

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

April 2013

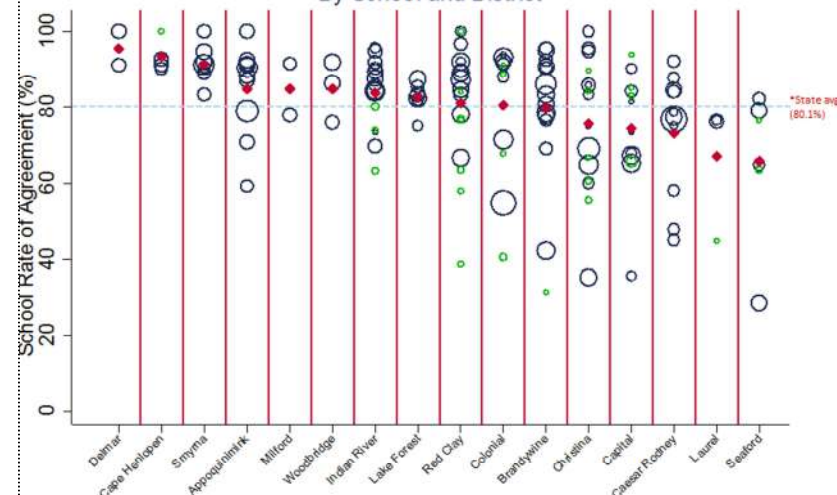
Monthly Data Briefs from the Delaware Dept. of Education's Teacher and Leader Effectiveness Unit

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

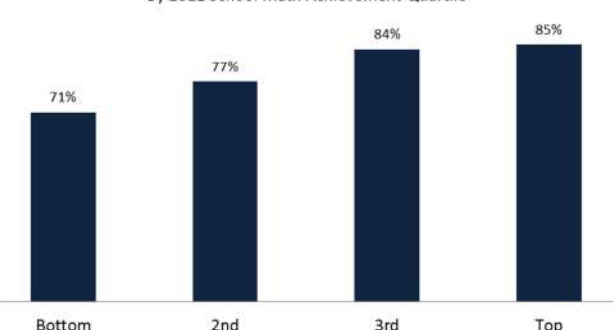


Figure 2.

**Notes:** \*High-Need designation is based on DDOE specifications for the Delaware Talent Cooperative program ([www.detalentcoop.org](http://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](http://www.telldelaware.org/results)  
For more information contact: [rttt-tleu@doe.k12.de.us](mailto: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 3<sup>rd</sup>, 2<sup>nd</sup> 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

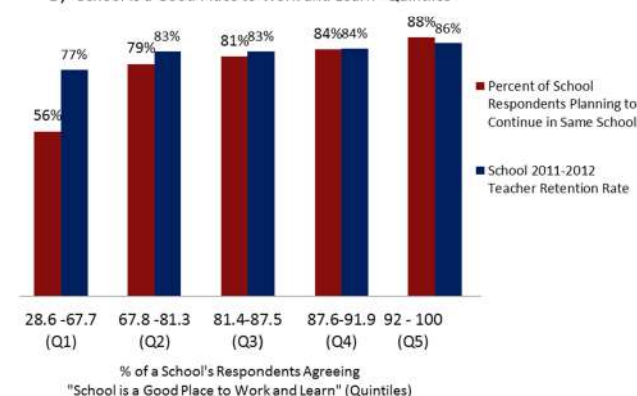


Figure 3.

## 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.