



## **CFCI Teacher Working Conditions Survey 2014-2018 Comparison**

Below is a bulleted summary of the school's NC Teacher Working Conditions Survey over the last six years. The key purpose of breaking down these data is to:

- Ask questions of staff to further understand communication barriers and gain different perspectives;
- Define the problems;
- Create agreed upon values based solutions to the identified problems.

NCTWCS CFCI Links (76% participated - highest in last 6 years)

[CFCI Detailed](#)

[School Summary](#)

[Summary Comparison](#)

*My Interpretation from the Data:* CFCI is intentionally empowering teachers and engaging parents to be valued members of the learning organization. In addition, there is a heavier concentration to build more instructional technology programs and access for teachers and students.

Some unintended consequences of empowering teachers to establish students discipline procedures are (lack of consistency, lack of school wide buy in, and teachers expecting administration to handle it). Additionally, the data would demonstrate that the school has moved to a mostly digital model. If true, what was the buy in process to get here? Does the hiring process ensure hiring this mindset? What drives the professional development budget?

### **School Improvement Highlights:**

- Facilities and Resources (8/10 categories were over 84% satisfied compared to 4/10 in 2014).
- Community Involvement (10/10 categories were over 90% satisfied - continued trend the last 6 years).
- Professional Development (8/10 categories scored a higher percentage of agreement compared to 2014).
- Instructional Practices and Support (8/10 categories increased their overall agreement percentage compared to 2014).
- Parents and Guardians as influential decision makers (30% higher than State)

- 96.2 % of participants believe CFCI is a good place to work and learn (up 6.7% from 2016).
- Eight (8%) percent of the staff devote 10 or more hours of time per week to planning compared to 3% across NC.
- The percentage teachers that devote to an hour or more per week communicating to parents is 21% higher than the state average.
- 100% of teachers believe they have a (15% moderate role and 85% large role) in selecting instructional materials and resources and revising teaching techniques.
  - The percentage of “large role” is double the average for all public schools.
- 76% of Teachers believe they have a moderate to large role in the development of the budget, double the averages across all public schools.

### **Areas for further Investigation and Discussion:**

- Time (7 of 8 categories *decreased* in their agreement percentage).
- Student Conduct and Discipline (All areas *significantly decreased*).
  - Data demonstrates that 62% of teachers spend less than 1 hour per week on student discipline issues (compared to 54% across the state).
  - These student discipline data are 10% lower than all charters and 19% lower than state average.
  - 93% of teachers believe they have a moderate to large role in establishing the student discipline procedures. (significantly above the state averages) Only 41% felt they need PD in classroom management,
- Teacher Leadership (Although the scores are high, All subcategories *scores dropped*)
- Trust and Respect/Feeling Heard (These three areas dropped significantly) Higher than state averages.
- Differentiated Professional Development (10% lower than state average and much higher when compared to all other public schools).
- Evaluation of professional development (24% lower than the state average).
- The development of the school improvement team is admin selected, not teacher selected (similar to charter schools but well below the state norm) - Is this the goal?
- 100% have not had 10 or more hours in NCSCOS PD - Does this impact their ability?
- With the increase in overall access and use of technology, 40% of the teachers identified that they do not have sufficient training to execute.
- Four percent of teachers felt that they are NOT encouraged to participate in school leadership roles, which is double the state average. The other 96% who agree or strongly agree they are is well above average.

The next section demonstrates some upward and downward trends in the results. I noted anything above a 15% change since 2014.

### **Upward Trends:**

- ❖ Access to Digital Content and Resources (+20%)

- ❖ Instructional Technology (+50%)
- ❖ Reliable Internet (+45%) \*Still lower than the rest of the state
- ❖ Resources for Professional Development (+24%)
- ❖ Time for Professional Development (+21%)
- ❖ PD Deepend Teachers' content knowledge (+20%)
- ❖ Sufficient Training to Utilize Technology (+25%)

**Downward Trends:**

- ❖ Class Size (Down 20%) \*Note, still 20% higher (in a positive direction) than State average and 5% than charter schools
- ❖ Collaboration Time (Down 27%) \*23% lower than the State average.
- ❖ Non-Instructional Time (Down 44%) \*17% lower than the State average and 20% lower than charter schools
- ❖ Clear Policies Regarding student Conduct (26%) (Significantly higher data when compared to NC, Charters and Middle Schools)
- ❖ Admin consistently enforcing rules (26%)
- ❖ Teachers consistently enforcing rules (26%) (Much higher than all other comparisons)
- ❖ Teacher Influence in Decision Making (22%)
- ❖ Atmosphere of Trust and Respect (35%)
- ❖ Comfortable raising issues and concerns to admin (31%)
- ❖ Leadership Supporting Teachers (23%)
- ❖ SIP provides effective leadership (17%)
- ❖ Leadership addresses issues about "Leadership Issues" (20%)
- ❖ The use of time (15%)
- ❖ New Teacher Support (10%)

**Based on these data, what questions need to be asked?**