

Case Study

Teacher Talent and Engagement Boost Student and Human Capital Outcomes

2.8x

Top-talent teachers are 2.8 times more likely than their lower-talent counterparts to be engaged in their classrooms which boosts teacher performance and lowers absenteeism.

Source: GALLUP

CHALLENGE

GALLUP HAS PARTNERED WITH PASCO COUNTY SCHOOLS FOR MORE THAN 20 YEARS to select talented teachers and principals. District leaders prioritize talent-based hiring because of the critical role that employee talent plays in advancing student and school outcomes, including student achievement, teacher engagement and school performance.

Unfortunately, like many U.S. school districts, Pasco County Schools (PCS), located in Florida, is facing a serious shortage of teachers. This nationwide shortage is related to multiple factors: Enrollment in teacher-preparation programs is decreasing, teacher attrition remains high and many graduates of teacher-preparation programs are opting for jobs outside the classroom. Further, because student enrollment is on the rise in many districts — including PCS — there is an increased demand for teachers.

With fewer qualified applicants per open position, PCS leaders face an ongoing struggle to find and hire well-prepared, talented teachers who will ensure that students are successful. Because high teacher engagement has been proven to drive teacher performance and diminish absenteeism and attrition, Gallup and PCS leaders broadened the scope of their partnership to focus on teachers' engagement.

APPROACH

FIRST, GALLUP AND PCS LEADERS ESTABLISHED BASELINE TEACHER ENGAGEMENT LEVELS with Gallup's Q12® employee engagement survey. To help the district develop the most effective action plans, Gallup provided leaders with leading-edge resources, best practices and strategies for proactively enhancing teacher engagement each day. By integrating action plans into day-to-day school strategies and goals, successful PCS leaders made teacher engagement an ongoing priority — not an annual event or periodic exercise. Further, PCS leaders intentionally and consistently communicated about engagement — demonstrating their commitment to engagement efforts and helping teachers understand their vital role in owning their personal engagement

Gallup continued measuring teacher engagement with the Q12® employee engagement survey on an annual basis. With each survey administration, Gallup and PCS leaders worked together to recalibrate their engagement interventions for the most effective, targeted strategies and goals. While each building leader selected the engagement actions that best contributed to the needs of the local school, many opted to focus on improving employee recognition, ensuring that employees can identify their strengths and do what they do best every day.

In tandem with these efforts, Gallup and PCS continued to use analytics-based hiring to attract and select talented teachers. This meant leveraging Gallup's industry-leading talent assessment to determine each candidate's innate teaching talent. By combining this objective focus on teacher talent with an emphasis on meeting district needs and finding the right fit for the local school, PCS has taken steps to improve their teacher selection system.

IMPACT

TO EVALUATE THE OUTCOMES OF THESE EFFORTS, PCS and Gallup administered a District Impact Analysis. This analysis measured the links between teacher talent, engagement and key district outcomes. The results revealed the powerful benefits of emphasizing both teacher talent and engagement.

First, Gallup and PCS found that the district's most talented teachers are significantly more likely to be engaged in their classrooms. In fact, more than half of top-talent teachers (55%) are engaged, compared with just 31% of teachers who fall in the lower-talent category based on their natural teaching abilities. Put another way, top-talent teachers are 2.8 times more likely than their lower-talent counterparts to be engaged in their classrooms. Further, the impact of innate teaching talent as measured by TeacherInsight™ was found to boost teacher engagement over multiple academic years.

Fostering teacher engagement enhances both student and human capital outcomes. Using the district's teacher performance metric — comprised of both teacher observation data and student performance metrics with value-added models — Gallup and PCS found that engaged teachers are 2.1 times more likely than actively disengaged teachers to score in the top quartile of teacher performance. On the other hand, actively disengaged teachers are far more likely than engaged teachers to score in the bottom quartile of teacher performance.

2.8x

Top-talent teachers are 2.8 times more likely than lower-talent teachers to be engaged in their classrooms.

2.1x

Engaged teachers are 2.1 times more likely than actively disengaged teachers to score in the top quartile of the district's Summative Performance Score

1.9x

Engaged teachers are 1.9 times less likely than actively disengaged teachers to score in the bottom quartile of performance.

Importantly, engaged PCS teachers maintain significantly lower turnover and absenteeism — factors that can heavily influence a district's bottom line. Gallup's District Impact Analyses revealed that actively disengaged PCS teachers are 3.3 times more likely than engaged teachers to leave the district. Further, engaged teachers miss fewer days of work, with just 28% of engaged teachers missing more than four days of work.

Through a two-pronged strategy — focusing on selecting teachers according to teacher talent and creating schools that foster teacher engagement — Gallup and PCS better promote critical student, teacher and district outcomes during challenging times in K-12 education. As Gallup and PCS leaders continue their efforts, the district can expect continued growth in teacher engagement and performance — and in turn, optimized student success outcomes.

3.3x

Compared with engaged teachers, actively disengaged teachers are 3.3 times more likely to leave the district for any reason (including resigning and retiring).

1.8x

Actively disengaged teachers are 1.8 times more likely than engaged teachers to miss more than four days of work due to illness.

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