

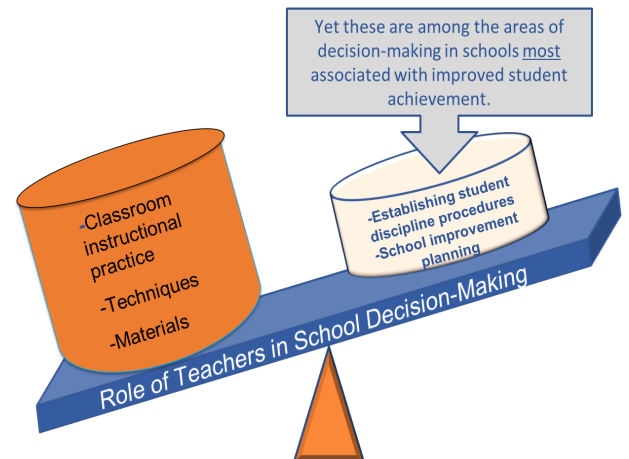
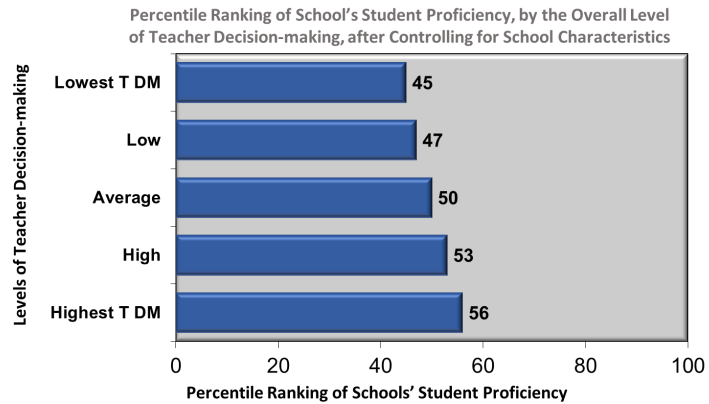
*DR. RICHARD INGERSOLL from the Consortium for Policy Research in Education at the University of Pennsylvania recently conducted an analysis using almost one million responses to a teaching and learning survey. This newly released working paper studied the survey results from 2011-2015, across 16 states, representing more than 25,000 schools which met the minimum response rates (usually 50%) to the survey. 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.*

## When Teachers Lead, STUDENTS SUCCEED

### KEY FINDINGS INCLUDE:

- ◆ Students in schools with higher levels of instructional leadership and teacher decision-making perform at least 10 percentage points higher in both mathematics and English language arts proficiency on their state assessments.
- ◆ Students perform better when teachers have a greater role in school leadership, particularly in school improvement planning.
- ◆ Students were also found to learn more in an environment where teacher leaders are involved in shaping student discipline policies and school improvement planning.
- ◆ High-poverty schools often lack the instructional and teacher decision-making elements that strongly relate to increased student achievement, limiting students' potential.
- ◆ Schools rarely implement the instructional and teacher decision-making variables most strongly related to increased student achievement.

### Teachers' Roles in Decision-Making and Student Achievement



## ACTION FOR SCHOOL QUALITY (ASQ) INITIATIVE

Helps state and district education leaders hear and document the collective voice of the education community to uncover strengths and improvement opportunities in schools. Research has shown teacher effectiveness and retention is key to student success.