



CENTER FOR OPTIMAL LEARNING ENVIRONMENTS

A Deep Dive Into The 2018 NC Teacher Working Conditions Survey Data and Looking Ahead to 2020

2019 Summer Leadership Conference
June 25, 2019



Center for Optimal Learning Environments (COLE) Overview

Action for School Quality Initiative (ASQi)



The Evidence Is In: Teaching Conditions Are Student Learning Conditions

Dr. Richard Ingersoll's NEW Research & Findings



NCTWC Results and Connection To Ingersoll's Findings

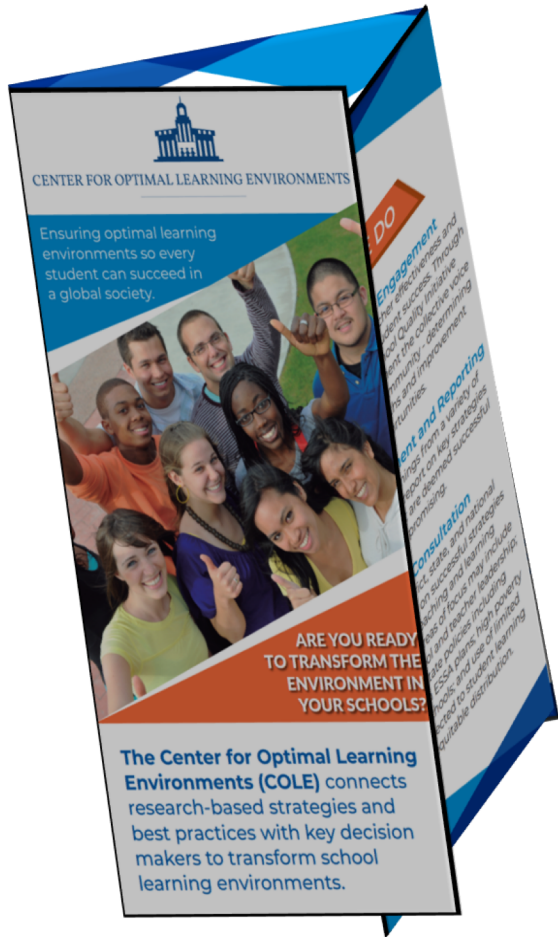
Past Results and for 2020




Ingersoll's Findings and School Improvement Planning, District ESSA Compliance Plans , Title I Funding



About the 2020 NCTWC Survey



Ensuring optimal learning environments so every student can succeed in a global society



ASQi
ACTION FOR SCHOOL QUALITY INITIATIVE

NEW RESEARCH Underscores the Importance of School Leadership, Teachers' Roles in Decision-Making, and Student Achievement

DR. RICHARD INGERSOLL from the Consortium for Policy Research in Education at the University of Pennsylvania recently conducted an analysis using almost one million responses to a teaching and learning survey. This newly released working paper studied the survey results from 2011-2015, across 16 states, representing more than 25,000 schools which met the minimum response rates (usually 50%) to the survey. For the first time, policymakers now have research which shows the connections of specific elements of school and teacher decision-making to student achievement, providing a roadmap for improving schools.

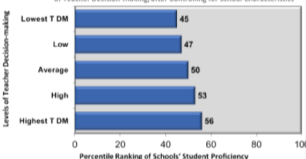
When Teachers Lead, STUDENTS SUCCEED

KEY FINDINGS INCLUDE:

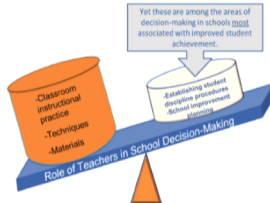
- ◆ Students in schools with higher levels of instructional leadership and teacher decision-making perform at least 10 percentage points higher in both mathematics and English language arts proficiency on their state assessments.
- ◆ Students perform better when teachers have a greater role in school leadership, particularly in school improvement planning.
- ◆ Students were also found to learn more in an environment where teacher leaders are involved in shaping student discipline policies and school improvement planning.
- ◆ High-poverty schools often lack the instructional and teacher decision-making elements that strongly relate to increased student achievement, limiting students' potential.
- ◆ Schools rarely implement the instructional and teacher decision-making variables most strongly related to increased student achievement.

Teachers' Roles in Decision-Making and Student Achievement

Percentile Ranking of School's Student Proficiency, by the Overall Level of Teacher Decision-making, after Controlling for School Characteristics



Levels of Teacher Decision-making	Percentile Ranking of Schools' Student Proficiency
Lowest T DM	45
Low	47
Average	50
High	53
Highest T DM	56



ACTION FOR SCHOOL QUALITY (ASQ) INITIATIVE

Helps state and district education leaders hear and document the collective voice of the education community to uncover strengths and improvement opportunities in schools. Research has shown teacher effectiveness and retention is key to student success.

To learn more about the ASQ initiative, as well as this exciting new research and possible opportunities to implement the research findings, please contact us at info@actionforschoolquality.com

- What is ASQi?
- What is the purpose?
- How are the results used?
- What are the connections to research?



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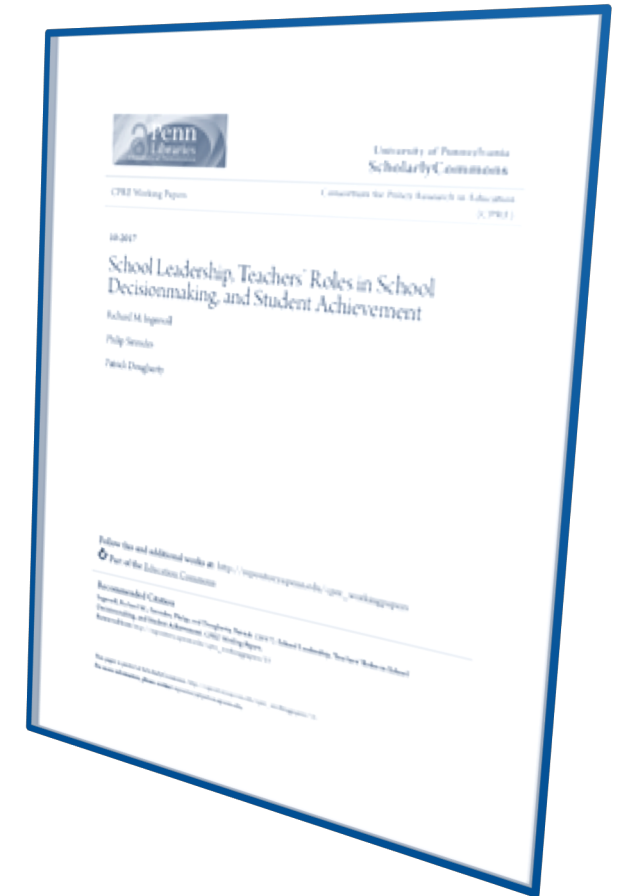
About the 2020 NCTWC Survey



Dr. Ingersoll 's recent research on teaching conditions used the teacher working conditions survey, which *“is one of the largest and best sources of information on school conditions and student achievement”*.

Sources of Data:

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

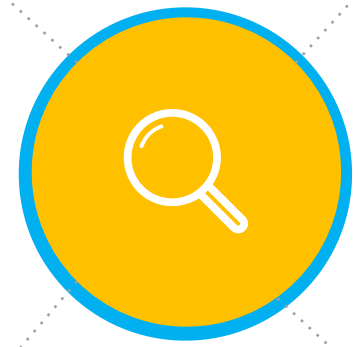


4 Research Questions Ingersoll Addressed

1.) To What Extent Do Schools Focus on Instructional Leadership?



2.) Is Instructional Leadership Related to Student Achievement?

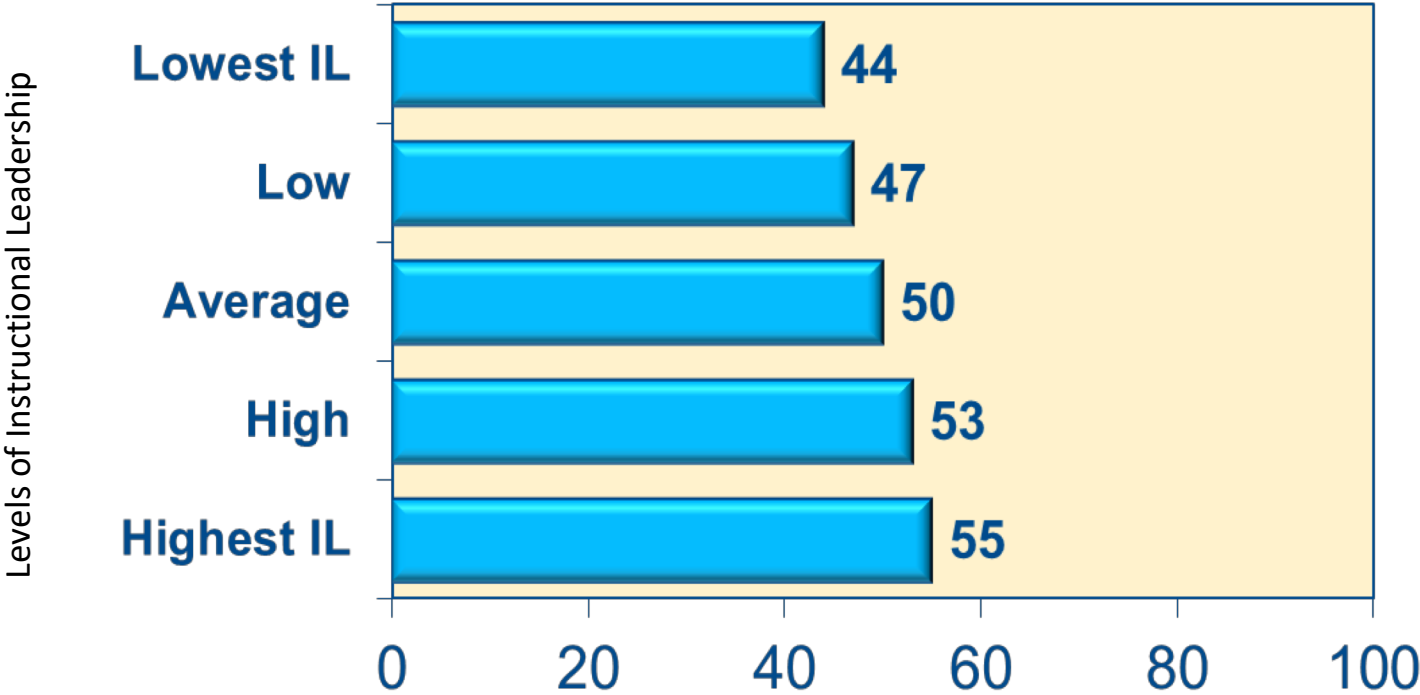


3.) What Role Do Teachers Have in School Decision-Making?



4.) Is Teacher Decision-Making Related to Student Achievement?

Instructional Leadership (IL) & Student Achievement



Percentile Ranking of School's Student Proficiency, by the Overall Level of Instructional Leadership, after Controlling for School Characteristics

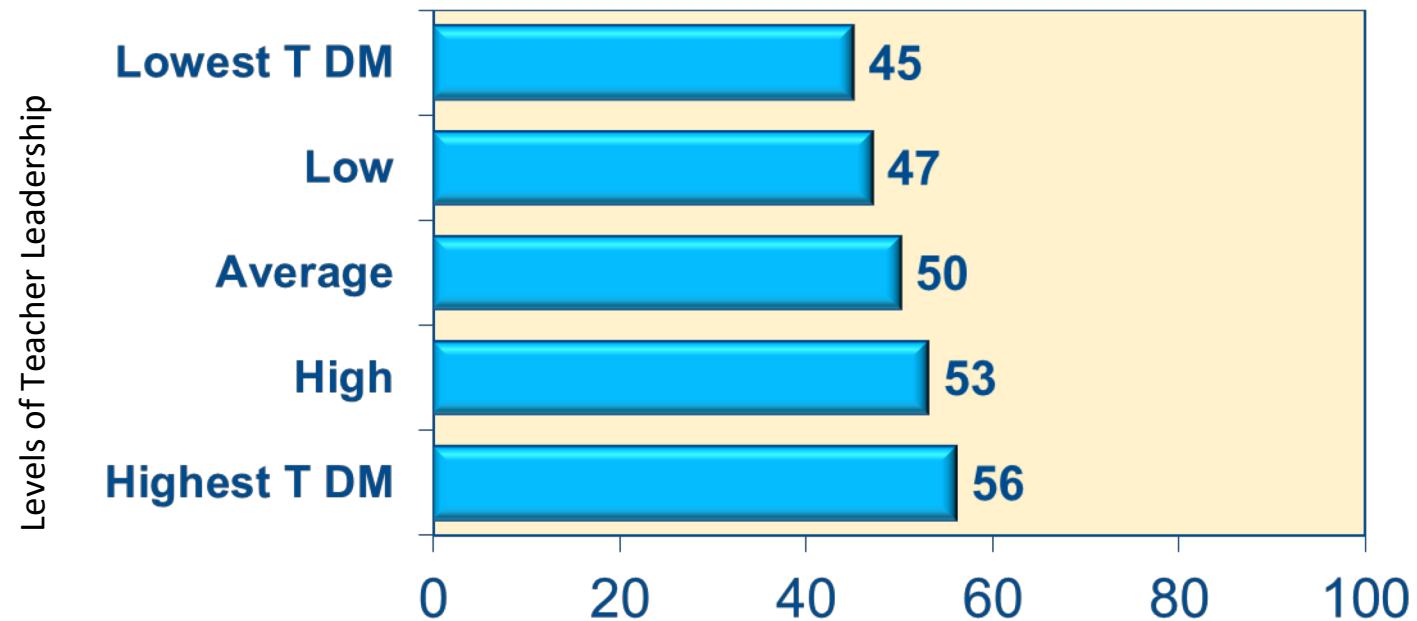
Instructional Leadership Elements Most Tied To Achievement

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

Teachers' Roles in Decision Making (T DM) & Student Achievement



Percentile Ranking of School's Student Proficiency, by the Overall Level of Teacher Leadership, after Controlling for School Characteristics

Teacher Decision-Making Roles Most Tied To Achievement

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

But, Schools Sometimes Lag in These....

- Only 45% of schools' faculties report teachers have a moderate to large role in school improvement planning
- Only 36% of schools' faculties report teachers have a moderate to large role in establishing student discipline procedures

**More Teacher Involvement in
School Improvement Planning**



**Having a More Effective
School Improvement Team**

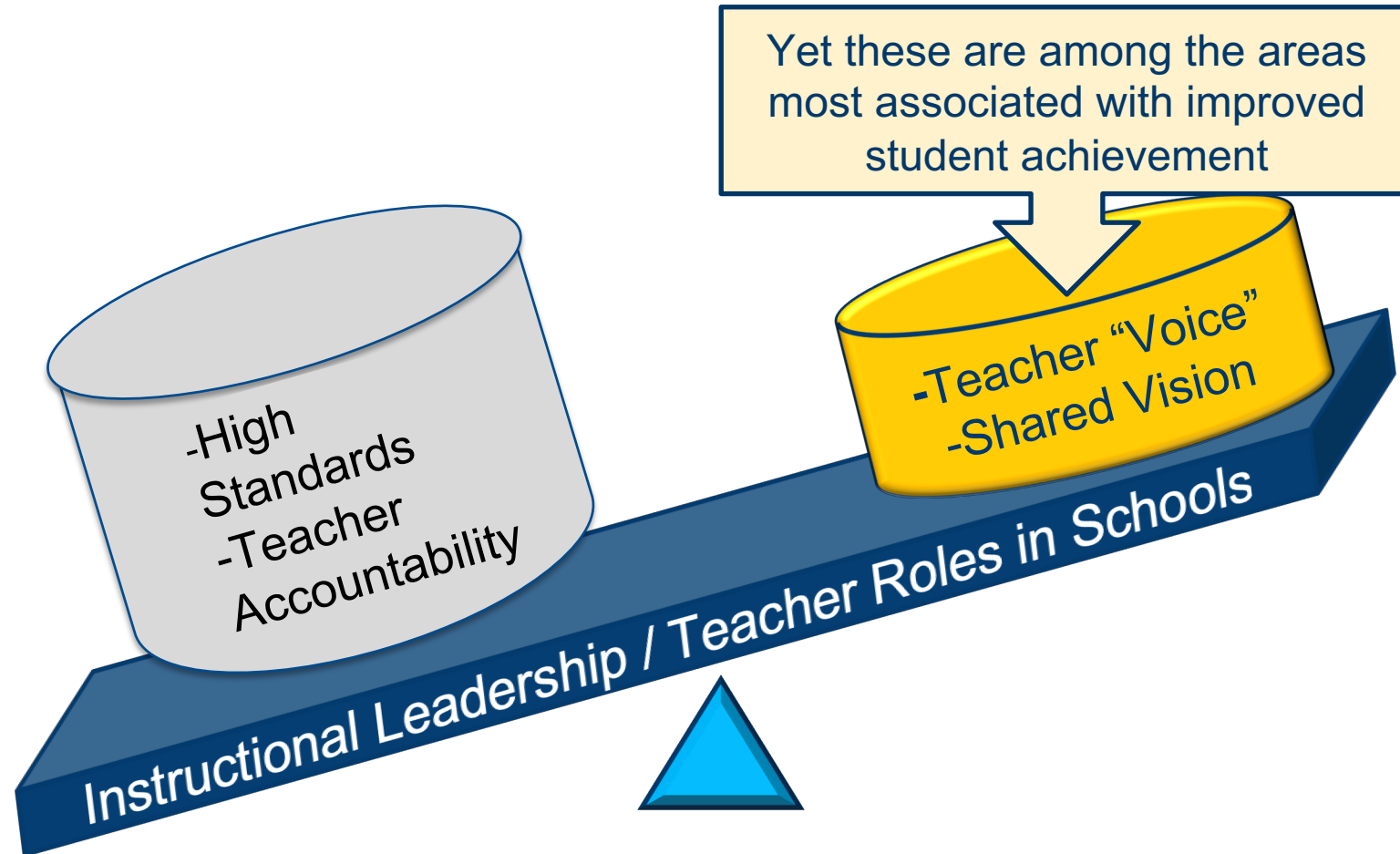


Higher Student Achievement

But, Schools Often Lag in These...

- In 55% of schools faculty report teachers have a SMALL or NO role in School Improvement Planning
- In 42% of schools report there is NOT an effective School Improvement Team

IMBALANCE FOUND



In High Poverty Schools The Imbalance Of School And Teacher Leadership Elements Are Exacerbated

Therefore, students in these schools are often at an even greater disadvantage!

5 TAKEAWAYS FOR NCTWC SURVEY INITIATIVE

1

Ingersoll found students in schools with higher levels of school leadership and teacher leadership (as in the NCTWC Survey sections) 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.)

2

The elements (aka: specific questions in the NCTWC Survey) of school leadership with the greatest connection to student achievement are school leaders who: 1. Hold teachers to high standards; 2. Provide an effective school improvement team; 3. Foster a shared vision for the school.

3

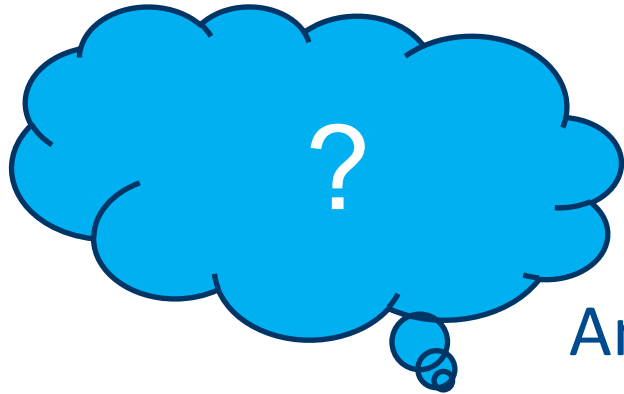
The elements of teacher leadership with the greatest connection to student achievement are schools which involve teachers in: 1. Establishing student discipline procedures; 2. School improvement planning.

4

Just as importantly, Ingersoll found that school leaders implement the five elements differently in schools, with a strong preference of holding teachers to high standards, yet all five elements are strongly connected to student success.

5

In high poverty schools, this imbalance is exacerbated, often placing students in these schools at an even greater disadvantage.



Any Questions About Ingersoll's Research
Before We Continue?



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About the 2020 NCTWC Survey

APPLYING INGERSOLL FINDINGS

Let's look at the findings as related to real numbers in the study....

- In 42% of schools the faculty report there is **NOT an Effective School Improvement Team**



10,350 schools!

- In 43% of schools the faculty report there is **NOT a Shared Vision** among Faculty and Leaders



10,597 schools!

- In 55% of schools faculty report teachers have only a **SMALL or NO role in School Improvement Planning**



13,554 schools!


- In 64% of schools faculty report teachers have only a **SMALL or NO role in Establishing Student Discipline Procedures**



15,772 schools!

Let's Take A Look At 2018 NCTWC Data For The State, Some Districts, And Some Schools And See How We Can Apply Ingersoll's Findings...


INGERSOLL FINDINGS: ASSESSING NCTWC DATA

 <small>CENTER FOR OPTIMAL LEARNING ENVIRONMENTS™</small>			SCHOOL LEADERSHIP ITEMS			TEACHER DECISION-MAKING ITEMS	
COLE's Analyses of 2018 NC Data Spring 2019 All Districts Comparison	Response Rate % (rounded to nearest whole number)	# Total Educators	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	Roles of teachers in establishing student discipline procedures	Roles of teachers in planning school improvement
North Carolina	91	120880	84.3	93.1	84.1	61.5	77.7



NOTE: The rates of agreement are the percentage of teachers and administrators in agreement to the each of the five questions. (This is slightly different from the way the information is displayed in Dr. Ingersoll's full report as he used the percentage of schools where teachers agreed.)

INGERSOLL FINDINGS & DATA ACROSS DISTRICTS

 CENTER FOR OPTIMAL LEARNING ENVIRONMENTS™ COLE's Analyses of 2018 NC Data Spring 2019 All Districts Comparison Examples below are randomly selected	Response Rate % (rounded to nearest whole number)	# Total Educators	SCHOOL LEADERSHIP ITEMS			TEACHER DECISION-MAKING ITEMS	
			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	Roles of teachers in establishing student discipline procedures	Roles of teachers in planning school improvement
North Carolina	91	120880	84.3	93.1	84.1	61.5	77.7
DISTRICT A	93	1814	76.3	86.7	77.5	56.6	71.4
DISTRICT B	99	381	92.2	93.0	92.4	76.2	90.0
DISTRICT C	100	135	88.3	96.2	88.2	69.3	88.4
DISTRICT D	99	202	79.7	93.4	76.8	38.8	72.8
DISTRICT E	99	239	85.6	91.9	86.8	62.6	78.0
DISTRICT F	94	5761	79.7	92.2	81.5	60.9	71.0
DISTRICT G	98	217	82.4	93.3	83.8	48.5	74.4
DISTRICT H	100	194	74.6	86.6	72.5	78.5	75.3
DISTRICT I	99	534	88.8	95.2	86.9	67.7	87.4
DISTRICT J	100	159	78.3	89.6	71.3	53.3	77.3

HEATMAP KEY	
	% Agreement less than 30
	% Agreement between 30-50
	% Agreement between 50-70
	% Agreement between 70-80
	% Agreement between 80-90
	% Agreement more than 90




School Leadership

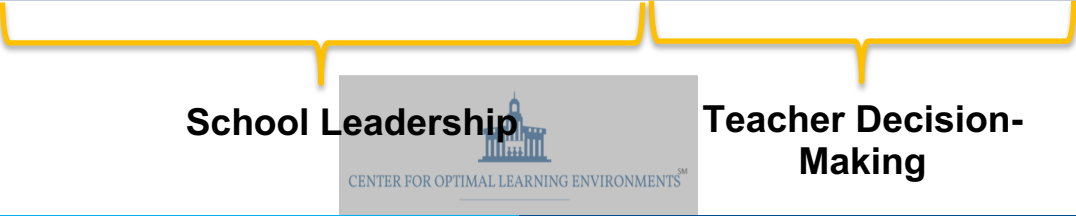
Teacher Decision-Making



SELECT SCHOOLS IN A LOW PERFORMING DISTRICT

 CENTER FOR OPTIMAL LEARNING ENVIRONMENTS™ Center for Optimal Learning Environments Analyses 2018 NC Data Spring 2019 School Comparisons in District	SCHOOL LEADERSHIP ITEMS			TEACHER DECISION-MAKING ITEMS	
	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	Roles of teachers in establishing student discipline procedures	Roles of teachers in planning school improvement
North Carolina	84.3	93.1	84.1	61.5	77.7
DISTRICT	76.3	86.7	77.5	56.6	71.4
ELEMENTARY A	90.7	97.7	95.2	75.6	92.7
ELEMENTARY B	92.9	95.3	86.0	79.5	97.0
ELEMENTARY C	79.6	92.2	87.8	47.8	66.0
ELEMENTARY D	84.4	91.1	91.1	54.8	88.6
ELEMENTARY E	27.3	33.3	35.7	35.6	44.2
ELEMENTARY F	84.4	91.1	91.1	54.8	88.6
ELEMENTARY G	68.8	81.6	69.4	53.1	71.7
MIDDLE A	38.3	73.4	46.4	32.8	35.6
MIDDLE B	68.0	81.6	79.6	58.0	77.6
MIDDLE C	89.4	100.0	81.4	63.0	64.4
MIDDLE D	61.2	80.8	53.3	22.9	40.0
HIGH A	91.7	93.4	94.2	71.2	76.3
HIGH B	42.7	80.0	57.5	21.6	61.6
HIGH C	74.7	88.0	66.2	56.2	54.2

HEATMAP KEY	
	% Agreement less than 30
	% Agreement between 30-50
	% Agreement between 50-70
	% Agreement between 70-80
	% Agreement between 80-90
	% Agreement more than 90





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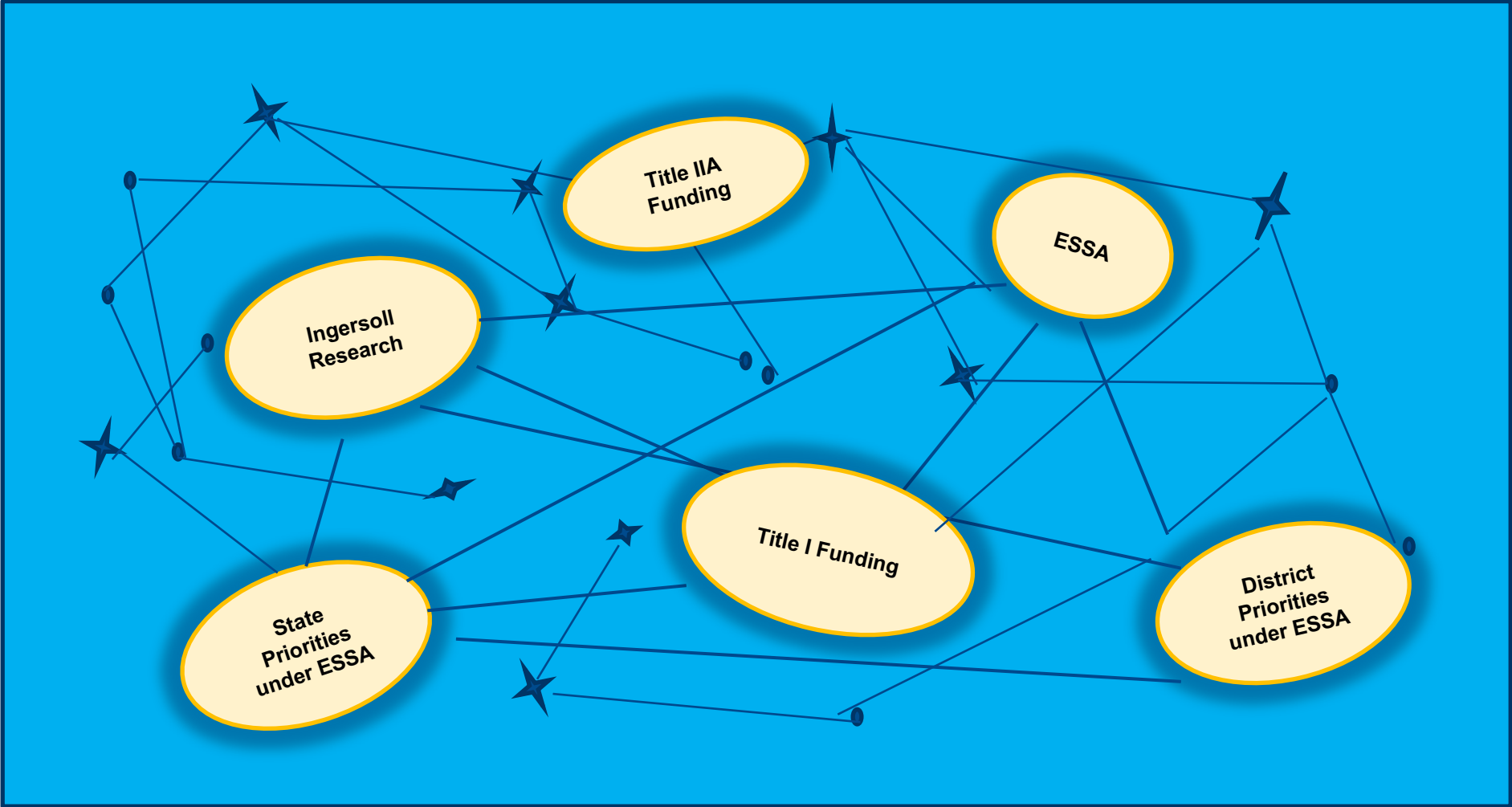
New, Quantifiable Data showing the connection to student achievement of five specific school leadership elements

Not only for all schools, the data is especially compelling for **high poverty schools** where billions of dollars are spent each year on school improvement!

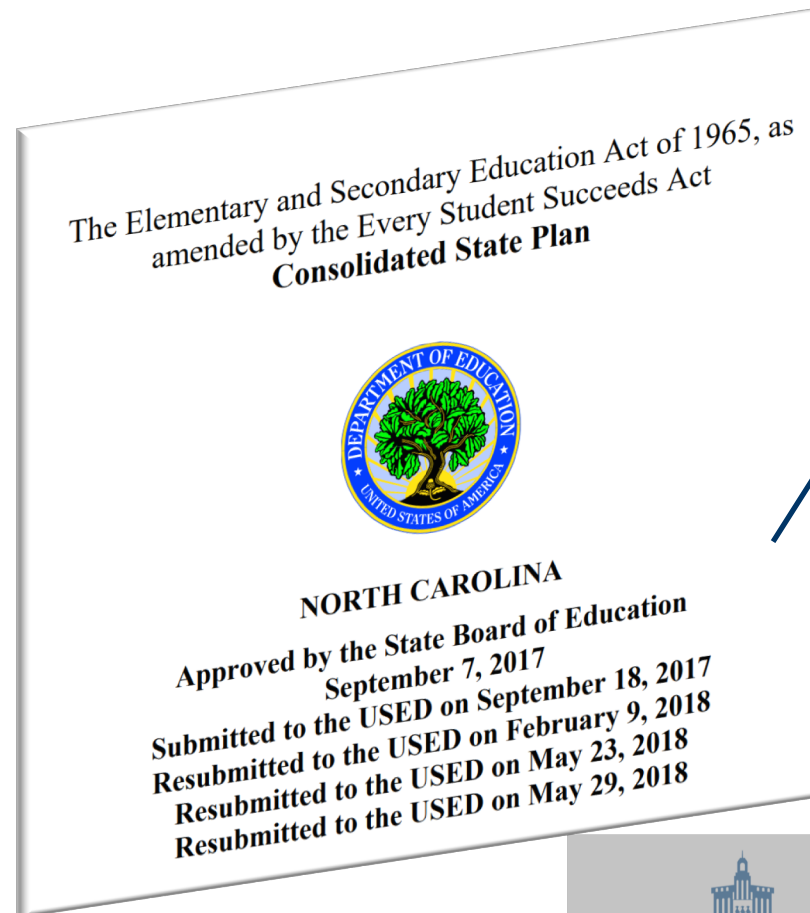
The 'fixes' to improve schools using this research as the basis are **NOT resource-heavy!**

The infrastructure to utilize federal and local resources towards these fixes....
Are already in place via state and local ESSA Plans!

INTEGRATING THIS RESEARCH: STATE PRIORITIES



ESSA: Integrating This Work Into North Carolina and District Compliance Plans



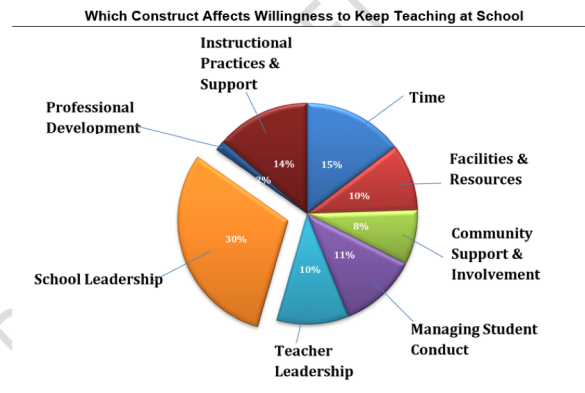
“The TWC survey continues to inform local communities on ways to improve each school, and data from the survey assist district and State policymakers in decisions affecting the recruitment and retention of quality teachers, teacher induction practices, and quality training of principals.”



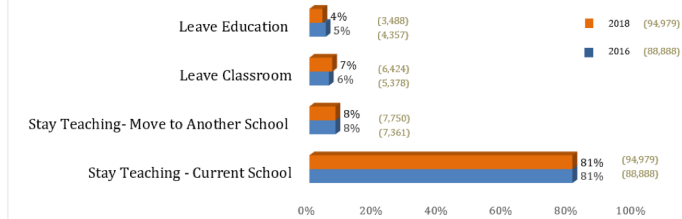
Analysis of NC 2018 Survey Results: Connecting Ingersoll Items and Teacher Retention

School Leadership continues to be the major reason educators list as the construct which affects their willingness to stay teaching in their school. Thirty percent of the respondents in 2018 (approximately 30,000 teachers) listed this as their answer.

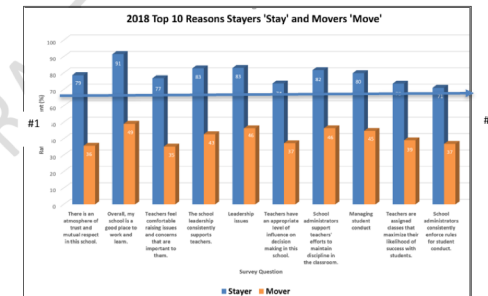
The percentage of answers indicating the construct of School Leadership as the reason teachers wish to remain in their school, this answer may be of importance to policy makers because of the connection Dr. Ingersoll made to student achievement and School Leadership. Of note should also be the percentages which list Teacher Leadership (10%) and Managing Student Conduct (11%) in this bigger picture, since both aspects are discussed in Dr. Ingersoll's research. Note the very small percentage for Professional Development (2%) which teachers say is the reason they wish to remain in their school.




NC 2018 Stayers-Movers-Leavers



To demonstrate the relationship of Stayers v Movers and the Ingersoll research, COLE further analyzed the 2018 NCTWC results to get a glimpse into what are the actual reasons teachers decide to stay in their current school or select to move to a different school. See the top ten reasons in the chart below.



Connection of NC 2018 Ingersoll Items to Teacher Retention


 CENTER FOR OPTIMAL LEARNING ENVIRONMENTS

2018 NC Teacher Working Conditions Survey Results and Connection to Student Achievement and Teacher Retention: An Analysis of Key Findings for Policy Makers

The following analyses highlight some of the findings from the 2018 North Carolina Teacher Working Conditions Survey (NCTWC) in relation to the key findings in the most recent research from the esteemed Dr. Richard Ingersoll, Consortium for Policy Research in Education, University of Pennsylvania. (For more information and research information, please visit <http://optimallearningenvironments.com/>.)

Utilizing this most recent and relevant research connecting student achievement to teaching conditions provides a road map for state and district policy makers to make decisions on the best strategies for school and district improvement. Additionally, because the federal Every Student Succeeds Act (ESSA) has strong emphasis on the use of research-based strategies for school improvement plan, the survey results and associated research integrate well into district and state compliance plans for ESSA.

The following analyses were conducted by the Center for Optimal Learning Environments (COLE) for the North Carolina Department of Public Instruction (NCDPI). All data was provided to the Center for Optimal Learning Environments (COLE) by NCDPI in the spring, 2019. For each area, data charts are provided along with descriptions and relevant explanations.

As described in North Carolina IFB-RQ21614089A, the purpose and background of the NCTWC survey are provided here for historical context:

In 2006, Senate Bill 622 passed, establishing North Carolina Teacher Working Conditions Survey (NCTWCS) as permanent part of the budget. The NCTWCS provides valuable information to the school, district, and state level by which policymakers can make informed, data-driven decisions. The survey assesses whether educators across the state report having the resources and supports necessary to ensure effective teaching.


The results of the survey are one component of the on-going process for collaborative school and district improvement plans. The survey results will also allow administrators to better understand the working conditions data and to implement concrete short- and long-term reform strategies to improve teacher working conditions and student learning conditions statewide. By improving teacher working conditions, the recruitment and retention of quality professionals can be ensured, and higher student achievement will result.

Data from previous surveys indicate a link between staff perceptions of teaching and learning conditions and student achievement as well as on decisions of teacher retention.

The North Carolina School Executive Principal Evaluation Process manual refers to the survey results as a possible artifact as to the administrator's effectiveness in executing professional standards. The biennial survey spawns hundreds of studies on how teaching conditions correlate with recruitment, retention, student achievement, school grades, teaching strategies, etc.

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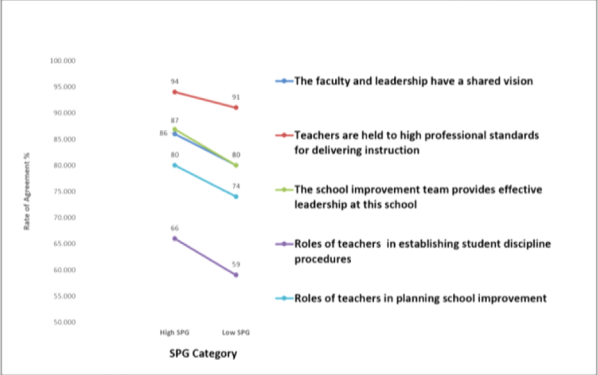
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 CENTER FOR OPTIMAL LEARNING ENVIRONMENTS

drop of seven percentage point when comparing high-performing schools to low-performing schools, respectively. The elements were:

1. The school improvement team provides effective leadership at this school
2. The roles of teachers in school improvement planning
3. The roles of teachers in establishing student discipline procedures.

Ingersoll Items Show Differences in Rates of Agreement for School Performance Grades



Item	High SPG	Low SPG
The faculty and leadership have a shared vision	94	91
Teachers are held to high professional standards for delivering instruction	87	80
The school improvement team provides effective leadership at this school	86	80
Roles of teachers in establishing student discipline procedures	66	59
Roles of teachers in planning school improvement	80	74

COLE suggests that further analyses of this connection should take place after the 2020 survey is completed, with a close examination of specific low performing schools and districts to see if there are regional aspects to this finding.

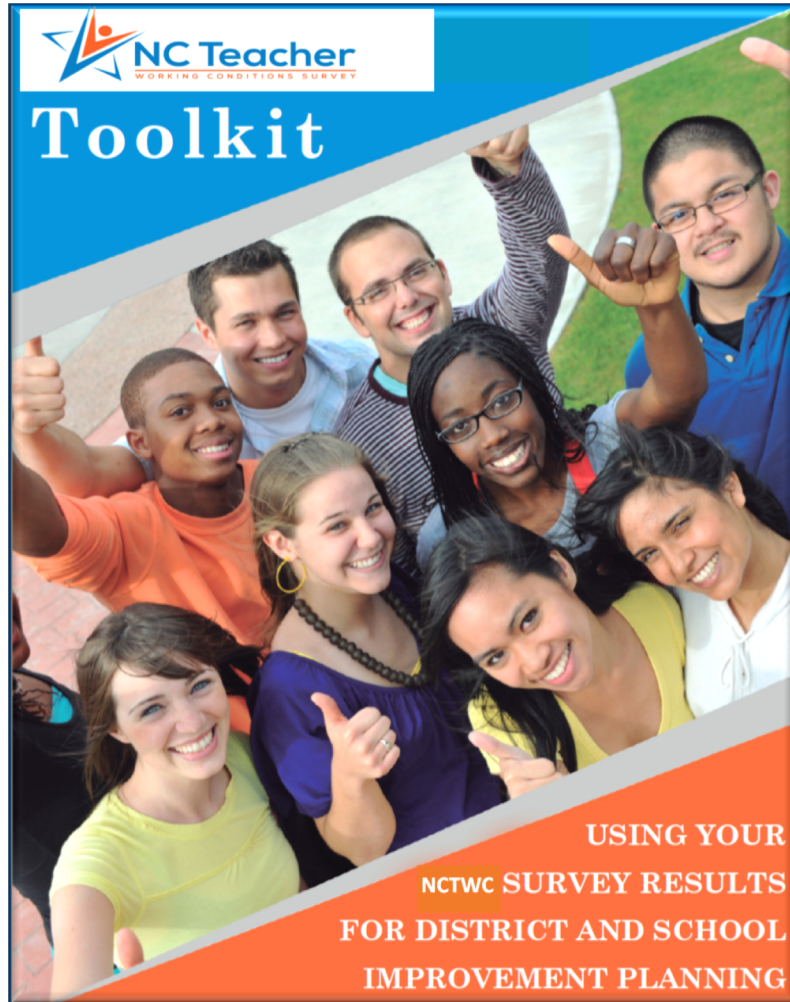
2018 NC TWC Ingersoll Items: Further Analysis Across Districts and Groups

COLE provides further analyses for policy makers using the Ingersoll items in different groupings of districts and schools. These files are attached in the accompanying Excel file.

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Connection of NC 2018 Ingersoll Items to Student Achievement



1. NCDPI will schedule some training for leaders in start of 2019-2020 school year
2. Toolkits are in development for NC (ready in 2020) are designed for District Leaders and School Leaders
 - ✓ Focus on the latest research-based strategies for school improvement (Including Ingersoll's Key Findings)
 - ✓ Develop specific goals for the next year based on your own data
 - ✓ Will be downloadable and ready to use by facilitators and session participants



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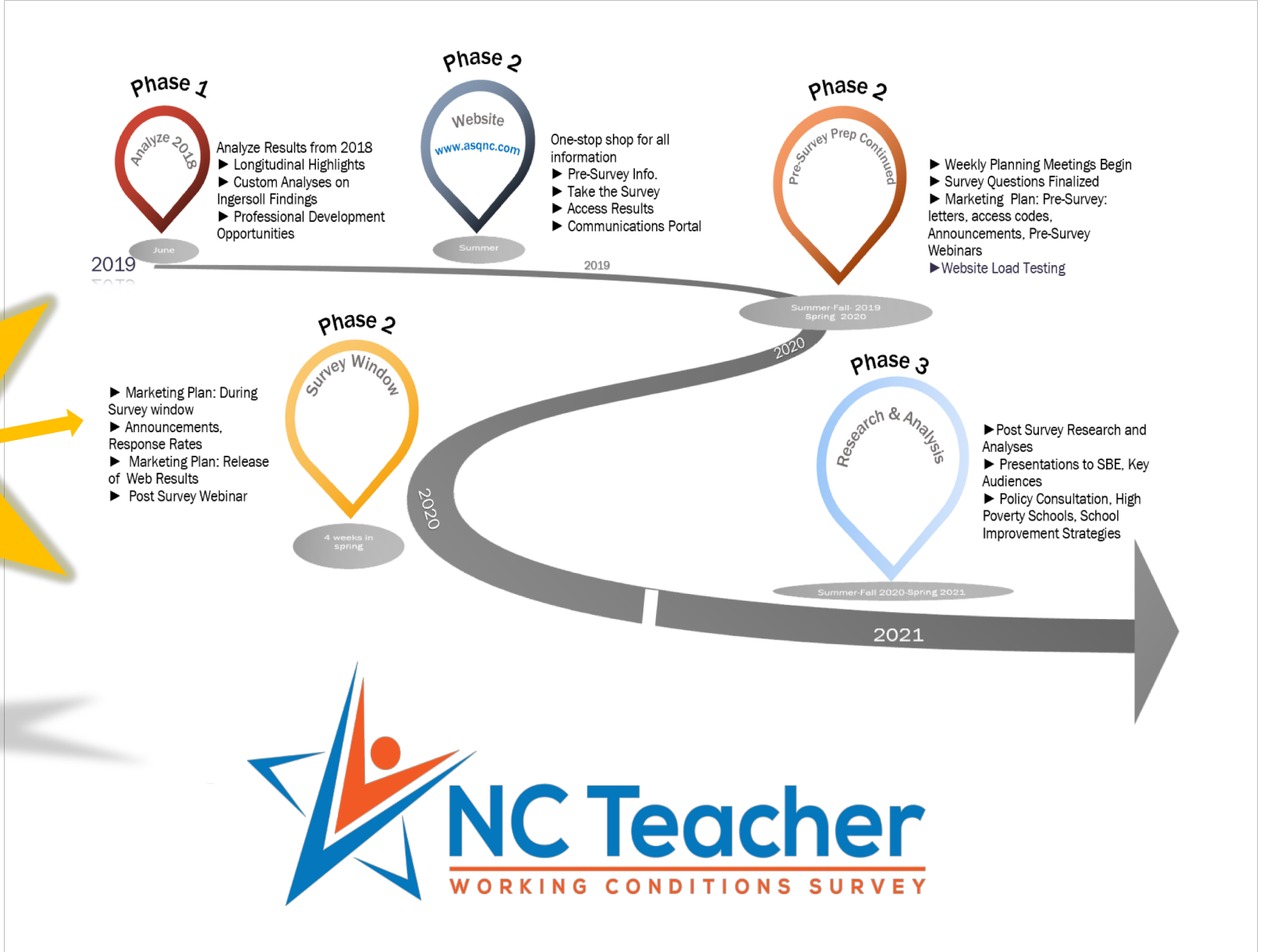


Ingersoll's Findings and School Improvement Planning, District ESSA Compliance Plans , Title I Funding




About the 2020 NCTWC Survey

NCTWC TIMELINE 2019-2021



WHAT'S THE SAME AND WHAT'S DIFFERENT FOR 2020?

NOTE: The NCTWC Advisory Committee will work to make any improvements to the survey for 2020.



Save the Date

What: ASQ North Carolina Initiative
When: March 2020
Who: The Survey is for all licensed school-based educators
Where: WWW.ASQNC.COM
Why: Teaching conditions in schools are important for many reasons.

Whether it's their relationship to student learning or strong influence on teacher retention, research continues to affirm these data matter.

The Action for School Quality Initiative kicks off Spring 2020 with the NC TWC Survey. The anonymous statewide survey documents the collective voices of licensed school-based educators to determine the structural strengths and improvement opportunities for our schools and districts.

Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Visit
www.asqnc.com
To find out more details about the ASQ North Carolina Initiative






CENTER FOR OPTIMAL LEARNING ENVIRONMENTS

NCTWC 2020 WEBSITE LAUNCHES AUGUST 1

The screenshot shows the NCTWC 2020 website interface. At the top, there are three callout boxes: 'SURVEY ACCESS' pointing to the 'Take The Survey' button, 'HELP DESK' pointing to the 'Need Help?' button, and 'REAL TIME RESPONSE RATES' pointing to the 'Response Rates' link in the navigation menu. The main content area features a large photo of diverse educators and students. Below the photo are three content cards: 'About ASQi' (with a callout 'ABOUT NCTWC SURVEY & MESSAGES FROM LEADERS'), 'We're ASQing you how to make North Carolina's schools even better' (with a callout 'ABOUT NCTWC SURVEY & MESSAGES FROM LEADERS'), and 'FAQ' (with a callout 'FAQS'). Each card has a 'Read more' button.

The NC TWC Advisory Committee will work to make any improvements to the survey for 2020.

BE READY FOR 2020 NCTWC SURVEY!

-  Share with your leaders back in your district this exciting new research from Dr. Ingersoll about the specific connections of NCTWC survey questions (on School Leadership and Teachers' Roles in Decision-Making) to student achievement and teacher retention!
-  Take advantage of this advance knowledge by utilizing some of the strategy questions (on the next slide) as a way to begin the conversations for school improvement strategies in the 2019-2020 school year!
-  Discuss with regional leaders some strategies you can develop to incorporate this research and use of the NCTWC data into the ESSA plans, Title I funding, or other targeted efforts to improve student achievement and/or teacher retention.
-  **Starting August 1, 2019**, visit the www.asq.nc.com website for the latest news and information about the 2020 survey! Remind leaders in your district to visit often!
-  Pay attention to announcements from NCDPI in January- February for specific details about the administration of the 2020 NCTWC Survey and be sure to visit the www.asq.nc.com website !



How can your local leaders utilize the Ingersoll³⁵ research findings as a guide to decision-making for school improvement strategies?



Discuss ways you could lead efforts in your local district with the board of education to develop ways to actively include staff in the development of student discipline procedures?



What are some ways you could help teachers in each school understand their professional role in:

1. Being a part of the school improvement team's effectiveness?
2. Be a part of the development of the school discipline policy each year?

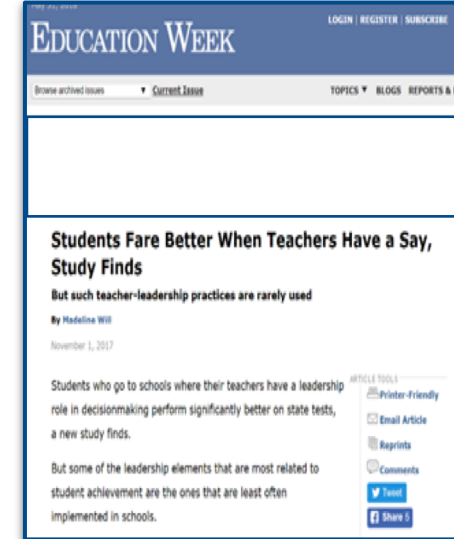
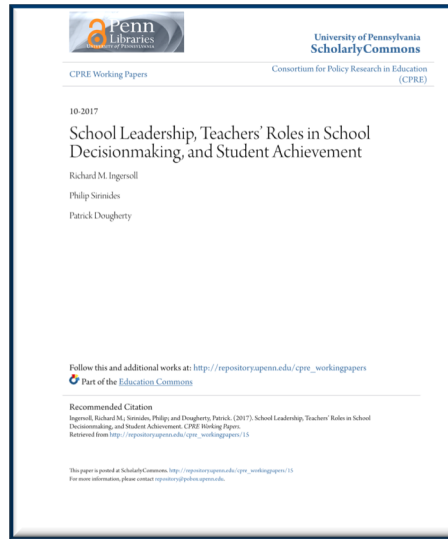


Discuss ways you can zero in on the 5 Ingersoll findings as focal points in your work within the state ESSA plan (as part of the Title I schools).

DISCUSSION



Complete Copies of
Related Articles and
Reports
www.gse.upenn.edu/faculty/ingersoll



For further information and guidance on using Dr. Ingersoll's research in education policy towards school improvement, please contact his liaison for this research, Ann Maddock 919.600.4945

amaddock@optimallearningenvironments.com

THANK YOU!

For more information contact:

Ann Maddock

(919) 600-4945

amaddock@optimallearningenvironments.com

