

## **Kentucky IMPACT Working Conditions Survey Comparison Results Showing Perceived Impact**

To triangulate the data provided from the analysis of the Kentucky Accountability Test scores, the EPP also analyzed the Kentucky IMPACT Working Conditions Survey, which provides self-reported indirect measures of teacher efficacy.

### Description

“The Impact Kentucky Working Conditions Survey is administered to certified educators across the state of Kentucky:

- All public schools in Kentucky are eligible and invited to participate.
- The survey window is 6 weeks in length.
- All schools identify a survey coordinator from among their faculty. This representative is responsible for the distribution of anonymous survey access codes to colleagues.
- Schools with at least 10 responses and a 50% response rate have a report available to them.

Creating school environments where educators can thrive is a key focus of the Kentucky Department of Education. Thank you to the 38,194 certified educators across the Commonwealth of Kentucky for elevating their voices and providing feedback about their working conditions. With this data in hand, we know that educators will be able to reflect on the progress they have made and the areas they can focus on moving forward to create the working conditions all educators deserve.” - <https://education.ky.gov/teachers/PGES/prinpges/Pages/PPGES-Working-Conditions-Goal.aspx>

This survey is completed every other year. The first year administered was 2019-2020 and the last administration was for 2021-2022. This survey is completed by all certified educators who work at least half time. This survey can be disaggregated by prearranged categories.

### University of Louisville CEHD Impact

To determine UofL impact, we examined the responses of new hires (i.e., teachers with 0-4 years teaching experience) between two sets of schools at each educational level (i.e., elementary, middle, and high schools). The comparison institutions were the same as those selected for analysis of the Kentucky Accountability Tests comparison.

We compared the ratings of the schools, based on the Kentucky Department of Education Impact Survey that uses a five-point and seven-point Likert scale (reported as percentage favorable, which combines all positive responses above neutral). The full data set can be found at: <https://www.impactky.org/>

The scores reported are for the school. The “n” is the number of new completers (i.e., teaching for 4 years or less). The percentage of free and reduced students at each school are also listed. Note: Sothern High School did not have a high enough response rate to report.

## Elementary School Comparison

	Comparison 1			Comparison 2		
	School A n = 7 %F/R = 92.7	School B n = 1 %F/R = 89.5		School C n = 5 %F/R = 92.2	School D n = 0 %F/R = 94.1	
Survey Question	% Fav	% Fav	% Difference	% Fav	% Fav	% Difference
How effective do you feel at your job right now?	67%	48%	19%	25%	43%	-18%
How effective do you think you are at managing disruptive students?	71%	56%	15%	38%	79%	-41%
How often does student misconduct disrupt the learning environment at your school?	25%	11%	14%	6%	18%	-12%
How optimistic are you that your school will improve the future?	87%	33%	54%	50%	79%	-29%
How respectful are the relationships between teachers and students?	83%	59%	24%	13%	50%	-37%
If students from different backgrounds struggled to get along in your class, how comfortable would you be intervening?	92%	78%	14%	75%	96%	-21%
In response to events that might be occurring in the world, how comfortable would you be having conversations about race with your students?	83%	74%	9%	63%	81%	-18%

## Middle School Comparison

	Comparison 1			Comparison 2		
	School E n = 14 %F/R = 59.9	School F n = 3 %F/R = 61.2		School G n = 8 %F/R = 65.6	School H n = 4 %F/R = 65.4	
Survey Question	% Fav	% Fav	% Difference	% Fav	% Fav	% Difference
How effective do you feel at your job right now?	59%	58%	1%	63%	48%	15%
How effective do you think you are at managing disruptive students?	63%	66%	-3%	73%	57%	16%
How often does student misconduct disrupt the learning environment at your school?	11%	3%	8%	20%	24%	-4%
How optimistic are you that your school will improve the future?	56%	66%	-10%	94%	64%	30%
How respectful are the relationships between teachers and students?	55%	45%	10%	67%	55%	12%
If students from different backgrounds struggled to get along in your class, how comfortable would you be intervening?	75%	87%	-12%	78%	79%	-1%
In response to events that might be occurring in the world, how comfortable would you be having conversations about race with your students?	70%	84%	-14%	65%	76%	-11%

## High School Comparison

	Comparison 1			Comparison 2		
	School I n = 9 %F/R = 71.2	School J n = 6 %F/R = 72.4		School K n = 8 %F/R = 62.9	School L n = 3 %F/R = 62.4	
Survey Questions	% Fav	% Fav	% Difference	% Fav	% Fav	% Difference
How effective do you feel at your job right now?	NA	50%	NA	46%	49%	-3%
How effective do you think you are at managing disruptive students?	NA	61%	NA	72% (S)	64%	8%
How often does student misconduct disrupt the learning environment at your school?	NA	8%	NA	11%	6%	5%
How optimistic are you that your school will improve the future?	NA	45%	NA	41%	36%	5%
How respectful are the relationships between teachers and students?	NA	28%	NA	29%	35%	-6%
If students from different backgrounds struggled to get along in your class, how comfortable would you be intervening?	NA	72%	NA	73%	71%	2%
In response to events that might be occurring in the world, how comfortable would you be having conversations about race with your students?	NA	72%	NA	71%	64%	7%

## Conclusion

The two strongest comparison statements on self-perceived impact are:

- How effective do you feel at your job right now?
- How effective do you think you are at managing disruptive students?

	<b>Elementary Comparison 1</b>	<b>Elementary Comparison 2</b>	<b>Middle Comparison 1</b>	<b>Middle Comparison 2</b>	<b>High Comparison 1</b>	<b>High Comparison 2</b>
<i>How effective do you feel at your job right now?</i>	19%	-18%	1%	15%	NA	-3%
<i>How effective do you think you are at managing disruptive students?</i>	15%	-41%	-3%	16%	NA	8%

Looking at the comparisons between the matched schools, the schools with the relatively higher percentage of UofL new completers were very similar to slightly outperforming their comparison school except for Elementary Comparison 2. It is important to note that these are proxy measures, based on the entire school population, and they do not isolate the responses of only UofL completers.