



Preliminary Results of the 2018 Teaching, Empowering, Leading, and Learning (TELL) Survey.

Alexandria City School Board Meeting

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Essential Questions:

1. What are the purposes of TELL survey?
2. What are the preliminary results of the 2018 TELL ACPS survey?
3. What does the recent national research highlight about school and teacher leadership and connections to student achievement?
4. What are the ways the latest research is relevant to the TELL ACPS results, and what are some recommendations for ACPS leaders based on this analysis?

TELL measures 8 constructs linked to teacher retention and student achievement and provides leaders with data from their own schools to guide decision-making.



TELL Constructs

Construct	Description
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





2018 Survey Respondents

2018 Responses by Role

Teachers,
823



Principals, 8

Assistant
principals, 27



Other staff, 91

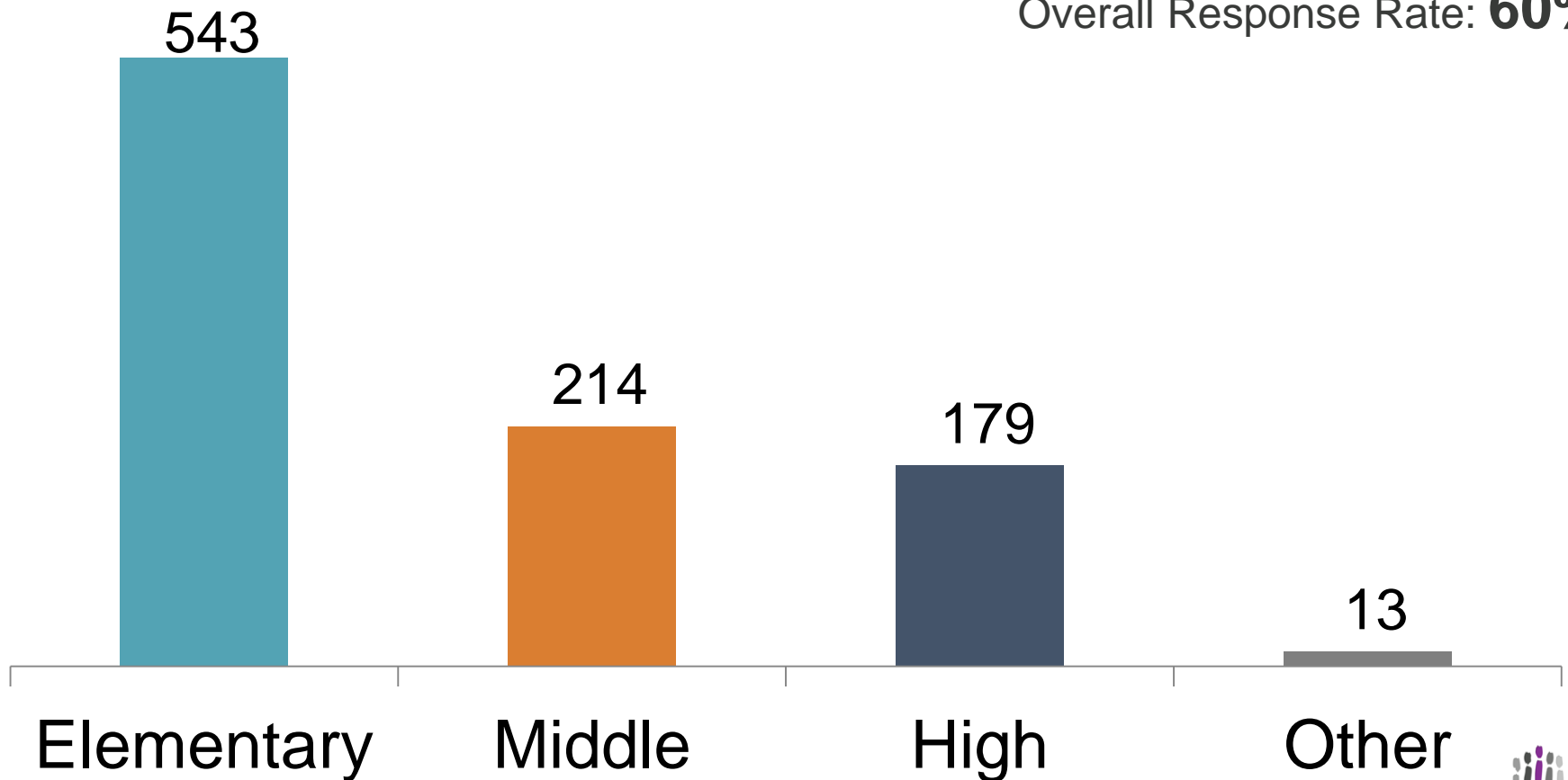


Total Respondents: **949**
Overall Response Rate: **60%**

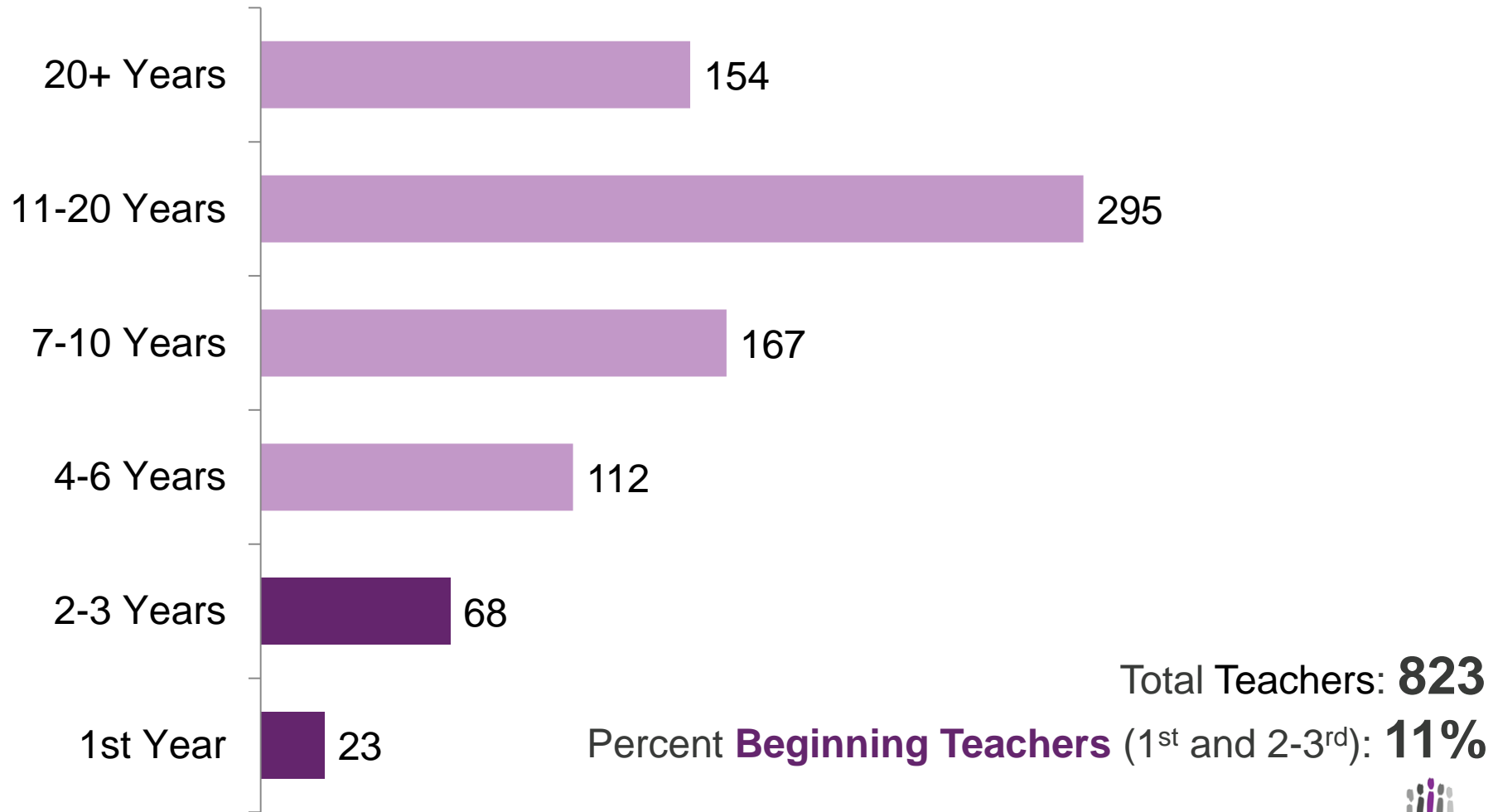
Number of Respondents and Response Rates by School Level

Total Respondents: **949**

Overall Response Rate: **60%**



2018 Responses by Teacher Experience



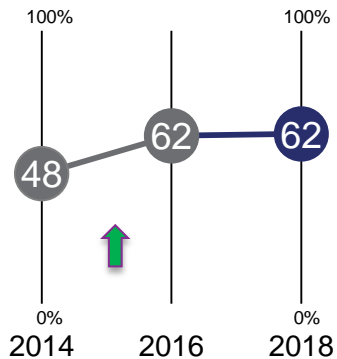
Note: 4 (<1%) Teachers did not respond to this question



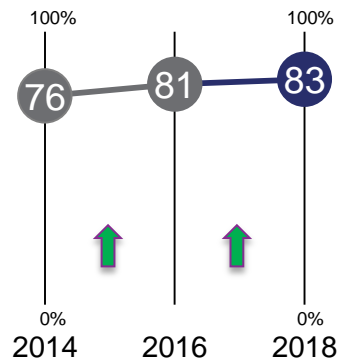
Survey Results by Construct

TELL Construct Averages, 2014, 2016, & 2018

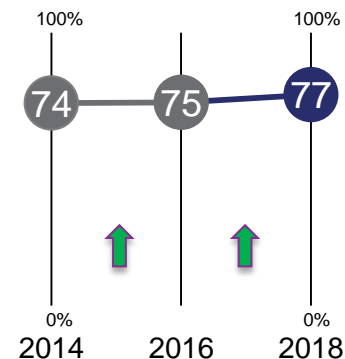
Use of Time



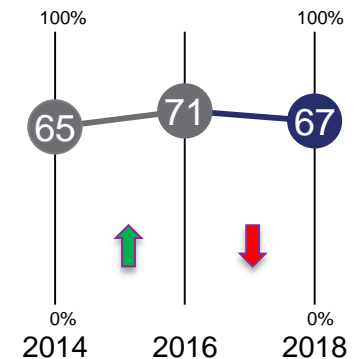
Community Support & Involvement



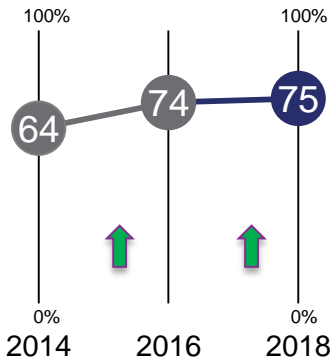
Facilities & Resources



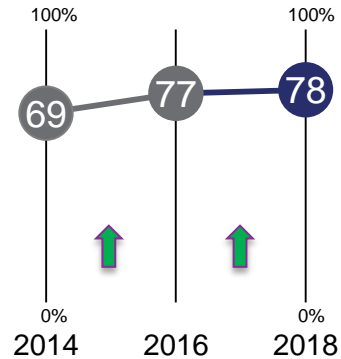
Managing Student Conduct



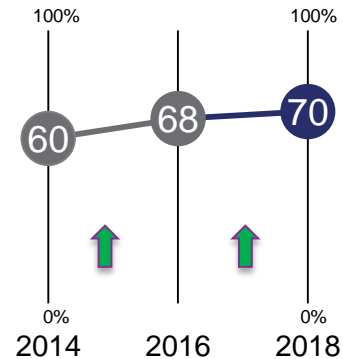
Teacher Leadership



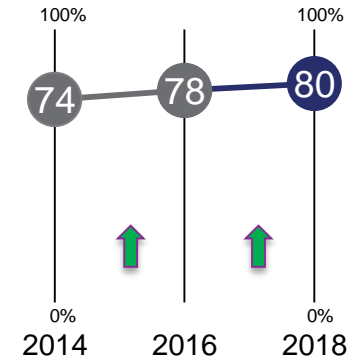
School Leadership



Professional Development

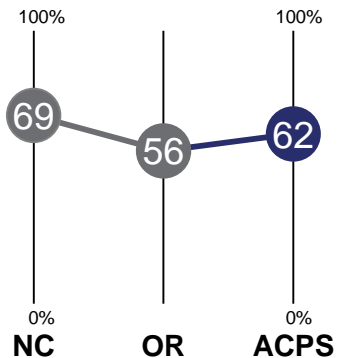


Instructional Practices & Support

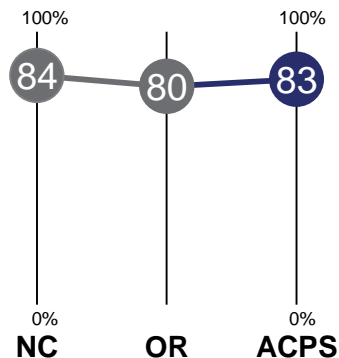


TELL Construct Averages for NC, OR, ACPS

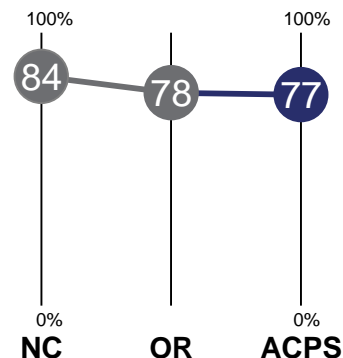
Use of Time



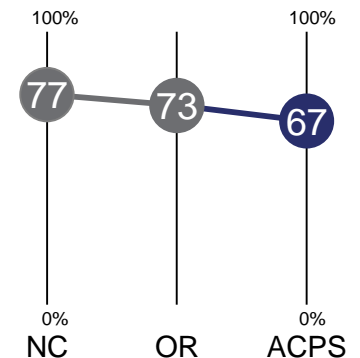
Community Support & Involvement



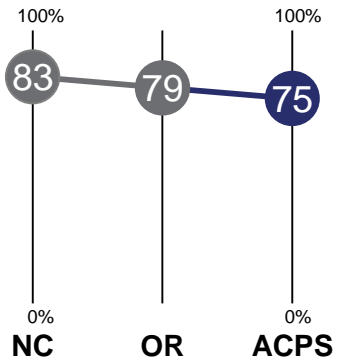
Facilities & Resources



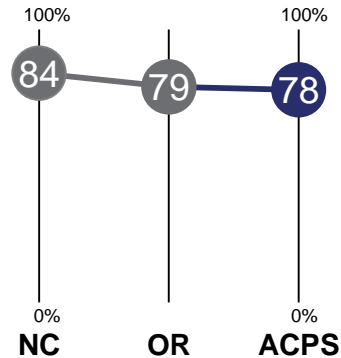
Managing Student Conduct



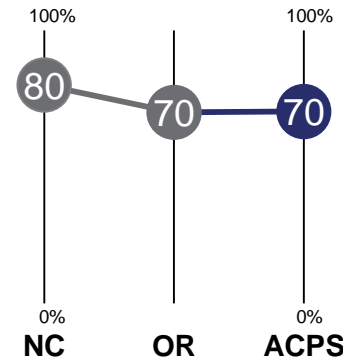
Teacher Leadership



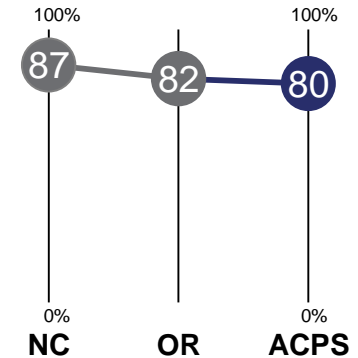
School Leadership



Professional Development



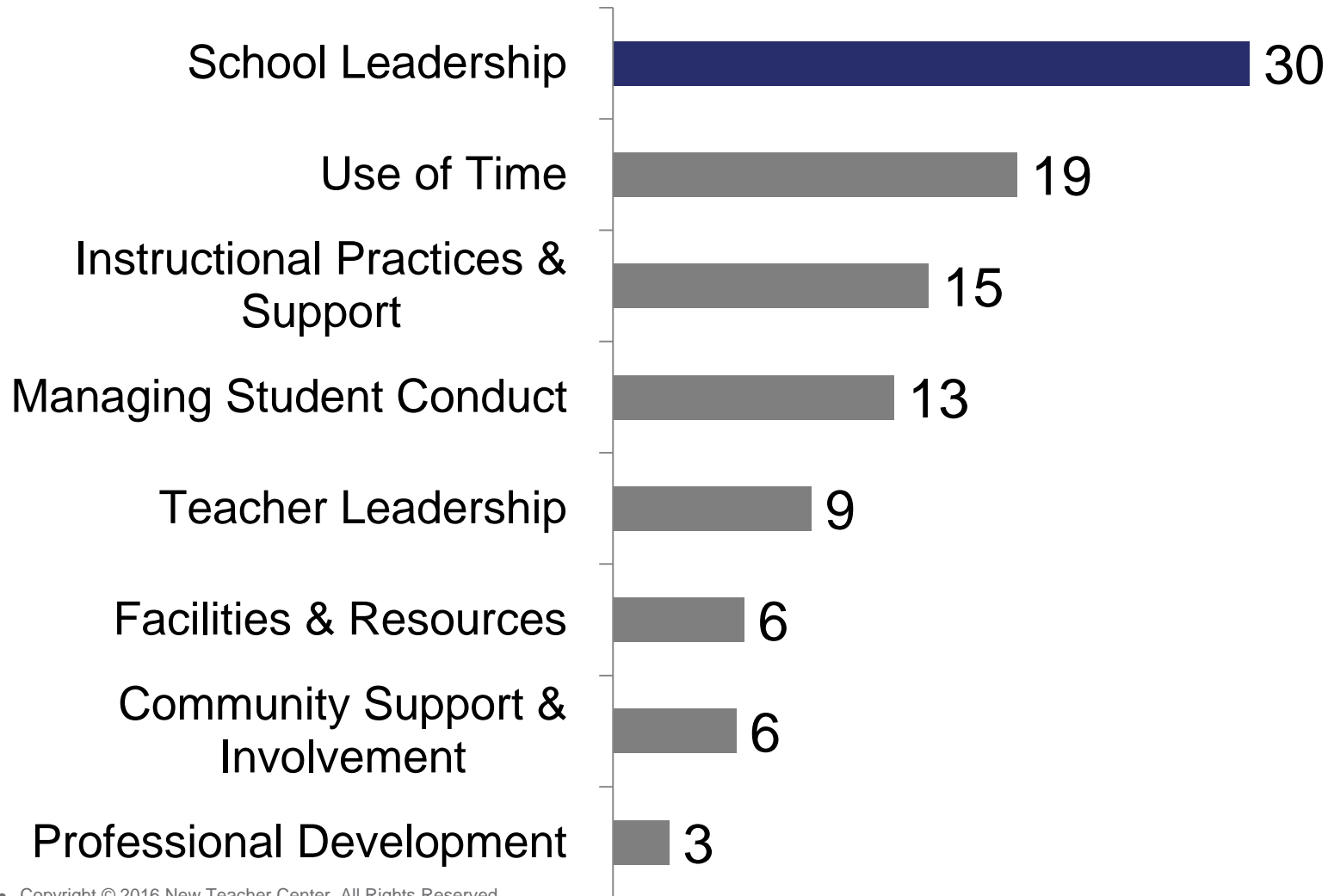
Instructional Practices & Support



TELL Constructs Takeaways

- Increases in in **6 out of 8 TELL constructs** from 2016
- **Community Support & Involvement** is the highest rated construct again in 2018 (also highest in 2016)
- **Use of Time** is again the lowest construct with no change since 2016
- **Facilities & Resources, Professional Development, and Instructional Practices & Support** were up 2% from 2016
- **Managing Student Conduct** was the only construct to decrease from 2016 - down 4%

“Which aspect of your teaching conditions most affects your willingness to keep teaching at your school?”



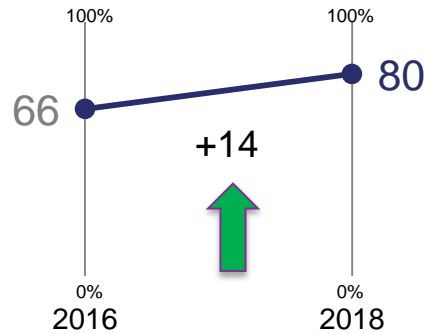
2018 Item Results Highlights

- Improvements in ***Facilities & Resources***
 - More educators report having sufficient access to *office equipment/supplies* (+14%) and *instructional technology* (+8%)
- Improvements to ***Instructional Practices & Support*** related to PLCs
 - Teachers work in PLCs or cluster groups to develop and align instructional practices (+8%)
 - Provided supports (i.e. instructional coaching, PLCs, etc.) translate to improvements in instructional practices by teachers. (+6%)
- Challenges related to ***Managing Student Conduct***
 - Decrease of 6% for each of the following items:
 - Students follow rules of conduct (54%)
 - Student conduct policies and procedures are clearly understood by the faculty (65%)
 - Faculty work in a school environment that is safe (78%)

(See illustration charts on following two slides)

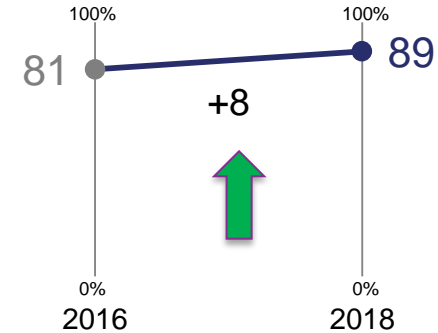
Facilities & Resources

Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.*



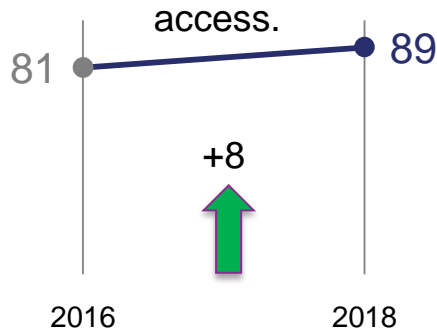
Instructional Practices & Support

Teachers work in professional learning communities or cluster groups to develop and align instructional practices.



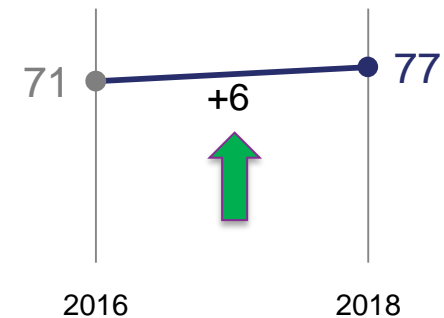
Facilities & Resources

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



Instructional Practices & Support

Provided supports translate to improvements in instructional practices by teachers.



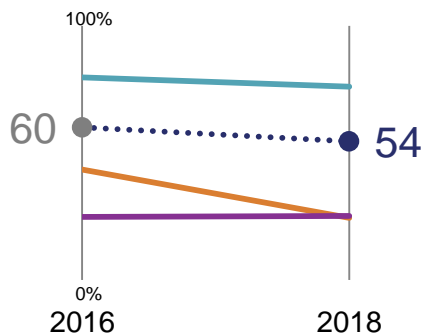
*Greatest item-level increase in 2018

Conditions related to **Managing Student Conduct** varies across schools.

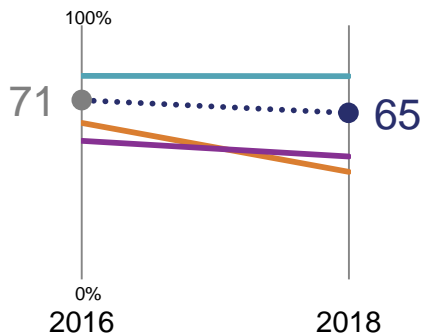
KEY

- District
- Elementary
- Middle
- High

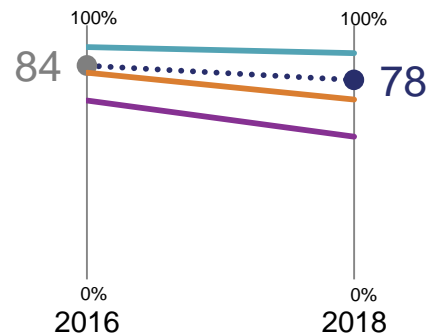
Students at this school follow rules of conduct.



Policies and procedures about student conduct are clearly understood by the faculty.



The faculty work in a school environment that is safe.*



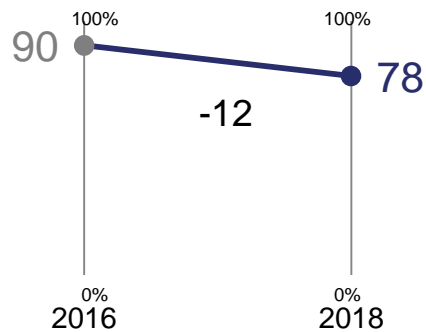
*Greatest item-level decrease in 2018

First Year Teachers

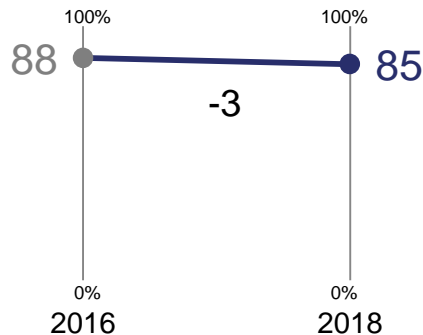
“Overall, the additional support I received as a new teacher...

91%
reported they were
formally
assigned a
mentor

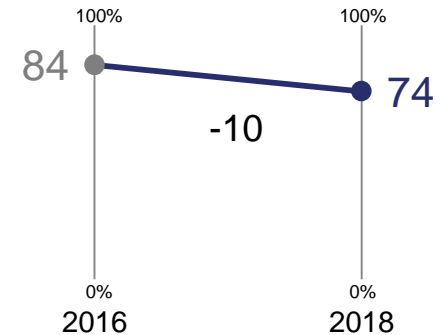
...has been **important in my decision to continue teaching at this school.**



...has helped me to **impact my students' learning.**



...improved my **instructional practice.**



NOTE: the total number of first year teachers in the 2018 analysis is 23 compared to 32 in 2016.

Future Employment Plans: Rates of Agreement for Stayers and Movers

Top Survey Questions of Difference	2018 RA %		2018 Difference	2016 RA %		2016 Difference
	Stayers	Movers		Stayers	Movers	
Overall, my school is a good place to learn and work.*	88	41	47	86	25	61
The school improvement team provides effective leadership at this school.	79	41	38	78	35	43
There is an atmosphere of trust and mutual respect in this school.*	72	37	35	72	20	52
School administrators support teachers' efforts to maintain discipline in the classroom.	74	39	35	76	29	47
Teacher performance is assessed objectively.	88	54	34	82	42	40

*Item was also in the top five in 2016



New National Research Connecting Student Achievement and TELL Data

School Leadership, Teachers' Roles in School Decision-making, and Student Achievement

Dr. Richard Ingersoll, University of Pennsylvania
Consortium for Policy Research in Education

The source of data was the Teaching, Empowering, Leading and Learning (TELL) Survey which *“is one of the largest and best sources of information on school conditions and student achievement”*.

The Analysis Sample:

- 880,500 Teachers
- 24,645 Public (including Charter) Schools which met minimum threshold response rate of 50% at the school level
- 16 States
- The 2011-15 school years

Connections To Student Achievement

This is the first study in the nation which defines elements of school leadership and teacher leadership directly related to student achievement!

Ingersoll's study found students in schools with higher levels of school leadership and teacher leadership perform at *least 10 percentage points higher in both mathematics and English language arts* proficiency on their state assessments*.

*After allowing for poverty and other demographic factors; please contact Ann Maddock for the research details.

School Leadership Elements With The Strongest Relationship To Achievement

1. Holding teachers to high standards
2. Providing an effective school improvement team
3. Fostering a shared vision for the school

But, Schools Sometimes Lag in These....

- In 42% of schools, faculty report there is NOT an effective School Improvement Team
- In 43% of schools, faculty report there is NOT a shared vision among faculty and leaders

Imbalance to School Leadership Implementation



Areas Of Teacher Leadership Most Tied to Student Achievement

- 1. Teachers' role in establishing student discipline procedures**
- 2. Teachers' role in school improvement planning**

But, Schools Often Lag in These....

In 64% of schools, faculty report teachers having only a small or no role in establishing student discipline procedures

In 55% of schools, faculty report teachers have only a small or no role in school improvement planning

Schools rarely implement the instructional and teacher leadership variables most strongly related to increased student achievement.



Imbalance Of Teachers' Roles in Decision-Making



In high poverty schools the imbalance of school and teacher leadership elements are exacerbated!

Therefore students in these schools are often at a disadvantage.



Let's Look at the ACPS Results on the Five Elements of Leadership with the Strongest Connection to Student Achievement Based on Ingersoll Findings....

Ingersoll Item Analysis for: ACPS18

	Please rate how strongly you agree or disagree to the following items. (% Agree + Strongly Agree)			Please indicate the role teachers have at your school in each of the following areas. (% Moderate + Large Role)	
State/District/School	The faculty and leadership have a shared vision.	Teachers are held to high professional standards for delivering instruction.	The school improvement team provides effective leadership at this school.	Establishing student discipline procedures	Planning school improvement
ALEXANDRIA CITY PUBLIC SCHOOLS: DISTRICT AVERAGE	76.3	88.2	75.8	48.4	58.6



School Leadership

Teacher Leadership

Recommendations for ACPS



Continue the efforts the district has started in the areas where improvement was seen in this year's results (professional development, instructional practices, facilities & resources.)



Utilize the Ingersoll national research findings as a guide to your decision-making for school improvement strategies. Complete an analysis of the district to:

- Determine the individual school-level findings for the 5 elements of leadership; identify schools of strength and weakness in each of the five elements; compare to other metrics such as student achievement, etc.
- Compare your high poverty schools to other schools to determine any differences in the five elements and if so, discuss the findings within your leadership team for possible strategies for improvement. High-poverty schools often lack the school and teacher leadership elements that strongly relate to increased student achievement, limiting students' potential.

Recommendations for ACPS



(continued from previous slide)

- Determine how your district can focus on training school leaders in the effectiveness of school improvement teams as this is your lowest of the school leadership elements.
- Focus efforts this next year on ways to actively include staff in the development of student discipline procedures in each school as this is the lowest of the teacher leadership elements in your district. When teachers are involved in decision-making processes related to school improvement planning and student conduct policies, students learn more.



Integrate your efforts to collect this type of data from school-based educators.

- Discuss ways this longitudinal data can be used in your ESSA compliance plan for your district. (Especially in your Title I schools) and utilizing the results as one of the optional measures of school quality as other districts and states have done.
- Discuss addressing the survey data results as part of the annual school improvement plans in each school; establish an annual goal for the district as well which identifies the focus area for improvement, strategies to assist school leaders in attaining success, and metrics to measure improvement.

Recommendations for ACPS



Communicate the improvements observed in this year's findings and how this initiative will continue to be a focus for the district.

- Share with your teachers and administrators the value of this data and how you want to continue to gather their input. Use this information in your decision-making and communicate such use to your schools.



Make it a district-wide focus that your schools will implement the school and teacher leadership variables most strongly related to increased student achievement. Encourage your district to be a shining example of leadership and student achievement!



THANK YOU!

To discuss policies and use of data from the TELL Survey at the district,
state or national level contact:

Ann Maddock
919.600.4945 (c)