

'The Set': Do DE Educators Feel their Schools are "Good Places to Work and Learn?"

April 2013

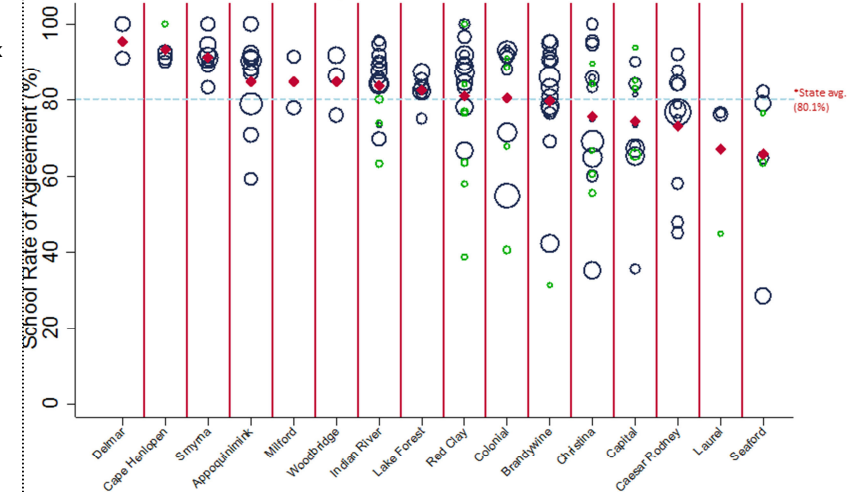
Monthly Data Briefs from the Delaware Dept. of Education's Teacher and Leader Effectiveness Unit

More than 6,000 Delaware educators responded to the recent TELL Delaware survey about the teaching conditions in their schools. 173 schools had at least 50% participation in the survey. This brief explores perceptions revealed through the survey about which schools are a "good place to work and learn."

Good Places to Work and Learn, by School and District

- 80% of TELL Delaware respondents agreed that "Overall, my school is a good place to work and learn." But, there is significant variation in perceptions about whether an educator's school is a good place to work when we compare districts and schools.
- In Figure 1, each bubble represents the share of respondents in a school who believe their school is a good place to work and learn. The size of the bubble represents the school's 2012 enrollment and the green colored bubbles are high-need* schools. The red diamonds are the average share of teachers in a district who believe their school is a good place to work and learn.
- District average rates of agreement range from 66% (Seaford) to 95% (Delmar) and 10 of the 16 districts presented in Figure 1 have an average rate of agreement greater than the state average.
- Seaford, Brandywine and Colonial school districts have the widest variation across schools in the percentage of educators agreeing their school is a good place to work and learn. Smyrna, Cape Henlopen and Lake Forest have the least variation across schools.
- While on average, non-high-need schools had greater shares of educators agreeing their school is a good place to work and learn, 15 high-need schools had rates of agreement higher than the state average.
- There is no clear relationship between a school's size and whether it is perceived to be a good place to work and learn.

Figure 1. 2013 TELL DE Survey: 'My School is a Good Place to Work & Learn,' By School and District



Average School Rate of Agreement: "My School is a Good Place to Work and Learn" By 2012 School Math Achievement Quartile

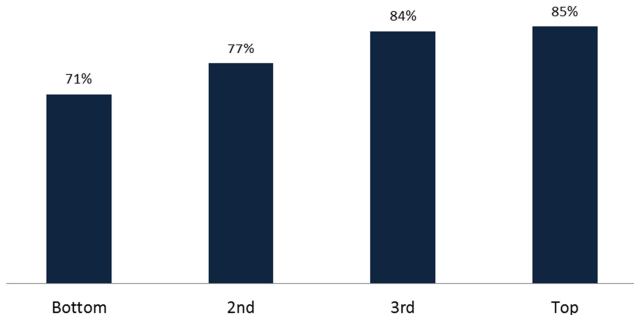


Figure 2.

Notes: *High-Need designation is based on DDOE specifications for the Delaware Talent Cooperative program (www.detalentcoop.org).

Source: 2013 TELL Delaware Survey results and DDOE administrative records. Data include all schools where at least 50% of educators responded to the TELL Delaware survey (the threshold for access to a school's results). Figure 1 includes schools with greater than 50% response rate within traditional districts (charter results not presented). To view TELL Delaware state, district, and school level results visit www.telldelaware.org/results

For more information contact: rttt-tleu@doe.k12.de.us

Good Places to Work and Learn, by Student Achievement

- Educators in schools with the highest student achievement in 2011-2012 were more likely to agree with the statement "my school is a good place to work and learn" in the 2013 TELL Delaware survey. (See Figure 2)
- In the schools in the top quartile of student achievement (measured by spring 2012 DCAS math scores), 85% of respondents believe their school is a good place to work and learn. In comparison, 84%, 77% and 71% agree with this statement in schools in the 3rd, 2nd and bottom quartiles of student math achievement, respectively.

Average Share of School Respondents: "Planning to Continue Teaching at Current School" By "School is a Good Place to Work and Learn" Quintiles

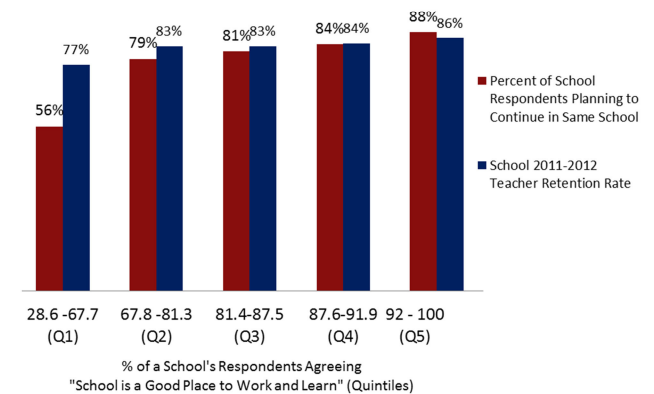


Figure 3.

Good Places to Work and Learn, by Educator Retention

- In schools where larger shares of respondents believe the school is a good place to work and learn, educators were more likely to report that they "plan to continue teaching at their current school" on the TELL Delaware survey. (See Figure 3)
- In the schools in the top quintile (where 92-100% of respondents agreed the school is a good place to work and learn) 88% of respondents plan to continue teaching at their current school. In contrast, in schools in the lowest quintile (where 28%-68% of respondents agreed the school is a good place to work and learn), only 56% of respondents plan to continue teaching at their current school.
- The actual one-year retention rate for schools in the top quintile in 2011-2012 was 86% and was 77% for schools in the lowest quintile.