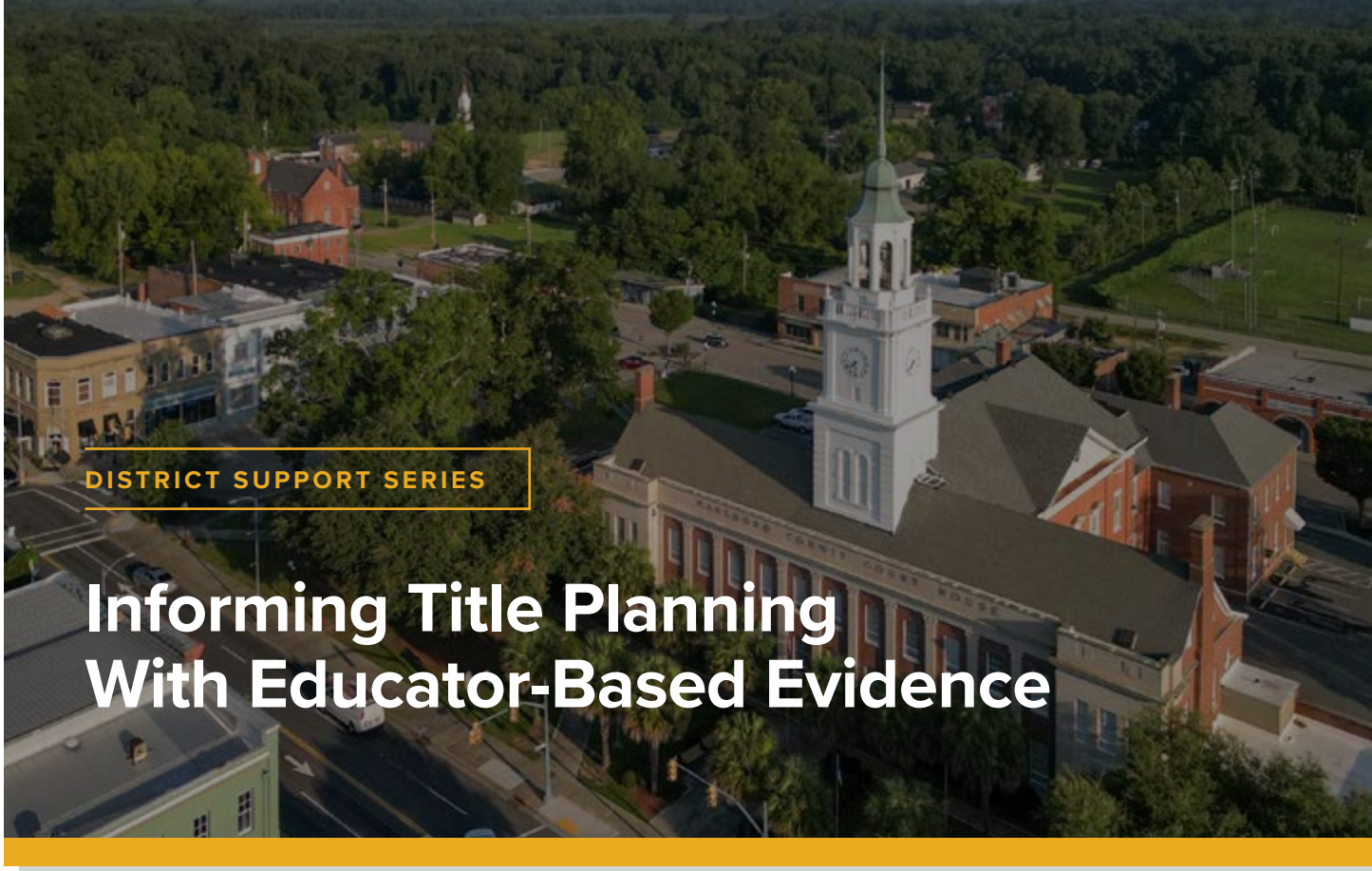


DISTRICT SUPPORT SERIES

Informing Title Planning With Educator-Based Evidence

School and district leaders have access to many sources of evidence to support Title planning. Student achievement and growth, attendance, discipline, demographic, staffing, programmatic, fiscal, and stakeholder data all contribute to understanding district needs and determining how best to use resources.

The SC Administrator Working Conditions Survey, SC Teacher Working Conditions Survey, and SC Teacher Exit Survey provide another important source of evidence: the workplace conditions experienced by educators.

When thoughtfully layered with other state and local information, SC TEACHER data can help school and district leaders...

1. **Better understand the conditions surrounding identified needs.**
2. **Make decisions regarding comprehensive needs assessment, planning, implementation, monitoring, and evaluation.**

These data are not intended to provide all the answers. Working conditions and exit survey findings should not, by themselves, establish a need or root cause, satisfy a federal requirement, or demonstrate a particular strategy's effectiveness. They can, however, add context to other findings and help leaders determine what needs further exploration.

Looking Deeper, Layering Perspectives

A comprehensive needs assessment may identify an area of concern. Student achievement may have declined. Discipline referrals may have increased. Once a need has been identified, the next step is to look more closely at what may be contributing to it. What does the evidence tell us, and where do we need more information?

SC TEACHER data can be useful in helping school and district teams explore these questions. Each survey provides different context that can contribute to the larger body of evidence.

The **SC Administrator Working Conditions Survey (SCAWCS)** provides district-level findings about aspects of school leaders' experiences, such as district support, professional learning, shared governance, autonomy, staffing and organizational demands, workload, and accountability.

The **SC Teacher Working Conditions Survey (SCTWCS)** provides school- and district-level findings about teachers' perceptions of the conditions in which they work such as administrative and coworker support, workload, professional learning, mentoring, autonomy, shared governance, and student engagement and behavior.

The **SC Teacher Exit Survey** provides district-level insights from teachers who leave their positions regarding their type of exit (e.g., moving to teach in another district), decision to leave, and what could motivate their return, helping leaders look more closely at teacher mobility trends.

When considered together with other state and local data, SC TEACHER survey results may help leaders identify areas of strength to build upon, areas of concern to examine more closely, or areas with inconsistencies that need to be further investigated for a better understanding.

Example

Teachers report low levels of parent support on the SCTWCS, and SCAWCS findings indicate concerns related to family support across the district. Because SCAWCS findings are specific to the district, not the school, it's important to note that the school administrator may not share the same concern.

District leaders can use these findings to uncover more information with questions to the school administrator, such as "What efforts are already underway?" and "What additional support from the district might be helpful?" In this way, data fuel a conversation, rather than serving to confirm assumptions.

This same approach can be applied when examining other areas important to Title planning, such as...

- Leadership development
- Professional learning
- Staffing
- Mentoring
- School climate
- Student achievement

Applying Data to the Title Planning Process

1 Comprehensive Needs Assessment

Begin with the full body of available evidence. What do student, staffing, attendance, discipline, demographic, programmatic, fiscal, and other data tell us? What do SC TEACHER findings add to what we already know? Are there findings that suggest we need to look more closely at a particular area?

2 Planning

As priorities are identified, consider the conditions surrounding those needs. Survey findings may provide useful information about professional learning, staffing, leadership support, time, resources, or other conditions that should be considered as strategies are developed.

3 Implementation

Investigate whether the conditions necessary to implement the plan are in place. Do educators have the knowledge, time, resources, and support needed to carry out what has been planned? If not, what additional support may be needed?

4 Monitoring

Return to the evidence as implementation occurs. Are strategies being implemented as intended? What are educators experiencing? Are there findings that suggest adjustments or additional support may be needed?

5 Evaluation and Revision

Student performance and other outcome data remain important in determining whether identified needs are being addressed. Educator voice evidence can provide additional context for understanding those outcomes and can help teams consider what has worked, what barriers remain, and what may need to be revised.



Aligning Survey Data + Title Programs

For districts seeking to inform Title planning with survey data, SC TEACHER has created crosswalks identifying opportunities for connection with SCTWCS and SCAWCS findings. These tools can help district leaders identify areas in which they may utilize educator-based data as they examine needs, consider surrounding context, and make decisions about planning, implementation, monitoring, and evaluation.

Crosswalks developed for Title I, Part A and Title II, Part A identify relevant inquiry areas and connect them with specific SC TEACHER constructs and survey items. Additional resources will extend this work to other Title programs.



To utilize the crosswalks

Connect with us to schedule an On-Site Insight Workshop, guiding your district team through Title funds planning with SC TEACHER data, or save the date for our January 26 Data + Insight Workshop.

All resources are free to districts.

Growing Effective Uses of Data

Schools and districts collect and review a tremendous amount of data. Survey results add a unique source of teacher and school administrator perspectives to that body of evidence. When these findings are considered alongside student, program, staffing, fiscal, and other state and local data, they can provide additional context for understanding identified needs.

The intent is not to add another data requirement to the Title planning process. It is to make thoughtful use of the evidence already available for a clearer picture and meaningful planning.

- Ask questions.
- Look more closely when needed.
- Use what is learned to inform decisions about how students, teachers, and school leaders can best be supported.



Explore Your Data in the District Landscape

Superintendents and personnel administrators—unpack survey findings, identify trends, and access tools for acting on data housed in this secure online platform.

→ LOGIN AT DISTRICT.SC-TEACHER.ORG

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