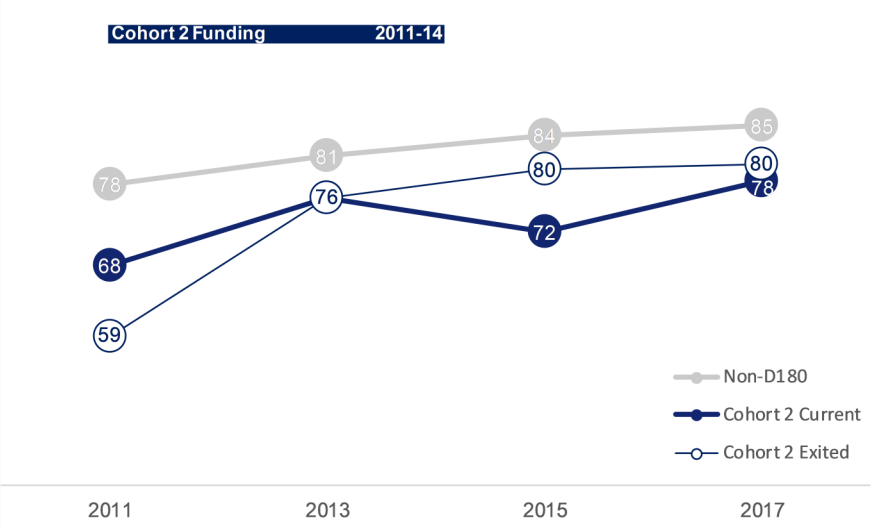
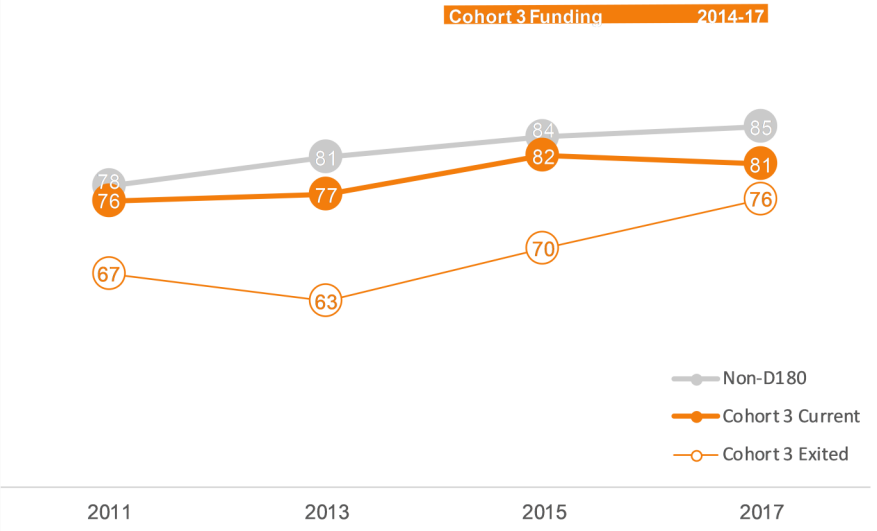


Figure E1c.

TELL Kentucky: Overall Composite—Cohort 3 Exited Schools



APPENDIX E

Figure E2a.

TELL Kentucky: Community Support & Involvement—Cohort 1 Exited Schools

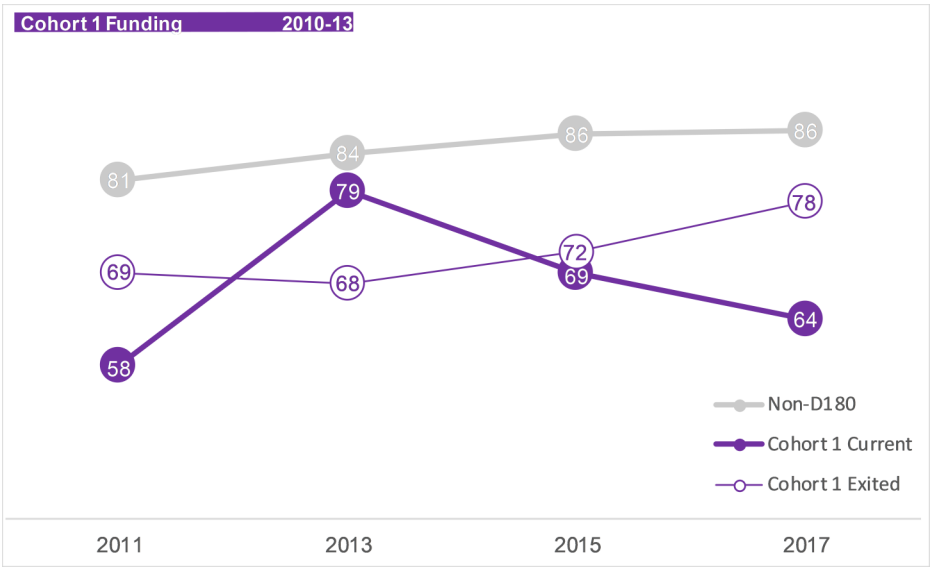


Figure E2b.

TELL Kentucky: Community Support & Involvement—Cohort 2 Exited Schools

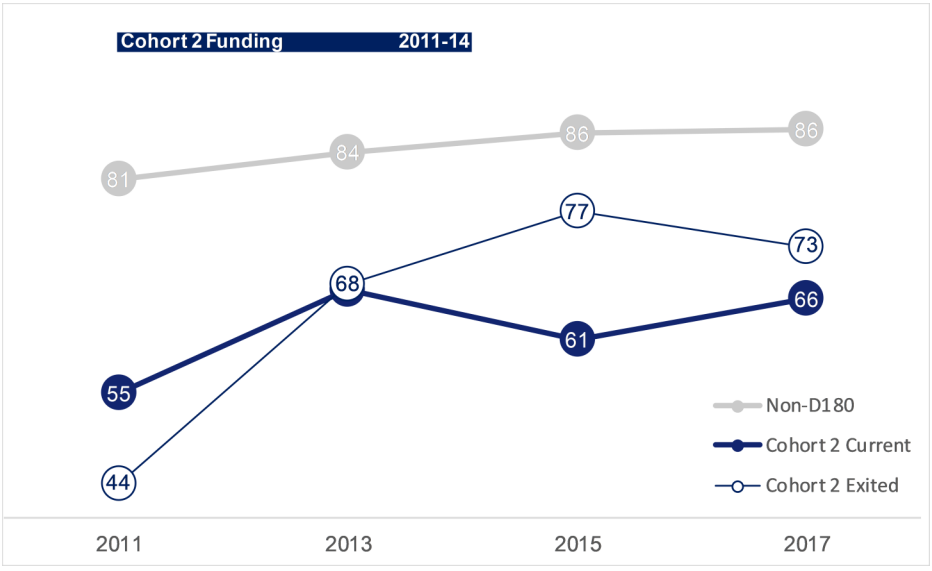
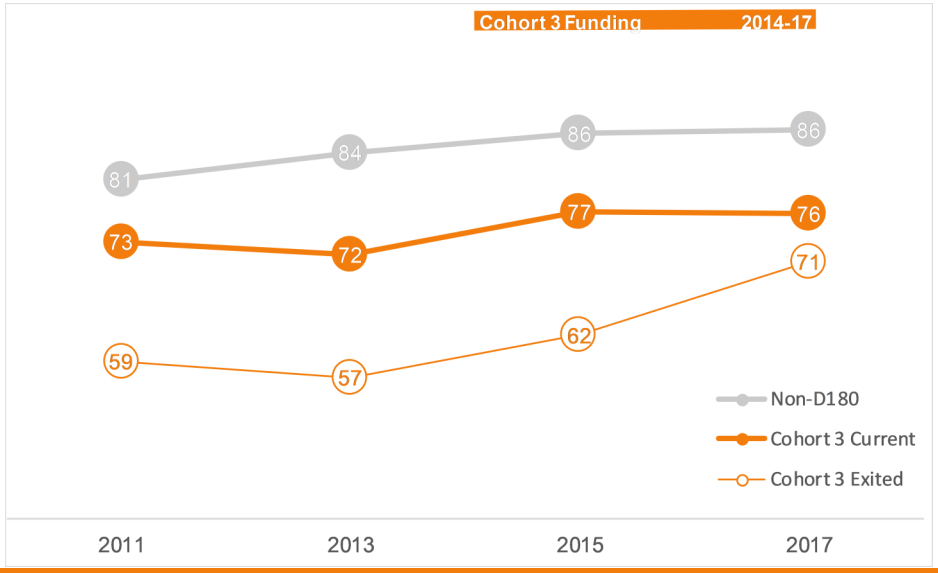


Figure E2c.

TELL Kentucky: Community Support & Involvement—Cohort 3 Exited Schools



APPENDIX E

Figure E3a.

TELL Kentucky: Teacher Leadership—Cohort 1 Exited Schools

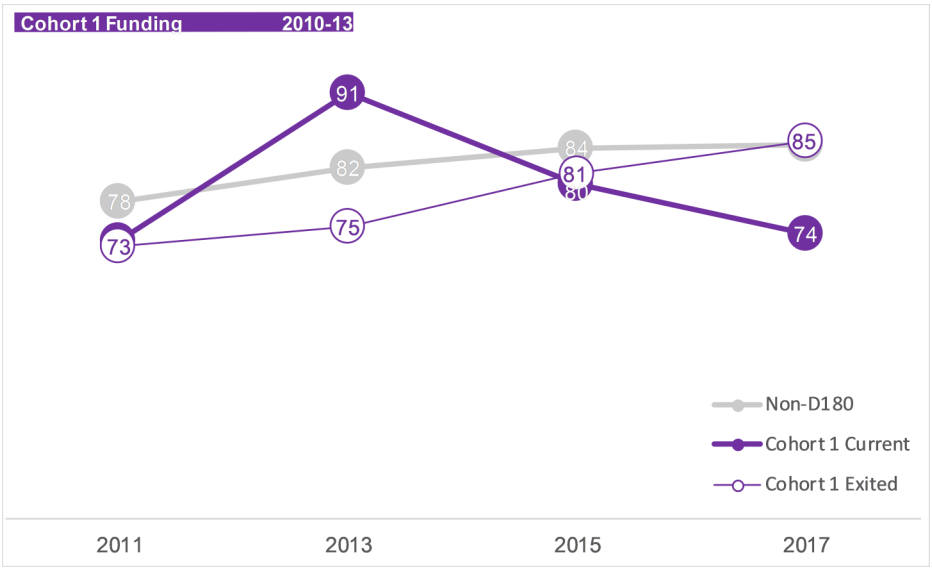


Figure E3b.

TELL Kentucky: Teacher Leadership—Cohort 2 Exited Schools

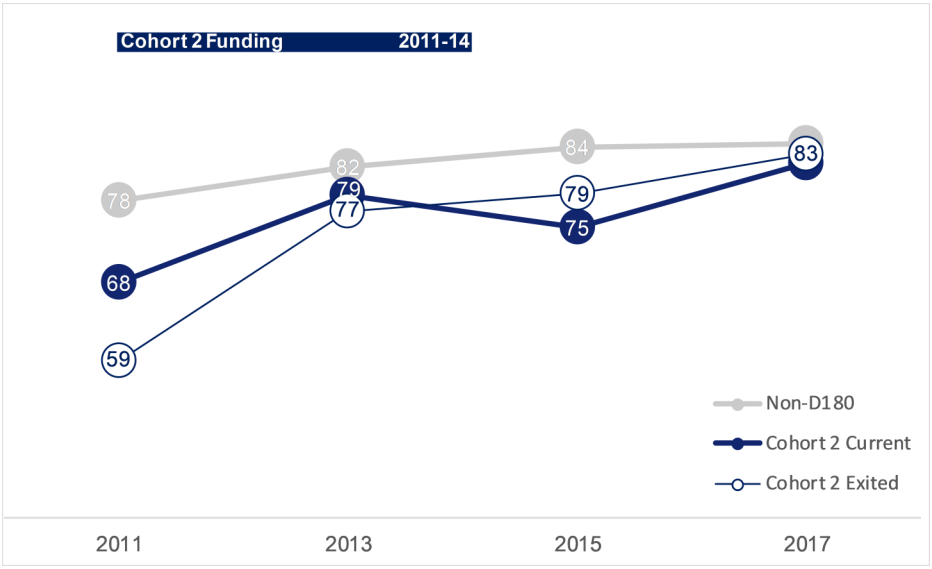
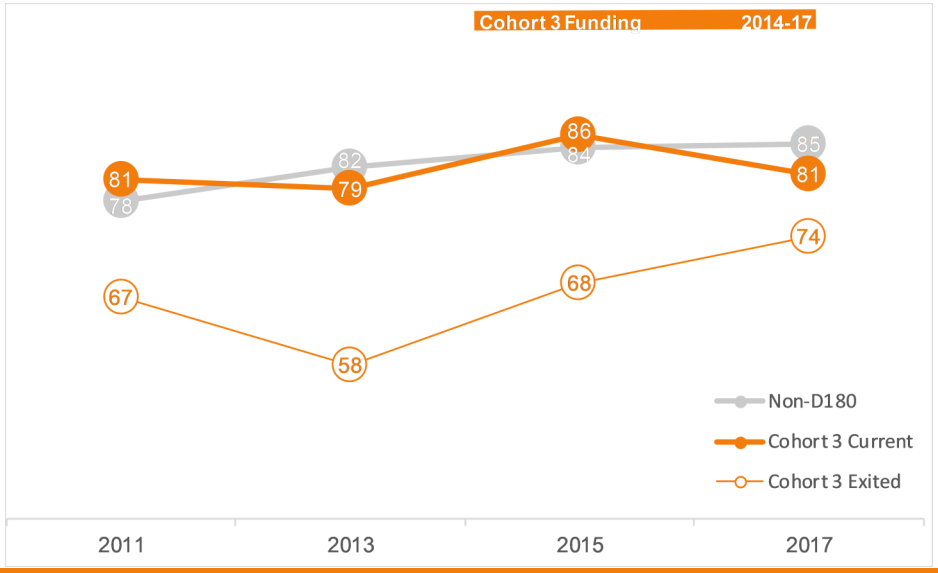


Figure E3c.

TELL Kentucky: Teacher Leadership—Cohort 3 Exited Schools



APPENDIX E

Figure E4a.

TELL Kentucky: Facilities & Resources—Cohort 1 Exited Schools

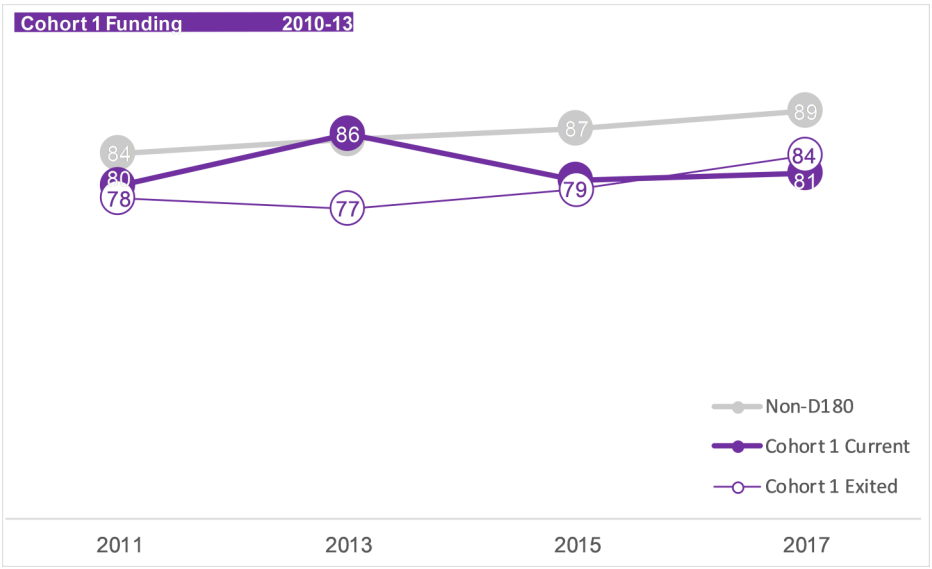


Figure E4b.

TELL Kentucky: Facilities & Resources—Cohort 2 Exited Schools

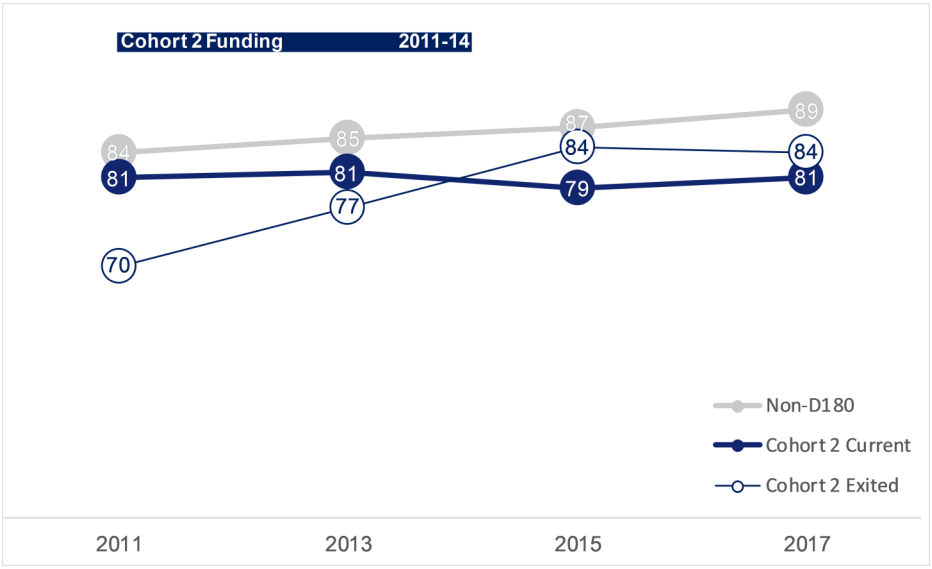
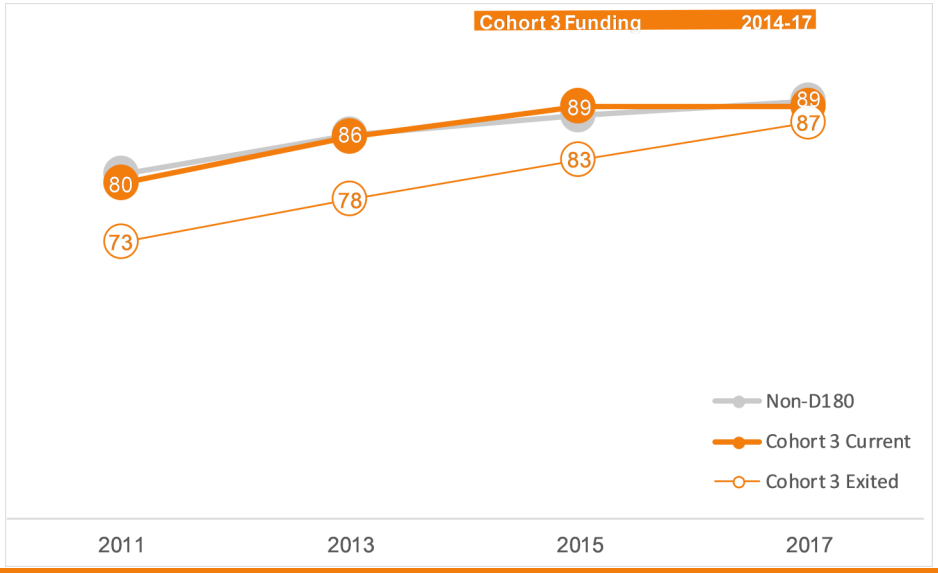


Figure E4c.

TELL Kentucky: Facilities & Resources—Cohort 3 Exited Schools



APPENDIX E

Figure E5a.

TELL Kentucky: Instructional Practices & Support—Cohort 1 Exited Schools

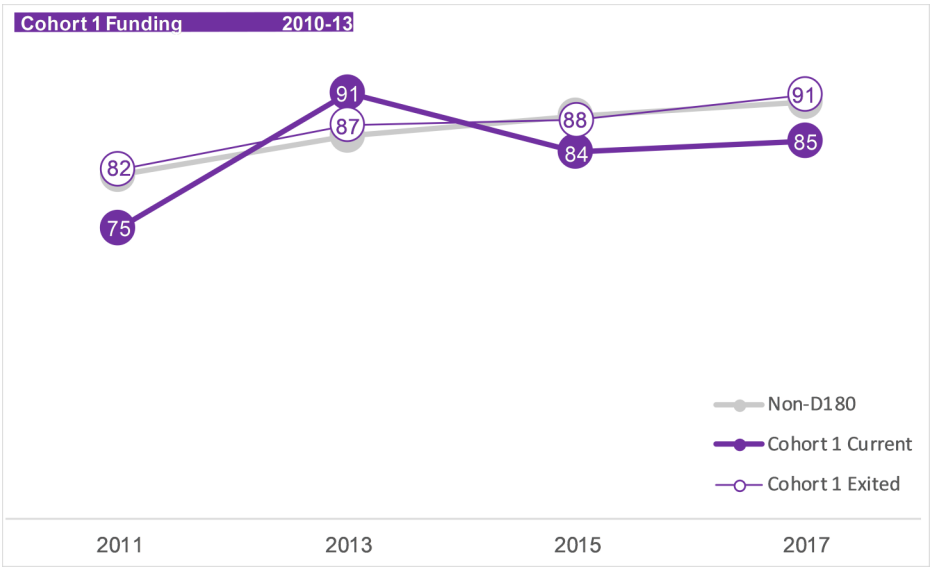


Figure E5b.

TELL Kentucky: Instructional Practices & Support—Cohort 2 Exited Schools

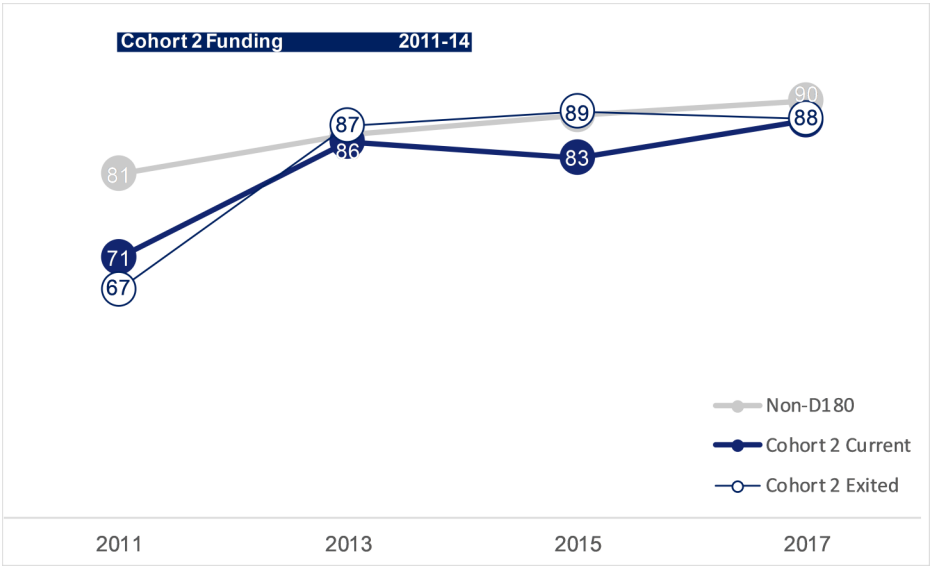
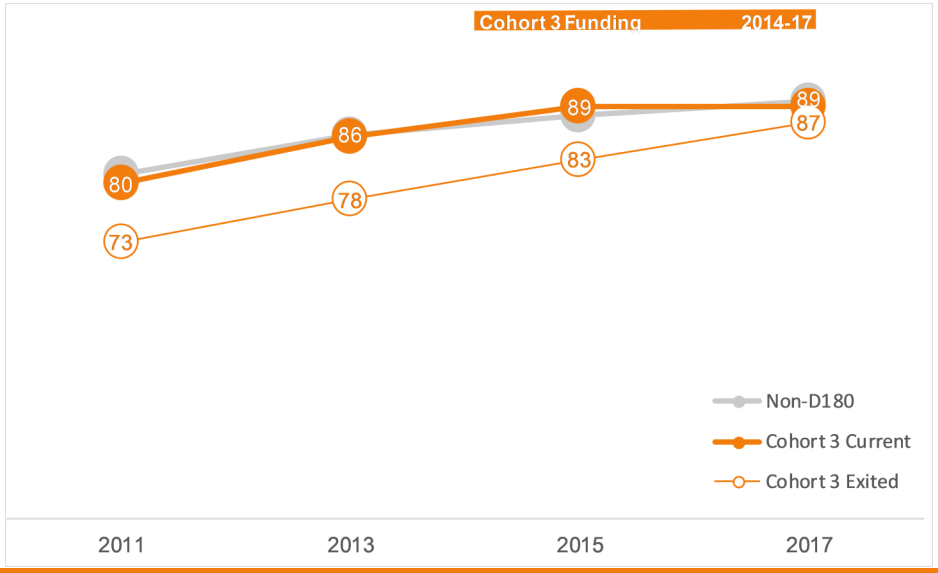


Figure E5c.

TELL Kentucky: Instructional Practices & Support—Cohort 3 Exited Schools



APPENDIX E

Figure E6a.

TELL Kentucky: School Leadership—Cohort 1 Exited Schools

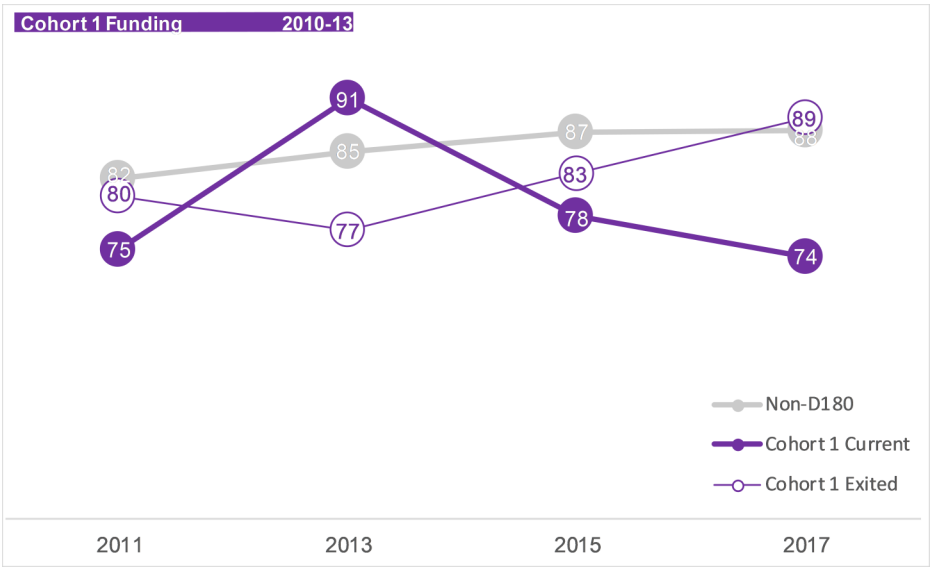


Figure E6b.

TELL Kentucky: School Leadership—Cohort 2 Exited Schools

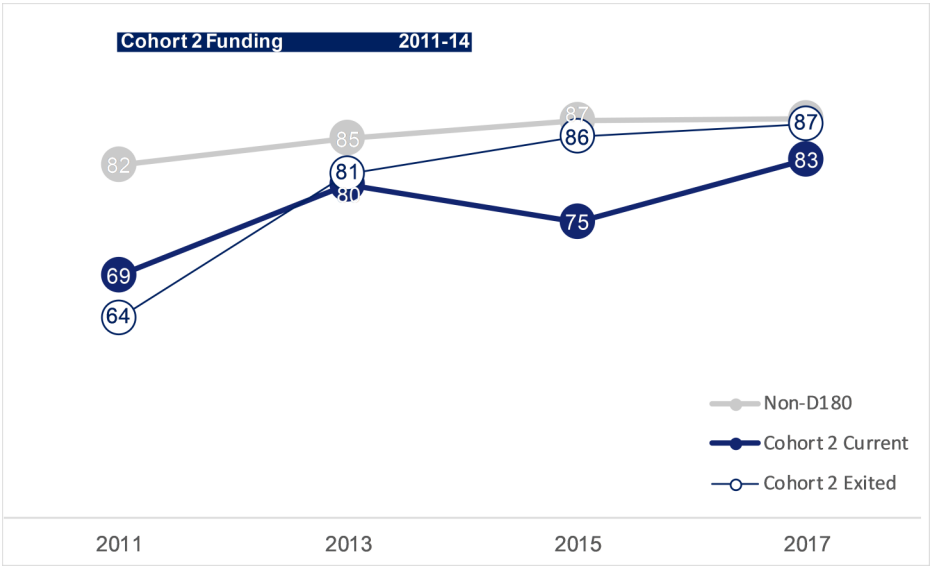
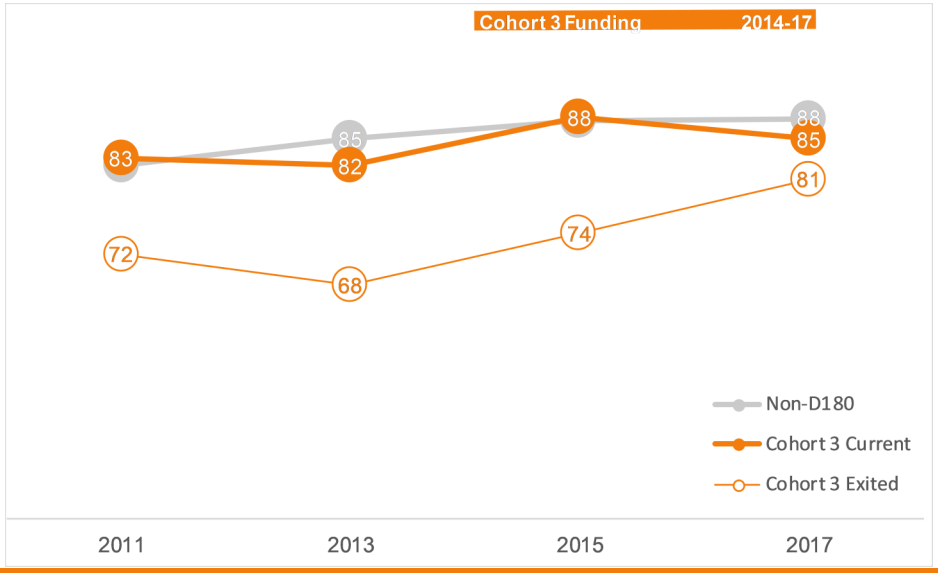


Figure E6c.

TELL Kentucky: School Leadership—Cohort 3 Exited Schools



APPENDIX E

Figure E7a.

TELL Kentucky: Professional Learning—Cohort 1 Exited Schools

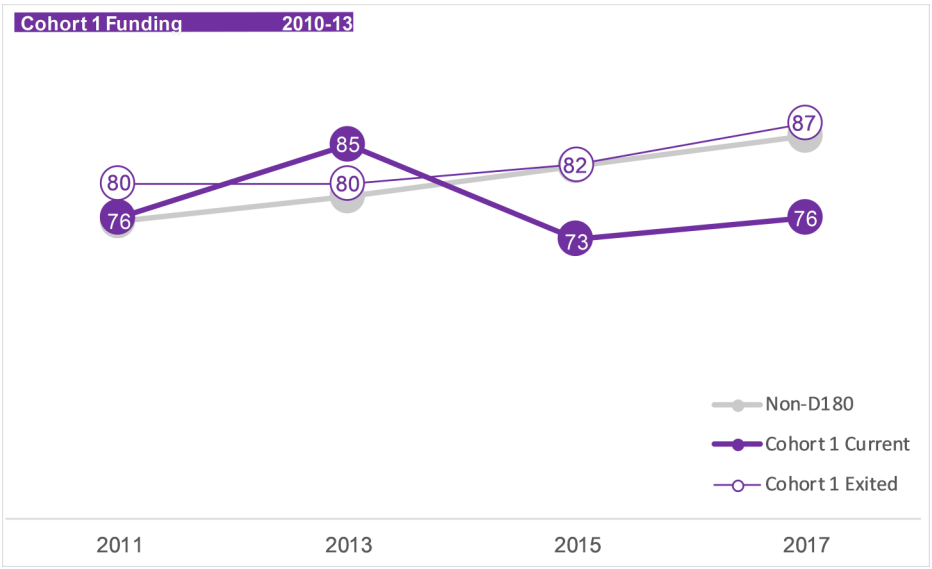


Figure E7b.

TELL Kentucky: Professional Learning—Cohort 2 Exited Schools

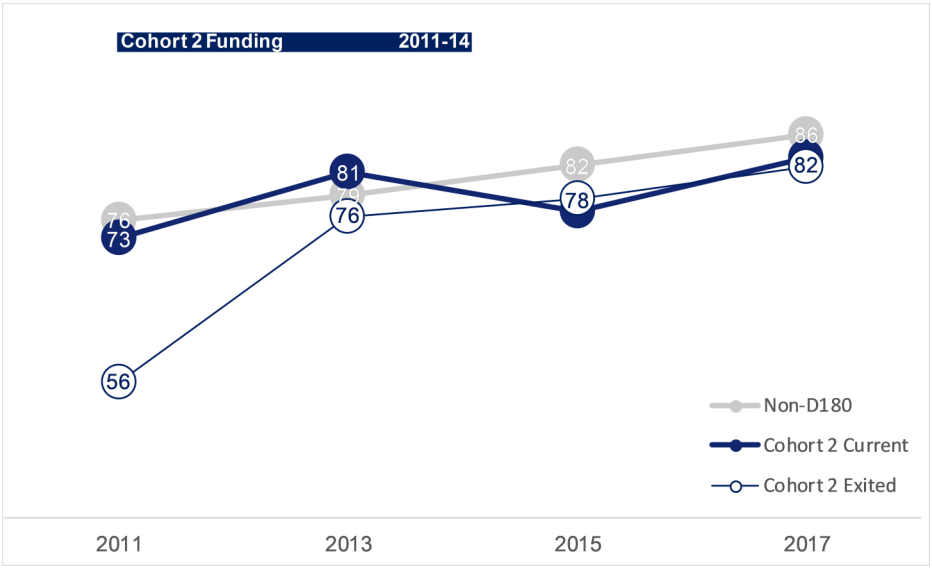
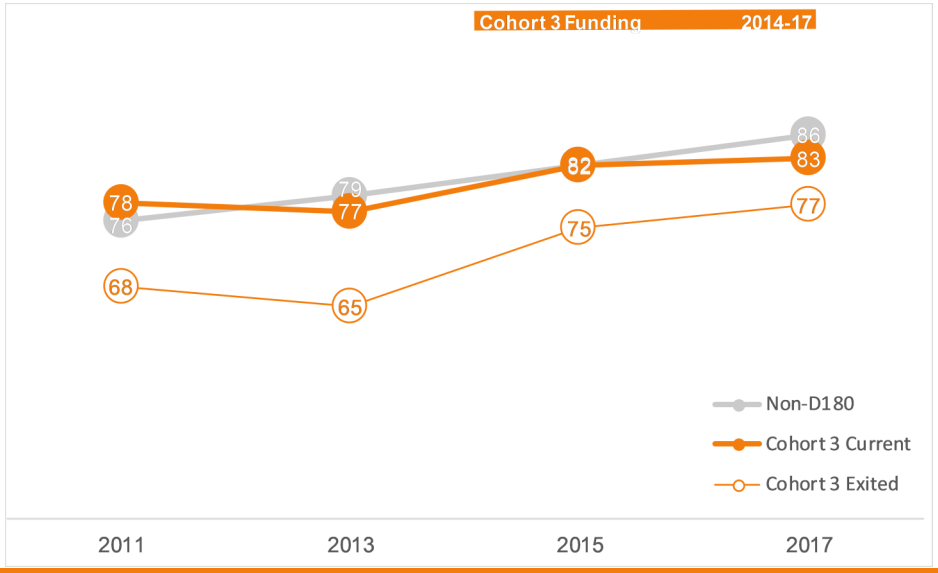


Figure E7c.

TELL Kentucky: Professional Learning—Cohort 3 Exited Schools



APPENDIX E

Figure E8a.
TELL Kentucky: Managing Student Conduct—Cohort 1 Exited Schools

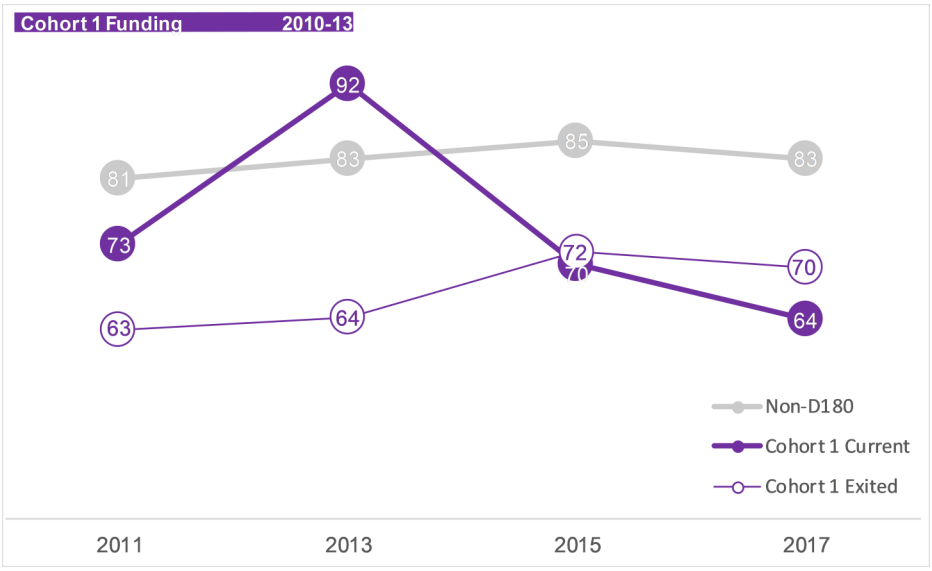


Figure E8b.
TELL Kentucky: Managing Student Conduct—Cohort 2 Exited Schools

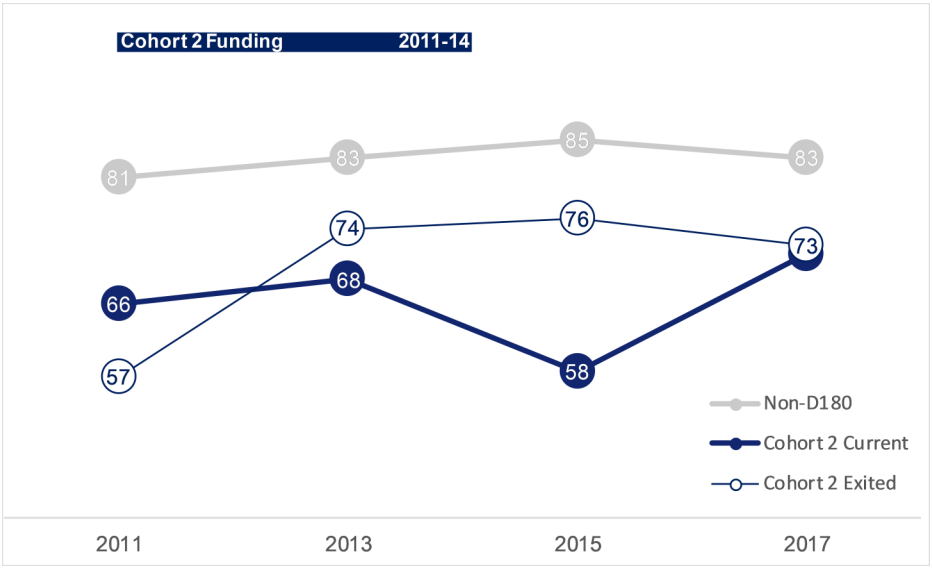
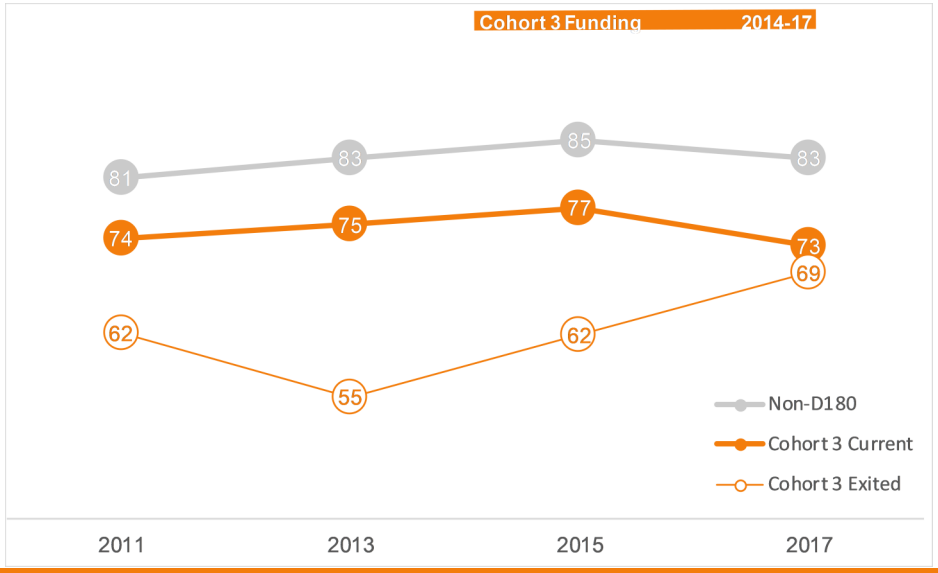


Figure E8c.
TELL Kentucky: Managing Student Conduct—Cohort 3 Exited Schools



APPENDIX E

Figure E9a.

TELL Kentucky: Use of Time—Cohort 1 Exited Schools

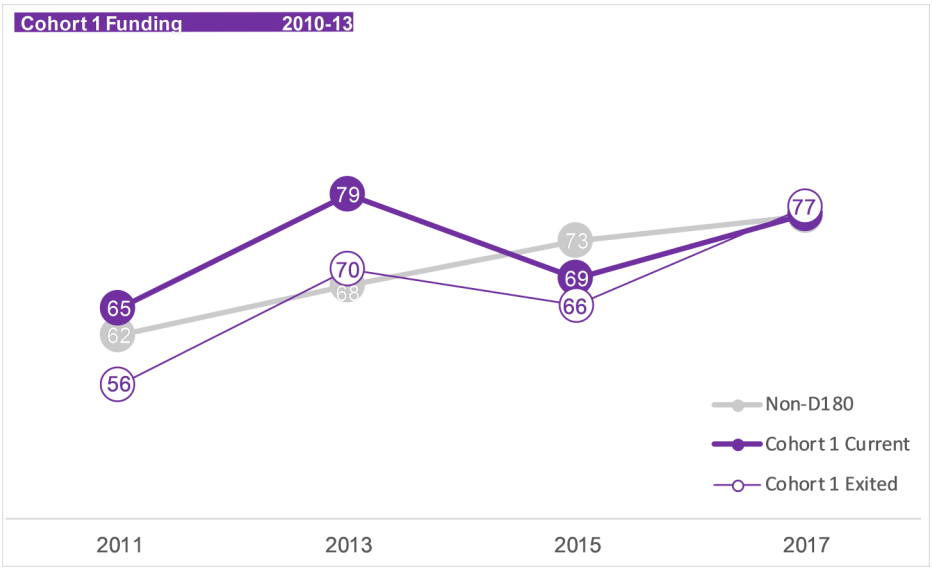


Figure E9b.

TELL Kentucky: Use of Time—Cohort 2 Exited Schools

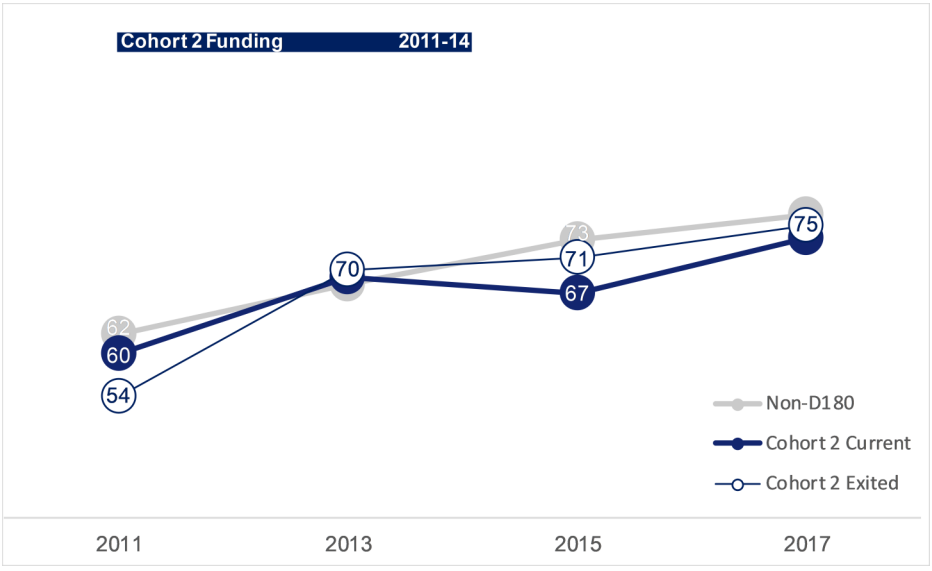
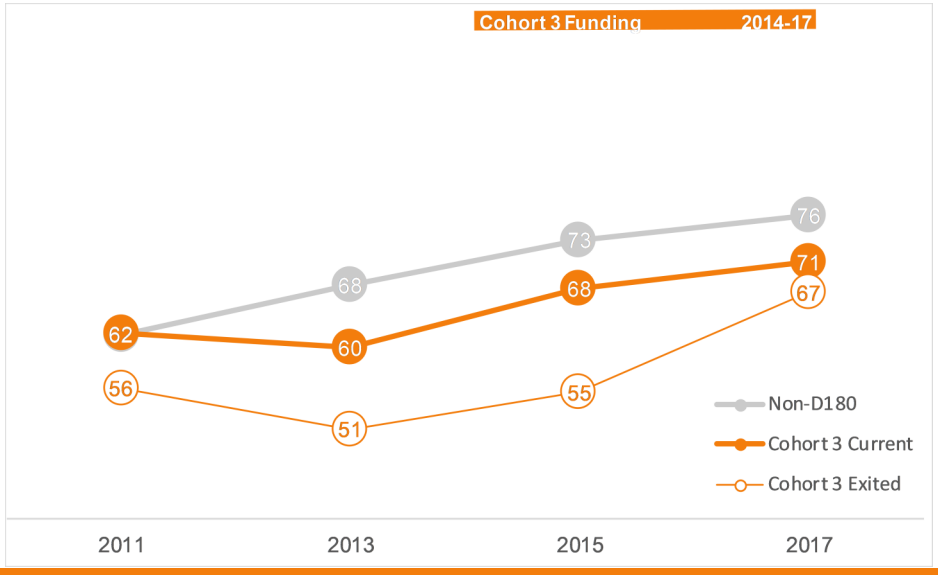


Figure E9c.

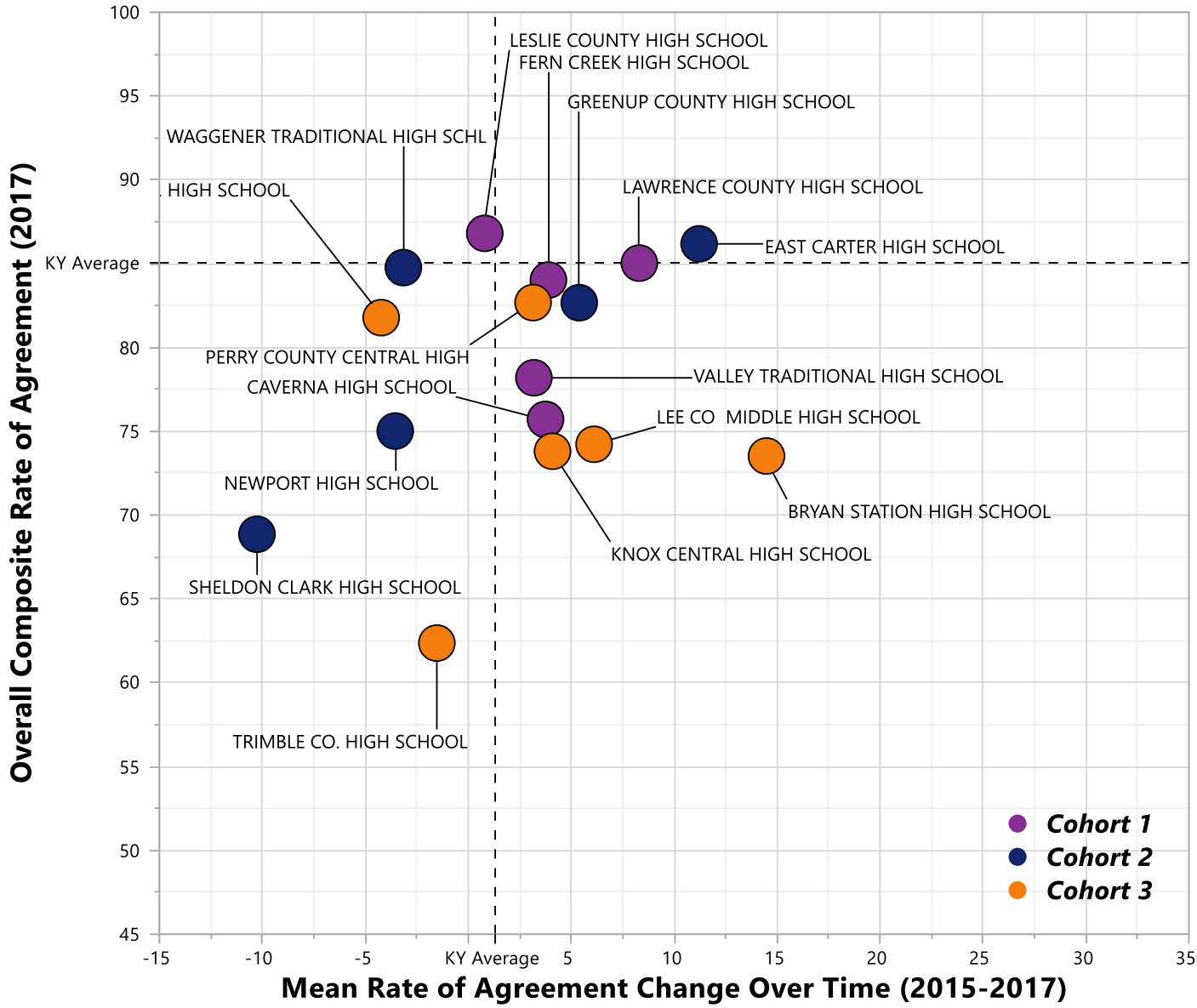
TELL Kentucky: Use of Time—Cohort 3 Exited Schools



APPENDIX F

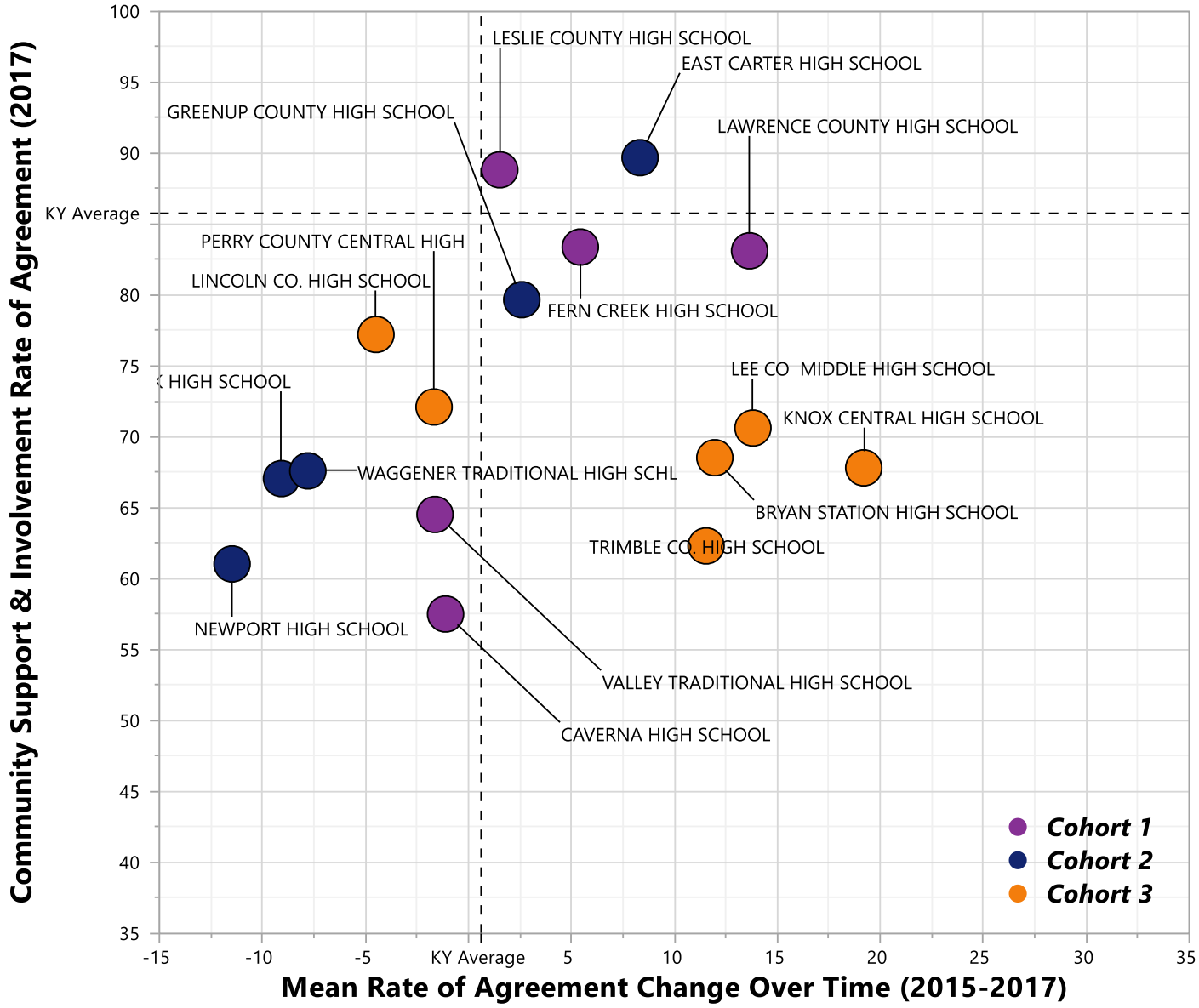
Kentucky D180 Priority Exited School Scatterplots

Figure F1.
TELL Kentucky: Overall Composite Average Scatterplot



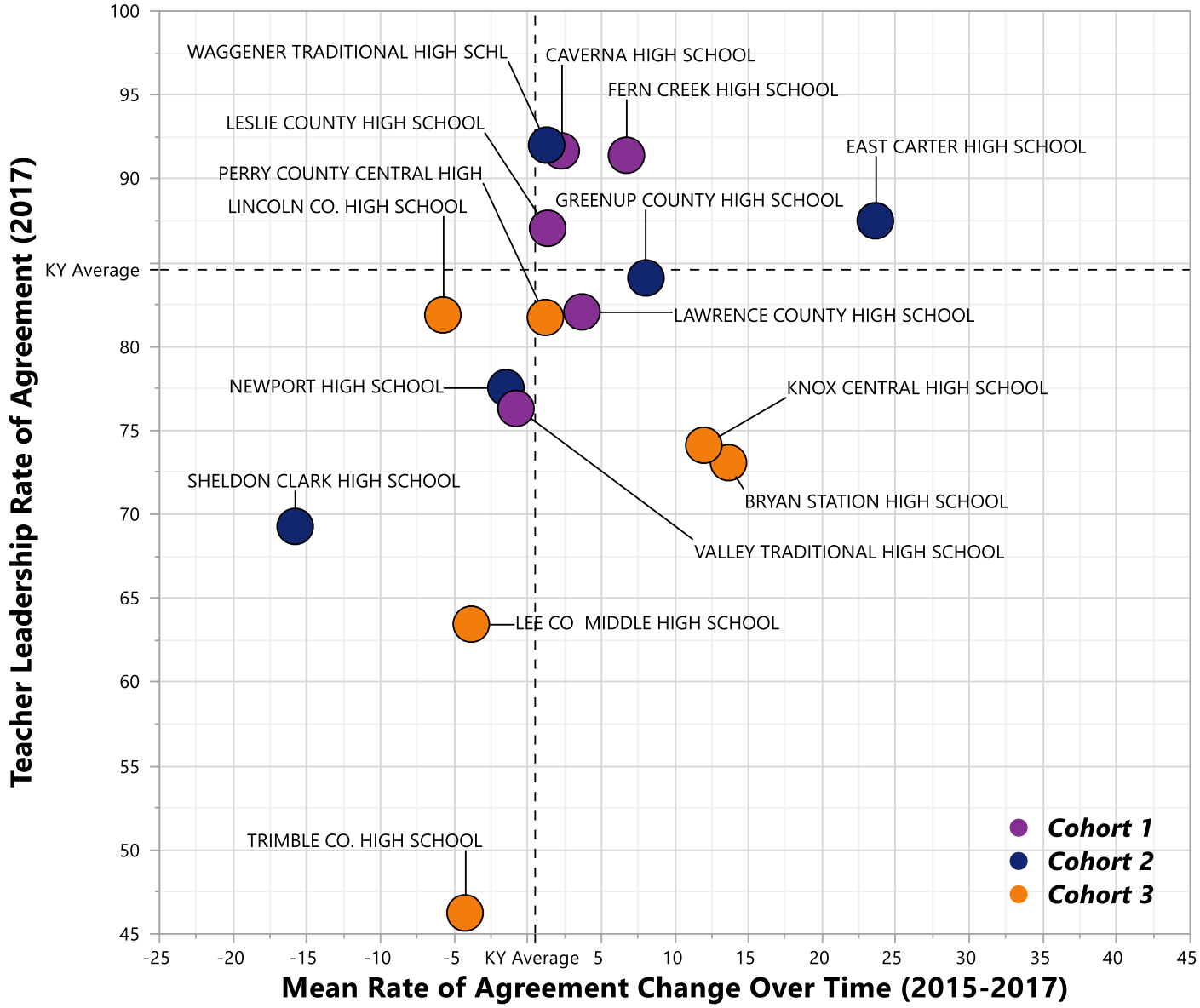
APPENDIX F

Figure F2.
TELL Kentucky: Community Support & Involvement Average Scatterplot



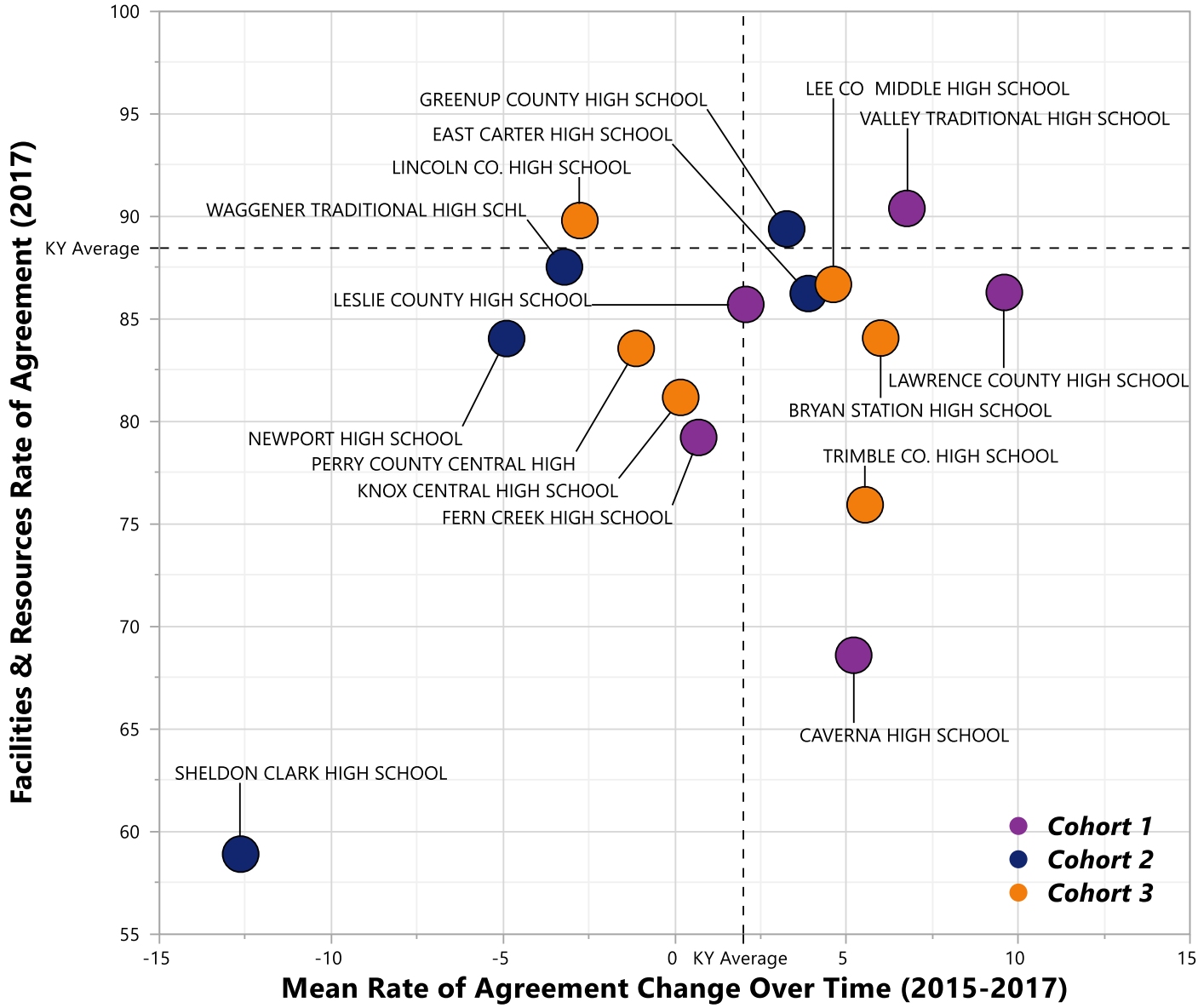
APPENDIX F

Figure F3.
TELL Kentucky: Teacher Leadership Average Scatterplot



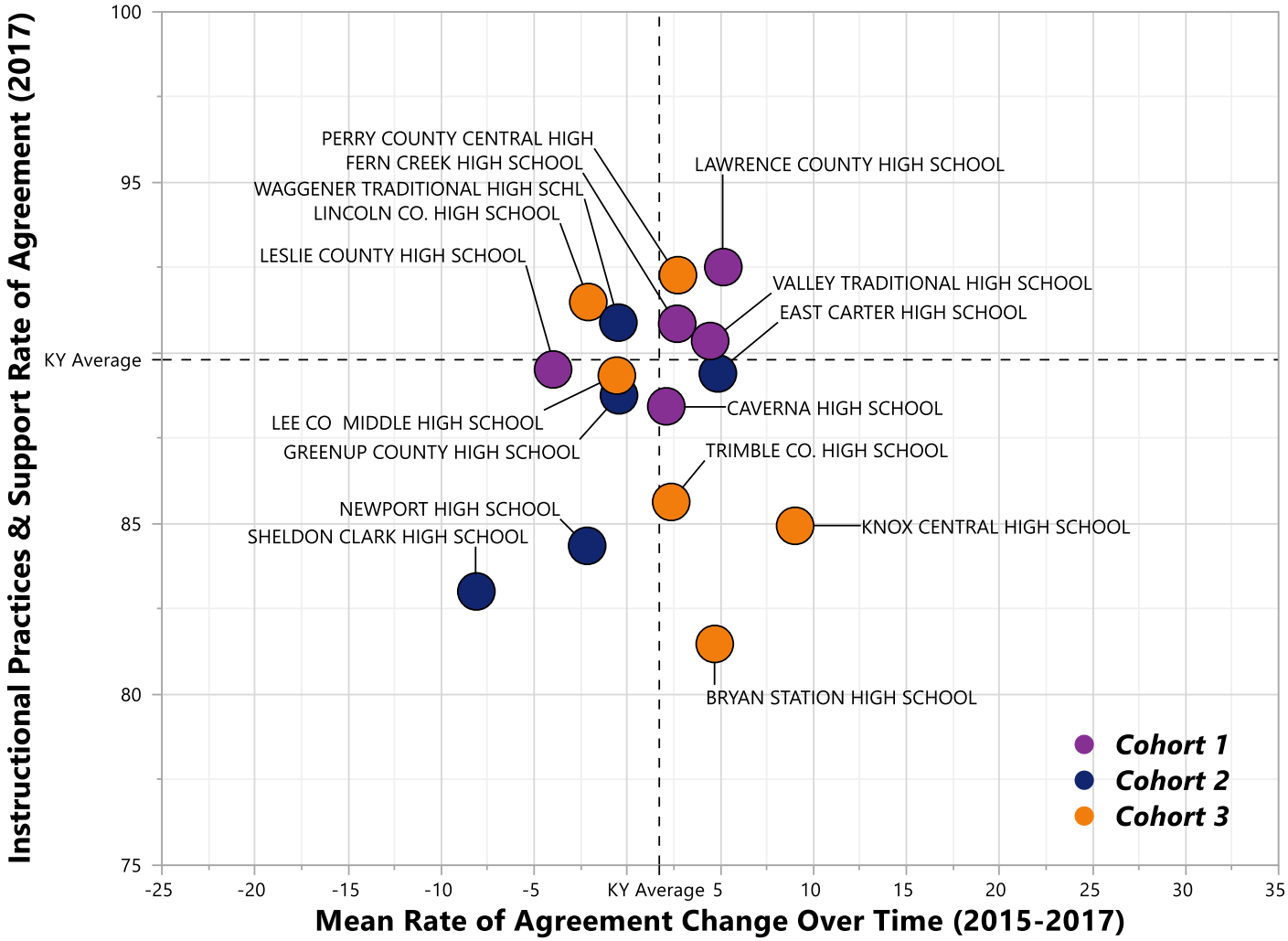
APPENDIX F

Figure F4.
TELL Kentucky: Facilities & Resources Average Scatterplot



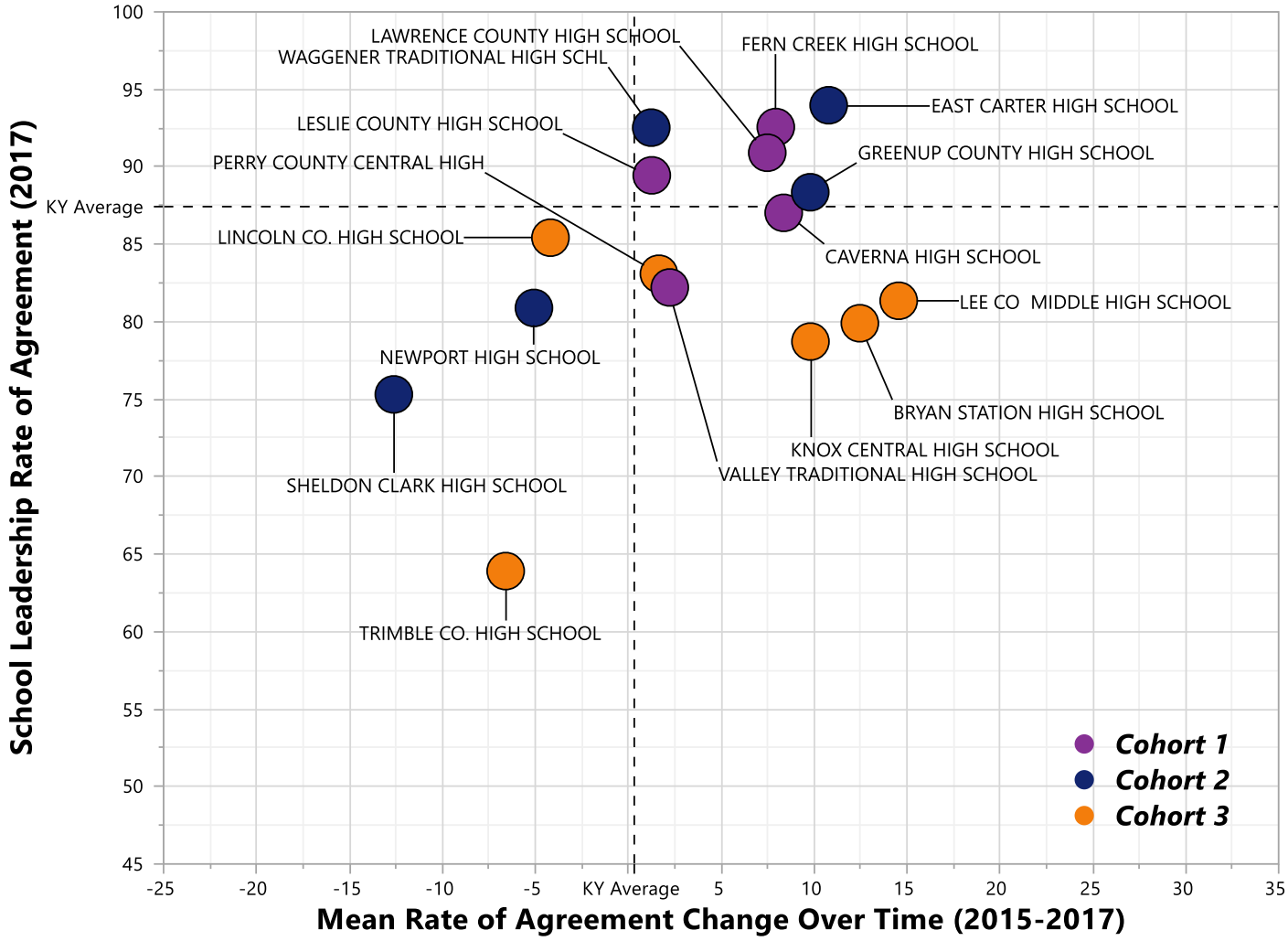
APPENDIX F

Figure F5.
TELL Kentucky: Instructional Practices & Support Average Scatterplot



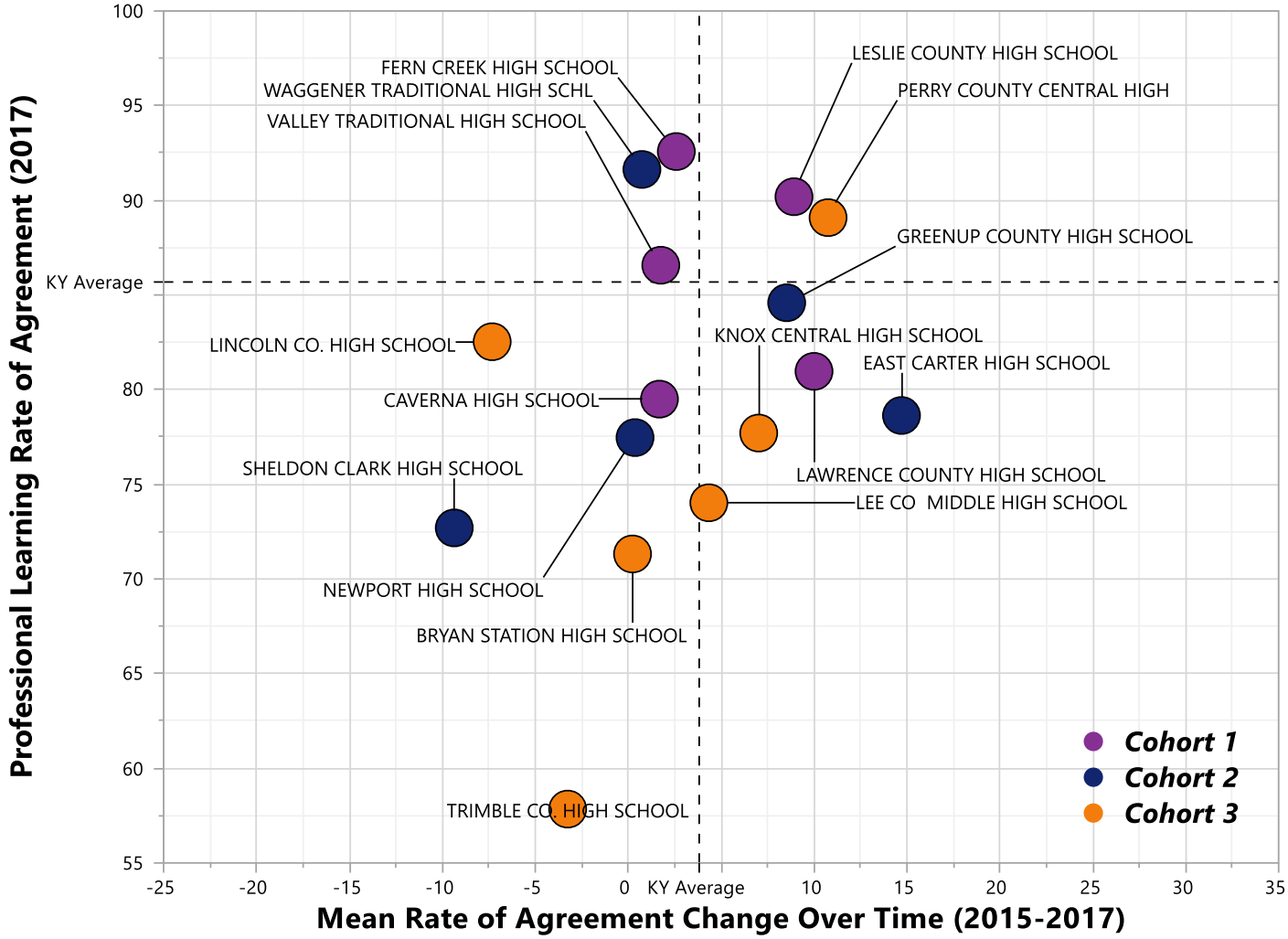
APPENDIX F

Figure F6.
TELL Kentucky: School Leadership Average Scatterplot



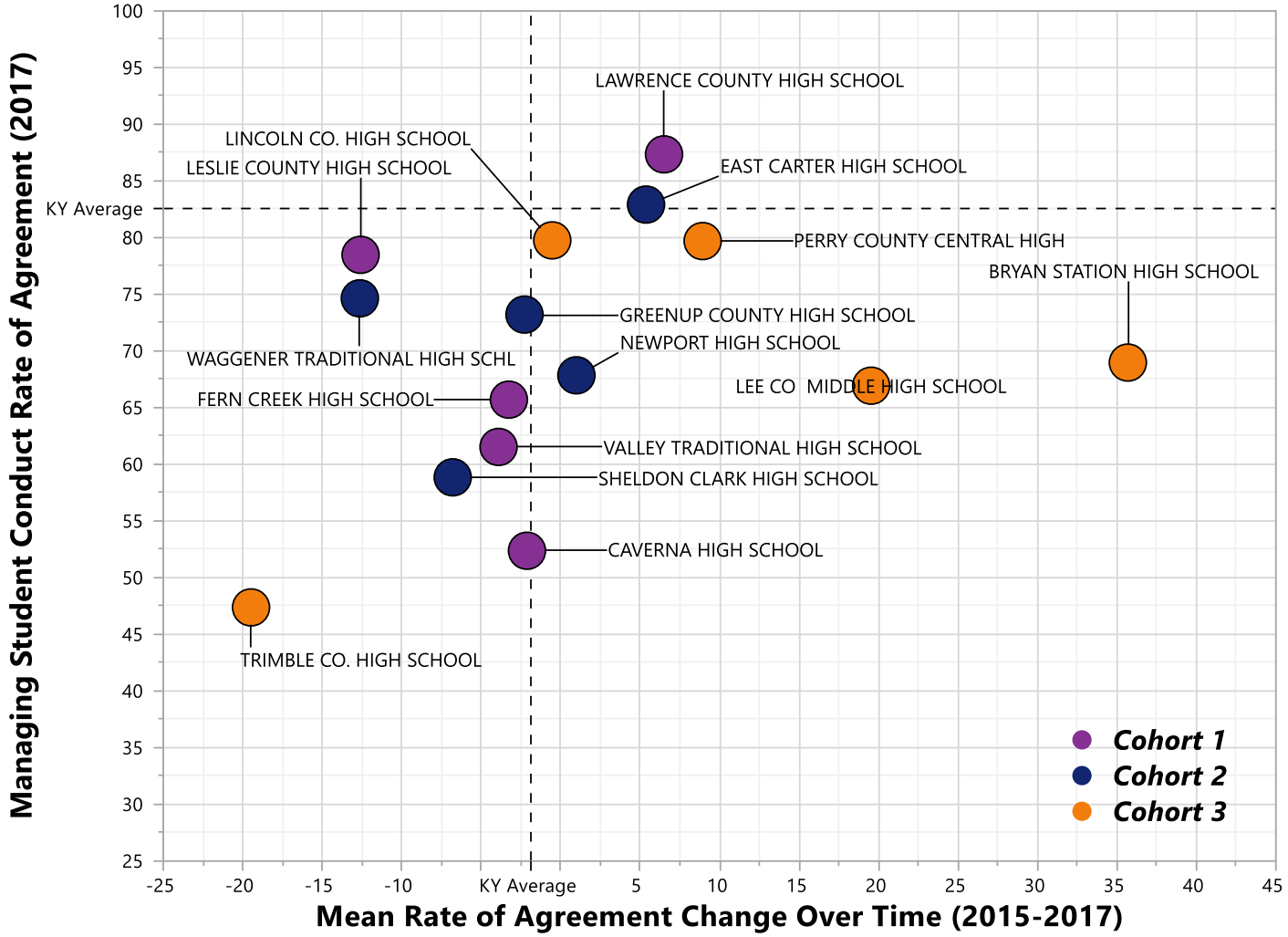
APPENDIX F

Figure F7.
TELL Kentucky: Professional Learning Average Scatterplot



APPENDIX F

Figure F8.
TELL Kentucky: Managing Student Conduct Average Scatterplot



APPENDIX F

Figure F9.
TELL Kentucky: Use of Time Average Scatterplot