RESS Presentation to ASA

Sarah Sledge, sarah@ceequity.org, Executive Director, CEE
Jerry Covey, jscc@gci.net
JSC Consulting LLC,
Dr. Barbara L. Adams, badams.aas@gmail.com
Adams Analytic Solutions

September 28, 2018
Coalition for Education Equity Background

*Coalition for Education Equity champions a quality, equitable and adequate public education for every Alaska child through advocacy, policy development and legal action.*
Challenge of Teacher Retention in Alaska

- Significant Cost
- Strain on schools, teachers, administrators, students
- Student outcomes are better when teachers stay
Teacher Turnover

- Less prepared - 2-3 times more likely to leave
- In areas with high poverty and/or in high minority schools - leave at higher rates
- Report unsupportive administration - more than twice as likely to leave

In Alaska, turnover greater in rural districts (averaging 20%; reaching up to 52% in some schools). Reasons unique to Alaska:

- Not feeling connected to community
- Housing conditions
- Remoteness and weather
- Cultural differences
- Whether prepared in Alaska or out of state
Our Work - EQQ and RESS

- **Educator Quality & Quantity (EQQ)**
  - Study statewide issues related to recruitment, retention, and quality of Alaska’s educator workforce
  - Model and recommendations for change that address this complex problem in a systemic way

- **Research-based Educator Systems Support (RESS) pilot study**
  - Worked with five Alaska school districts 2017-2018
  - Researched educator workforce quality, satisfaction, retention
  - Provided direct support to districts
Apply a third-party, research-based, systems model to understand and track educator satisfaction with their work, social, and basic needs environments throughout the school year and share that data with school districts to ensure a timely, well-informed, district response to address educator concerns and thereby reduce turnover.
RESS Pilot Study - Expected Outcomes

Expected benefits included

- improved communication
- actionable feedback
- workforce satisfaction
- community connection
- positive outcomes that improve teacher retention
- improved student achievement (long-term)
RESS fulfills EQQ Model

Model from the Educator Quality and Quantity (EQQ) Report

February 27, 2015
### RESS Participating Districts Final

<table>
<thead>
<tr>
<th>District</th>
<th>Teacher Counts (Avg)</th>
<th>Response Rate* (Avg)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska Gateway</td>
<td>34</td>
<td>70%</td>
</tr>
<tr>
<td>Kashunamiut</td>
<td>26</td>
<td>72%</td>
</tr>
<tr>
<td>Nome Public Schools</td>
<td>58</td>
<td>72%</td>
</tr>
<tr>
<td>Northwest Arctic Borough</td>
<td>174</td>
<td>62%</td>
</tr>
<tr>
<td>Yupiit</td>
<td>36</td>
<td>65%</td>
</tr>
</tbody>
</table>

*Response Rates ranged from 34% to 81% across districts and surveys. Goal of 70%, with 50% acceptable. Typically 40% is considered viable.
RESS Survey Process

- Timing, open 10 days each
  - Survey 1, Sep. 11-19, 2017
  - Survey 2, Nov. 20-29, 2017
  - Survey 3, Feb. 23-4, 2018
  - Survey 4, May 1-10, 2018
- Data Analysis, within 1 week
- Consultations, follow reports
Each survey had 36 questions - 31 multiple-choice questions divided into five groups
- Work Environment/Leadership
- Community
- Efficacy
- Quality of Life
- Strengthening the Workforce

Response Options
- 6 - Absolutely
- 5 - Mostly
- 4 - More than not
- 3 - Maybe
- 2 - A little bit
- 1 - Not at all
- 0 - Not Applicable

Also 5 narrative questions for open, written responses
RESS Results

Results Averaged for All Districts
RESS Results - Work Environment

Survey 1
Mean: 4.45
Stdev.: 0.92
N=235

Survey 2
Mean: 4.32
Stdev.: 1.03
N=240
### RESS Results - Summary of Scales, Survey 1

<table>
<thead>
<tr>
<th></th>
<th>Leadership Average (5 items)</th>
<th>Work Environment Average (10 items)</th>
<th>Community Average (7 items)</th>
<th>Efficacy Average (4 items)</th>
<th>Quality of Life Average (6 items)</th>
<th>Strengthening the Workforce Average (4 items)</th>
<th>Total Average (31 items)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N</strong></td>
<td>235</td>
<td>235</td>
<td>235</td>
<td>235</td>
<td>235</td>
<td>235</td>
<td>235</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>4.98</td>
<td>4.45</td>
<td>4.50</td>
<td>4.56</td>
<td>4.20</td>
<td>4.09</td>
<td>4.38</td>
</tr>
<tr>
<td><strong>Std. Dev.</strong></td>
<td>1.020</td>
<td>0.924</td>
<td>1.225</td>
<td>1.146</td>
<td>1.102</td>
<td>1.384</td>
<td>0.878</td>
</tr>
<tr>
<td><strong>Median</strong></td>
<td>5.4</td>
<td>4.7</td>
<td>4.9</td>
<td>4.8</td>
<td>4.2</td>
<td>4.3</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>Minimum</strong></td>
<td>1.2</td>
<td>1.2</td>
<td>1.0</td>
<td>1.3</td>
<td>0.0</td>
<td>0.0</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>Maximum</strong></td>
<td>6.0</td>
<td>6.0</td>
<td>6.0</td>
<td>6.0</td>
<td>6.0</td>
<td>6.0</td>
<td>6.0</td>
</tr>
</tbody>
</table>
RESS Results - Question Development

Q14: I appreciate the welcome I received this year from the community where I teach.

Q14: I feel comfortable being in the community where I teach.

Q14: I feel accepted in the community where I teach.
Superintendent Insights
Northwest Arctic Borough School District:
Dr. Annmarie O’Brien, Superintendent

- I feel the survey data and interaction increased the level of professionalism among everybody.

- For me as the superintendent, it gave me information on many different levels. This overview highlighted what needed to be worked on and what was going well in relation to departments.

- Because RESS wasn’t directed at any one thing, but rather the entire district, we had high teacher participation.

- As a result of this engagement, principals recognized the importance of their role without us telling them. We can share studies and data, but it’s different when principals are looking at their own data from their own site. It was very real.
Nome Public Schools:  
Shawn Arnold, Former Superintendent

- It allowed us to collect data that no other survey tool has collected.
- It provided multiple data points to engage our school board in a very constructive way.
- We used the data for principal meetings and staff meetings. During the meetings, we set goals for next year. For example, what and how we planned for professional development and how we will collaborate with teachers next year.
- It was such a personalized and collaborative process with consultants.
- I think the biggest value will be in the year-to-year gathering and application of the data.
Alaska Gateway School District: Scott MacManus, Superintendent

- We shared it with the leadership team, as a group we rated the responses to determine how they matched up with our priorities. ... it helped us focus on the areas we collectively wanted to work on.
- The RESS presentation you as consultants provided for the board was really important.
- Our leadership team consultations with you as RESS consultants were also valuable. The written reports and facilitation process that you employed resulted in conversations that helped us reflect on data and feedback in a way that challenged and supported us to take action based on what we were learning. It’s hard to really ignore collective data when you’ve made a commitment to be focused on strengthening your workforce.
Takeaways
&
Recommendations
Process Takeaways

- School Board engagement and support is critical
  - Meaningful information gathering
  - Engaging in constructive dialogue with educators

- Importance of assisting principals
  - Constructive engagement and communication with teachers
Recommendations

- **Work Environment & Leadership**
  - Establish and maintain quality relationship with teachers
  - Follow discipline policies and procedures consistently
  - Take additional and more specific actions to ensure the implementation and integration of local cultural knowledge into classrooms is successful

- **Community Engagement**
  - Develop an action plan to engage the community and the school throughout the year with a focus on supporting student growth

- **Teacher Efficacy**
  - Begin the teacher evaluation component early in the school year and keep the focus on developing and recognizing teachers as professionals.
Recommendations (continued)

- **Quality of Life**
  - Continue strong support and training regarding logistics and realities of living in rural districts
  - Increase information provided about health care access

- **Strengthening the Workforce**
  - Provide time for initial classroom set up, planning, and collaboration
  - Fully employ teacher evaluation systems in place
All Reports Available Online!

https://ceequity.org/eqq/
TOP 2018-19 (Team Optimizing Project)

- Rename RESS to TOP
- Personalized surveys and timing
- Principal professional development
- Consultations on analysis and reports
- On-site visit options