TELL MASS Survey Summary

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General Information

- The TELL MASS (Teaching, Empowering, Leading, and Learning) Survey is a statewide survey of school based licensed educators that is administered every other year.

- Staff were asked to indicate how strongly they agreed with a variety of statements in 8 different topic areas that are "positively associated with improved student achievement and teacher retention."

  - Responses to questions included a four-point scale: Strongly agree, agree, disagree, strongly disagree. %'s that follow indicate "agree" and "strongly agree" responses.

Topics Addressed in Survey

- Time
- Facilities and Resources
- Community Support and Involvement
- Managing Student Conduct
- Teacher Leadership
- School Leadership
- Professional Development
- Instructional Practices and Support
- Overall

General Information

- 50% response across the district was necessary for a district report (55.91% responded)
- 50% response at a school was necessary for an Individual school school report (no report for Curtis/ 34.38% responded)
- Summary information includes Curtis responses
- Individual school responses are noted for elementary schools in alphabetical order (Haynes, Loring, Nixon, Noyes) with 2012 results in parentheses

Survey Response Rate Summary

	2014	2012
Haynes	68.57% - 24/35	86.11%
Loring	65.12% - 28/43	84.44%
Nixon	82.86% - 29/35	85.37%
Noyes	62.22% - 28/45	83.67%
ECMS	**34.38% - 33/96	56.38%
District	55.91% - 142/254	74.72%

Need 50% response rate for Individual school report.

Time

- 75.4% agree that "Class sizes are reasonable such that teachers have time to meet the needs of all students" (66.8% - 2012)
  - Individual school responses: 83.3% (75.95); 57.1% (51.4%); 82.8% (79.4%); 85.7% (80%)

- 55.1% agree that "Non-instructional time provided for teachers is sufficient" (49.7% - 2012)
  - Individual school responses: 52.4% (41.4%); 44.4% (40.5%); 71.4% (48.6%); 55.6% (56.1%)

Time

- 69.6% agree that "Teachers are protected from duties that interfere with their essential role of educating students" (61.7% - 2012)
  - Individual school responses: 68.2% (65.5%); 57.1% (44.4%); 85.7% (73.5%); 51.9% (52.5%)
- 68.3% agree that "Teachers are allowed to focus on educating students with minimal interruptions" (67.9% - 2012)
  - Individual school responses: 61.9% (67.9%); 60.7% (70.3%); 58.6% (68.6%); 89.3% (78%)

Time

- 65.5% agree that "Teachers have sufficient instructional time to meet the needs of all students" (56.8% - 2012)
  - Individual school responses: 54.5% (72.4%); 57.1% (51.4%); 71.4% (52.9%); 89.3% (68.3%)
- 62.6% agree that "Efforts are made to minimize the amount of routine paperwork teachers are required to do" (51.1% - 2012)
  - Individual school responses: 65.2% (50%); 50% (58.8%); 51.7% (40%); 82.1% (50%)
- 58.6% agree that "Teachers have time available to collaborate with colleagues" (53.3% - 2012)
  - Individual school responses: 56.5% (62.1%); 42.9% (18.4%);
  - 60.7% (51.4%); 75% (65%)

Facilities and Resources

- 96.4% agree that "Teachers have adequate space to work productively" (89.7% - 2012)

- 82.6% agree that "Teachers have sufficient access to instructional technology, including computers, printers, software, and internet access" (80.1% - 2012)
  - Individual school responses: 100% (90.3%); 81.5% (94.6%); 89.3% (74.3%); 81.5% (92.5%)

Community Support and Involvement

- 100% agree that "Teachers provide parents/ guardians with useful information about student learning" (98.4% - 2012)

- 94.2% agree that "Parents are influential decision makers in this school" (93.6% - 2012)

Managing Student Conduct

- 97.2% agree that "The faculty work in a school environment that is safe" (98.5% - 2012)

- 94.9% agree that "School administrators support teachers' efforts to maintain discipline in the classroom" (90.8% - 2012)

- 84.3% agree that "School administrators consistently enforce rules for student conduct" (79% - 2012)
  - Individual school responses: 79.2% (82.1%); 92.6% (92.1%); 89.7% (88.6%); 96.3% (90.2%)

Teacher Leadership

- 93.5% agree that "Teachers are encouraged to participate in school leadership roles" (92.1% - 2012)
  - Individual school responses: 95.7% (93.3%); 100% (91.9%); 93.1% (93.7%); 100% (95.1%)

- 69.3% agree that "The faculty has an effective process for making group decisions to solve problems" (69.9% - 2012)
  - Individual school Responses: 77.3%(66.7%); 70.4% (78.4%); 69%(75.8%); 85.2% (79.5%)

Teacher Leadership (cont.)

- 92% agree that "Teachers are trusted to make sound professional decisions about instruction" (85.9% - 2012)
  - Individual school responses: 100% (75.9%); 96.4% (100%); 82.1% (78.8%); 96.4% (84%)

- 89.3% agree that "Teachers are recognized as educational experts" (88% - 2012)
  - Individual school responses: 95.8% (75.9%); 85.2% (97.3%); 93.1% (87.9%); 96.4% (92.5%)

Teacher Leadership (cont.)

- 88.5% agree that "Teachers are effective leaders in this school" (91.5% - 2012)
  - Individual school responses: 87% (96.6%); 85.7% (97.3%); 96.6% (93.9%); 96.3% (90%)

- 79.6% agree that "Teachers are relied upon to make decisions about educational issues" (84.5% - 2012)
  - Individual school responses: 91.3% (78.6%); 75% (97.2%); 75.9% (78.1%); 89.3% (82.5%)

School Leadership

- 98.6% agree that "Teachers are held to high professional standards for delivering instruction" (96.4% - 2012)

- 65.9% agree that "Teachers feel comfortable raising issues and concerns that are important to them" (73.3% - 2012)
  - Individual school responses: 77.3% (73.3%), 85.2% (86.8%), 21.4% (62.9%), 82.1% (68.3%).

School Leadership
(makes sustained effort to address teacher concerns about)

	2014	2012
Leadership Issues	80.8%	75.3%
Facilities and Resources	88.6%	84.7%
The use of time in my school	74.3%	67.7%
Professional Development	82.6%	54.9%
Teacher Leadership	87.4%	74.4%
Community Support and Involvement	93%	82.3%
Managing Student Conduct	89.9%	85.5%
Instructional Practices and Support	88.9%	85.6%
New Teacher Support	84.8%	79.3%

School Leadership (cont.)

- 90.1% agree that "The school leadership facilitates using data to improve student learning" (91.2% - 2012)
  - Individual school responses: 95.8% (90.3%); 82.1% (94.4%); 96.6% (100%); 96.4% (95.1%)
- 89.2% agree that "The faculty are recognized for accomplishments" (86.5% - 2012)
  - Individual school responses: 87% (86.7%); 85.7% (86.5%); 86.2% (91.4%); 100% (82.5%)
- 87.4% agree that "Teachers receive feedback that can help them improve teaching" (89.9% - 2012)
  - Individual school responses: 85.7% (93.1%); 88.9% (83.3%); 77.8% (94.1%); 100% (94.9%)

School Leadership (cont.)

- 85.9% agree that "Teacher performance is assessed objectively" (84.2% - 2012)
  - Individual school responses: 95% (92.6%); 92.3% (83.8%); 70.8% (87.5%); 96.3% (82.5%)
- 78% agree that "The procedures for teacher evaluation are consistent" (85.2% - 2012)
  - Individual school responses: 83.3% (96.6%); 88% (78.4%); 76% (94.1%); 84.6% (89.2%)
- 77.7% agree that "The school improvement team provides effective leadership at this school" (80.8% - 2012)
  - Individual school responses: 94.7% (91.3%); 77.8% (78.1%); 66.7% (79.3%); 92% (88.2%)

School Leadership (cont.)

- 74.3% agree that "The school leadership consistently supports teachers" (80.1% - 2102)
  - Individual school responses: 87.5% (86.2%); 88.9% (92.1%); 48.1% (74.3%); 92.6% (79.5%)

- 72.1% agree that "There is an atmosphere of trust and mutual respect in this school" (77.1% - 2012)
  - Individual school responses: 82.6% (77.4%); 85.7% (86.5%); 27.6% (73.5%); 100% (69.2%)

Professional Development

- 92.9% agree that "Professional development opportunities are aligned with the school's improvement plan" (78.9% - 2012)
  - Individual school responses: 100% (81.5%); 88.5% (71.9%); 88% (87.5%); 100% (82.1%)

- 56.8% agree that "Professional development is differentiated to meet the needs of Individual school teachers" (30.7% - 2012)
  - Individual school responses: 52.4% (13.3%); 59.3% (40.5): 53.8% (37.5%); 71.4% (43.6%)

Professional Development (cont.)

- 92.6% agree that "Teachers are encouraged to reflect on their own practice" (84% - 2012)
  - Individual school responses: 86.4% (79.3%); 89.3% (83.3%); 100% (84.8%); 96.4% (80%)

- 85% agree that "Professional development enhances teachers' ability to improve student learning" (65.8% - 2012)
  - Individual school responses: 90.9% (46.7%); 80.8% (77.8%); 92.6% (76.5%); 92.6% (73.2%)

Professional Development (cont.)

- 84.1% agree that "An appropriate amount of time is provided for professional development" (64.9% - 2012)
  - Individual school responses: 95.7% (63.3%); 89.3% (70.3%); 65.5% (67.6%); 92.6% (80.5%)

- 80.2% agree that "Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs" (61.1% - 2012)
  - Individual school responses: 85.7% (46.7%); 80.8% (66.7%); 92.3% (71.4%); 85.2% (65.9%)

Professional Development (cont.)

- 57.4% agree that "Professional development is evaluated and results are communicated to teachers" (35.4% - 2012)
  - Individual school responses: 68.4% (27.6%); 59.3% (45.7%); 59.3% (41.9%); 63% (40.5%)

- 66.7% agree that "In this school, follow up is provided from professional development" (39.9% - 2012)
  - Individual school responses: 61.1% (43.3%); 75% (51.4%); 50% (39.4%); 74.1% (34.2%)

Instructional Practices and Support

- 97% agree that "The curriculum taught in this school is aligned with Common Core standards" (83.3% - 2012)

- 67.9% agree that "State assessment data are available in time to impact instructional practices" (73.2% - 2012)

Instructional Practices and Support (cont.)

- 96.4% agree that "The faculty are committed to helping every student learn" (96.4% - 2012)
- 96.3% agree that "Teachers are encouraged to try new things to improve instruction" (89.6% - 2012)
- 94.7% agree that "Teachers work in professional learning communities to develop and align instructional practices" (71.8% - 2012)
  - Individual school responses: 94.7% (86.2%); 88.9% (50%); 92.9% (82.4%); 100% (92.5%)

Instructional Practices and Support (cont.)

- 90.4% agree that "Social services are available to ensure that all students are ready to learn" (86.1% - 2012)
  - Individual school responses: 95.5% (89.7%); 80.8% (78.9%); 96.6% (91.4%); 96.3% (87.2%)

- 90.9% agree that "Teachers use assessment data to inform instruction" (85.2% - 2012)
  - Individual school responses: 100% (96.6%); 82.1% (71.9%); 100% (97.1%); 100% (97.4%)

Instructional Practices and Support (cont.)

- 89.2% agree that "Local assessment data are available in time to impact instructional practices" (84% - 2012)
  - Individual school responses: 100% (92.9%); 91.7% (96.9%); 100% (96.9%); 100% (91.7%)

- 84.8% agree that "Provided supports (i.e.: instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers" (73.7% - 2012)
  - Individual school responses: 90.5% (72.4%); 80% (69.7%); 92.3% (83.3%); 92.6% (94.4%)

Instructional Practices and Support (cont.)

- 74.8% agree that "Teachers have autonomy to make decisions about instructional delivery (i.e.: pacing, materials, pedagogy)" (73.6% - 2012)
  - Individual school responses: 75% (69%); 82.1% (77.8%); 57.7% (63.6%); 92.6% (61.8%)

- 67% agree that "Teachers are assigned classes that maximize their likelihood of success with students" (67.8% - 2012)
  - Individual school responses: 100% (78.6%); 60% (75.8%); 66.7% (60%); 62.5% (80.6%)

Overall

- 88.7% agree that "My school is a good place to work and learn" (86.2% - 2012)
  - Individual school responses: 91.7% (90.3%); 85.7% (81.6%); 82.1% (88.6%); 96.4% (82.5%)

Summary Range of Positive Responses

TOPIC	2014	2012
Time	55%-75%	50%-68%
Facilities and Resources	83%-96%	80%-97%
Community Support and Involvement	94%-100%	91%-100%
Managing Student Conduct	84%-97%	79%-99%
Teacher Leadership	71%-94%	71%-92%
School Leadership	66%-99%	73%-96%
School Leadership addressing teacher concerns	74%-93%	55%-86%
Professional Development	57%-93%	31%-84%
Instructional Practices and Support	67%-97%	68%-96%
Overall	89%	86%

Response %'s include ECMS.

How We Use these Data

- Review data with principals and central office staff
- Principals review data with school staff
- At the district level and at individual schools:
  - Celebrate areas of noted improvement
  - Identify areas for further research
  - Identify areas for improvement

Noted Improvement

- Professional Development (area of focus in SPS Strategic Objectives/Initiatives)

- Instructional Practices and Support (area of focus in SPS Strategic Objectives/Initiatives)

- School Leadership Addressing Teacher Concerns

- Time (although room for further improvement)

Further Research/Inquiry

- Teacher Evaluation (survey to be administered in June)

- Seek to understand any outlier or split responses through site-based discussions

- Explore particular questions in the following topic areas:
  - Teacher Leadership
  - School Leadership