

# RISE

**Resources for Indispensable  
Schools and Educators**

RISE IN-HOUSE IMPACT ANALYSIS:  
PRELIMINARY '07-'08 RETENTION DATA DELTA  
FINAL '07-'08 TCS SURVEY DATA DELTA  
FINAL '08 PRINCIPAL & TEACHER LEADER ASSESSMENT ANALYSIS

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# PART 1: Preliminary '07 vs. '08

## Retention Data Delta

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### □ 2006-2007

#### ▣ Attract

- 63 Partner Schools attract 52 experienced, talented teachers

#### ▣ Retain

- 28.8% attrition on average
- 48.2% of those who left were teachers principals were “sad to see go”.

### □ 2007-2008

#### ▣ Attract

- 71 Partner Schools attract 63 experienced, talented teachers

#### ▣ Retain

- 24.8% attrition on average
- 41% of those who left were teachers principals were “sad to see go”.

# PART 1: Preliminary '07 vs. '08 Retention Data Delta

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## KEY TAKEAWAY:

*ATTRITION DATA (MOST IMPORTANTLY, # OF TEACHERS SAD TO LOSE) IS TRENDING IN THE RIGHT DIRECTION.*

*RISE PARTNER SCHOOLS SAW A 12.5% DECREASE IN TEACHER ATTITION IN ONE YEAR—AND MORE IMPORTANTLY, A 15% DECREASE IN TEACHERS LOST THAT PRINCIPALS WE'RE SAD TO LOSE.*

# PART 2: Final '07 vs. '08 TCS Data

## Delta

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Domain 1 Leadership Score			Domain 2 PD Score			Domain 3 Facilities and Resources Score		
Improve	Regress	No major Change	Improve	Regress	No major Change	Improve	Regress	No major Change
17%	61%	22%	28%	33%	39%	25%	31%	44%

Domain 4 Empowerment Score			Domain 5 Time Score		
Improve	Regress	No major Change	Improve	Regress	No major Change
22%	53%	25%	22%	36%	42%

Schools Reporting: 36

# PART 2: Final '07 vs. '08 TCS Data Delta

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## KEY TAKEAWAY:

*TCS DATA IS NOT TRENDING IN THE RIGHT DIRECTION, BUT IT DOESN'T APPEAR TO BE ADVERSELY IMPACTING RETENTION.*

# PART 3: '08 Principal and Teacher Leader Assessment Analysis

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- Sample & Methodology
  - ▣ Each survey question corresponded to one of several “big picture” questions we wanted to answer
  - ▣ Principal Survey: N=56
  - ▣ Teacher Leader Survey: N = 30

# “Big Picture” Questions: Teacher Acquisition/Selection (TAQ/TS)

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1. Were schools satisfied with the quantity (overall and high-need) of teachers on the RISE network?
2. Were schools satisfied with the quality (overall and high-need) of teachers on the RISE network?
3. Does our definition of an effective teacher match the school's definition of an effective teacher?
4. Were our school's satisfied with RISE's service delivery, related to teacher recruitment?
5. Do they understand what a "RISE Teacher" is?
6. How can we improve the school's understanding of what a RISE teacher is?
7. Did we make their hiring process more efficient? If not, why?
8. Overall was our teacher recruitment service valuable? Worth the investment?

# “Big Picture” Questions: Teaching Conditions Survey (TCS)

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1. Was the survey data used by the school? If yes, how?
2. Did the survey cause teaching conditions at the school to improve? If not, why?
3. Is there a demand for more support around the TCS/improving working conditions in the school?
4. Was the school satisfied with our service delivery, related to the TCS?
5. Overall, was the TCS valuable for your school? Was it worthy of investment?

# Question 1: Teacher Quantity

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- 36% of principals said that the quantity of *high need* teachers on the RISE network was good or excellent.
- 59% principals said that the *overall* quantity teachers on the RISE network was good or excellent.
- Principal satisfaction with quantity has decreased over time from 2005-2008.

# Question 1: Teacher Quantity

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TAKEAWAY #1:

**PRINCIPALS WANT MORE TEACHERS FROM RISE**

## Question 2: Teacher Quality

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- 63% of principals rated the "overall quality of RISE teachers" as good or excellent.
- 41% principals rated the "quality of teachers in high-need subject areas" as good or excellent.
- 53% of principals rated "teacher's cultural competency with low-income students" as good or excellent.
- Principals think the quality of RISE teachers has improved over time. (See Slide 8&9 graphs)

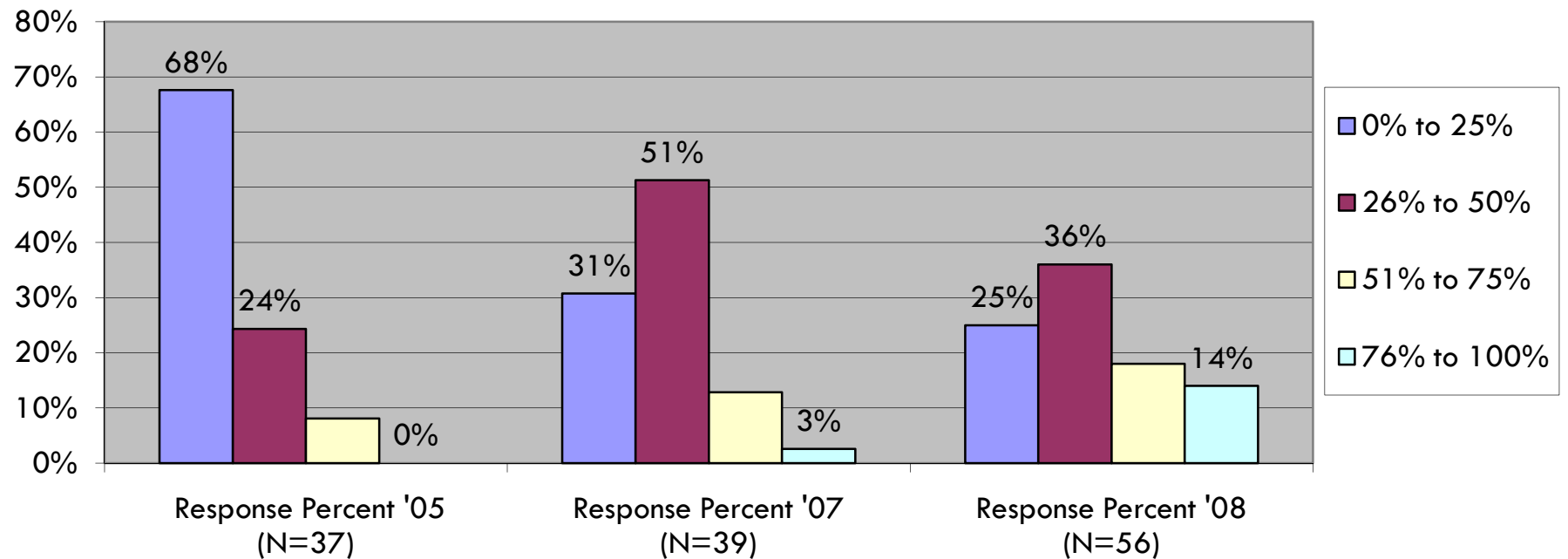
## Question 2: Teacher Quality

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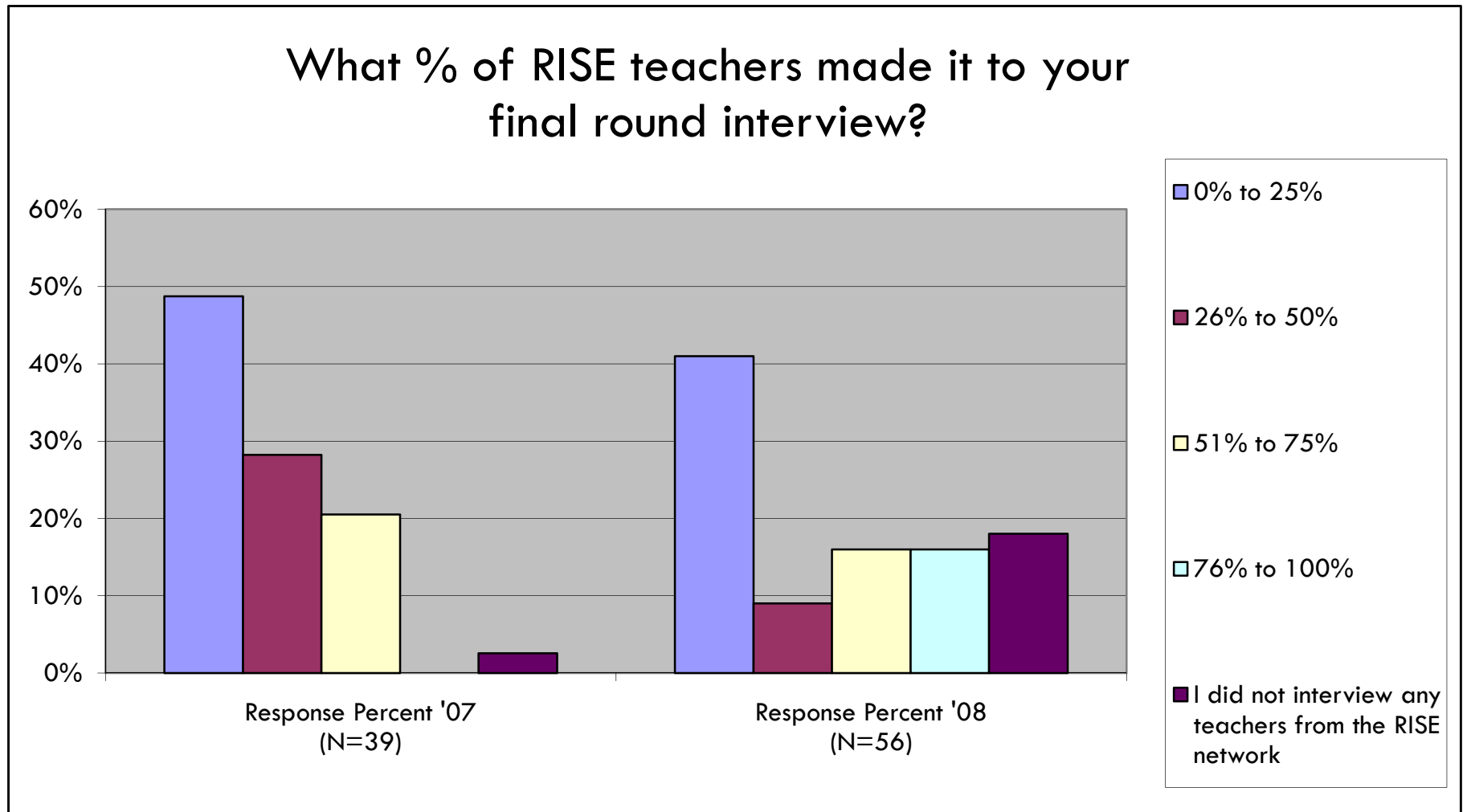
- 77% of principals interviewed teachers from the RISE network last year
- One-quarter of principals said that they were only interested in interviewing 0-25% of RISE teachers on the network. 36% said they were interested in 26-50% of the teachers.
- 41% of principals said that only 0-25% of RISE teachers interviewed by principals made it to final round interviews
- 18% did not interview any teachers from the RISE network

# Question 2: Teacher Quality

What % of RISE teachers were you interested in enough to initiate contact?



# Question 2: Teacher Quality



## Question 2: Teacher Quality

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### TAKEAWAY #2:

*PRINCIPALS ARE MOST SATISFIED WITH THE QUALITY OF RISE TEACHERS THAN IN PREVIOUS YEARS, BUT THERE IS STILL ROOM FOR IMPROVEMENT.*

# Question 3: Screening Priorities

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- Does our definition of an effective teacher match the school's definition of an effective teacher?
  - ▣ What do principals care most about when hiring a teacher?
  - ▣ What criteria do we use when selecting a teacher for the RISE network?
  - ▣ Do RISE's priorities match our principals' priorities?

# Question 3: Screening Priorities

*Consider the four characteristics that principals care most about when hiring a new teacher.*

- Ranked “Very important”:
  - ▣ 91% said "core beliefs (e.g. all students can learn, high expectations)"
  - ▣ 77% said "willingness to collaborate"
  - ▣ 75% said "commitment to/understanding of teaching in a low-income setting"
  - ▣ 64% said "classroom management/discipline"

# Question 3: Screening Priorities

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*Consider the characteristics that RISE's screening process measures.*

- Ranked "Very important":
  - ▣ 54% said "reflectiveness" was very important.
  - ▣ 32% of principal said that "demonstrated success" was very important.
  - ▣ 30% of principal said that "experience using data-driven instruction" was very important.

# Question 3: Screening Priorities

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## TAKEAWAY #3:

PRINCIPALS CARE MORE ABOUT THE CHARACTERISTICS  
THAT THE HABERMAN SCREEN MEASURES  
(CORE BELIEFS, LOW-INCOME)  
THAN THE CHARACTERISTICS THAT RISE'S OLD  
SCREENING PROCESS MEASURES

## Question 4: *TS/TAQ SERVICE DELIVERY*

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- 83% of principals were "satisfied" or "very satisfied" with overall communications on teacher recruitment services.
- 79% of principals were "satisfied" or "very satisfied" with online searches on RISE's teacher network.

# Question 4: *TS/TAQ SERVICE DELIVERY*

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## TAKEAWAY #4:

*PRINCIPALS ARE SATISFIED WITH OUR  
IN-PERSON AND ONLINE SERVICE DELIVERY  
AROUND TEACHER RECRUITMENT*

## Question 5: UNDERSTANDING OF A RISE TEACHER

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- 95% of principals use the same screening process for teacher applicants from the RISE network as they do for general applicants.
- 70% of principals rated the RISE teacher profile's teaching history as very useful. (Highest rated)
- 55% of principals rated the teaching strategies statements as "very useful." (Second highest)
- Over time, a higher % of principals "did not know about" various aspects of the RISE teacher profile.

## Question 5: UNDERSTANDING OF A RISE TEACHER

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### TAKEAWAY #5:

PRINCIPALS DON'T TREAT RISE TEACHERS DIFFERENTLY  
THAN OTHER TEACHER CANDIDATES, AND THEY  
DON'T UTILIZE ALL OF THE INFORMATION ABOUT  
RISE TEACHERS THAT WE PROVIDE.

## Question 6: HOW CAN WE IMPROVE UNDERSTANDING OF A RISE TEACHER?

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- 71% of principals said that they were "interested" or "very interested" in RISE teacher candidates' internal ranking or score, compared with other teachers on the RISE network.
- 57% of principals said that they were "interested" or "very interested" in RISE teacher candidates' scores on a nationally validated screening assessment
- When asked about their interest in a nationally validated assessment tool, 33% said they would prefer Haberman to Ventures for Education (0%) or Gallup Teacher Insight (6%).
- 45% said that they were not familiar with any of the national assessment tools listed.

## *Question 6: HOW CAN WE IMPROVE UNDERSTANDING OF A RISE TEACHER?*

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### TAKEAWAY #6:

PRINCIPALS ARE INTERESTED IN SOME FORM OF STATISTICALLY-VALIDATED RANKING SYSTEM, BUT ONLY ONE-THIRD OF PRINCIPALS ARE FAMILIAR WITH HABERMAN.

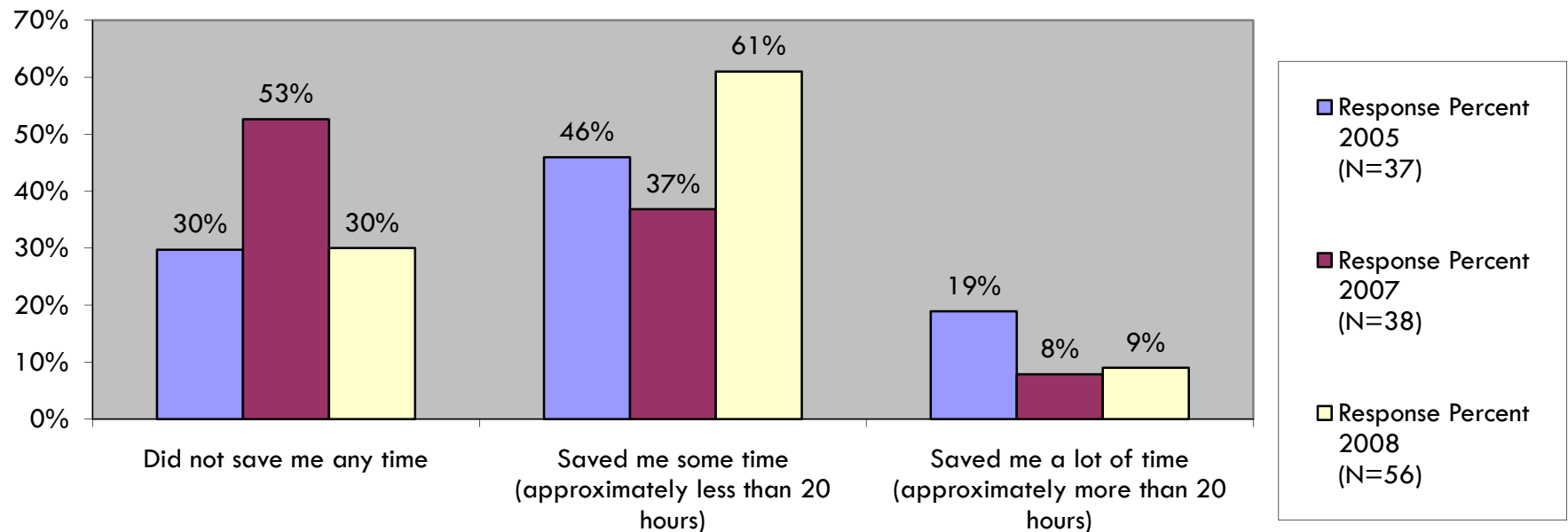
# Question 7: *TIME SAVINGS*

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- 95% of principals use the same screening process for teacher applicants from the RISE network as they do for general applicants.
- 61% of principals said that RISE saved them "some time (approximately less than 20 hours) in the teacher recruitment process.
- 31% said that RISE did not save them any time in the teacher recruitment process.
- 78% of principals said that it was "important" or "very important" to them that RISE save them time in the hiring process.

# Question 7: TIME SAVINGS

Rate the time savings that RISE afforded you in the recruiting process



# Question 7: *TIME SAVINGS*

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## TAKEAWAY #7:

WE SAVED PRINCIPALS MORE TIME IN THE 2008-09 RECRUITMENT SEASON THAN IN THE 2007-08 SEASON, BUT WE CAN STILL DO BETTER.

# Question 8: Overall Value

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- 35% of principals said that RISE's services were "less effective" than word of mouth.
- 61% of principals that used general online websites said that RISE's services were more effective than general online resources.
- 49% of principals that used education-specific websites said that RISE was more effective than other education-specific job websites.

# Question 8: Overall Value

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- 49% of principals said that RISE's teacher recruitment services were a value worth the investment.
- 39% of principals said that RISE's teacher recruitment services were a value possibly worth the investment.

# Question 8: Overall Value

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## TAKEAWAY #8:

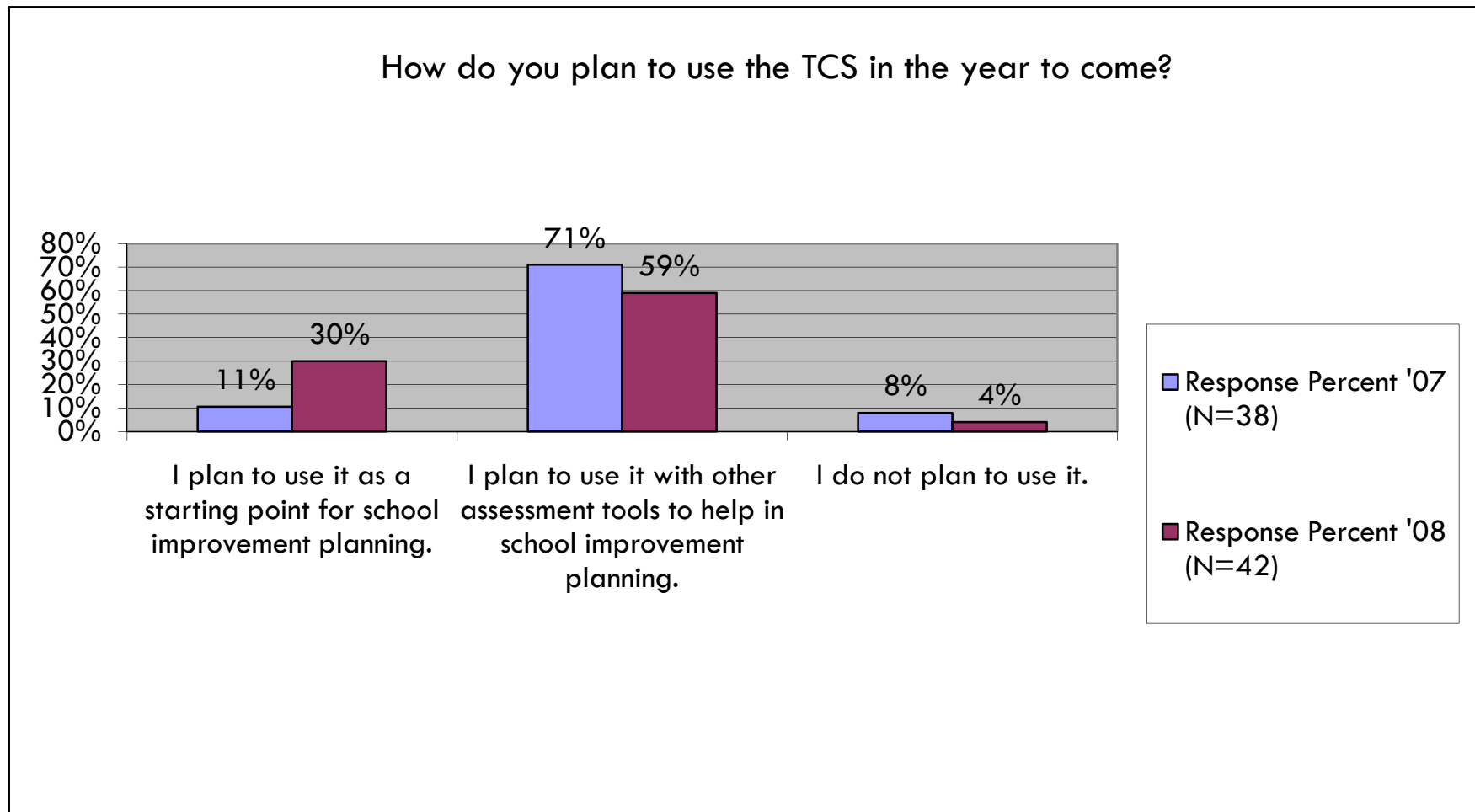
ONLY HALF OF PRINCIPALS SAID OUR RECRUITMENT SERVICES WERE DEFINITELY WORTH THE INVESTMENT.

# Question 9: Use of TCS Data

- 54% of principals shared the survey results in a meeting with ALL staff member.
- 24% have not yet shared the survey results, but plan to next year.
- 63% of principals said that it was "important" or "very important" to share the survey results with staff and get their feedback.
- 89% of principals plan to use the data in school improvement efforts, either as a starting point (30%) or with other assessment tools (59%).
- Only 4% of principals said that they do not plan to use the survey results.

# Question 9: Use of TCS Data

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# Question 9: Use of TCS Data

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## TAKEAWAY #9:

ALMOST EVERY PRINCIPAL HAS USED OR PLANS TO USE THE SURVEY DATA IN SCHOOL IMPROVEMENT EFFORTS. MORE PRINCIPALS PLAN TO USE THE DATA AS A STARTING POINT FOR SCHOOL IMPROVEMENT THAN IN PREVIOUS YEARS.

# Question 10: Impact of TCS Data

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## IMPROVEMENT

- 63% of principals and 61% of teacher leaders said that the TCS process helped improve teaching conditions at the school.

Why do you think the survey process helped improve teaching conditions? (Choose all that apply)	% Teacher Leader	% Principal
Reflection process alone helped	63%	50%
TCS data helped us prioritize areas for improvement	74%	64%
Used TCS data in school improvement planning	37%	32%

# Question 10: Impact of TCS Data

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## NO IMPROVEMENT

- 39% of principals that the TCS process did not help improve teaching conditions at the school.
- 44% of principals listed "Other" as the reason for lack of improvement. (SEE OPEN ENDED RESPONSES)
- 22% of principals that did not see improvement felt that they hadn't had enough time yet to implement changes.
- 17% attributed lack of improvement to staff and leadership turnover at the school.
- 17% attributed lack of improvement to the fact that the survey was not shared widely with staff.

# Question 10: Impact of TCS Data

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## TAKEAWAY #10:

ALMOST TWO-THIRDS OF PRINCIPALS AND TEACHER LEADERS REPORTED IMPROVEMENTS BECAUSE OF THE TCS PROCESS—A GOOD START!

IN SCHOOLS WITH NO IMPROVEMENTS, THEY NEED MORE TIME TO SEE RESULTS.

# Question 11: More TCS Support?

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<b>SELECT 1-2 OPTIONS THAT YOU WOULD LIKE TO RECEIVE</b>	<b>% Teacher Leader (N = 30)</b>	<b>% Principal (N = 59)</b>
2X/YEAR SURVEY ADMINISTRATION	40%	20%
BEST PRACTICES TOOLKIT	47%	53%
INTERIM ASSESSMENT TOOL	20%	19%
NETWORK MTGS TO SHARE BEST PRACTICE	7%	10%
ONLINE PLATFORM FOR BEST PRACTICE SHARING	3%	5%
SCHOOL COACH THROUGH PARTNER ORG	13%	7%
NOT INTERESTED IN ANY OPTION	17%	27%

# Question 11: More TCS Support?

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## TAKEAWAY #11:

THERE IS NOT OVERWHELMING INTEREST IN RECEIVING MORE SUPPORT FROM RISE AROUND THE TCS. THERE IS MOST INTEREST IN A BEST PRACTICES TOOLKIT.

# Question 12: TCS Service Delivery

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- 80-85% of principals were "satisfied" or "very satisfied" with all of the service delivery provided by RISE related to the
- 75-85% of teacher leaders were "satisfied" or "very satisfied" with all of the service delivery provided by RISE related to the TCS.
  - ▣ Services include: general communications from E.D.s, email correspondences, format of survey presentation, materials given at survey presentation, meeting facilitation and discussion.

# Question 12: TCS Service Delivery

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- Teacher Leader's Comfort with the TCS process
  - ▣ 90% of teacher leaders said that staff were "comfortable" or "very comfortable" with providing honest feedback.
  - ▣ Only 26% said that they would prefer that RISE administer the survey instead of them.
  - ▣ 77% of TLs said that the presence of the principals did not affect their ability to participate in the discussion about data.

# *Question 12: TCS Service Delivery*

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## TAKEAWAY #12:

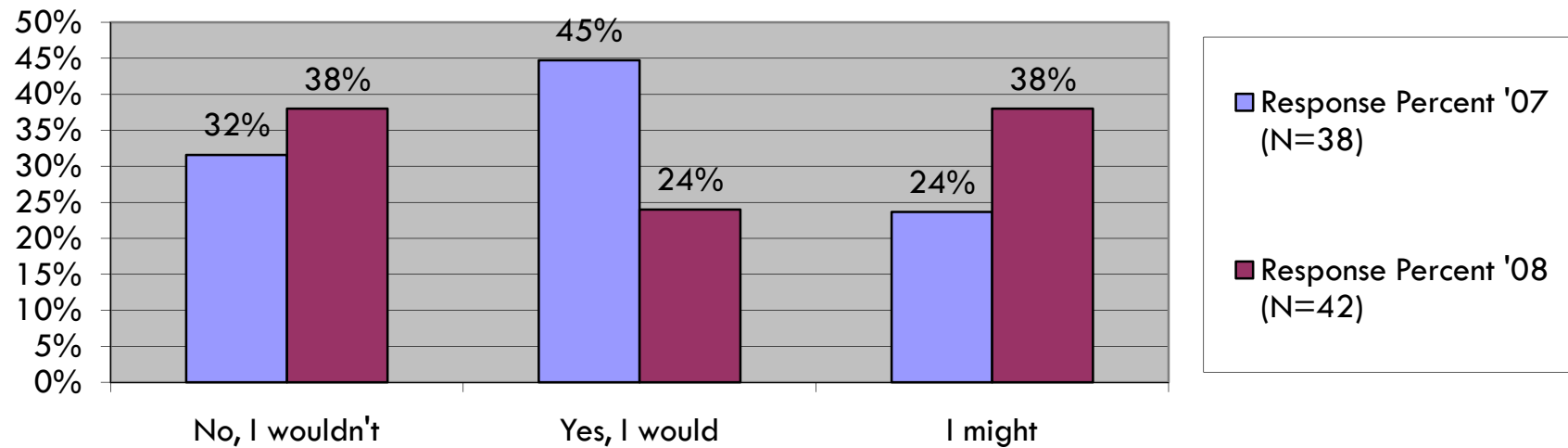
PRINCIPALS AND TEACHER LEADERS ARE VERY  
SATISFIED WITH SERVICE DELIVERY.

GOOD WORK TEAM!

# Question 13: Overall Value of TCS

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If no need for teacher recruitment, would you wish to have membership with RISE in order to continue the TCS?



# Question 13: Overall Value of TCS

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<b>Please rate the value of the Teaching Conditions Survey, compared with the investment of time required from you and your colleagues:</b>	<b>% Teacher Leader</b>	<b>% Principal</b>
Value worth the investment	53%	36%
Value possibly worth the investment	37%	36%
Value not worth the investment	10%	29%
Want to continue the survey process next year?	70% yes	

# Question 13: Overall Value of TCS

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## TAKEAWAY #13:

OVERALL, PRINCIPALS AND TEACHER LEADERS SEE SOME VALUE IN THE TCS PROCESS, BUT NOT AS MUCH AS WE'D HOPE.