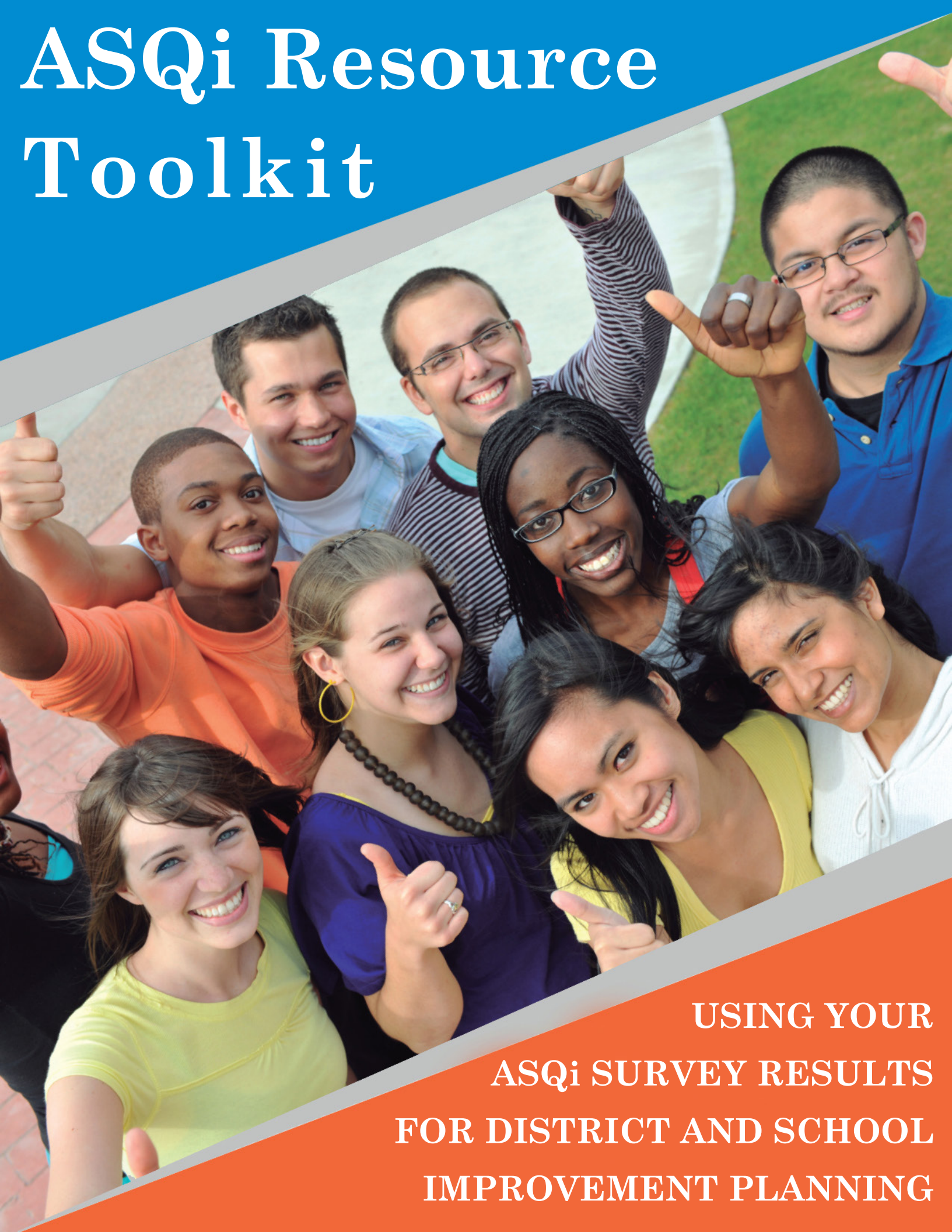


ASQi Resource Toolkit



USING YOUR
ASQi SURVEY RESULTS
FOR DISTRICT AND SCHOOL
IMPROVEMENT PLANNING

CONGRATULATIONS!

Your district or school has received the survey results from the Action for School Quality Initiative (ASQi) and now it is time to dig into your results and see what your data are telling you. Leaders may want to ask themselves a series of questions to help make good use of the data in annual improvement plans. The Center for Optimal Learning Environments (COLE) has designed this ASQi Resource Toolkit to provide leaders with the latest research-based connections of teaching conditions to student learning and teacher retention.



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INTRODUCTION

Purpose of ASQi Toolkit

Using this research as a background, you will learn ways to analyze your own data in determining strategies for use in annual district and school improvement planning. From here, you can take what you learned to share it with your stakeholders and develop strategies that suit your needs and make using the data a continuous improvement process. Additionally, because the federal Every Student Succeeds Act (ESSA) has strong emphasis on the use of research-based strategies for school improvement plan, the ASQi survey results and associated research integrate well into district and state compliance plans for ESSA.

For the first time, policymakers now have research which shows the connection of specific elements of school and teacher decision-making to student achievement, providing a road map for improving schools.

-Dr. Richard Ingersoll

*Consortium for Policy Research in Education
University of Pennsylvania*

Connection of School and Teacher Leadership Elements to Student Achievement and Teacher Retention

To begin, it is important to understand one of the most recent and pertinent research reports connecting student achievement to some very specific ASQi survey questions. The renowned Dr. Richard Ingersoll from the Consortium for Policy Research in Education at the University of Pennsylvania recently conducted an analysis using almost one million responses, from across 16 states in the country, on a teaching and learning conditions survey which had its origins in the state of North Carolina in 2002.

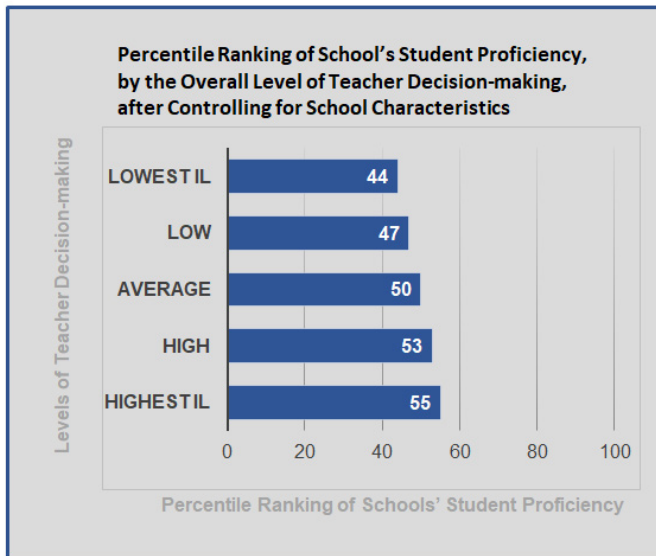
In *School Leadership Matters (CPRE 2017)*, Dr. Ingersoll's research identifies five key leadership 'elements' shown to be strongly related to student success. (For more information and research information, please visit <http://optimallearningenvironments.com/>.)

Key findings are:

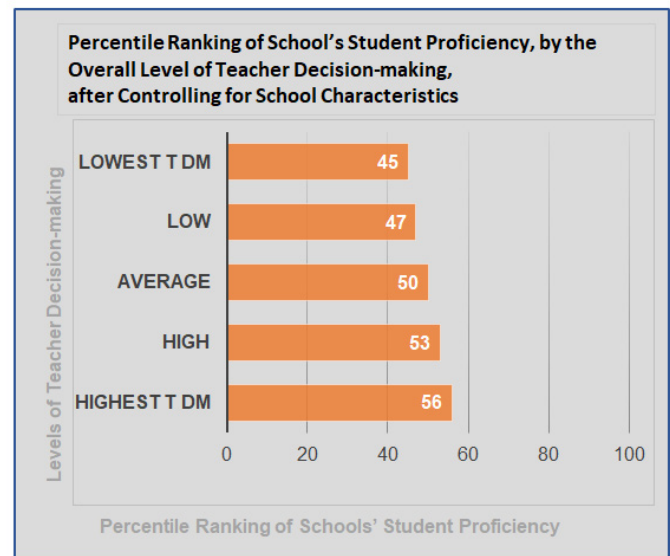
- ▶ Students in schools with higher levels of instructional leadership and teacher decision-making perform at least 10 percentage points higher in both mathematics and English language arts proficiency on their state assessments.
- ▶ Students perform better when teachers have a greater role in school leadership, particularly in school improvement planning.
- ▶ Students were also found to learn more in an environment where teacher leaders are involved in shaping student discipline policies and school improvement planning.

- ▶ High-poverty schools often lack the instructional and teacher decision-making elements that strongly relate to increased student achievement, limiting students' potential.
- ▶ Schools rarely implement the instructional and teacher decision-making variables most strongly related to increased student achievement.

Instructional Leadership Elements and Student Achievement



Teacher Leadership Elements and Student Achievement



Dr. Ingersoll found there is an imbalance in the implementation of these leadership elements in schools. After controlling for demographics such as poverty, school size, etc., he found leaders in schools with higher student achievement placed more emphasis on implementing these leadership elements than schools with lower student achievement. And this imbalance is further exacerbated in high poverty schools, often putting students in these schools at an even greater disadvantage.

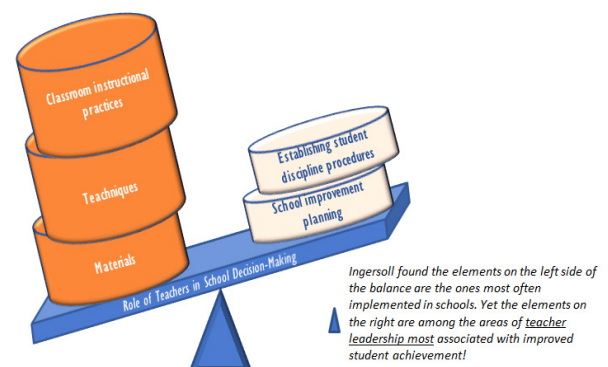
These five leadership elements most strongly connected to student achievement correspond to the ASQⁱ survey questions in the School and Teacher Leadership sections of the survey and are listed below. They will be the ASQⁱ survey questions of focus in Part 1 of this ASQⁱ Resource Toolkit.

School Leadership

1. Teachers are held to high professional standards for delivering instruction.
2. The faculty and leadership have a shared vision.
3. The school improvement team provides effective leadership at this school.

Teacher Decision-Making

1. Teachers' roles in establishing student discipline procedures.
2. Teachers' roles in planning school improvement.



School-Level Results vs. Individual Educator Responses

Dr. Ingersoll's research analyzed almost one million responses and more than 25,000 schools which met the minimum threshold of 50% response rate, so his research actually is across school-level reports. He showed that the highest Rates of Agreement (RA), defined as the sum of those survey respondents which "Agree" or "Strongly Agree") among educators, was to "Teachers are held to high professional standards for delivering instruction." After which the RAs drop off. And the lowest RA was to the question about "Teachers' roles in establishing student discipline procedures." While his analyses were across school-level responses and not individual responses such as you are looking at with your own survey results, this activity is slightly different but provides a very useful look into what your own educators are saying.

Rethinking the Use of Existing Resources Related to Student Achievement

Before you examine your own results, think about the implications at the school and district levels to the results in the five teaching condition questions on leadership. It makes sense that holding teachers to high standards is closely connected to student achievement, especially given the national focus on this topic since 2002 and NCLB. Millions of dollars in resources have been spent in this aspect of school leadership.

However, the School Leadership items 2 and 3 and both Teacher Leadership questions are more about teacher involvement as part of the overall processes in a school. Improving the conditions identified in items 2-5 are not as resource-dependent as item 1. Please keep this in mind as you now look at your own data in Part 1 as these will be the focus of the activities.

Intended Audience

This ASQi Resource Toolkit is intended for two audiences, Section A for district leaders and Section B for school leaders. Each section has two parts that provide for analysis of the ASQi survey results. Part 1 focuses on the five specific questions in the ASQi survey that correspond to Dr. Ingersoll's five elements of leadership. Part 2 explores other aspects of the survey, such as school safety, professional learning, and equitable distribution of resources. Throughout this ASQi Resource Toolkit you will be guided as to the materials needed to complete the tasks.

A Note About ASQi Survey Responses

The web results of the ASQi survey are shown in percentages of agreement for individual questions, ranging from Strongly Agree, Agree, Disagree, to Strongly Disagree. These have been color coded for ease of viewing. For the purposes of the activities in this ASQi Resource Toolkit, we will concentrate "Rate of Agreement" (RA) which is the sum of Strongly Agree and Agree.

Section A

For District Leaders

PART 1: Analyzing Your ASQi Results Using Research

Connection to Student Achievement and Teacher Retention

Recommended Grouping: District leaders (superintendent, academic and instructional coordinators, coaches, human resources, finance)

Activity 1. District Rates of Agreement for Each Element of Leadership

As noted above, in *School Leadership Matters (CPRE 2017)* Dr. Ingersoll found there are five key leadership ‘elements’ shown to be strongly related to student success. Using the corresponding survey questions related to leadership and student achievement, which of the five elements in your district have the highest/lowest Rate of Agreement (RA) at the district level?

Intended Outcome: Leaders will analyze district-level results to determine the Rates of Agreement in the five elements of leadership (as defined in the Introduction); compare to previous ASQi survey results, and determine the element of leadership with the highest RA, and lowest RA for the district as an aggregate.

Materials Needed:

- ▶ Computer access to the Internet
- ▶ Activity 1 pdf (recommended a word document on the computer) for each of the questions.

Estimated Time: 20 minutes

Where to find your data:

Locate your ASQi survey results by visiting the dedicated ASQi website for your survey.

Directions:

1. Under the **School Leadership and Teacher Leadership** questions, locate the five questions which align with Dr. Ingersoll’s research described previously. Determine the RA for your district on each of the questions and enter the numbers in the **Part 1, Activity 1 Table** (below this set of directions). Add your 2018 results (should be located in a chart on the side of the other results).
2. Identify the **highest RA for each and change the text color to green** and do the same for the **lowest RA in red**.
3. Consider the following as you discuss findings at your table:
 - a. What might be the reasons for any increases or decreases in a given indicator/question across the district over time?

Use the space below for your answer.

- b. Is there one leadership element that raises major concern for intervention or sharing of best practices in your district?

Use the space below for your answer.

- c. Remember, Dr. Ingersoll's research utilized a data base of almost one million educator responses, across 25,000 schools – each of which met the minimum threshold of response rates to have publicly available results (usually 50%). Given that your district is a much smaller sample size and the rates of agreement you are seeing at this point are actually from educators and not school level results, discuss as a group what you are seeing in the rates of agreement and note any similarities to Dr. Ingersoll's research.

Use the space below to highlight key points of your discussion.

Part 1, Activity 1 Table

| | ASQi Survey Question | DISTRICT RA 2019 (Sum of % Agree and % Strongly Agree) | DISTRICT RA 2018 (Sum of % Agree and % Strongly Agree) | Change over time (↑↓) |
|-------------------------------|--|--|--|-----------------------------|
| School Leadership | Teachers are held to high professional standards for delivering instruction. | | | |
| | The faculty and leadership have a shared vision. | | | |
| | The school improvement team provides effective leadership at this school. | | | |
| Teacher Leadership | Teachers' roles in establishing student discipline procedures. | | | |
| | Teachers' roles in planning school improvement. | | | |

Activity 2. Individual School Comparisons Across the District

Intended Outcome: Leaders will analyze school-level results across the district of the five elements of leadership to determine

Materials Needed:

- ▶ Computer access to the Internet
- ▶ Pens/pencils
- ▶ Previous Activity pdf (recommend a word document on the computer) and for this Activity
- ▶ The Excel data file (% Elements of Leadership Data Runs) for your district

Estimated Time: 30-45 minutes depending on the size of the District

Where to find your data:

COLE will provide school-level analyses for these five elements of leadership for each school in your district which met the minimum response rate threshold. The Excel sheet will be provided as a heatmap and will be color-coded for ease of viewing across the district. Below is an example of what this will look like. You may also sort this file to do a comparison of elementary, middle and high schools in your district. (Please get in touch with your main point-of-contact for the ASQi survey to obtain this file if you do not already have access.)


APPLYING INGERSOLL RESEARCH

SCHOOL-LEVEL COMPARISONS: The actual results from the ASQi Survey questions may be disaggregated for each of the 5 questions Dr. Ingersoll found to be the greatest connection to student achievement to show comparisons across schools in a district, or to like-type schools in district.

| SCHOOL NAME | SCHOOL LEADERSHIP | | | TEACHER DECISION-MAKING | |
|-----------------|--|--|---|--|---|
| | Rates of Agreement % | | | Rates of Agreement % | |
| | The faculty and leadership have a shared vision. | Teachers are held to high professional standards for delivering instruction. | The school improvement team provides effective leadership at this school. | % Moderate + Large Role in school improvement planning | % Moderate + Large Role in school discipline policies |
| ELEMENTARY 1 | 89.1 | 96.0 | 88.3 | 77.9 | 67.2 |
| ELEMENTARY 2 | 84.4 | 96.6 | 83.6 | 64.3 | 48.2 |
| ELEMENTARY 3 | 85.1 | 96.0 | 89.8 | 62.4 | 65 |
| ELEMENTARY 4 | 92.3 | 97.4 | 86.8 | 77 | 79 |
| ELEMENTARY 5 | 64.1 | 87.5 | 75.0 | 60 | 42.1 |
| ELEMENTARY 6 | 84.2 | 95.9 | 87.0 | 71.9 | 64.5 |
| ELEMENTARY 7 | 97.2 | 97.3 | 94.1 | 91.4 | 73.6 |
| ELEMENTARY 8 | 86.3 | 93.3 | 89.1 | 77.3 | 71.3 |
| MIDDLE SCHOOL 1 | 58.2 | 86.4 | 66.7 | 57.3 | 50.8 |
| MIDDLE SCHOOL 2 | 88.2 | 97.2 | 90.3 | 78.1 | 66.4 |
| MIDDLE SCHOOL 3 | 71.6 | 97.3 | 72.4 | 91.4 | 73.6 |
| HIGH SCHOOL 1 | 88.2 | 97.2 | 90.3 | 78.1 | 66.4 |
| HIGH SCHOOL 2 | 72.5 | 95.5 | 78.8 | 63.9 | 54.7 |
| HIGH SCHOOL 3 | 63.0 | 91.6 | 72.4 | 45.2 | 47.1 |

Directions:

Using your written responses to previous Activities, discuss the following questions based on 2019 and 2018 data.

1. In the five survey questions research with the strongest connection to student achievement, how do the individual schools in your district vary in the RA to each question? Do you notice any patterns?

Use the space below for notes.

2. Identify the school(s) with highest RA for the most recent year and place in the table below.

| | ASQi Survey Question | School with highest RA | School with lowest RA |
|---------------------------|--|------------------------|-----------------------|
| School Leadership | Teachers are held to high professional standards for delivering instruction. | | |
| | The faculty and leadership have a shared vision. | | |
| | The school improvement team provides effective leadership at this school. | | |
| Teacher Leadership | Teachers' roles in establishing student discipline procedures. | | |
| | Teachers' roles in planning school improvement. | | |

- a. Are there any findings of interest in **the highest poverty schools** in the district? Explain.

Use the space below for your answer.

- b. Identify schools of strength and those in need of assistance in school leadership and in teacher leadership. List them in the following chart.

| | ASQi Survey Question | District Schools we identify as strong in this element | District Schools we identify as needing improvement in this element |
|---------------------------|--|--|---|
| School Leadership | Teachers are held to high professional standards for delivering instruction. | | |
| | The faculty and leadership have a shared vision. | | |
| | The school improvement team provides effective leadership at this school. | | |
| Teacher Leadership | Teachers' roles in establishing student discipline procedures. | | |
| | Teachers' roles in planning school improvement. | | |

- c. How do the schools in your list compare to overall student achievement scores in each school?

Use the space below for your answer.

- d. How do the schools in your list compare to teacher turnover rates in each school? **Note:** schools with recent leadership changes may have results which seem different than expected. Often it takes about two years to show improvement in teaching conditions rates of agreement and student achievement.

Use the space below for your answer.

Activity 3. Examining District Exemplars Across Leadership Elements

Intended Outcome: Leaders will continue the analysis of school-level results across the district to the five elements of leadership looking for schools which are exemplars and schools in most need of improvement and brainstorm potential factors for differences.

Materials Needed:

- ▶ Computer access to the Internet
- ▶ Previous Activity pdf (recommend a word document on the computer) and for this Activity
- ▶ The Excel data file (Elements of Leadership) used in earlier activities

Estimated Time: 30-45 minutes depending on the size of the District

Where to find your data:

Please use the same Excel data set as in Activity 2.

Directions:

Complete “Part 1 Activity 3 Table”

1. For **Column A**, identify some schools in the district which may be doing better than other schools in the school leadership questions and which may be candidates for your district to use as exemplars in leadership. Use the RAs to guide your decisions. Do the same for the teacher leadership questions.
 - a. *If possible, do this comparison across school types so you can compare elementary schools to elementary schools, etc. (For very small districts you may only be able to do this comparison across elementary schools.)*
2. For **Column B**, identify at least two schools in need of improvement in both school leadership and teacher leadership sections. Use the RAs to guide your decisions. *(For large districts you may want to list many schools in this area, so please expand the answer grid as needed.)*
3. Discuss with your team the comparisons of schools with higher rates of agreement to those with lower rates of agreement. What are some characteristics of the schools which could be a contributing factor to their results? Summarize your ideas in **Column C**.
4. Discuss the possibility of asking your leaders in the schools (Column A) which are doing better in these elements of leadership to be available as resources for the schools which are struggling (Column C). Explain.

Use the space below for your answer to question 4.

- a. If you are not able to “use your own experts” what other resources might you be able to use to assist schools in Column C?

Use the space below for your answer.

2. How might district leadership go about providing any training to assist schools in these elements of leadership?

Use the space below for your answer.

Part 1 Activity 3 Table

| School Leadership Question of Focus | Column A Name of School(s) with <u>high</u> RA (Example: Anderson Elementary 82%) | Column B Name of School(s) with <u>low</u> RA (Example: Rosemont Elementary 55%) | Column C Summary Notes on School Comparisons (Example – you might compare poverty levels (FRL), or school size, urbanicity, school type, recent administrative changes, etc.) |
|--|--|---|---|
| | | | |
| Holding teachers to high standards | 1. 2. | 1. 2. | |
| Creating a shared vision | 1. 2. | 1. 2. | |
| Creating an effective school improvement team. | 1. 2. | 1. 2. | |
| Teacher Leadership Question of Focus | Name of School(s) which have <u>high</u> RA (Example: Anderson Elementary 78%) | Name of School(s) which have <u>low</u> RA (Example: Rosemont Elementary 35%) | Column C Summary Notes on School Comparisons (Example – you might compare poverty levels (FRL), or school size, urbanicity, school type, recent administrative changes, etc.) |
| Teachers' roles in establishing student discipline procedures. | 1. 2. | 1. 2. | |
| Teachers' roles in planning school improvement. | 1. 2. | 1. 2. | |

Activity 4. Determining the Action for School Quality (ASQi) Focal Areas for Improvement

Intended Outcome: Leaders will continue the analysis of school-level results across the district to the five elements of leadership and discuss particular elements of school leadership which will become the District's **ASQi Focal Areas 1 and 2** for the next two years.

Materials Needed:

- ▶ Computer access to the Internet
- ▶ Pens/pencils
- ▶ Previous Activity pdf (recommend a word document on the computer) and pdf for this Activity
- ▶ The Excel data file (Elements of Leadership) used in earlier Activities

Where to find your data:

Previous Activity pdf (recommend a word document on the computer) and pdf for this Activity

Estimated Time: 50 minutes

Directions:

Now that you have had a chance to dig deeper into the ASQi survey questions most connected to student achievement and teacher retention, it is now time to determine which two of the elements of School and Teacher Leadership will be a primary and secondary focus over the next year for your district.

*(Remember- schools around the nation already are focusing on holding teachers to high standards, and there are numerous resources already available to assist districts in that area. This Guide is focusing on **using the new research** which shows the strong connection of the other four elements to student achievement. So please select from the remaining four elements)*

1. Review your worksheets from all of the previous activities. Identify which of the remaining four elements will be your primary (**ASQi Focal Area 1**) and secondary focus (**ASQi Focal Area 2**) over the next year. Offer supporting reasons as to why you are selecting these two elements of leadership.

Use the space below for your answer.

Our district's ASQi Focal Area 1 for the next year will be on the following element of school and teacher leadership: *(select one by highlighting it in green font.)*

- Creating an effective school improvement team.
- Creating a shared vision.
- Teachers' roles in establishing student discipline procedures.
- Teachers' roles in planning school improvement.

Reasons supporting our decision include:

Our district's ASQi Focal Area 2 for the next year will be on the following element of school and teacher leadership: *(select one by highlighting it in green font.)*

- Creating an effective school improvement team.
- Creating a shared vision.
- Teachers' roles in establishing student discipline procedures.
- Teachers' roles in planning school improvement.

Reasons supporting our decision include:

For the following questions, use **Activity 4 Table** to record your decisions.

1. Discuss at least three strategies you can develop at the district level to attain your goal of improving the rates of agreement in these two focal areas.
2. Discuss ideas to incorporate these strategies into your annual district improvement plans and in annual school improvement plans.

3. Discuss ways these strategies can tie into your district ESSA compliance plan for the next 1-2 years.
4. Discuss specific strategies regarding high poverty schools and the potential use of Title I and IIA funds in support of the strategies.

| Activity 4 Table | | | |
|---|------------|-------------------------|--------------------|
| Key questions | Strategies | Responsible Individuals | Proposed time line |
| 2. Strategies our district will design/develop to attain improvement over the next year in <u>ASQi focal area 1</u> | | | |
| 2. Strategies our district will design/develop to attain improvement over the next year in <u>ASQi focal area 2</u> | | | |
| | | | |
| 3. Our district can incorporate these strategies into our annual district and school improvement plans by (explain) with measurable outcomes (explain). | | | |
| 4d. Our district ASQi focal areas relate to our ESSA compliance plan in the following areas | | | |
| 5. Specific strategies for improvement in high poverty schools using the potential Title I, and IIA funds may include: | | | |

Determine if there are other questions in the leadership domains which might be considered a focus for your district over the next year in addition to the Focal Areas 1 and 2 previously identified. Remember, Dr. Ingersoll's research determined that every question in these two domains was connected to student achievement- it's just that the elements with the strongest connections have been the focus of this Resource Toolkit so far. For example, review the district wide RAs to each of the questions in the leadership domains that are NOT included in the five elements Dr. Ingersoll highlighted in his report. Are there any particular survey questions on your district (not individual schools) wishes to focus?

Use the space below for your answer.

PART 2: Determining Additional Teaching Conditions in Need of Improvement in the District

After your team has analyzed the school and teacher elements of the survey which research has shown to be the most connected to student achievement, there will be other areas of particular interest to stakeholders which you may want to investigate further based on your own survey results. These include questions such as professional development, use of time, school safety, equitable distribution of resources, instructional practices, etc. A great amount of federal, state and local resources are dedicated to improving each of these teaching conditions and it is beneficial to understand what the educators in schools believe to be working well and not so well. This can help leaders to target the use of precious resources.

Part 2 of this ASQi Resource Toolkit will assist you in a general review of your ASQi survey questions by domain and topic.

Activity 1. Ascertain District Strengths and Weaknesses Outside of Leadership Elements

Intended Outcome: Leaders will review the remaining district-wide survey results (*outside of school and teacher leadership questions*) to determine areas of strengths and weaknesses across the district.

Materials Needed:

- ▶ Computer access to the Internet
- ▶ Pens/pencils
- ▶ Pdf of this Activity
- ▶ Survey results from the ASQi website

Estimated Time: 45 –50 minutes

Where to find your data:

Locate your ASQi survey results by visiting the dedicated ASQi website. Click on the Survey Results button and scroll through to locate your district.

Directions:

Within each of the domain areas of the ASQi survey- outside of the leadership domains, which question shows the highest and lowest rate of agreement? To determine this, use your web results and complete the **Part 2, Activity 1 Table** on the next page.

Part 2, Activity 1 Table

| DOMAIN AREA (write in the domain area for your survey) | SURVEY QUESTIONS With the HIGHEST AND LOWEST RA IN THE DOMAIN | DISTRICT RA 2019 (Sum of % Agree and % Strongly Agree) | DISTRICT RA 2018 (Sum of % Agree and % Strongly Agree) | Change over time (use green text I for Increase, red text D for De- crease) |
|---|---|--|---|---|
| | Question with Highest RA: | | | |
| | Question with Lowest RA: | | | |
| | Question with Highest RA: | | | |
| | Question with Lowest RA: | | | |
| | Question with Highest RA: | | | |
| | Question with Lowest RA: | | | |
| | Question with Highest RA: | | | |
| | Question with Lowest RA: | | | |
| | Question with Highest RA: | | | |
| | Question with Lowest RA: | | | |
| | Question with Highest RA: | | | |
| | Question with Lowest RA: | | | |
| | Question with Highest RA: | | | |
| | Question with Lowest RA: | | | |

Activity 2. Determining ASQi Focal Areas for Improvement Outside of Leadership Elements

Intended Outcome: Leaders will now determine if there is an area focus for the district, outside of the school and teacher leadership questions which were identified in Part 1, and if so, what the focal area(s) may be.

Materials Needed:

- ▶ Computer access to the Internet
- ▶ Pens/pencils
- ▶ Pdf of this Activity and previous Activity
- ▶ Survey results from the ASQi website

Estimated Time: 30-40 minutes

Where to find your data:

Locate your ASQi survey results by visiting the dedicated ASQi website. Click on the Survey Results button and scroll through to locate your district.

Directions:

1. After completing the chart for Activity 1, **select with your leadership team** the domain area/question of special importance for your district. *NOTE: It may be that your district may choose not to address any of the survey results over the next year outside of the leadership elements in Part 1 of this Resource Toolkit because Part 1 ASQi Focal Areas 1 and 2 will be an intense effort. However, this part of the ASQi Resource Toolkit gives you a brief set of activities so as to fully inform such a decision.*
 - a. Discuss the reasons for your selection. For example, you may decide the Professional Learning domain is of importance because of a recent grant your district received which targeted training in your district, or you may decide school safety is of particular importance this year. Or, you may select a domain because it has a very large downward trend from the previous survey results.

Use the space below for your answers.

Our district leaders have selected the following domain/ question as an area of special importance for the next year:

Domain:

Survey Question:

Reasons supporting our decision:

Activity 3. Strategic Planning Session

Intended Outcome: Leaders will use this time to develop strategies to improve rates of agreement on selected focal area(s) outside of the leadership domains.

Materials Needed:

- ▶ Computer access to the Internet
- ▶ Pdf of this Activity and previous Activity
- ▶ Survey results from the ASQi website

Estimated Time: 30-40 minutes

Where to find your data:

Locate your ASQi survey results by visiting the dedicated ASQi website. Click on the Survey Results button and scroll through to locate your district.

Directions:

Brainstorm various ways your district can strategically improve the rates of agreement for the particular ASQi survey question(s) you selected. Be sure to work across the school calendar and include on-going activities throughout the year.

Enter Activity 3 answers below.

Strategies our district can employ over the next school year to improve educators' rates of agreement to our selected question include:

Resources we need to accomplish this goal are:

Quantifiable goals we can meet throughout the year include:

More Tips and Next Steps for District Leaders

designer—please make the pull out box a special set of tips and within it- accentuate the cole statement at the end

- ▶ Have informal conversations with educational leaders in your exemplar schools to see what strategies they may be using to address the particular question.
- ▶ Over the next few weeks, meet with your district leadership team to plan the details of the plan to implement strategies your district can use to address your goals.
- ▶ Discuss with your team the potential of utilizing some of your district instructional planning time this year to allow for sharing of best practices from the schools which are your best results in the like type schools. If a large district, you may have 3-4 schools. Ask the school leaders to prepare PD sessions by surveying staff and identifying strategies their school are using which they believe have been helpful in achieving the higher **RA** in that particular question.
- ▶ If your district is small and you do not have a large enough selection for best practices, visit the ASQi website and locate results for districts nearby or of similar demographics. Discuss with the leader in those districts a possibility of sharing their best practices on a particular question. Consider a regional round table or drive-in meeting to share best practices.
- ▶ Include your **ASQi Focal Areas** in your district improvement plan as a focus of improving student achievement. Ask that each School Improvement Team review their plans once they have reviewed their results and include changes necessary to impact teacher leadership and student progress.
- ▶ In a dedicated district-wide meeting, share with schools the identified ASQi Focal Areas 1 and how/why the leadership team made the decisions to focus on these areas for the next two years. It is important for your educators to know that the district leadership team is using the ASQi survey results in school improvement planning and that their collective voice is being heard.
- ▶ Include information/updates about the ASQi Focal Areas 1 and 2 in your regular district-wide meetings or eblasts /newsletters, etc. to schools and community.
- ▶ Look for additional entry points to include your ASQi Focal Areas 1 and 2 in the funding of various initiatives: ESSA plans, Titles I and IIA plans, or private grant opportunities.
- ▶ Share your plans and progress with other leaders across the state.

As a leadership team, remember to:

- ✓ **Revisit this set of planning goals each quarter and check your progress!**
- ✓ **Designate a section of time once a month in your school leadership meetings to perform a 'pulse check' on reaching your goals.**
- ✓ **Communicate with the educators in your school that this a focal area for improvement and why you have selected it.**
- ✓ **Keep teachers involved in decision-making around the strategies you wish to employ!**

The Center for Optimal Learning Environment (COLE), which administers the ASQi survey, is looking for testimonials and examples of schools and districts that are enhancing learning environments as a main strategy in school improvement. Share your success by contacting COLE at info@optimallearningenvironments.com.

Section B

For School Leaders

PART 1: Analyzing Your ASQi Results Using Research Connection to Student Achievement and Teacher Retention

Recommended Grouping: School improvement teams, leadership teams, etc.

Activity 1. School Rates of Agreement for Each Element of Leadership

As noted above, in *School Leadership Matters (CPRE 2017)* Dr. Ingersoll found there are five key leadership ‘elements’ shown to be strongly related to student success. Using the corresponding survey questions related to leadership and student achievement, which of the five elements in your school have the highest/lowest Rate of Agreement (RA)?

Intended Outcome: Leaders will analyze school-level results to determine the Rates of Agreement in the five elements of leadership (as defined in the Introduction); compare to previous ASQi survey results, and determine the element of leadership with the highest RA, and lowest RA for the school.

Materials Needed:

- ▶ Computer access to the Internet
- ▶ As Activity 1 pdf (recommended a word document on the computer)

Estimated Time: 20 minutes

Where to find your data:

Locate your ASQi survey results by visiting the dedicated ASQi website for your survey.

Directions:

1. Under the **School Leadership and Teacher Leadership** questions, locate the 5 questions which align with Dr. Ingersoll’s research described previously. Determine the RA (sum of agree and strongly agree) for your school on each of the 5 questions and enter the numbers in the **Part 1, Activity 1 Table** (below this set of directions) If your school has results from 2018 please include them in the Table (should be located in a chart on the side of the other web results.)
2. Identify the **highest RA for each year and change the text color to green** and do the same for the **lowest RA in red**.
3. Consider the following as you discuss findings at your table:
4. What might be the reasons for any increases or decreases in a leadership element over time?

Use the space below for your answer.

- a. Are there any leadership elements that raise a major concern to your school leadership team?

Use the space below for your answer.

1. Remember, Dr. Ingersoll's research utilized a data base of almost one million educator responses, across 25,000 schools – each of which met the minimum threshold of response rates to have publicly available results (usually 50%). Even though one school's results are a much smaller sample size and any one school may not have close alignment to Dr. Ingersoll's research, discuss as a group what you are seeing in the rates of agreement and note any similarities to Dr. Ingersoll's research. Are the patterns to your school leadership trend and teacher leader leadership trend similar? Is the involvement of teachers in the school discipline policy the lowest RA of the 5 elements?

Use the space below to highlight key points of your discussion.

Part 1, Activity 1 Table

| | ASQi Survey Question | SCHOOL RA 2019 (Sum of % Agree and % Strongly Agree) | SCHOOL RA 2018 (Sum of % Agree and % Strongly Agree) | Change over time |
|-------------------------------|--|--|--|-----------------------------|
| School Leadership | Teachers are held to high professional standards for delivering instruction. | | | |
| | The faculty and leadership have a shared vision. | | | |
| | The school improvement team provides effective leadership at this school. | | | |
| Teacher Leadership | Teachers' roles in establishing student discipline procedures. | | | |
| | Teachers' roles in planning school improvement. | | | |

Activity 2. Leadership Element

Intended Outcome: Leaders will continue the analysis of school-level results across the school to the five elements of leadership looking for the elements which are exemplars and those in most need of improvement and brainstorm potential factors for differences.

Materials Needed:

- ▶ Computer access to the Internet
- ▶ Pdf of this Activity and previous Activity
- ▶ Survey results from the ASQi website

Estimated Time: 30 minutes

Where to find your data:

The dedicated ASQi website

Directions:

1. **Complete the chart on the following page.** Do the same for the teacher leadership questions.
2. *If possible*, complete the chart for the district rates of agreement, and for the state.
3. Identify the elements of leadership where your school is higher than the district rate of agreement by highlighting the text in green background.
4. Identify any elements where your school is below the district rates of agreement and highlight the text in red background.
5. Discuss what are these areas of strengths and weaknesses. What are some reasons your school may be above or below the district in these five elements of leadership?
6. Identify the areas your school is above the state rates of agreement and place a green * next the state RA. Do the same for any elements where your school is below the state RA.
7. Make notes on any thoughts and comments as you complete these comparisons.

| School Leadership Question of Focus | Our School (% RA) | District (% RA) | State (% RA) | Discussion Notes |
|---|----------------------|--------------------|-----------------|-------------------------|
| Holding teachers to high standards | | | | |
| Creating a shared vision | | | | |
| Creating an effective school improvement team. | | | | |
| Teacher Leadership Question of Focus | Our School (% RA) | District (% RA) | State (% RA) | Discussion Notes |
| Teachers' roles in establishing student discipline procedures | | | | |
| Teachers' roles in planning school improvement | | | | |

Required space for response to items within question 2:

Activity 3. Determining Action for School Quality (ASQi) Focal Areas for Improvement

Intended Outcome: Leaders will continue the analysis of school-level results across the school to the five elements of leadership looking for strengths and for elements most in need of improvement.

Materials Needed:

- ▶ Computer access to the Internet
- ▶ Pdf of this Activity and previous Activities

Where to find your data:

The dedicated ASQi website.

Estimated Time: 40 minutes

Directions:

Now that you have had a chance to dig deeper into the ASQi survey questions most connected to student achievement and teacher retention, it is now time to determine which two of the elements of School and Teacher Leadership will be a primary and secondary focus over the next year.

*(Remember- schools around the nation already are focusing on holding teachers to high standards, and there are numerous resources already available to assist schools in that area. This Guide is focusing on **using the new research** which shows the strong connection of the other four elements to student achievement. So please select from the remaining four elements)*

1. Identify which of the remaining four elements will be your primary and secondary focus over the next year. Offer supporting reasons as to why you are selecting these two elements of leadership.

Use the space below for your answer.

Our school's ASQi primary focus for the next year will be on the following element of school and teacher leadership: *(select one by highlighting it in green font.)*

- ☐ Creating an effective school improvement team.
- ☐ Creating a shared vision.
- ☐ Teachers' roles in establishing student discipline procedures.
- ☐ Teachers' roles in planning school improvement.

Reasons supporting our decision include:

Our school's ASQi secondary focus for the next year will be on the following element of school and teacher leadership: *(select one by highlighting it in green font.)*

- ☐ Creating an effective school improvement team.
- ☐ Creating a shared vision.
- ☐ Teachers' roles in establishing student discipline procedures.
- ☐ Teachers' roles in planning school improvement.

Reasons supporting our decision include:

For the following questions, use **Activity 3 Table** to record your decisions.

1. Discuss at least three strategies you can develop at the school level to attain your goal of improving the rates of agreement in these two focal areas.
2. Discuss ideas to incorporate these strategies into your annual school improvement plans and in annual school improvement plans.
3. Discuss ways these strategies can tie into your school ESSA compliance plan for the next 1-2 years.
4. Discuss specific strategies regarding high poverty schools and the potential use of Title I and IIA funds in support of the strategies.

Part 1, Activity 3 Table

| Key questions | Strategies | Responsible Individuals | Proposed time line |
|---|------------|-------------------------|--------------------|
| Strategies our school will design/develop to attain improvement over the next year in <u>ASQi focal area 1</u> | | | |
| Strategies our school will design/develop to attain improvement over the next year in <u>ASQi focal area 2</u> | | | |
| | | | |
| Our school can incorporate these strategies into our annual school improvement plans by (explain) with measurable outcomes (explain). | | | |
| Our school's ASQi focal areas relate to our ESSA compliance plan in the following areas: | | | |
| Specific strategies for improvement using potential Title I and IIA funds may include: | | | |

5. Determine if there are other questions in the leadership domains which might be considered a focus for your school over the next year in addition to the Focal Areas 1 and 2 previously identified. Remember, Dr. Ingersoll's research determined that every question in these two domains were connected to student achievement- it's just that the five elements with the strongest connections have been the focus of this Resource Toolkit so far. For example, review the school-wide RAs to each of the questions in the school and teacher leadership domains that are NOT included in the five elements Dr. Ingersoll highlighted in his report. Are there any particular survey questions on which your school wishes to focus? Explain.

Record your answers to question 6 below:

Activity 4. A School Improvement Team Leadership Empower Exercise

Your team has spent quality time reviewing data around leadership and the impact of strong leadership within a school. Take a few minutes to respond to the following statements, keeping in mind policies in the district and State regarding the Role of the School Improvement Team. Who should be making the decision?

Intended Outcome: Leaders will review the work of the School Improvement Team with a focus on key strategies to include teachers in the decision-making process. After discussion, leaders will share possible policy implications for the work of the School Improvement team moving forward.

Materials Needed:

- ▶ Computer access to the Internet
- ▶ Pdf of this Activity and previous Activities

Where to find your data:

Existing policies for your School Improvement Team.

Estimated time: 30-45 minutes

Directions:

1. Use self-reflection to determine who makes the decision (currently) and then discuss with your team. Be prepared to share possible policy implications regarding a School Improvement Team. As you complete the chart, make note of any particular statements for which your team may want to address the roles of various people in the school. Place a **red *** in any such sections so you can discuss in question 2.

| Statement regarding School Improvement Team work | Decision by SIT as a Group | Administration | Educators and staff within school |
|---|----------------------------|----------------|-----------------------------------|
| Create classroom schedules and how teams or departments could have common time to collaborate. | | | |
| Cooperative Planning Teams should have flexibility. | | | |
| A process is in place at the school to allow for concerns and how to solve problems. | | | |
| Roles for our SIT have been created to conduct the work. | | | |
| The work load beyond classroom responsibilities is balanced and there are opportunities for teachers being assigned or volunteering. | | | |
| How classroom policies and procedures impacting instructional continuity are determined and followed. | | | |
| Planning time is respected: What sorts of feedback loops are provided to administration and support staff on impromptu meetings? | | | |
| The process for teacher coverage in the school. | | | |
| Type of systems in place to help include teachers in the decision-making process. | | | |
| Where do teachers feel they could be better integrated into instructional decisions? | | | |
| Are opportunities in place for teachers to share their thoughts on existing supports as well as potential new supports to promote leadership participation? | | | |
| Leadership is engaged with community groups and members. | | | |
| Is there a way to keep my administrator informed if he/she cannot be present for a meeting? | | | |

2. Review the **red *** items from the chart you just completed. Please list in the space below any suggested changes to the work of the School Improvement Team and what might be some policy changes for your school. Be sure to discuss a process to share such changes with your staff.

Place your answers to question 2 in the space below.

PART 2: Determining Additional Teaching Conditions in Need of Improvement in the School

After your team has analyzed the school and teacher elements of the survey which research has shown to be the most connected to student achievement, there will be other areas of particular interest to stakeholders which you may want to investigate further based on your own survey results. These include questions such as professional development, use of time, school safety, equitable distribution of resources, instructional practices, etc. A great amount of federal, state and local resources is dedicated to improve each of these teaching conditions and it is beneficial to understand what the educators in schools believe to be working well and not so well. This can help leaders to target the use of precious resources.

Part 2 of this ASQi Resource Toolkit will assist you in a general review of your ASQi survey questions by domain and topic.

Activity 1. Ascertain Strengths and Weaknesses Outside of School Leadership Elements

Intended Outcome: Leaders will review the remaining school-wide survey results (*outside of school and teacher leadership questions*) to determine areas of strengths and weaknesses.

Materials Needed:

- ▶ Computer access to the Internet
- ▶ Pens/pencils
- ▶ Pdf of this Activity
- ▶ Survey results from the ASQi website

Estimated Time: 45 –50 minutes

Where to find your data:

Locate your ASQi survey results by visiting the dedicated ASQi website. Click on the Survey Results button and scroll through to locate your school results.

Directions:

Within each of the domain areas of the ASQi survey- outside of the leadership domains, which question shows the highest /lowest rate of agreement? To determine this, use your web results and complete the **Part 2, Activity 1 Table** on the next page.

Part 2, Activity 1 Table

| DOMAIN AREA (write in the domain area for your survey) | SURVEY QUESTIONS With the HIGHEST AND LOWEST RA IN THE DOMAIN | DISTRICT RA 2019 (Sum of % Agree and % Strongly Agree) | DISTRICT RA 2018 (Sum of % Agree and % Strongly Agree) | Change over time (use green text I for Increase, red text D for De- crease) |
|---|---|---|---|---|
| | Question with Highest RA: | | | |
| | Question with Lowest RA: | | | |
| | Question with Highest RA: | | | |
| | Question with Lowest RA: | | | |
| | Question with Highest RA: | | | |
| | Question with Lowest RA: | | | |
| | Question with Highest RA: | | | |
| | Question with Lowest RA: | | | |
| | Question with Highest RA: | | | |
| | Question with Lowest RA: | | | |
| | Question with Highest RA: | | | |
| | Question with Lowest RA: | | | |
| | Question with Highest RA: | | | |
| | Question with Lowest RA: | | | |

Activity 2. Determining ASQi Focal Areas for Improvement Outside of Leadership Elements

Intended Outcome: Leaders will now determine if there is an area focus for the school, outside of the school and teacher leadership questions which were identified in Part 1 of this Resource Toolkit and, if so, what the focal area(s) may be.

Materials Needed:

- ▶ Computer access to the Internet
- ▶ Pens/pencils
- ▶ Pdf of this Activity and previous Activity
- ▶ Survey results from the ASQi website

Estimated Time: 30-40 minutes

Where to find your data:

Locate your ASQi survey results by visiting the dedicated ASQi website. Click on the Survey Results button and scroll through to locate your district.

Directions:

1. After completing the chart for Activity 1, **select with your leadership team** the domain area/ question of special importance for your district.

NOTE: It may be that your district may choose not to address any of the survey results over the next year outside of the leadership elements in Part 1 of this Resource Toolkit because Part 1 ASQi Focal Areas 1 and 2 will be an intense effort. However—this part of the ASQi Resource Toolkit gives you a brief set of activities so as to fully inform such a decision.

- a. Discuss the reasons for your selection. For example, you may decide the Professional Learning domain is of importance because of a recent grant your district received which targeted training to your district, or you may decide school safety is of particular importance this year. Or, you may select a domain because it has a very large downward trend from the previous survey results.

Use the space below for your answers.

Our school leaders have selected the following domain/ question as an additional ASQi Focal Area of special importance for the next year:

Domain:

Survey Question:

Reasons supporting our decision:

Activity 3. Strategic Planning Session

Intended Outcome: If Activity 2 resulted in an additional ASQi Focal Area, leaders will use this time to develop strategies to improve rates of agreement on selected focal area(s) outside of the leadership domains.

Materials Needed:

- ▶ Computer access to the Internet
- ▶ Pdf of this Activity and previous Activity
- ▶ Survey results from the ASQi website

Estimated Time: 30-40 minutes

Where to find your data:

Locate your ASQi survey results by visiting the dedicated ASQi website. Click on the Survey Results button and scroll through to locate your school.

Directions:

Brainstorm various ways your school can strategically improve the rates of agreement for the particular ASQi survey question(s) you selected. Be sure to work across the school calendar and include on-going activities throughout the year.

Enter Activity 3 answers below.

Strategies our school can employ over the next school year to improve educators' rates of agreement to our selected question include:

Resources we need to accomplish this goal are:

Quantifiable goals we can meet throughout the year include:

More Tips and Next Steps for School Leaders

- ▶ Include your target goals in your school improvement plan as a focus of improving student achievement.
 - ▶ Review the ASQi results for other like-type schools in your district as a comparison to your school. Look for schools of similar grade levels and poverty levels. Have informal conversations with educational leaders in other schools to see what strategies they may be using to address the particular leadership element.
- As a leadership team, remember to:**

 - ✓ Revisit this set of planning goals each quarter and check your progress!
 - ✓ Designate a section of time once a month in your school leadership meetings to perform a 'pulse check' on reaching your goals.
 - ✓ Communicate with the educators in your school that this a focal area for improvement and why you have selected it.
 - ✓ Keep teachers involved in decision-making around the strategies you wish to employ!
- ▶ In a dedicated faculty meeting, share with your staff the identified ASQi Focal Areas 1 and how/why the leadership team made the decisions to focus on these areas for the next two years. It is important for your educators to know that the school leadership team is using the ASQi survey results in school improvement planning and that their collective voice is being heard.
 - ▶ As you follow the strategies you outlined in Activity 4, be sure to continue to communicate to staff the reasons behind the efforts.
 - ▶ Include information/updates about the ASQi Focal Areas 1 and 2 in your regular faculty meetings or eblasts to staff.
 - ▶ Look for additional entry points to include your ASQi Focal Areas 1 and 2 in the funding of various initiatives: ESSA plans, Titles I and IIA plans, or private grant opportunities.
 - ▶ Share your plans and progress with district leadership and other school leaders.

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