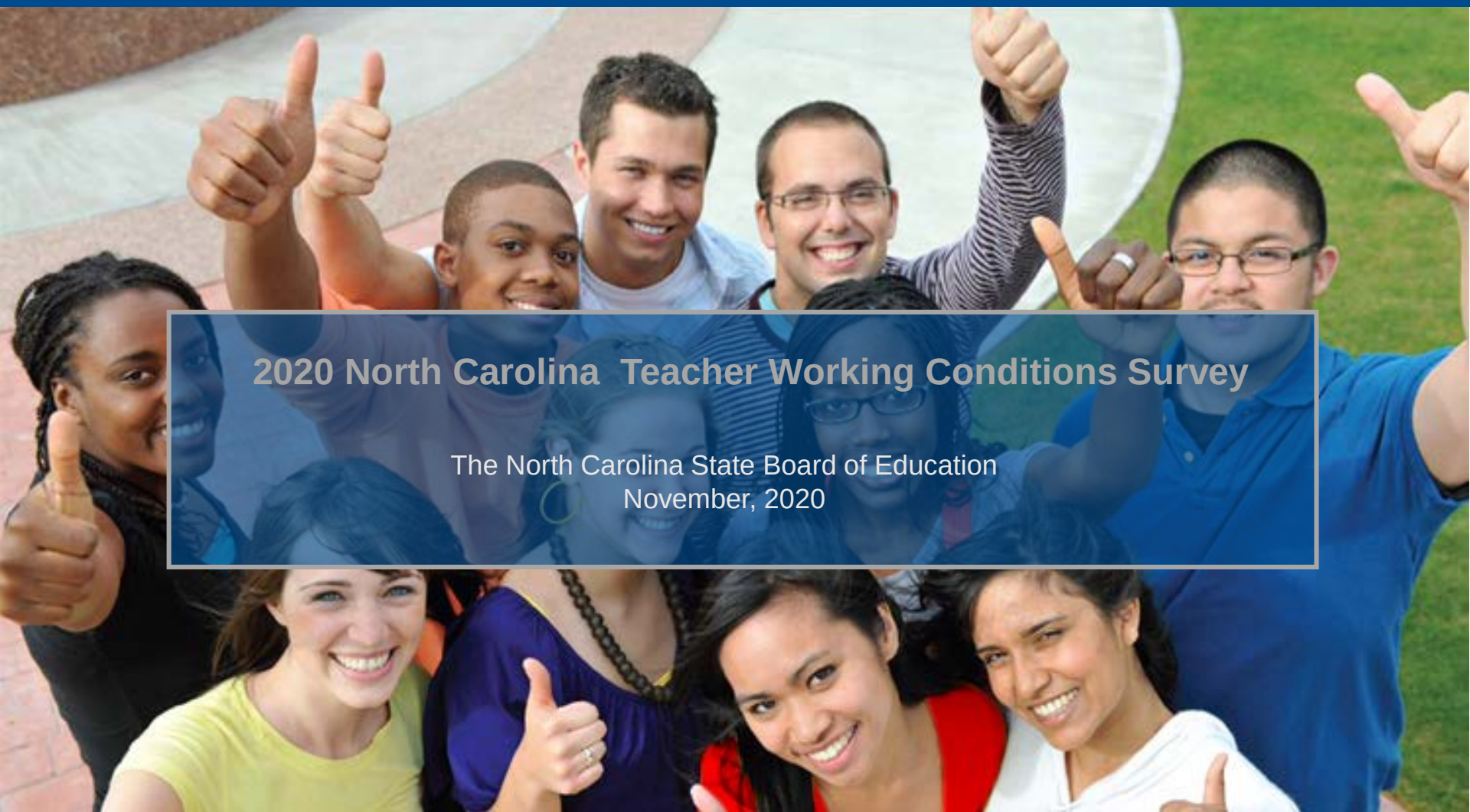




2020 North Carolina Teacher Working Conditions Survey

The North Carolina State Board of Education
November, 2020

Administered By:

- Provide a deeper dive into the 2020 North Carolina Teacher Working Conditions Survey results.
- Share updates and next steps on DPI's work with districts and schools across the state to access and utilize the 2020 NC TWC Results for school improvement.
- Announce NC TWC Award winners

About the NCTWC Survey

- Administered statewide every two years since 2002; funded in NC Continuing Budget and administered by NCDPI
- Use of the results are integrated into many state policies including annual school improvement plans, evaluations of school administrators, State Equity Plans, NC Compliance Plan for the Federal Every Student Succeeds Act
- Vast amount of research by external, nationally renowned researchers showing connections to student achievement and teacher retention
- Questions are based on NC State Board of Education's Statewide Standards for Teaching Conditions (externally validated as part of Gates MET Study)

Please contact the Center for Optimal Learning Environments for more information on any of the above items.

- NC was the first state in the nation to administer a statewide teaching conditions survey with 16 other states followed the NC model, using same question base
- Areas of teaching conditions measured include topics such as school and teacher leadership, instructional practices, managing student conduct, professional learning, community support, use of time, facilities and resources and new teacher support. Added in 2020 were two sections on school safety and equity
- 24-member advisory committee has met monthly since August to prepare for 10th iteration of survey

Participation Numbers

✓ 102,545 responses out of 121,424 total possible responses (84.45%)

2020 NC TWC School Response Summary				
School type	Number of Schools	Number Schools <u>reaching</u> minimum Response Rate threshold of at least 40% and at least 5 respondents	Number Schools NOT reaching minimum Response Rate threshold	Total % of schools <u>reaching</u> minimum Response Rate threshold
Traditional Schools	2458	2373	85	96.5%
Charter Schools	198	153	45	77%
Non-Traditional - Other (DHHS, Juvenile Justice, Deaf and Blind, Hospital schools, etc.)	32	15	17	46.9%
All	2688	2541	147	94.5%
* Minimum Response Rate threshold for a school is 40% response rate and at least 5 respondents.				

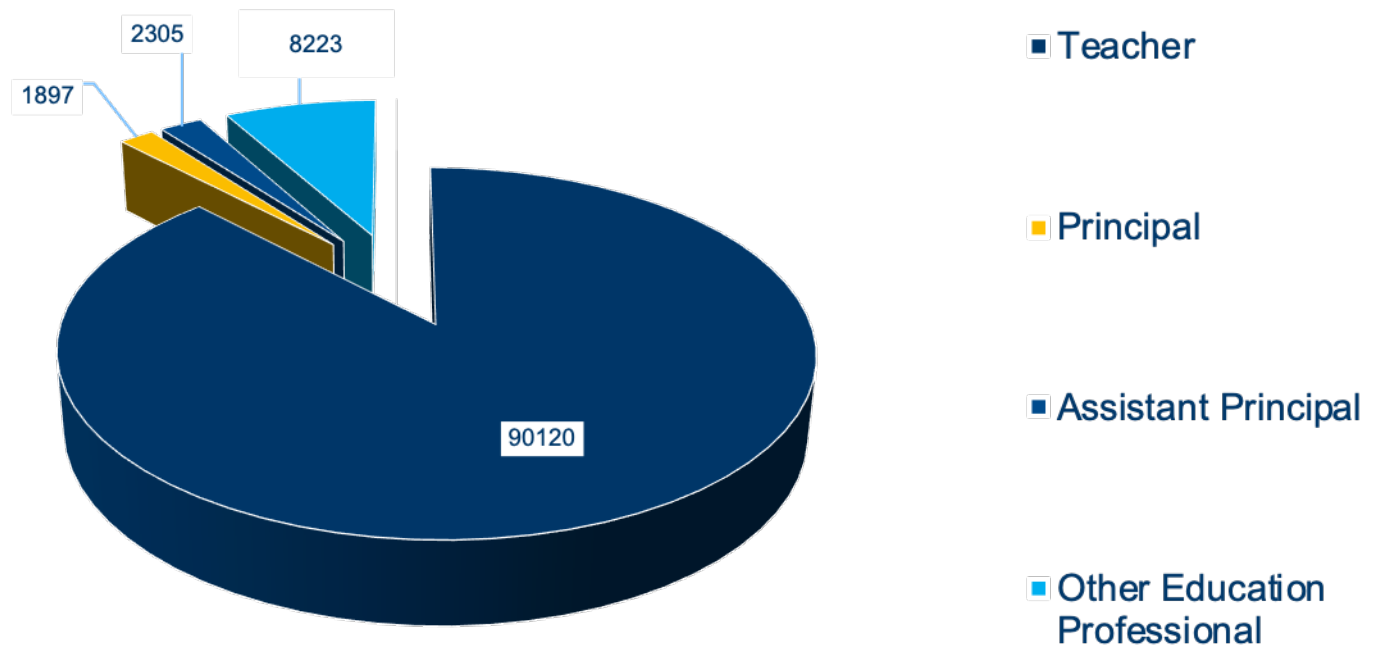
Note: 2018 participation rate was 91%



SURVEY RESPONDENTS

The 2020 NC TWC Survey response rate was 84.45%,
representing the voices of 102,545 school-based
educators in North Carolina.

Respondents by Role





1

Resources Available Since June to Schools and Districts

2

Resources Available Now

3

Awards

Administered By:



CENTER FOR OPTIMAL LEARNING ENVIRONMENTS™



Public Schools of North Carolina
State Board of Education
Department of Public Instruction



NC Teacher 2020 Results Highlights

2020 NCTWC Overall Response Rate*

84.45%



102,545

school-based educators

Respondents by Role*



Teacher
90,122



Principal
1,897



Assistant Principal
2,305



Other Education Professional
8,223



95%

Schools Reaching Minimum Response Rates* 24,541

Overall my school is a great place 86% Educators agree



Immediate Employment Plans or Teachers and Administrators

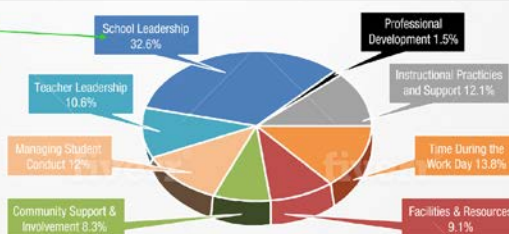


89% of teachers indicate they plan to remain teaching in North Carolina

93% of principals indicate they plan to remain as school administrators in North Carolina

School Leadership remains the predominant reason teachers indicate they wish to remain teaching in their school

Which aspect of your teaching conditions most affects your willingness to keep teaching at your school?

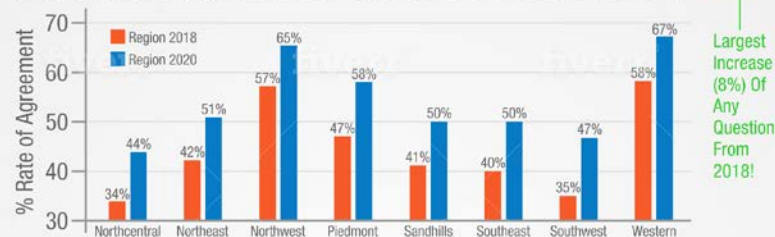


* Prior to the closing of schools on March 16 due to COVID-19, NCTWC had set new records for response rates; at the time statewide school closure, 9,81,163 responses (86.2%) had already been gathered.

**After independently reviewing the findings, it appears that the statewide closure of schools due to the COVID-19 pandemic did not lead to a far more negative response in the school conditions on the part of teachers in North Carolina. Even in this pandemic, teachers overall are saying pretty positive conditions exist in their schools. This is a compliment to school leaders in North Carolina.

- Dr. Richard Ingersoll, University of Pennsylvania, Consortium for Policy Research in Education

Hunger is a problem for my students, but my school uses creative strategies to combat it.



Largest Increase (8%) Of Any Question From 2018!

According to survey responses, students are bullied about their



New Teachers

Overall, the additional support I received as a new teacher

Improved my instructional practice. **81% agree**
Helped me to impact my students' learning. **82% agree**
Has been important in my decision to continue teaching at this school. **77% agree**



Survey Items: Highest and Lowest Rates of Agreement

The curriculum taught in this school is aligned with the North Carolina Standard Course of Study. **(97% agree)**
Teachers use digital content and resources in their instruction. **(96% agree)**

Teachers regularly assign homework that requires access to a digital device to complete. **(only 52% agree)**
Teachers regularly assign homework that requires access to the internet to complete. **(only 55% agree)**

Equity Please rate how strongly you agree or disagree with the following statements about educational equity in your school.

At this school, all students are treated equitably, justly and fairly. **(78% agree)**
School rules are applied equitably to all students. **(70% agree)**
This school emphasizes showing respect for all students' beliefs and practices. **(92% agree)**
This school provides quality services to help students with social or emotional needs. **(82% agree)**
The programs and resources at this school are adequate to support students with special needs or disabilities. **(79% agree)**
This school provides instructional materials that reflect the diverse background of our students and community. **(81% agree)**



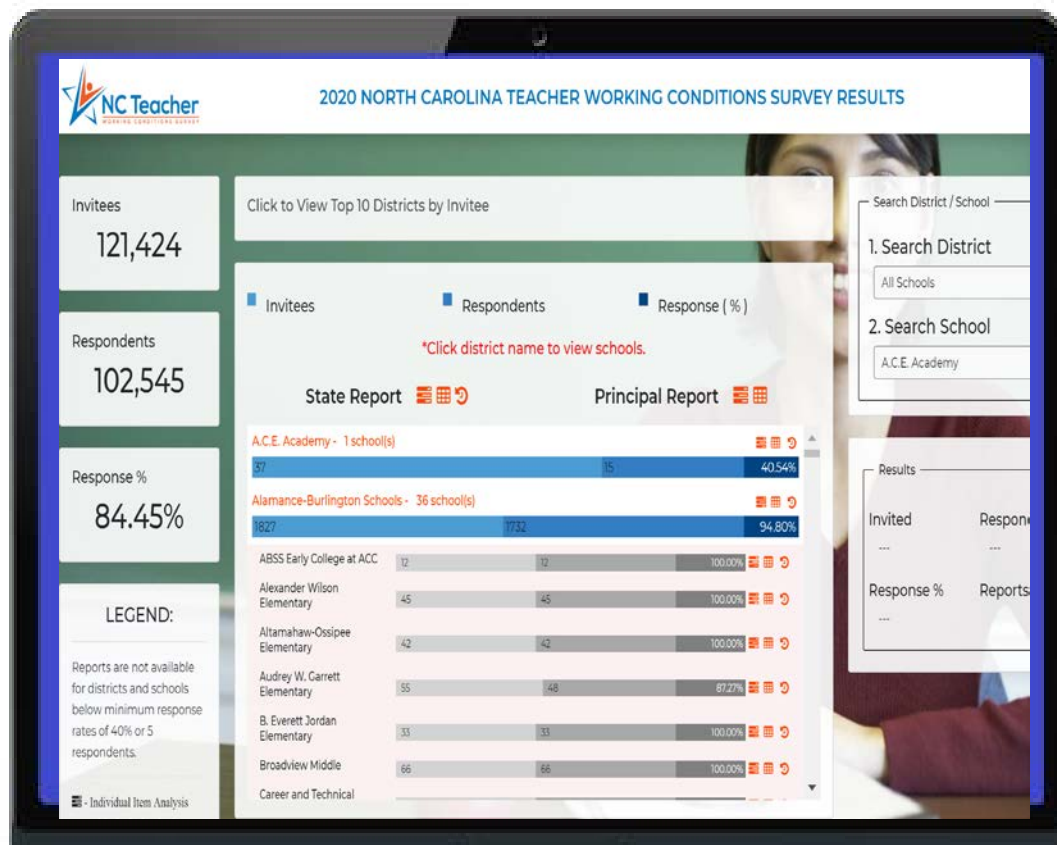
Connections to Student Achievement Research

North Carolina	SCHOOL LEADERSHIP ITEMS			TEACHER DECISION-MAKING ITEMS	
	The faculty and staff have a shared vision.	Teachers are held to high professional standards for delivering instruction.	The school improvement team provides effective leadership at this school.	Roles of teachers in establishing student discipline procedures	Roles of teachers in planning school improvement
2020	83	93	84	58	76

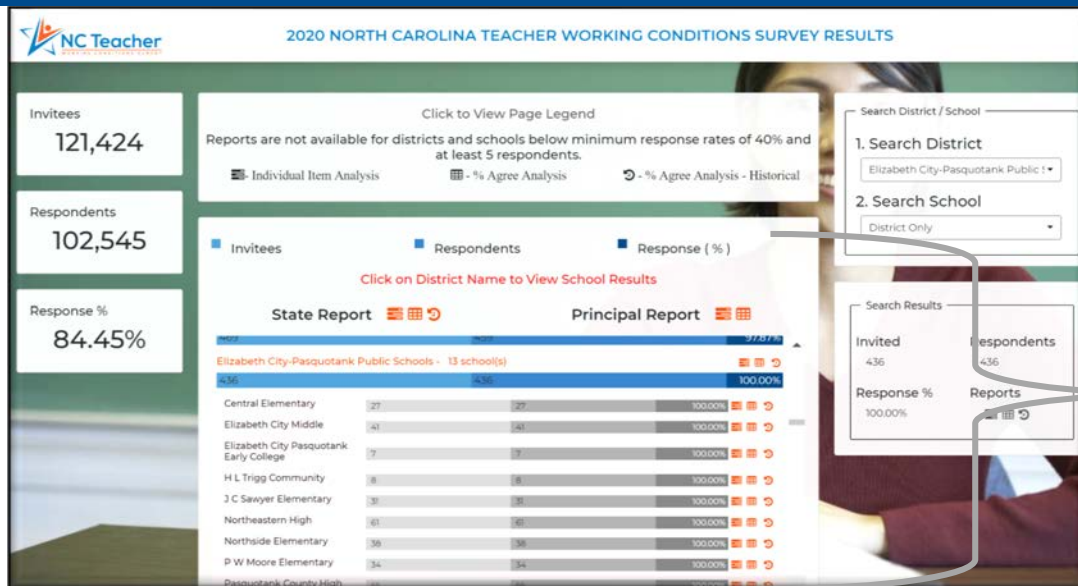
* % Rate of Agreement to Key Questions Which Independent Research Shows Are Most Related to Student Achievement And Teacher Retention (see ASQNC.com for details)

www.ASQNC.com

- 2020-2018-2016-2014
- Many search features
- Statewide results
- District results
- School results



ACCESSING RESULTS



At-A-Glance
District and Schools*

2020 North Carolina Teacher Working Conditions Survey Results

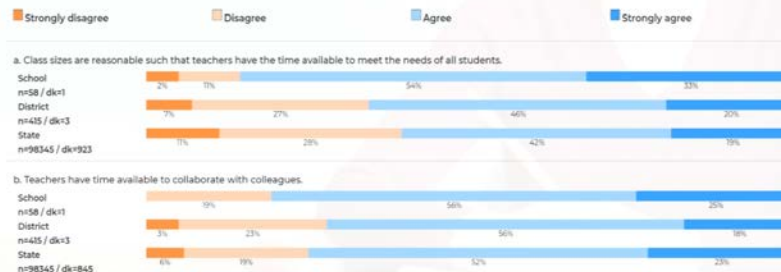
2020 NC TWC Survey Individual Item Analysis

District: Elizabeth City-Pasquotank Public Schools
School: Northeastern High

EXPORT TO PDF EXPORT TO EXCEL

Time

Q2.1. Please rate how strongly you agree or disagree with the following statements about the use of time in your school.



Individual Item Analysis
Available for State, District, and Schools*

* For schools which met the minimum response rate threshold.

ACCESSING RESULTS

2020 North Carolina Teacher Working Conditions Survey Results

NC TWC 2020 Survey (% Agree) Analysis

District : Elizabeth City-Pasquotank Public Schools

School : Northeastern High

Under 29% 30%-49% 50%-69% Above 70%

EXPORT TO PDF EXPORT TO EXCEL NaN% = Not applicable

Time

2020 2018 2016

Q2.1. Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	88%	67%	58%
Teachers have time available to collaborate with colleagues.	81%	61%	50%
Teachers are allowed to focus on educating students with minimal interruptions.	93%	59%	61%
The non-instructional time provided for teachers in my school is sufficient.	88%	51%	73%
Efforts are made to minimize the amount of routine paperwork teachers are required to do.	86%	62%	57%
Teachers have sufficient instructional time to meet the needs of all students.	86%	74%	76%
Teachers are protected from duties that interfere with their essential role of educating students.	86%	51%	73%

% Agree Analysis-Historical
Available for State, District, and
Schools*

% Agree Analysis
Available for State, District, and
Schools*

2020 North Carolina Teacher Working Conditions Survey Results

NC TWC 2020 Survey (% Agree) Analysis

District : Elizabeth City-Pasquotank Public Schools

Under 29% 30%-49% 50%-69% Above 70%

EXPORT TO PDF EXPORT TO EXCEL

Time

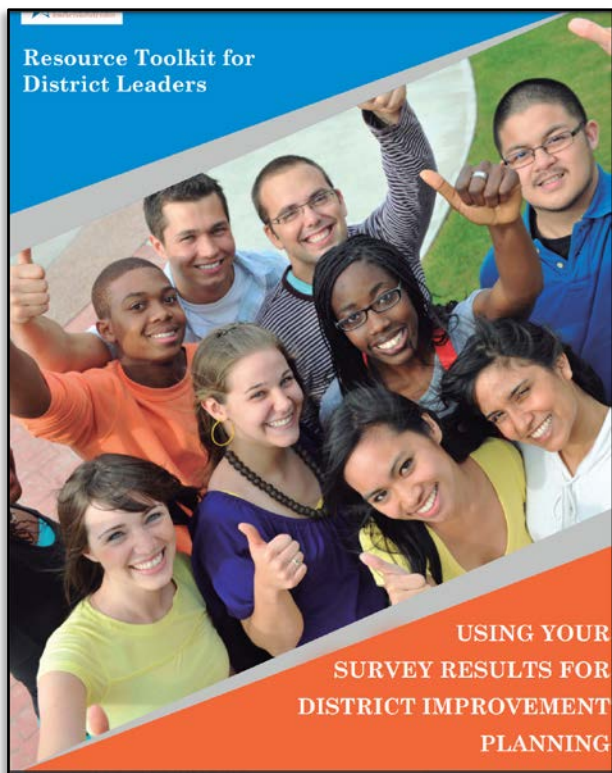
District State

Q2.1. Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	66%	61%
Teachers have time available to collaborate with colleagues.	73%	75%
Teachers are allowed to focus on educating students with minimal interruptions.	64%	69%
The non-instructional time provided for teachers in my school is sufficient.	65%	65%
Efforts are made to minimize the amount of routine paperwork teachers are required to do.	66%	66%
Teachers have sufficient instructional time to meet the needs of all students.	72%	71%
Teachers are protected from duties that interfere with their essential role of educating students.	72%	71%

* For schools which met the minimum response rate threshold.

RESOURCE TOOLKIT FOR DISTRICT LEADERS



PART 1: Analyzing Your NC TWC Survey Results Using Research Connection to Student Achievement and Teacher Retention

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

Activity 2. Individual School Comparisons Across the District

Activity 3. Examining District Exemplars Across Leadership Elements

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

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

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

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

Activity 3. Strategic Planning Session

More Tips and Next Steps for District Leaders

RESOURCE TOOLKIT FOR SCHOOL LEADERS

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

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

Activity 2. Leadership Elements

Activity 3. Determining NCTWC Focal Areas for Improvement

Activity 4. A School Improvement Team Leadership
Empowerment Exercise

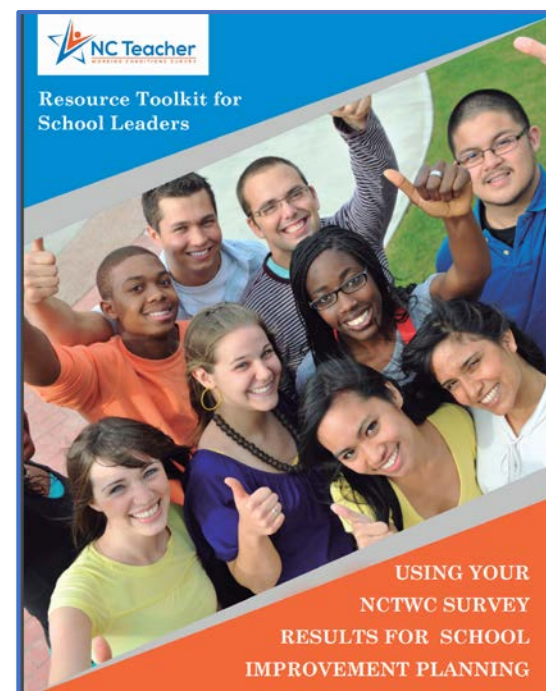
PART 2: Determining Additional Teaching Conditions in Need of Improvement

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

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

Activity 3. Strategic Planning Session

More Tips and Next Steps for School Leaders



2020 DISTRICT CONSTRUCT AVERAGES BY REGION

[illegible]

SCHOOL CONSTRUCT AVERAGES BY DISTRICT

		School	Overall Composite	Time	Facilities and Resources	Community Support and Involvement	Managing Student Conduct	Teacher Leadership	School Leadership	Professional Learning Opportunities	Instructional Practices and Support	Equity	School Safety
District name	.	Elementary school	81.0	68.3	84.0	83.6	75.6	82.4	84.0	79.0	84.5	80.6	82.9
		Elementary school	84.9	74.4	87.6	88.4	79.4	87.3	86.8	83.8	87.7	84.2	87.6
HEATMAP KEY		Elementary school	73.2	50.3	78.6	72.2	55.7	78.0	78.6	78.3	83.9	70.3	81.3
		Elementary school	58.3	50.0	57.1	58.5	47.4	70.5	54.7	50.3	78.1	52.4	77.0
% RA <30		Middle School	90.3	83.3	86.7	94.4	93.7	88.9	85.7	83.0	87.9	94.4	98.5
% RA 30-50		Middle School	91.8	81.6	85.7	91.8	91.0	98.9	97.9	86.8	89.5	94.3	93.2
% RA 50-70		Elementary school	83.1	74.2	94.2	87.8	75.5	88.1	79.9	86.3	89.6	82.4	82.6
% RA 70-80		Elementary school	89.0	83.0	88.6	84.2	81.7	95.6	98.1	88.0	91.2	94.6	87.5
% RA 80-90		Middle School	88.1	83.6	94.6	96.9	92.3	80.5	81.3	76.2	89.0	93.1	89.1
% RA > 90		High School	92.4	87.6	95.2	99.3	95.4	89.7	90.1	89.3	91.9	94.6	94.8
		High School	88.7	75.7	94.0	93.1	73.2	92.7	94.1	92.7	88.7	80.6	92.1
		Elementary school	97.0	92.7	96.5	96.3	98.5	98.1	99.8	97.5	95.4	98.9	95.9
		Elementary school	83.7	76.8	85.6	91.3	77.1	84.5	87.3	82.2	88.4	82.8	80.9
		Elementary school	91.7	79.3	95.1	97.5	90.7	92.5	92.4	93.9	91.9	88.8	96.0
		Middle School	85.5	68.6	91.2	77.3	76.9	91.9	91.8	86.9	86.4	84.1	90.9
		Elementary school	88.9	64.0	85.0	94.6	94.9	93.1	98.7	86.0	88.9	88.2	93.5
		Elementary school	82.5	64.6	92.1	80.6	72.4	87.6	89.1	84.4	84.9	77.5	81.2
		High School	69.1	60.7	80.0	63.6	37.2	81.7	75.1	78.6	82.2	53.8	69.9
		Elementary school	90.4	77.7	86.8	88.6	90.3	98.0	96.8	88.8	88.9	94.1	92.5
		Elementary school	94.3	100.0	98.6	96.4	95.9	96.4	94.8	100.0	96.5	100.0	87.3
		Elementary school	85.0	80.2	86.8	89.7	76.5	84.1	84.8	83.6	88.9	84.4	83.1
		Middle School	86.7	70.0	93.3	89.0	82.2	85.0	86.0	88.7	85.2	89.0	94.3
		Elementary school	91.5	75.0	88.4	99.0	91.9	93.3	95.1	93.8	90.6	91.0	96.6
			70.6	66.6	74.8	84.1	75.5	67.3	54.5	57.7	74.2	78.8	86.7
			81.3	67.3	84.4	91.6	76.0	83.3	85.7	72.6	87.1	78.3	82.9
			85.9	81.3	90.6	89.9	72.7	87.0	84.5	93.5	87.5	82.1	92.5

1

Resources Available Since June to
Schools and Districts

2

Resources Available Now

3

Summary

Administered By:



CENTER FOR OPTIMAL LEARNING ENVIRONMENTS™

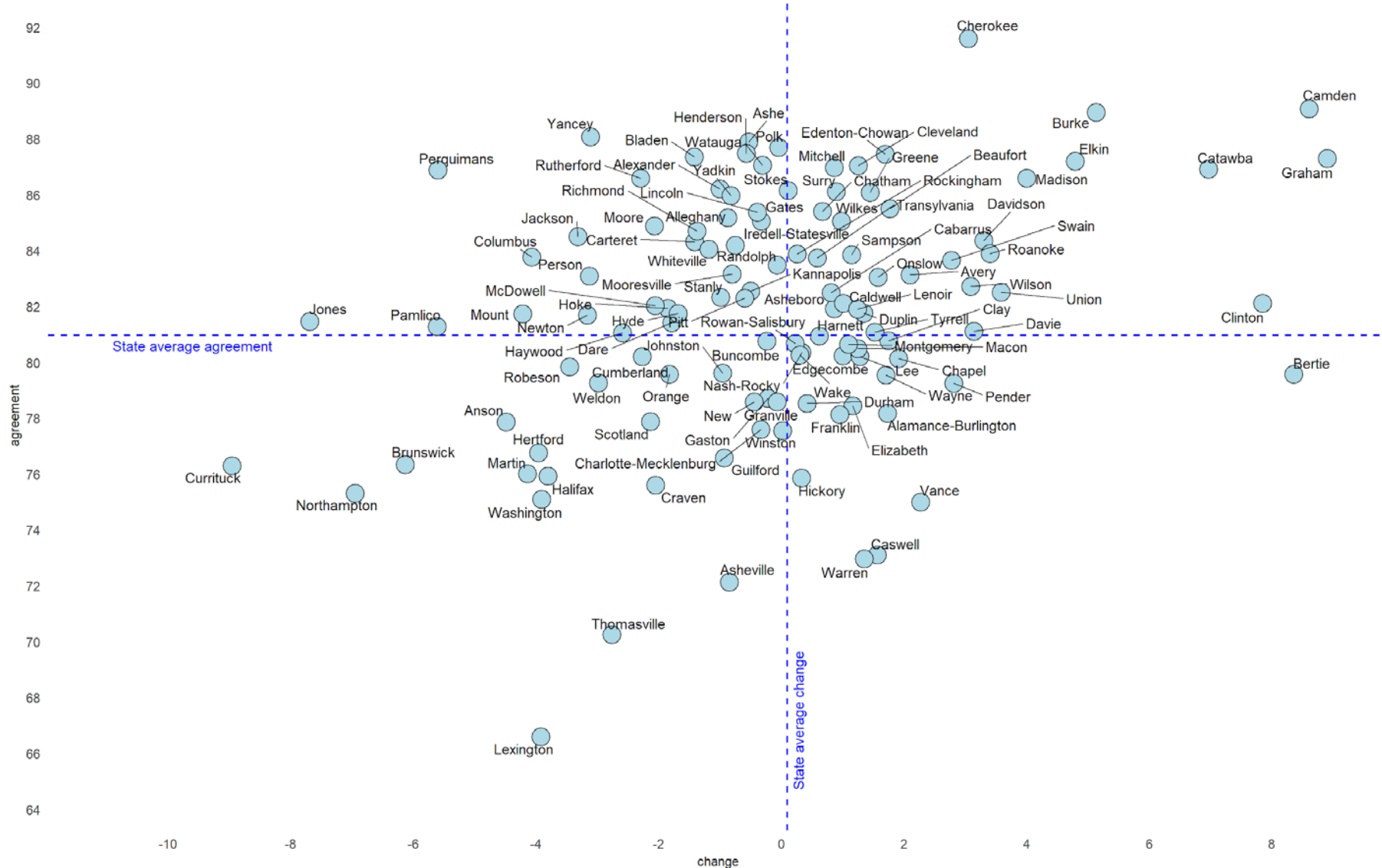


Public Schools of North Carolina
State Board of Education
Department of Public Instruction



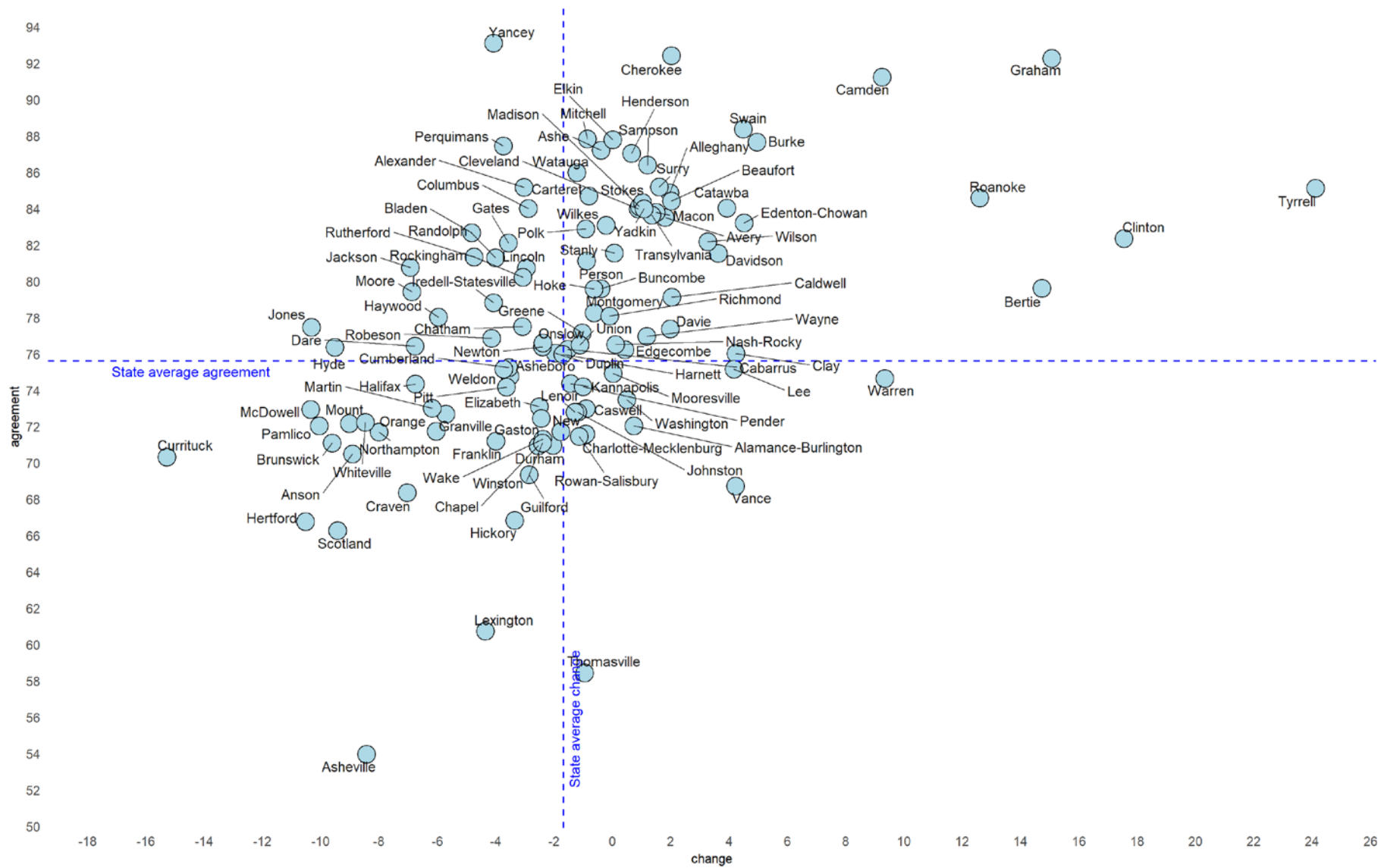
Comparing District / NC between NC ASQi 2020 and NC TWC 2018

OVERALL COMPOSITE



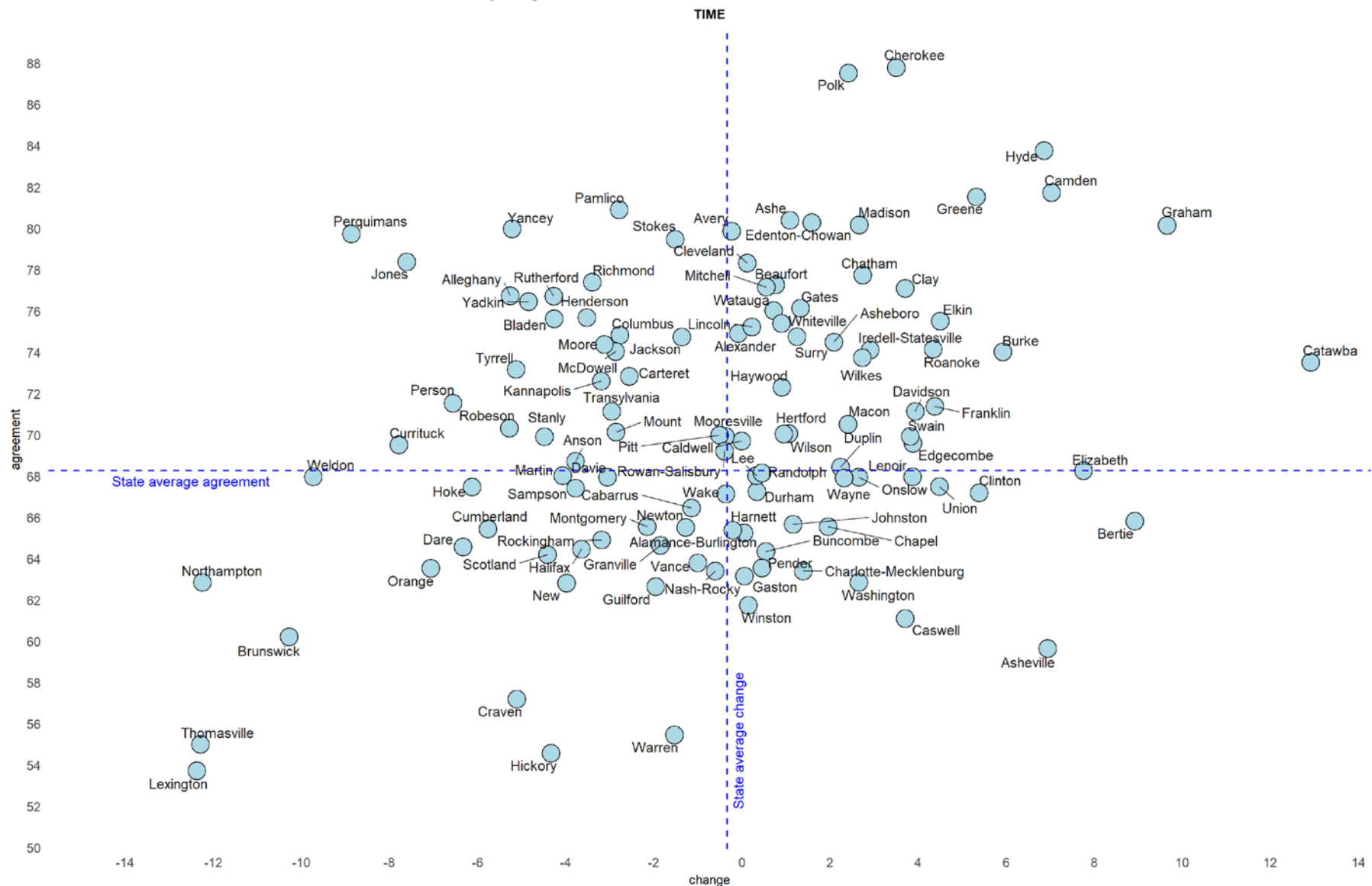
ALL DISTRICTS: MANAGING STUDENT CONDUCT SCATTERPLOT

Comparing District / NC between NC ASQi 2020 and NC TWC 2018
MANAGING STUDENT CONDUCT

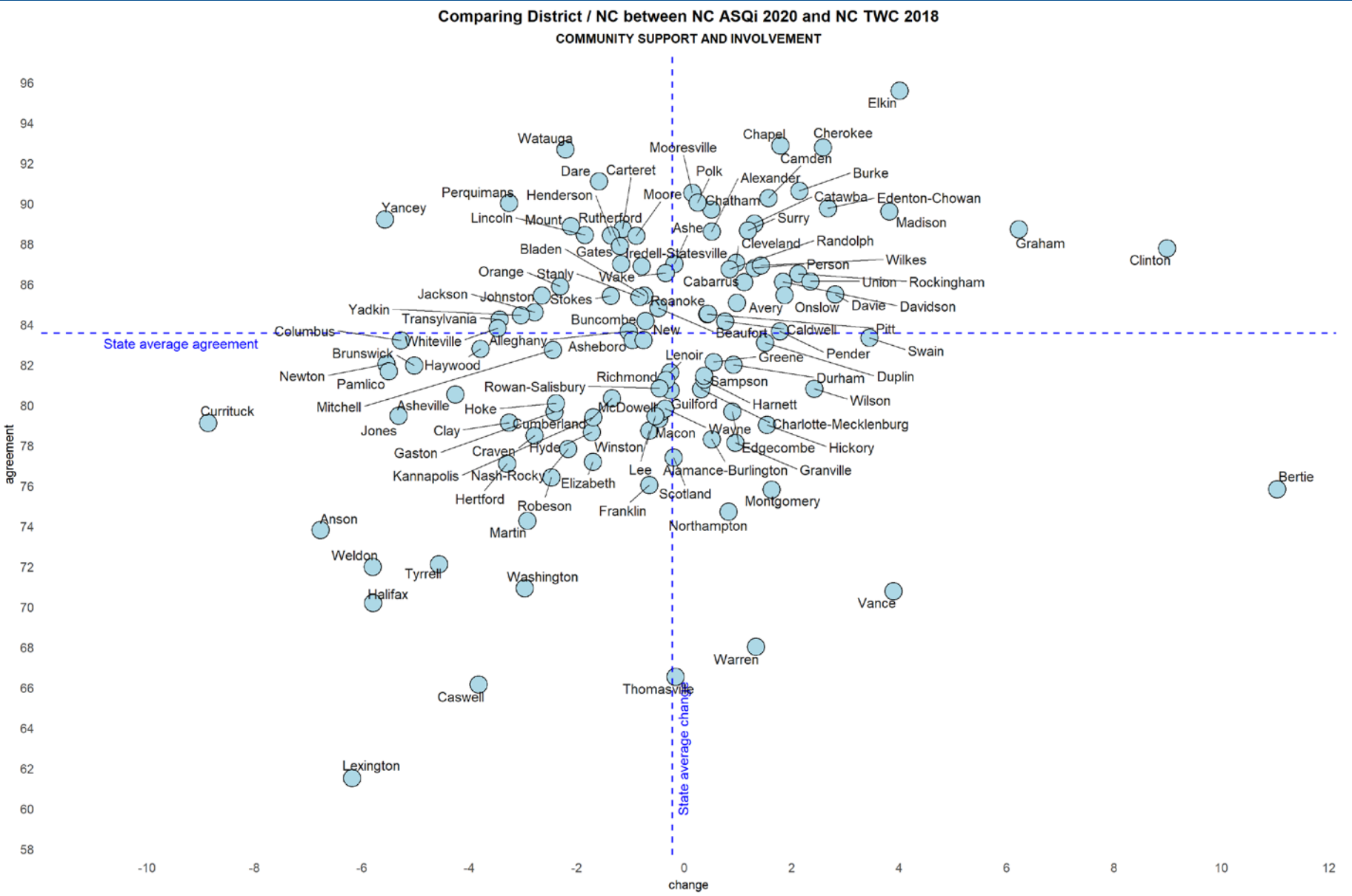


ALL DISTRICTS: TIME SCATTERPLOT

Comparing District / NC between NC ASQi 2020 and NC TWC 2018

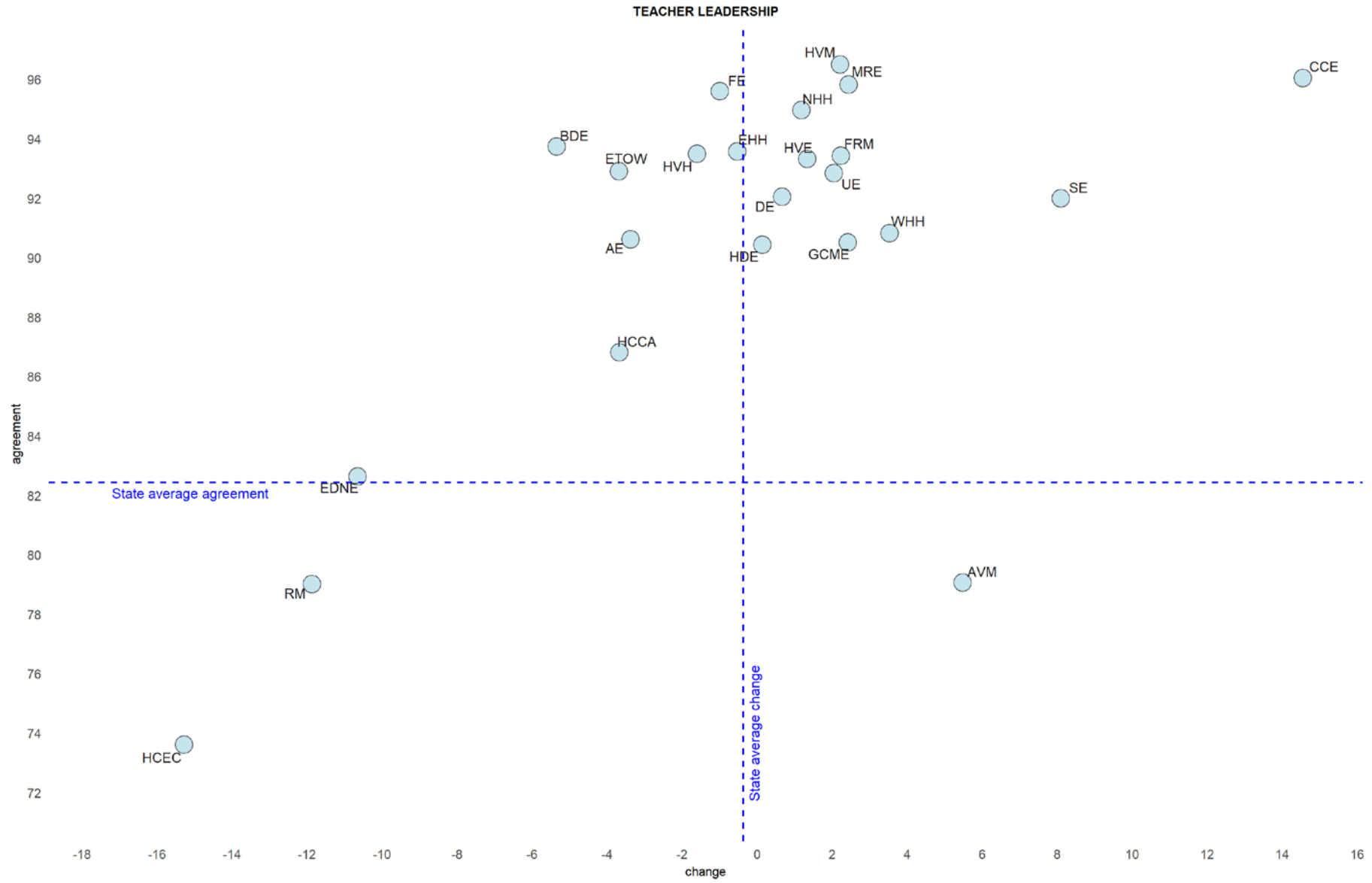


ALL DISTRICTS: COMMUNITY SUPPORT AND INVOLVEMENT SCATTERPLOT



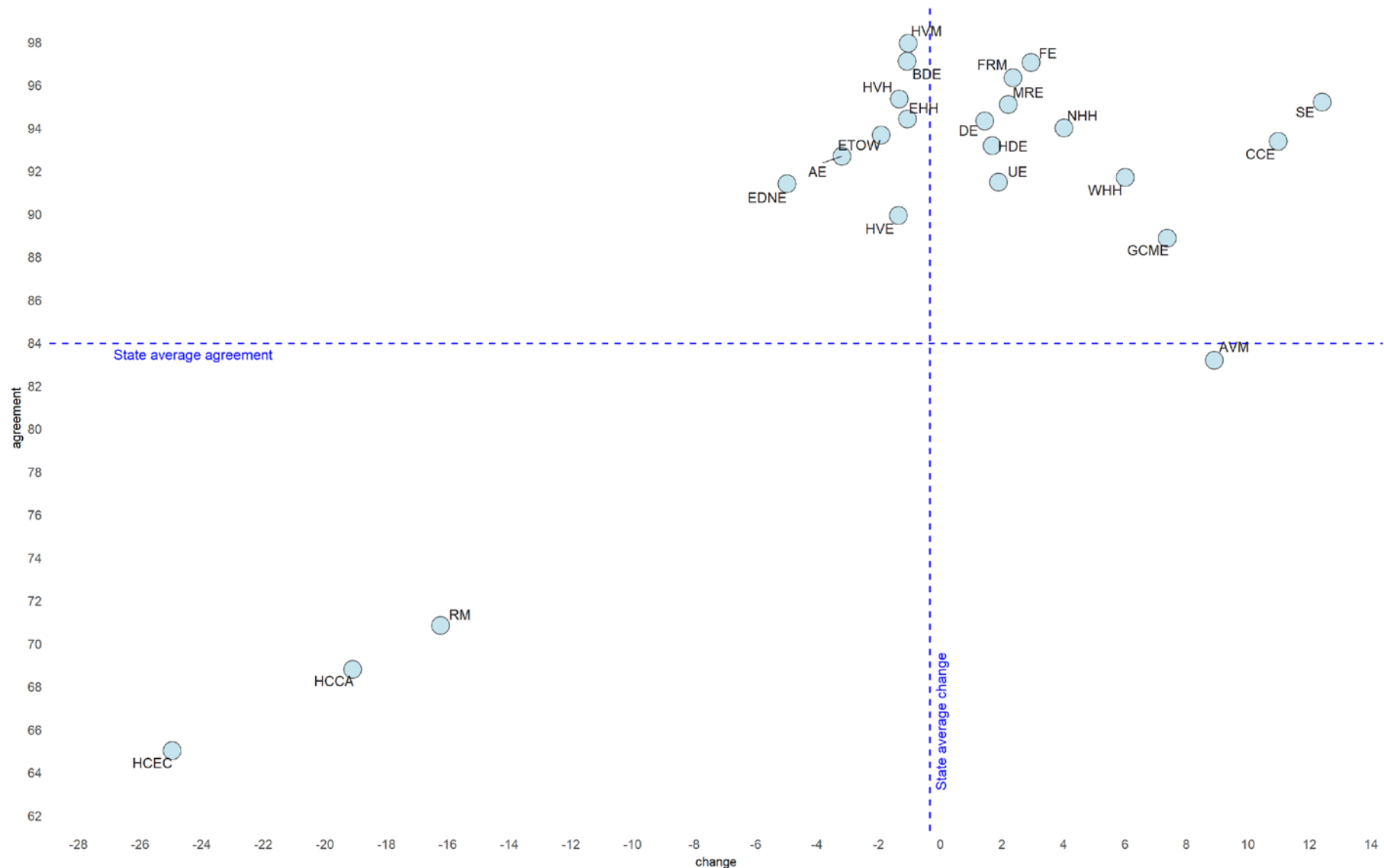
DISTRICT EXAMPLE: TEACHER LEADERSHIP SCATTERPLOT

Comparing Henderson County Schools / NC between NC ASQi 2020 and NC TWC 2018



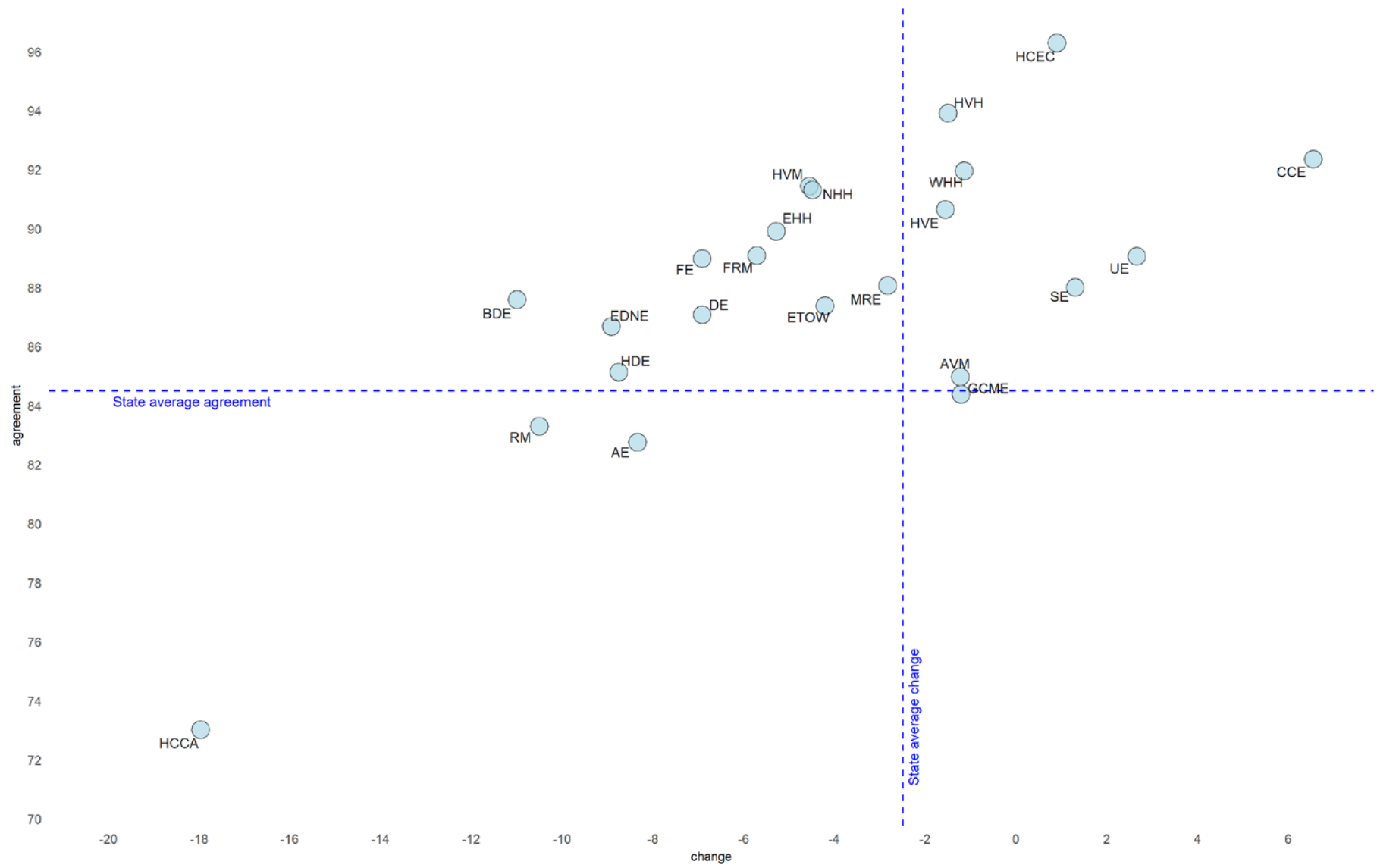
DISTRICT EXAMPLE: SCHOOL LEADERSHIP SCATTERPLOT

Comparing Henderson County Schools / NC between NC ASQi 2020 and NC TWC 2018
SCHOOL LEADERSHIP



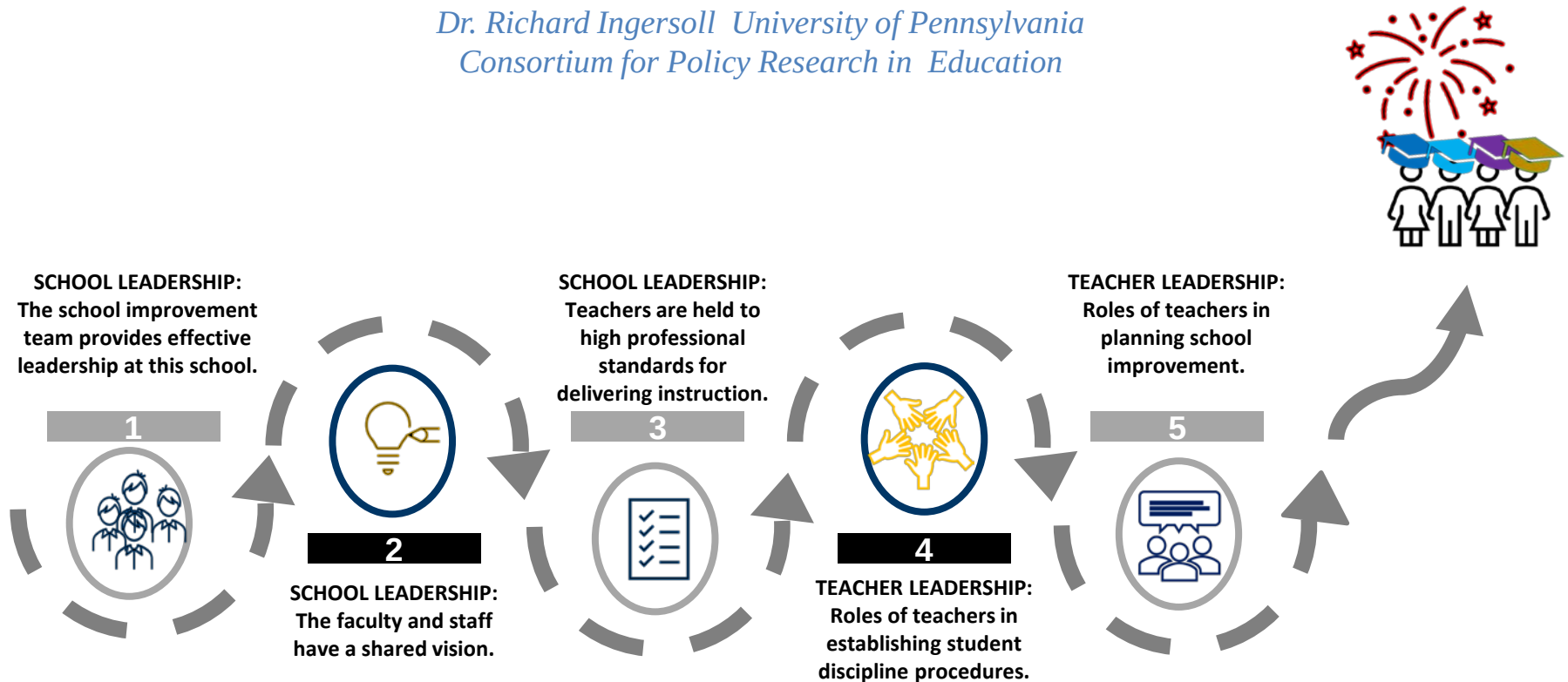
DISTRICT EXAMPLE: INSTRUCTIONAL PRACTICES AND SUPPORT SCATTERPLOT

Comparing Henderson County Schools / NC between NC ASQi 2020 and NC TWC 2018
INSTRUCTIONAL PRACTICES AND SUPPORT



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

*Dr. Richard Ingersoll University of Pennsylvania
Consortium for Policy Research in Education*



USING INGERSOLL RESULTS

District heatmaps will be provided for each school (which made response rate threshold) for the 5 questions shown by research to be the most strongly connected to research to student achievement and teacher retention, to be used with the NC TWC Resource Toolkits for school improvement.

 Response Rate % Educators			SCHOOL LEADERSHIP ITEMS			TEACHER DECISION-MAKING ITEMS		HEATMAP KEY
			The faculty and staff have a shared vision.	Teachers are held to high professional standards for delivering instruction.	The school improvement team provides effective leadership at this school.	Roles of teachers in establishing student discipline procedures	Roles of teachers in planning school improvement	
State	84	121424	83.4	92.8	84.0	57.7	76.1	% Agreement less than 30
Elementary school	100	436	84.8	92.9	85.3	55.4	76.0	% Agreement between 30-50
Elementary school	100	27	79.2	96.2	96.0	60.0	84.6	% Agreement between 50-70
Elementary school	100	41	97.4	97.4	92.1	68.4	92.1	% Agreement between 70-80
Middle School	100	7	100.0	100.0	100.0	50.0	100.0	% Agreement between 80-90
Middle School	100	8	100.0	100.0	85.7	71.4	85.7	% Agreement more than 90
Elementary school	100	31	64.3	67.7	72.4	35.7	51.9	
Middle School	100	61	98.2	96.6	94.8	59.3	91.4	
High School	100	38	88.2	97.3	85.3	47.2	70.6	
High School	100	34	64.5	90.3	82.1	48.3	64.3	
Elementary school	100	55	81.3	83.7	68.9	50.0	66.0	
Elementary school	100	29	77.8	96.3	80.0	72.0	84.6	
Middle School	100	40	97.4	100.0	88.6	55.6	77.1	
Elementary school	100	40	75.0	94.7	79.4	58.3	54.1	
Elementary school	100	25	87.0	100.0	95.8	50.0	87.5	

USING INGERSOLL RESULTS

District heatmap for one low performing district shows the range of results at individual schools, helping leaders to customize strategies for improvement.

 School Response Rate %		SCHOOL LEADERSHIP ITEMS			TEACHER DECISION-MAKING ITEMS	
		The faculty and staff have a shared vision.	Teachers are held to high professional standards for delivering instruction.	The school improvement team provides effective leadership at this school.	Roles of teachers in establishing student discipline procedures	Roles of teachers in planning school improvement
State	84	83.4	92.8	84.0	57.7	76.1
District	93	76.3	92.1	82.4	48.0	72.8
Elementary school	100	88.9	96.4	96.3	48.1	89.3
Elementary school	84	94.7	100.0	94.7	68.4	100.0
Elementary school	100	63.6	100.0	83.3	38.1	70.0
Elementary school	100	96.8	100.0	93.8	76.7	78.1
Elementary school	88	85.2	88.9	82.1	48.0	75.0
Middle School	97	50.0	90.9	71.4	29.0	60.6
High School	100	74.3	85.0	71.9	38.9	57.1
High School	80	65.7	84.2	73.0	44.7	67.6

HEATMAP KEY

- % Agreement less than 30
- % Agreement between 30-50
- % Agreement between 50-70
- % Agreement between 70-80
- % Agreement between 80-90
- % Agreement more than 90

All LOW PERFORMING SCHOOLS V OTHER SCHOOLS: CONSTRUCT AVERAGES

	Overall Composite	Time	Facilities & Resources	Community Support & Involvement	Managing Student Conduct	Teacher Leadership	School Leadership	Professional Learning Opportunities	Instructional Practices & Support	Equity	School Safety
Low Performing N = 488	75.1	61.5	80.8	72.3	66.6	77.1	79.3	76.8	81.6	75.1	76.5
Not Low Performing N = 2200	82.1	69.6	84.7	85.8	77.4	83.5	84.9	79.4	85.1	81.7	84.2

HEATMAP KEY	
	% Agreement less than 30
	% Agreement between 30-50
	% Agreement between 50-70
	% Agreement between 70-80
	% Agreement between 80-90
	% Agreement more than 90

RECURRING LOW PERFORMING SCHOOLS V OTHER SCHOOLS: CONSTRUCT AVERAGES

	Overall Composite	Time	Facilities & Resources	Community Support & Involvement	Managing Student Conduct	Teacher Leadership	School Leadership	Professional Learning Opportunities	Instructional Practices & Support	Equity	School Safety
Recurring Low Performing N = 423	75.3	61.5	80.7	72.2	67.3	77.3	79.7	77.1	81.6	75.4	76.5
Not Recurring Low Performing N = 2265	83.0	69.5	84.6	85.6	77.1	83.4	84.7	79.3	85.0	81.5	84.1

Recurring low performing schools have been low performing 2 of the past 3 years.

HEATMAP KEY	
	% Agreement less than 30
	% Agreement between 30-50
	% Agreement between 50-70
	% Agreement between 70-80
	% Agreement between 80-90
	% Agreement more than 90

STAYERS-MOVERS-LEAVERS Region, District, and State Level

SURVEY QUESTION	Rate of Agreement District Stayers	Rate of Agreement District Movers	Rate of Agreement District Leavers	District Stayers - Movers	Rate of Agreement Region Stayers	Rate of Agreement Region Movers	Rate of Agreement Region Leavers	Region Stayers - Movers	Rate of Agreement State Stayers	Rate of Agreement State Movers	Rate of Agreement State Leavers	State Stayers - Movers
Q2.1a. Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	80.7	81.3	78.0	-0.5	70.7	51.6	65.3	19.1	63.1	47.3	53.3	15.9
Q2.1b. Teachers have time available to collaborate with colleagues.	59.7	45.2	58.5	14.6	77.8	58.1	63.6	19.6	77.8	58.5	67.1	19.3
Q2.1c. Teachers are allowed to focus on educating students with minimal interruptions.	57.8	34.4	45.0	23.4	75.0	49.9	63.5	25.1	73.3	45.3	56.6	28.0
Q2.1d. The non-instructional time provided for teachers in my school is sufficient.	51.0	25.8	39.0	25.2	70.8	47.3	61.8	23.6	68.9	43.7	55.3	25.2
Q2.1e. Efforts are made to minimize the amount of routine paperwork teachers are required to do.	60.5	41.4	48.8	19.1	72.8	49.7	65.6	23.1	69.4	45.8	56.1	23.7
Q2.1f. Teachers have sufficient instructional time to meet the needs of all students.	63.4	64.5	58.5	-1.1	74.9	60.5	67.6	14.4	73.4	55.0	62.8	18.4
Q2.1g. Teachers are protected from duties that interfere with their essential role of educating students.	57.3	41.9	47.5	15.3	76.2	49.9	62.0	26.4	74.9	51.2	60.0	23.8

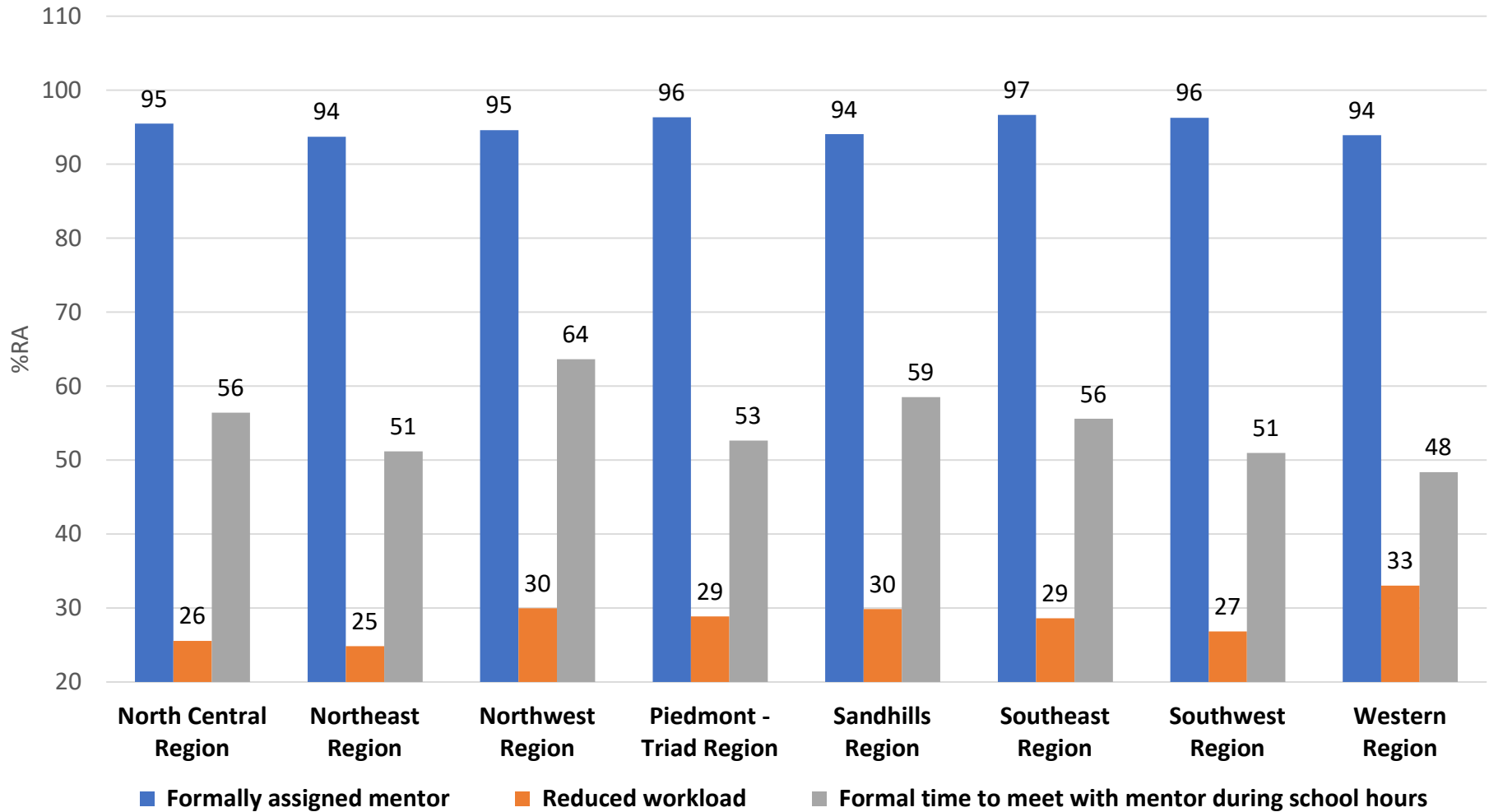
Stayer = An individual who remains at their school

Mover = An individual who transitions to another school

Leaver = An individual who leaves the teaching profession

NEW TEACHERS

As a beginning teacher, I have received the following kinds of supports.



Beginning Teacher RA Summary Report: District, Region, and State Level

Survey Question					
Number of Beginning Teachers	District # Beginning Teachers	Region # Beginning Teachers	State # Beginning Teachers		
Number of Beginning Teachers	721	2345	12868		
Please indicate whether each of the following were true for you and your mentor.	District % Yes	Region % Yes	State % Yes	District - Region	District - State
My mentor and I were in the same building.	83.2	87.9	81.7	-4.7	1.5
My mentor and I taught in the same content area.	61.4	64.2	55.0	-2.7	6.5
My mentor and I taught the same grade level.	56.6	61.6	54.2	-5.0	2.4
As a beginning teacher, I have received the following kinds of support.	District % Yes	Region % Yes	State % Yes	District - Region	District - State
Formally assigned mentor	94.6	96.3	94.7	-1.7	-0.1
Seminars specifically designed for new teachers	79.1	84.5	82.3	-5.4	-3.2
Reduced workload	25.2	26.8	27.5	-1.6	-2.2
Common planning time with other teachers	87.1	81.2	76.0	5.9	11.1
Release time to observe other teachers	45.6	51.1	47.9	-5.5	-2.3
Formal time to meet with mentor during school hours	42.0	51.0	54.2	-8.9	-12.2
Orientation for new teachers	88.9	91.7	90.2	-2.8	-1.3
Access to professional learning communities where I could discuss concerns with other teacher(s)	73.0	78.6	76.0	-5.7	-3.1
Regular communication with principals, other administrator or department chair	74.9	82.5	82.5	-7.6	-7.6
Other	37.4	46.8	46.5	-9.4	-9.1
I received no additional support as a new teacher.	16.6	14.9	16.4	1.7	0.2
Overall Questions	District % Agree	Region % Agree	State % Agree	District - Region	District - State
Overall, the additional support I received as a new teacher improved my instructional practice.	77.0	82.4	80.8	-5.4	-3.8
Overall, the additional support I received as a new teacher has helped me to impact my students' learning.	79.3	84.3	82.0	-5.0	-2.6
has been important in my decision to continue teaching at this school.	73.8	78.4	76.7	-4.6	-3.0

Beginning Teacher RA Summary Report: District, Region, and State Level

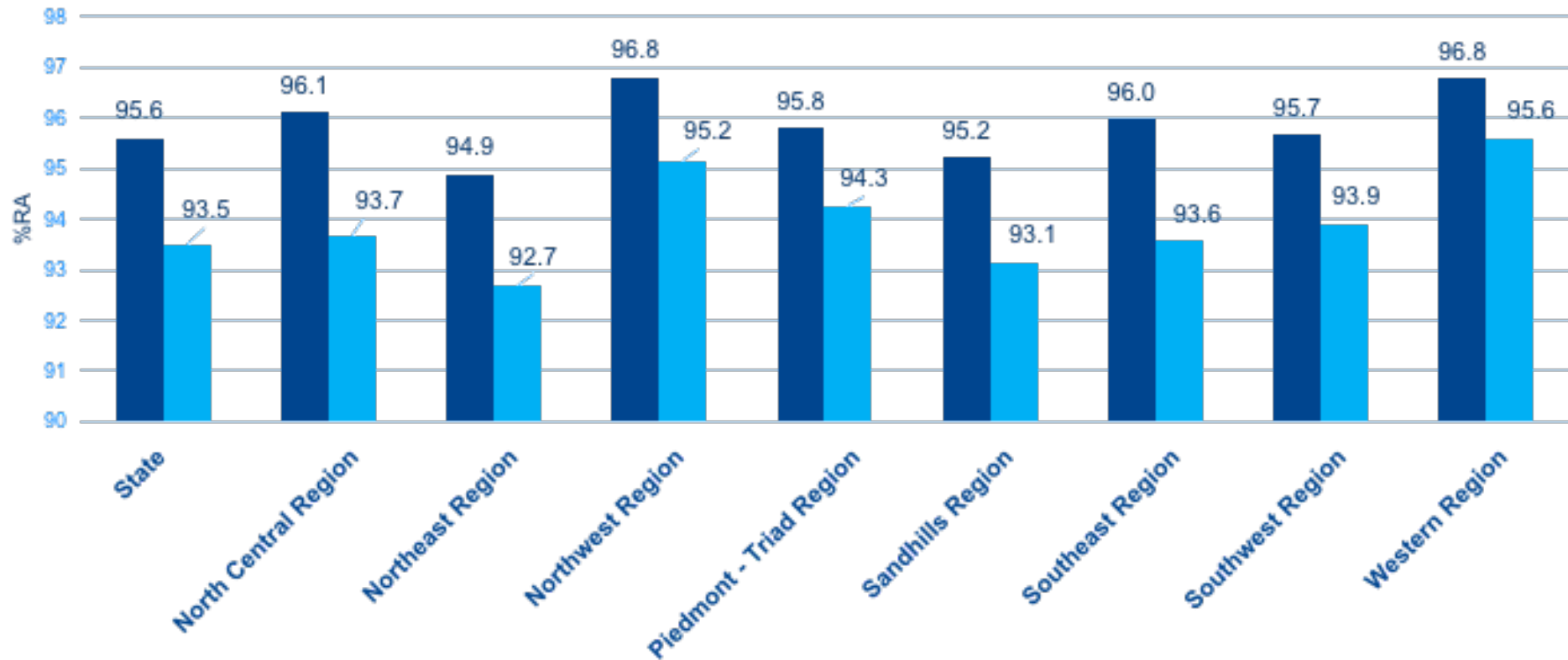
Overall Questions	District % Agree	Region % Agree	State % Agree	District - Region	District - State
Overall, the additional support I received as a new teacher improved my instructional practice.	77.0	82.4	80.8	-5.4	-3.8
Overall, the additional support I received as a new teacher has helped me to impact my students' learning.	79.3	84.3	82.0	-5.0	-2.6
Overall, the additional support I received as a new teacher has been important in my decision to continue teaching at this school.	73.8	78.4	76.7	-4.6	-3.0

Beginning Teacher V Veteran Teacher RA Summary Report: District, Region, and State Level

Survey Question	Rate of Agreement District Beginning Teachers	Rate of Agreement District Veteran Teachers	District Beginning Teachers - Veteran Teachers	Rate of Agreement Region VIII Beginning Teachers	Rate of Agreement Region VIII Veteran Teachers	Region VIII Beginning Teachers - Veteran Teachers	Rate of Agreement State Beginning Teachers	Rate of Agreement State Veteran Teachers	State Beginning Teachers - Veteran Teachers
An appropriate amount of time is provided for professional development.	52.9	68.5	-15.6	81.2	79	2.1	80.5	81.1	-0.6
Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	40.5	47.8	-7.3	68.6	67.4	1.2	62.1	61.8	0.3
Community members support teachers, contributing to their success with students.	83.3	87.5	-4.2	84.8	87.4	-2.6	78	84.7	-6.7
Efforts are made to minimize the amount of routine paperwork teachers are required to do.	50	48.8	1.2	76.2	67.6	8.6	65.4	64.9	0.5
In this school we take steps to solve problems.	75.7	77.7	-2	91	87.7	3.4	83.8	84.1	-0.3
In this school, follow up is provided from professional	45.2	54.4	-9.3	76.2	77.3	-1.1	73.1	76.3	-3.2
Local assessment data are available in time to impact instructional practices.	80	78.4	1.6	84.4	84.5	-0.1	84.7	85.5	-0.8
Members of the school improvement team are elected.	84.2	69.6	14.6	79.1	77.1	2	74.8	78.5	-3.8
Parents/guardians are influential decision makers in this	83.3	85.5	-2.2	72.8	77.5	-4.7	65.3	74.8	-9.5
Parents/guardians know what is going on in this school.	83.8	81.8	2	88.7	89.1	-0.5	82.6	87.7	-5.1
Parents/guardians support teachers, contributing to their success with students.	78.4	79	-0.7	72.6	78.2	-5.6	65.7	75.1	-9.4
Policies and procedures about student conduct are clearly understood by the faculty.	65.7	58.6	7.1	87.2	84.8	2.4	80.6	83.2	-2.6

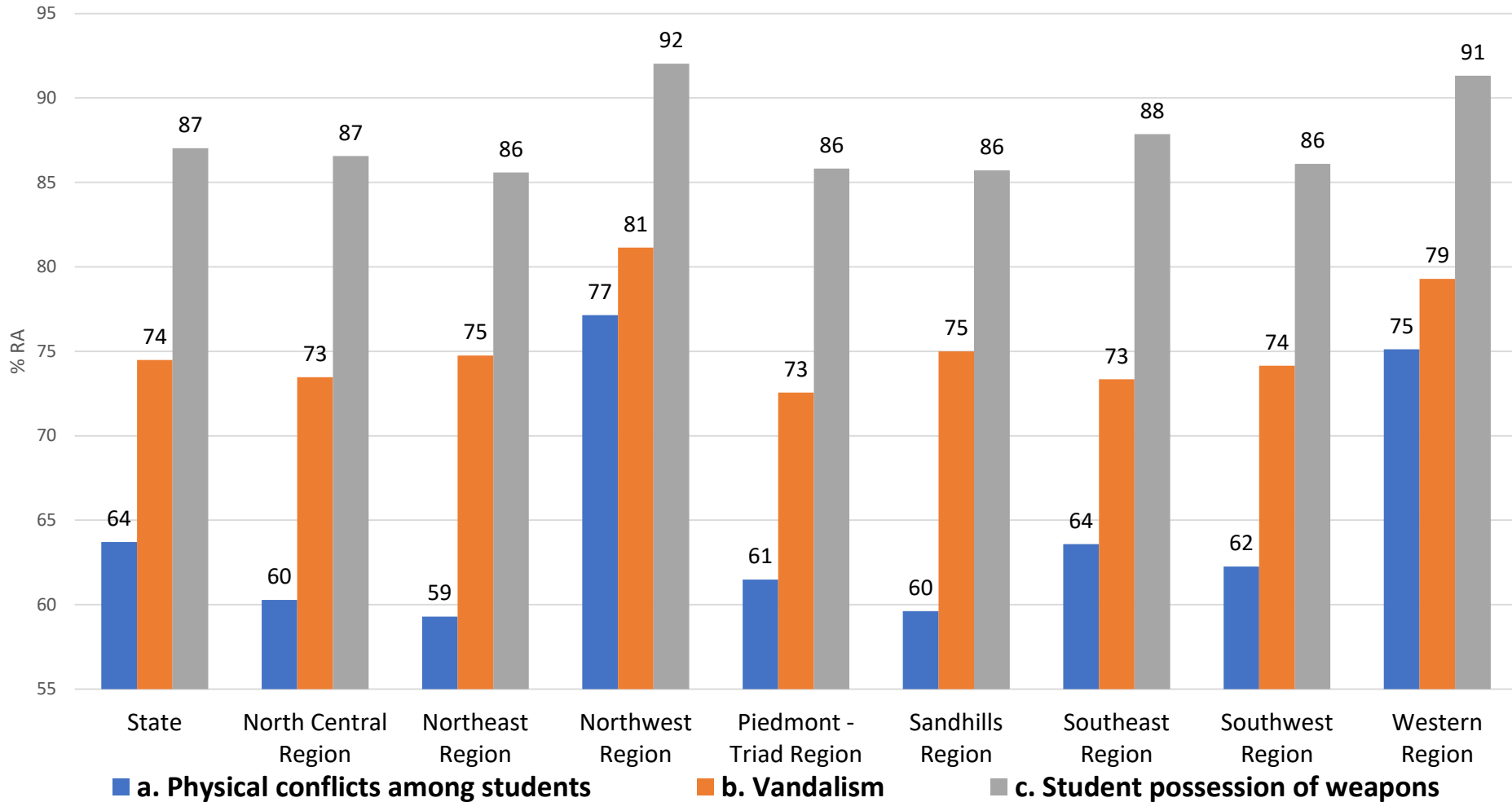
"Veteran Teacher" = an educator with 4 or more years of experience

Emergency



- Q14.7. Teachers in this school know what to do if there is an emergency, natural disaster (tornado, flood) or a dangerous situation (e.g., violent person on campus) during the school day.
- Q14.10. This school provides effective and on-going training in safety procedures to staff (e.g., lockdown training or fire drills).

The following types of problems rarely occur at this school:

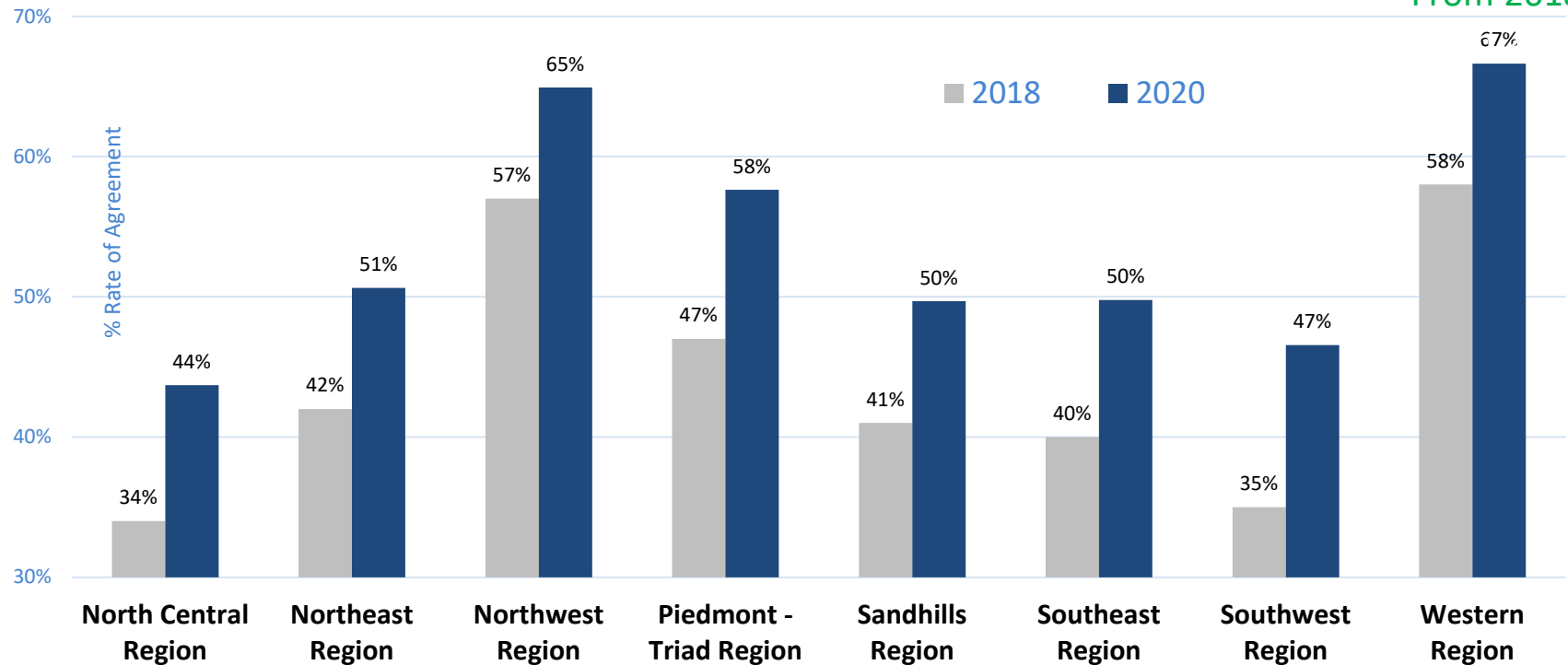


Equity Question	North Central Region	Northeast Region	Northwest - Triad Region	Piedmont Region	Sandhills Region	Southeast Region	Southwest Region	Western Region
At this school, all students are treated equitably, justly and fairly.	75.9	77.4	84.7	77.7	80.4	76.5	78.5	82.1
School rules are applied equitably to all students.	68.3	70.1	78.0	69.1	74.6	67.8	69.2	74.4
This school emphasizes showing respect for all students' cultural beliefs and practices.	92.1	92.0	94.4	91.9	92.6	91.8	92.4	92.6
This school provides quality services to help students with social or emotional needs.	80.8	79.3	87.7	81.3	83.9	81.1	84.0	85.4
The programs and resources at this school are adequate to support students with special needs or disabilities.	76.2	78.3	85.3	78.1	82.6	79.5	80.7	80.9
This school provides instructional materials that reflect the diverse background of our students and community.	78.6	80.3	85.4	79.3	82.9	80.6	81.8	82.4

STUDENT HUNGER

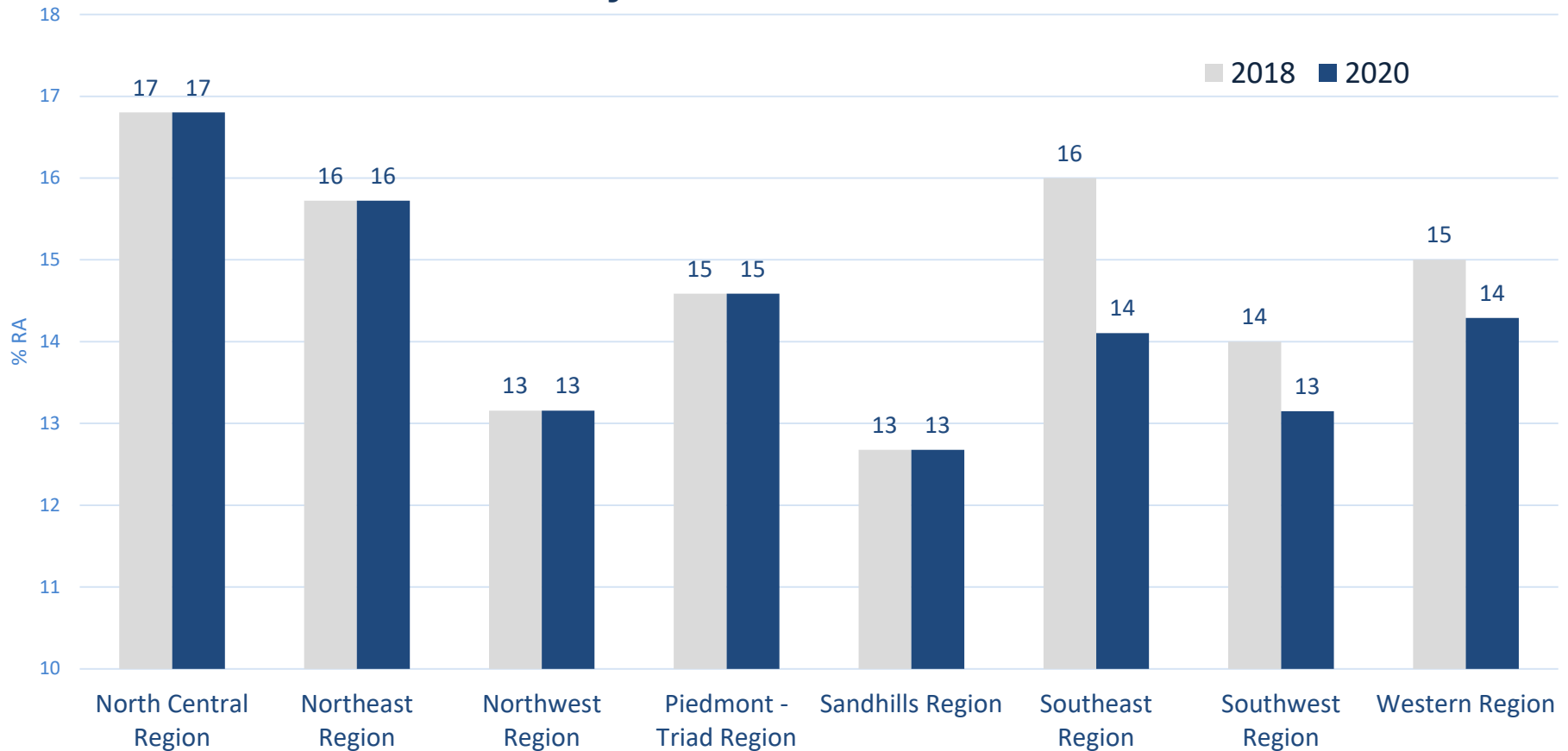
Hunger is a problem for my students, but my school uses creative strategies to combat it.

Largest Increase (8%)
Of Any Question
From 2018!



STUDENT HUNGER

Hunger is a problem for my students, and it causes problems in my classroom/school.



IN SUMMARY

- School, district and state leaders have access to much-needed results to the 2020 NC TWC Survey in order to use the data for school improvement planning this school year.
 - Public web results at www.ASQNC.com
 - District and school composite averages were sent by DPI to district leaders in June.
 - District and school results using the Ingersoll research lens is available to district leaders as of today.
 - District beginning teacher summary data along with comparisons to region and state also available today.
 - Scatterplots comparing Mean Rate of Agreement with Mean Rate of Agreement Growth for each school in the LEA and by construct.

1

**Resources Available Since June
to Schools and Districts**

2

Resources Available Now



3

Awards

Administered By:



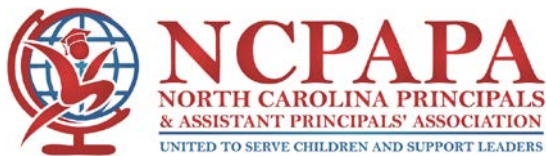
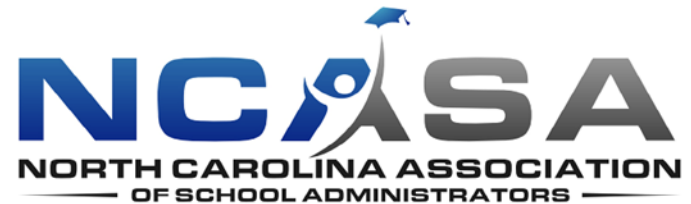
CENTER FOR OPTIMAL LEARNING ENVIRONMENTS™



Public Schools of North Carolina
State Board of Education
Department of Public Instruction



Thank you to our partners!





Fastest Elementary School

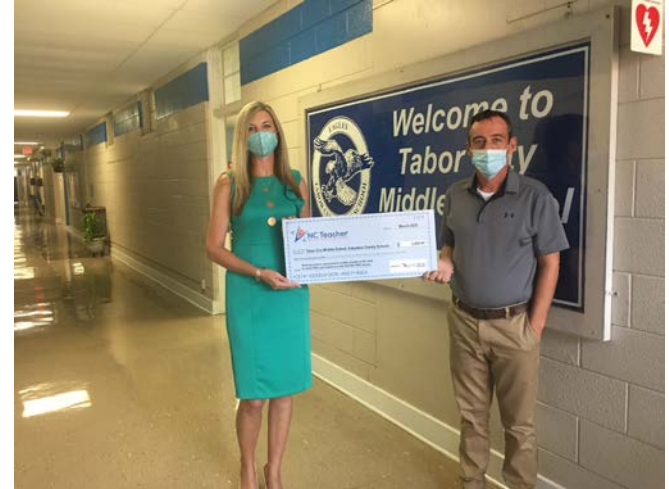
Mocksville
Elementary

Davie County
Schools



Fastest Middle School

Tabor City Middle
Columbus County
Schools



Fastest High School

John A Holmes High
Edenton-Chowan
Schools





Fastest District

Edenton-Chowan Schools



Nick Of Time Award

Banks Elementary

Lenoir County Schools



Week #1 100% Drawing

Ray Childers Elementary
Burke County Schools



Week #2 100% Drawing

Allenbrook Elementary

Charlotte-Mecklenburg Schools



Week #3 100% Drawing

Southmont Elementary
Randolph County Schools



Week #4 100% Drawing

Reidsville High

Rockingham County Schools

North Carolina's Finest High School

Preparing for

Reidsville High School

...Togeth

pha



Finale Random Drawing Among 100% Schools

Stoner-Thomas School

Davidson County Schools



Finale Random Drawing Among 100% Schools

Murphy High

Cherokee County Schools



Finale Random Drawing Among 100% Schools

South Lenoir High

Lenoir County Schools



Rallying Representative Drawing

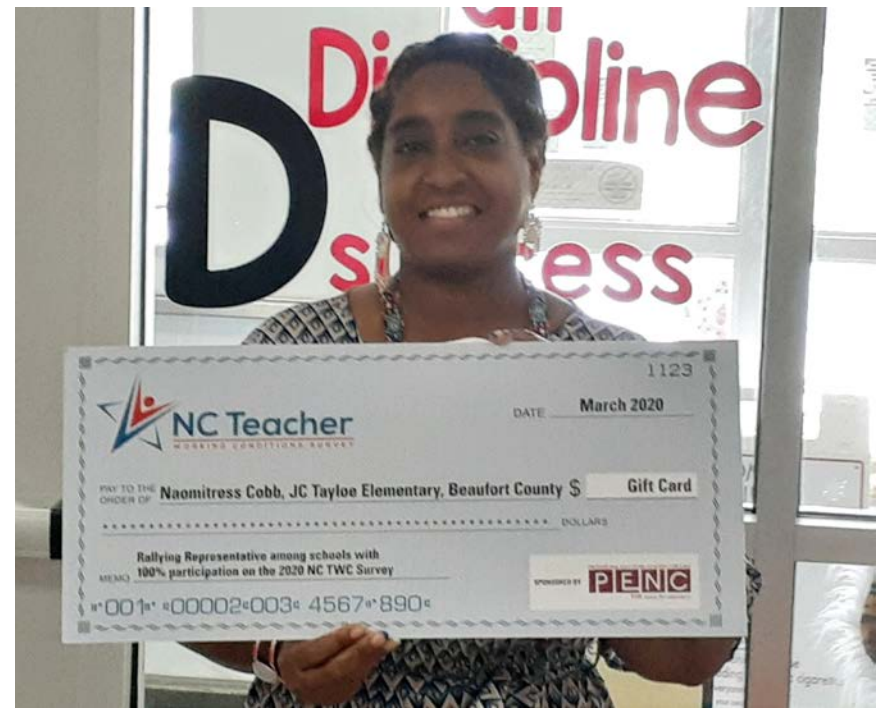
John C. Tayloe

Beaufort County Schools

Naomitress Cobb

&

Sue Ann Blank



THANK YOU!

For more information:

Center for Optimal learning Environments
info@optimallearningenvironments.com

www.ASQNC.com