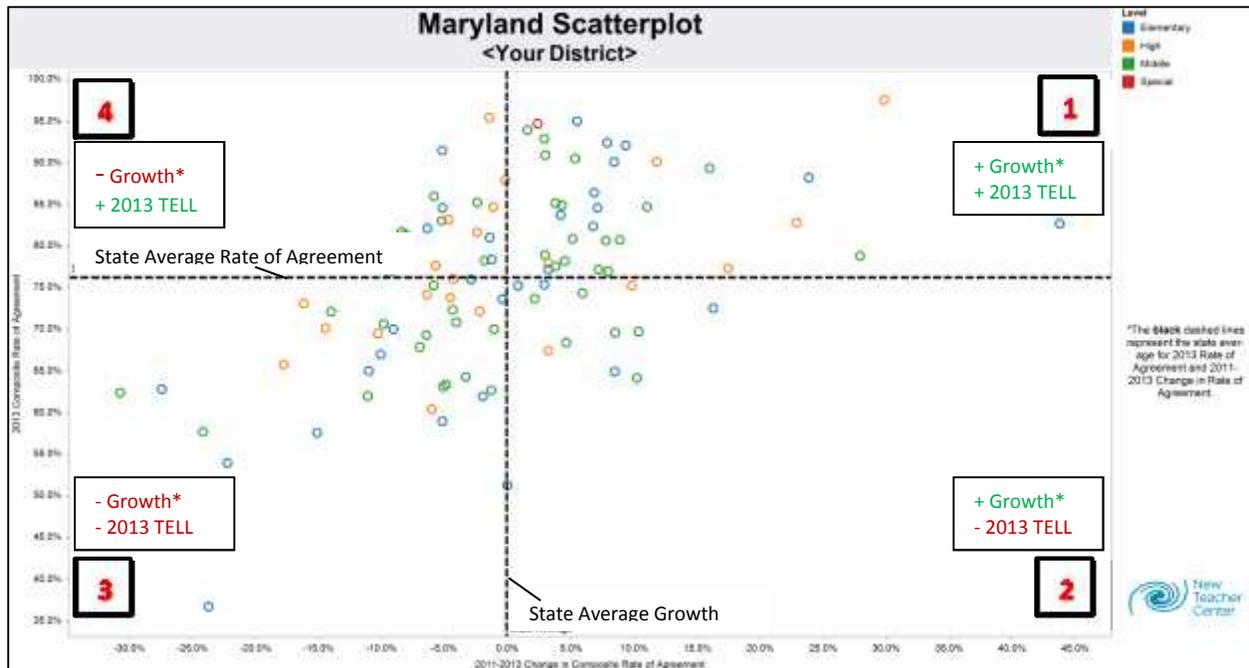


Using Your Data Dashboard

Tab 1: Scatterplot of School Results for those with Sufficient Response in 2011 and 2013

The first tab (tabs can be clicked at the bottom left corner of the file) in the downloaded excel file is labeled “scatterplot” and contains a graphic organization of schools in your district on the results of the TELL Maryland Survey data for 2011 and 2013. It displays all the schools in your district with sufficient response on the survey in BOTH 2011 and 2013 (at least 50 percent and 5 educators) so you can more easily identify schools that may need additional support and those that have positive conditions and are improving. The colors correspond to their level (elementary, middle, high, special).



* as compared to state average growth

The horizontal axis represents “growth” of schools on the TELL Survey based on a single composite rate of agreement between 2011 and 2013. The composite is a single teaching conditions measure comprised of the average agreement (agree/strongly agree) on every agreement scale question asked in both 2011 and 2013. The vertical axis represents the composite “rate of agreement” on TELL Maryland for 2013 only.

The two black dashed lines represent the **state average** rate of agreement and growth on the TELL Maryland Survey composite. The two black dashed lines divide the scatterplot into four quadrants. The further from the intersection of the two dashed lines, the further from the state average in teaching conditions and change in conditions.

These quadrants are numbered in the diagram above and represent the following:

1. Schools in this quadrant improved teaching conditions relative to the average Maryland school between 2011 and 2013 (measured by TELL) and currently have conditions that are above the state average. These schools are places in your district that could have promising policies and practices to possibly utilize in other school contexts.
2. Schools in this quadrant have below state average conditions, but are showing better than state average growth on the TELL Maryland Survey between 2011 and 2013. These schools have improved conditions, but still need to continue improvement to meet or exceed the state average. Improvement plans in these schools may be working and should be continually monitored.
3. Schools in this quadrant have lower than average growth or declined in the proportion of educators agreeing that teaching conditions are present since 2011, and in 2013 had conditions below the state average. These schools are below state average and declining, and therefore may need external support and guidance to facilitate identifying school improvement strategies to improve teaching conditions.
4. Schools in this quadrant have above average conditions in 2013, but have lower than average growth or declined on the proportion of educators reporting the presence of teaching conditions since 2011. While these schools have above average conditions, fewer educators in 2013 than in 2011 agree that positive conditions are in place, meriting an analysis of what changes may have occurred in the school and reexamining school improvement strategies.

Tab 2: Growth Heat Map for Schools with Sufficient Response in 2011 and 2013

The second tab in your Excel file is a heat map that displays each of the TELL Maryland Survey composite areas—Time, Facilities and Resources, Community Engagement and Support, Managing Student Conduct, Teacher Leadership, School Leadership, Professional Development, and Instructional Practices and Supports—as well as rates of agreement on all questions for each of the schools on the scatterplot. This tool provides more detailed information on survey results to better understand aspects of teaching conditions arrayed on the scatterplot.

The first three columns display the district, school name, and school level. The remaining columns display rates of agreement for each of the eight TELL Maryland Survey constructs and all agreement scale questions.

District	School Name	Level	Composite Overall		Composite		Composite		Composite		Factor Composites		Composite		Composite School		Composite Teacher		Compos
			2013	Change	2013	Change	2013	Change	2013	Change	2013	Change	2013	Change	2013	Change	2013	Change	
STATE	State Average	STATE	78.9%	-0.8%	83.3%	-0.5%	78.7%	-1.4%	78.0%	-0.4%	80.8%	1.8%	75.1%	-0.5%	80.0%	1.3%	78.4%	6.7%	56.5%
District	School Name	Elementary	84.0%	-0.8%	84.4%	-0.8%	84.2%	-2.5%	79.5%	-6.5%	87.8%	0.0%	77.8%	-16.1%	81.2%	-15.2%	84.4%	-33.2%	81.0%
District	School Name	Elementary	81.1%	-4.4%	76.7%	-0.1%	81.4%	-8.5%	81.7%	-8.0%	76.9%	3.0%	85.9%	-3.8%	81.0%	-0.3%	80.2%	1.9%	83.2%
District	School Name	High	81.9%	-0.9%	84.4%	3.2%	82.7%	2.8%	79.5%	-6.0%	78.4%	-4.4%	72.4%	2.2%	84.4%	-0.0%	84.1%	1.8%	81.9%
District	School Name	Middle	77.3%	-0.7%	76.5%	-1.1%	75.1%	-4.1%	79.9%	0.5%	78.4%	8.8%	81.4%	-1.3%	78.8%	-0.0%	78.0%	-0.8%	86.7%
District	School Name	Elementary	81.0%	-0.7%	83.8%	-0.9%	83.6%	-1.7%	84.2%	-0.9%	87.2%	-1.2%	90.0%	1.0%	86.4%	-0.7%	83.2%	-1.8%	78.8%
District	School Name	Middle	85.8%	18.8%	85.2%	3.2%	85.2%	34.1%	76.8%	2.4%	81.4%	14.4%	85.9%	8.2%	84.8%	8.0%	88.7%	17.5%	86.9%
District	School Name	Elementary	80.40%	-0.4%	84.2%	3.8%	83.8%	1.7%	83.5%	-1.6%	88.7%	1.8%	81.1%	1.5%	84.8%	-1.6%	84.1%	-0.2%	88.2%
District	School Name	High	81.0%	-1.0%	83.8%	1.3%	78.8%	-3.8%	81.8%	1.7%	88.8%	0.0%	71.1%	-5.8%	85.2%	1.8%	88.0%	-3.4%	88.8%
District	School Name	Elementary	81.0%	-4.3%	88.8%	0.2%	84.0%	-4.1%	88.2%	-2.2%	87.2%	-10.4%	87.2%	0.7%	86.2%	-3.8%	86.1%	0.8%	83.0%
District	School Name	Elementary	84.8%	-1.7%	100.0%	0.0%	100.0%	0.0%	80.2%	1.7%	100.0%	0.0%	88.8%	1.1%	100.0%	0.0%	88.2%	0.5%	84.4%
District	School Name	Elementary	81.4%	8.3%	83.8%	2.7%	84.2%	2.4%	80.7%	-5.7%	87.8%	23.4%	88.5%	13.6%	88.2%	18.8%	85.4%	10.7%	82.3%
District	School Name	Middle	87.0%	-4.1%	88.8%	-1.8%	81.7%	0.4%	82.4%	-1.2%	88.5%	-8.2%	90.0%	-8.4%	88.8%	-5.2%	88.8%	-0.3%	83.3%
District	School Name	Elementary	84.0%	-8.8%	84.4%	-2.0%	87.3%	2.2%	88.5%	2.3%	83.2%	-6.3%	78.9%	-10.2%	71.2%	-19.5%	81.1%	-7.8%	73.8%
District	School Name	Elementary	79.5%	-15.9%	84.9%	-8.3%	84.5%	-5.5%	81.3%	-5.9%	76.7%	-8.1%	75.6%	18.7%	75.8%	-6.7%	78.1%	-8.9%	86.7%
District	School Name	Elementary	75.7%	-8.7%	85.0%	-18.4%	83.6%	6.1%	80.4%	-1.9%	81.7%	-7.0%	81.4%	4.6%	76.7%	-12.1%	81.0%	-6.5%	82.8%
District	School Name	Special	88.7%	-21.1%	87.2%	-21.9%	82.5%	-14.4%	70.2%	-17.1%	71.7%	-9.4%	87.3%	-14.7%	84.8%	-30.5%	78.0%	-18.4%	88.8%
District	School Name	High	78.0%	-8.7%	75.1%	-4.9%	87.8%	-5.2%	71.9%	-6.6%	87.8%	0.0%	87.8%	-7.1%	80.4%	-11.4%	89.2%	-18.5%	81.8%
District	School Name	Elementary	81.0%	-0.5%	86.7%	0.9%	86.7%	8.8%	81.7%	0.5%	88.7%	-6.3%	88.1%	1.7%	88.9%	3.8%	87.9%	1.8%	71.4%
District	School Name	Elementary	81.0%	-1.4%	84.2%	1.8%	84.2%	2.4%	87.8%	0.1%	88.7%	1.4%	87.7%	-7.8%	83.9%	-4.1%	84.7%	-2.4%	80.8%
District	School Name	Elementary	81.0%	-12.5%	81.0%	-3.2%	84.8%	-3.4%	84.7%	-16.7%	87.1%	-5.3%	82.8%	-14.4%	83.2%	-5.9%	84.1%	-2.5%	80.8%

The first column beneath each composite and question is the 2013 rate of agreement. It is color-coded from red to green based on results relative to all other schools.

The second column beneath each question is the change in rate of agreement on TELL Maryland between 2011 and 2013. It is accompanied by a green, yellow, or red arrow indicating positive growth, no change, or negative growth.

Tab 3: Heat Map for Schools with Sufficient Response Only in 2013

You may have a third tab in your Excel file that is a heat map of all the schools which did not have available data for 2011 (as the response rate was below 50 percent and/or less than five educators) but did meet sufficient response rate in 2013. This means that, unlike the previous tab, it is not possible to calculate growth for these schools until they complete the next survey. **Only districts with schools that met threshold in 2013 but not 2011 will have this tab.**

			Community Support and Engagement											
District	School	Level	Community members support teachers, contributing to their success with students.	Parents/guardians are influential decision makers in this school.	Parents/guardians know what is going on in this school.	Parents/guardians support teachers, contributing to their success with students.	Teachers provide parents/guardians with useful information about student learning.	The community we serve is supportive of this school.	This school does a good job of encouraging parent/guardian involvement.	This school maintains clear, two-way communication with parents/guardians and the community.	Teachers and staff work in a school that is environmentally healthy.	Teachers have access to reliable communications technology, including phones, fax and email.	Teachers have adequate space to work productively.	
1	District	School	High	41.1%	31.7%	37.9%	37.2%	76.1%	55.2%	54.3%	32.3%	33.8%	41.3%	42.3%
4	District	School	Middle	21.5%	40.0%	20.9%	44.4%	49.3%	42.3%	44.2%	54.4%	44.8%	33.3%	35.3%
5	District	School	Elementary	42.1%	40.2%	71.7%	52.2%	47.3%	42.4%	75.0%	42.8%	41.7%	73.2%	42.5%
6	District	School	Special	41.3%	45.7%	39.5%	76.2%	32.3%	41.4%	100.0%	100.0%	75.0%	77.1%	71.4%
7	District	School	Special	39.0%	44.4%	40.3%	44.4%	100.0%	100.0%	100.0%	100.0%	54.3%	44.4%	76.4%
8	District	School	Elementary	46.7%	40.0%	40.0%	100.0%	100.0%	40.0%	44.2%	41.3%	33.3%	40.0%	45.2%
9	District	School	Elementary	42.1%	34.4%	45.3%	48.5%	34.1%	51.3%	41.4%	40.4%	40.4%	72.7%	39.9%
10	District	School	High	71.7%	30.9%	34.3%	40.4%	96.0%	31.4%	45.4%	42.0%	75.9%	54.3%	35.4%
11	District	School	Elementary	40.4%	42.9%	77.1%	44.4%	44.3%	77.4%	34.4%	43.7%	42.4%	44.2%	44.4%
12	District	School	Elementary	40.0%	38.5%	36.5%	74.2%	100.0%	36.3%	36.8%	100.0%	47.1%	41.2%	46.2%
13	District	School	Elementary	47.7%	41.9%	71.0%	21.5%	47.9%	76.7%	42.4%	75.4%	31.8%	42.4%	37.8%
14	District	School	Elementary	46.2%	43.9%	46.4%	79.4%	100.0%	47.4%	44.1%	44.1%	44.4%	44.2%	35.2%
15	District	School	Elementary	71.4%	71.4%	34.3%	71.4%	100.0%	44.4%	61.4%	44.4%	35.4%	43.7%	100.0%
16	District	School	High	47.1%	41.4%	79.0%	41.0%	41.1%	45.3%	76.4%	71.2%	51.2%	40.4%	40.4%
17	District	School	Elementary	39.4%	41.1%	40.4%	46.0%	100.0%	76.4%	45.4%	44.4%	45.2%	43.7%	46.4%
18	District	School	Elementary	41.1%	42.1%	77.4%	41.1%	44.2%	44.1%	76.4%	44.3%	43.4%	41.4%	44.2%
19	District	School	Elementary	40.0%	32.9%	38.0%	44.0%	100.0%	41.1%	44.1%	44.4%	44.4%	72.2%	100.0%
20	District	School	High	48.4%	38.1%	40.4%	40.3%	48.2%	38.0%	44.4%	42.4%	45.4%	42.4%	42.4%
21	District	School	Elementary	44.4%	39.4%	76.4%	49.4%	40.4%	40.4%	76.4%	43.4%	44.4%	44.4%	44.4%
22	District	School	Elementary	71.4%	40.2%	44.4%	71.4%	40.4%	44.4%	44.4%	44.4%	44.4%	44.4%	44.4%
23	District	School	Elementary	45.2%	38.4%	73.9%	40.2%	41.3%	34.4%	47.0%	73.3%	45.7%	73.2%	40.2%
24	District	School	Middle	39.4%	39.3%	38.0%	76.4%	100.0%	42.4%	100.0%	41.4%	42.4%	36.4%	44.1%
25	District	School	Elementary	40.0%	36.5%	40.0%	47.3%	100.0%	44.2%	44.1%	44.1%	44.4%	44.1%	44.4%
26	District	School	Elementary	30.0%	33.6%	36.0%	41.3%	40.4%	44.2%	100.0%	47.1%	42.4%	41.7%	100.0%
27	District	School	Middle	77.3%	19.4%	35.3%	46.0%	44.4%	71.4%	39.4%	71.2%	43.3%	41.7%	70.4%
28	District	School	Middle	46.9%	76.4%	72.7%	34.4%	41.4%	38.4%	72.7%	44.4%	44.4%	44.4%	44.4%
29	District	School	Special	40.0%	40.0%	44.7%	45.0%	100.0%	44.7%	44.4%	44.4%	42.4%	32.4%	44.2%
30	District	School	Elementary	45.0%	40.7%	36.2%	36.2%	38.2%	71.0%	38.2%	100.0%	45.2%	41.2%	40.4%
31	District	School	Special	75.0%	71.0%	70.0%	39.0%	71.0%	70.0%	36.0%	40.0%	40.0%	40.0%	40.0%
32	District	School	Elementary	44.7%	42.9%	30.9%	40.0%	100.0%	44.7%	44.7%	44.7%	44.4%	100.0%	44.4%
33	District	School	Elementary	54.9%	30.0%	74.5%	40.4%	40.4%	41.3%	71.3%	41.4%	43.7%	70.4%	44.7%

As with the previous heat map, the first three columns display the district, school name, and school level. The remaining columns display rates of agreement for each survey construct and agreement scale question. These questions are sorted by construct and can be accessed by scrolling horizontally. The column beneath each question displays the schools' rate of agreement and is color coded from red to green to enable quicker identification of schools with promising practices and those needing additional support.