Clay County District Schools
Instructional Culture Index Survey

Discovering Endless Possibilities

Addison Davis, Superintendent
School Board Meeting, March 2017

Presentation Objectives

1. Introduce the Insight Survey School Report, including definitions of the Index and domain score.

2. Introduce the theory of change and local exemplars strategy for school improvement in Clay.

3. Demonstrate a proven strategy for using an Insight report to develop a responsive action plan.

4. Learn how to utilize the Insight Survey data to plan for school improvement.
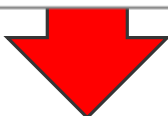
Our Theory of Change

If we... **Build Positive, Learning-Focused School Communities**

by...
- Fostering a safe learning environment in all schools.

And if we... **Develop Great Educators and Leaders**

by...
- Employing smart recruitment, staffing and retention strategies
- Providing honest evaluations and meaningful support through CAS
- Providing educators with the professional development necessary to meet the demands of the Florida Standards and students' individual needs.

And if we... **Ensure Excellent Instruction in All Classrooms**

by...
- Establishing a common vision for excellent instruction across all of our schools.
- Ensuring students are completing appropriately rigorous work in class.

Then we will... **Prepare All Students for Success in College and Career**

by...
- Improving student outcomes in all core subject areas, grades K-12.
- Improving graduation and acceleration rates.

Insight is a tool to collect and aggregate teacher feedback to help principals set priorities around instructional culture.

INSTRUCTIONAL CULTURE
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1. SURVEY TEACHERS

Validated survey gathers teacher feedback on critical aspects of school culture

Insight Survey

2. SHARE FEEDBACK

TNTP identifies strong local performers, assesses school culture and shares this upward feedback with leaders

School Reports and Data Debriefs

3. IMPROVE SCHOOL CULTURE

Survey results provide information to prioritize and plan necessary actions to improve culture

TNTP's Instructional Culture Index is a validated, summative measure of a school's instructional culture which can be used to compare schools. Topics, and items within those topics, identify levers for future improvement.

INSIGHT SURVEY

In a short survey, teachers answer questions on many aspects of their school's leadership and instructional environment.

Topic	Survey Questions
Learning Environment	• • • • •
Professional Development	• • • • •
Student Growth Measures	• • • •
Instructional Planning	• • • •
Evaluation	• • • • • • •
Workload	• • • •
Career Progression	• • •
Peer Culture	• • • •
Retention	• • • •
Hiring Process	• • • • •
Observation/Feedback	• • • • • • •

INSIGHT INDEX

Answers to three questions generate the Index, which captures a school's instructional culture in a single number from 1 to 10.
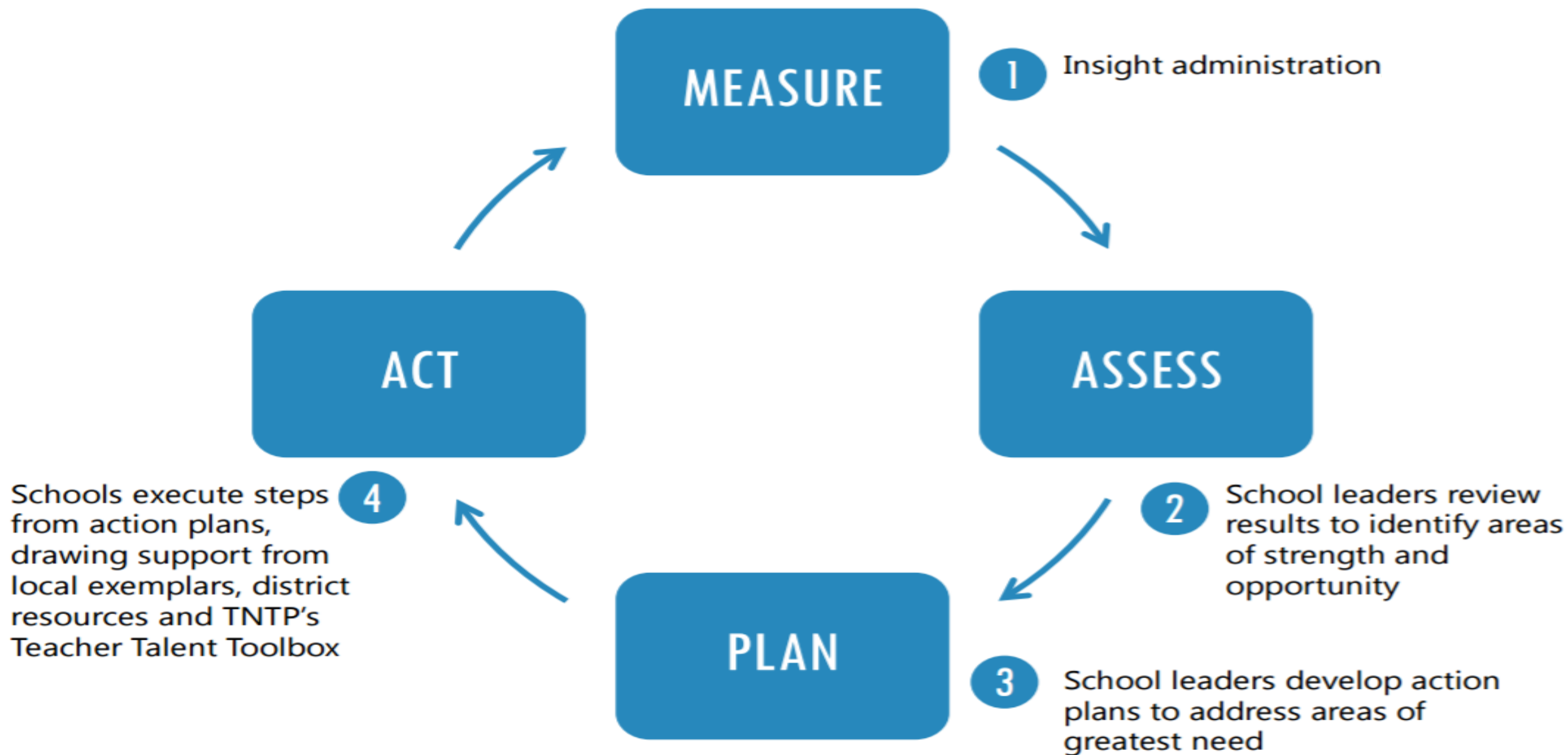
My **school is committed** to improving my instructional practice.

The **expectations** for effective teaching are clearly defined at my school.

Teachers at my school share a **common vision** of what effective teaching looks like.

Positive Deviance: Learning from local exemplars to achieve transformative progress

What practices are different at this school?
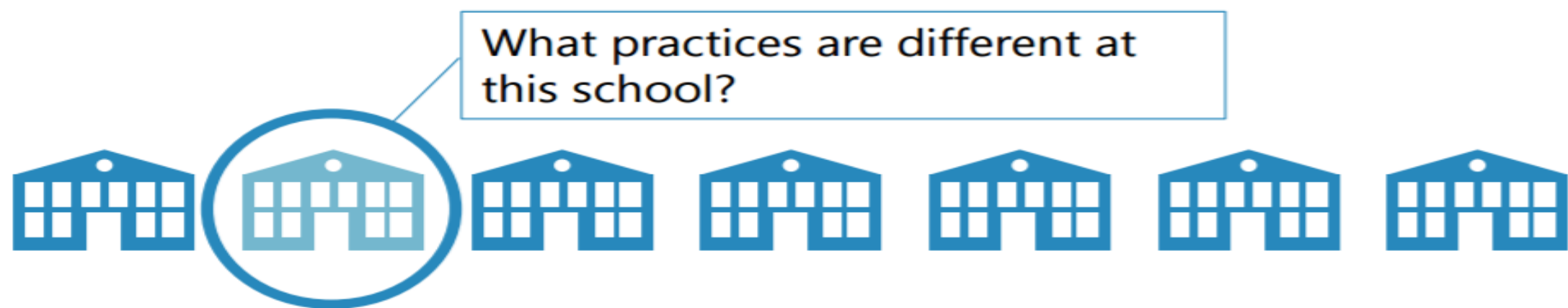
- Within any community some individuals find solutions to shared challenges, even while facing the same limitations and working with the same resources.

- Positive Deviance focuses on identifying these individuals and isolating the practices that set them apart.

- Schools identified as "top-quartile" possess the strongest instructional cultures in the district. Insight reports make comparisons to these schools, so we can learn from and be motivated by their successes.

How the Insight cycle works in schools: A cycle of continuous improvement

MEASURE

1 Insight administration

ACT

ASSESS

4 Schools execute steps from action plans, drawing support from local exemplars, district resources and TNTP's Teacher Talent Toolbox

2 School leaders review results to identify areas of strength and opportunity

PLAN

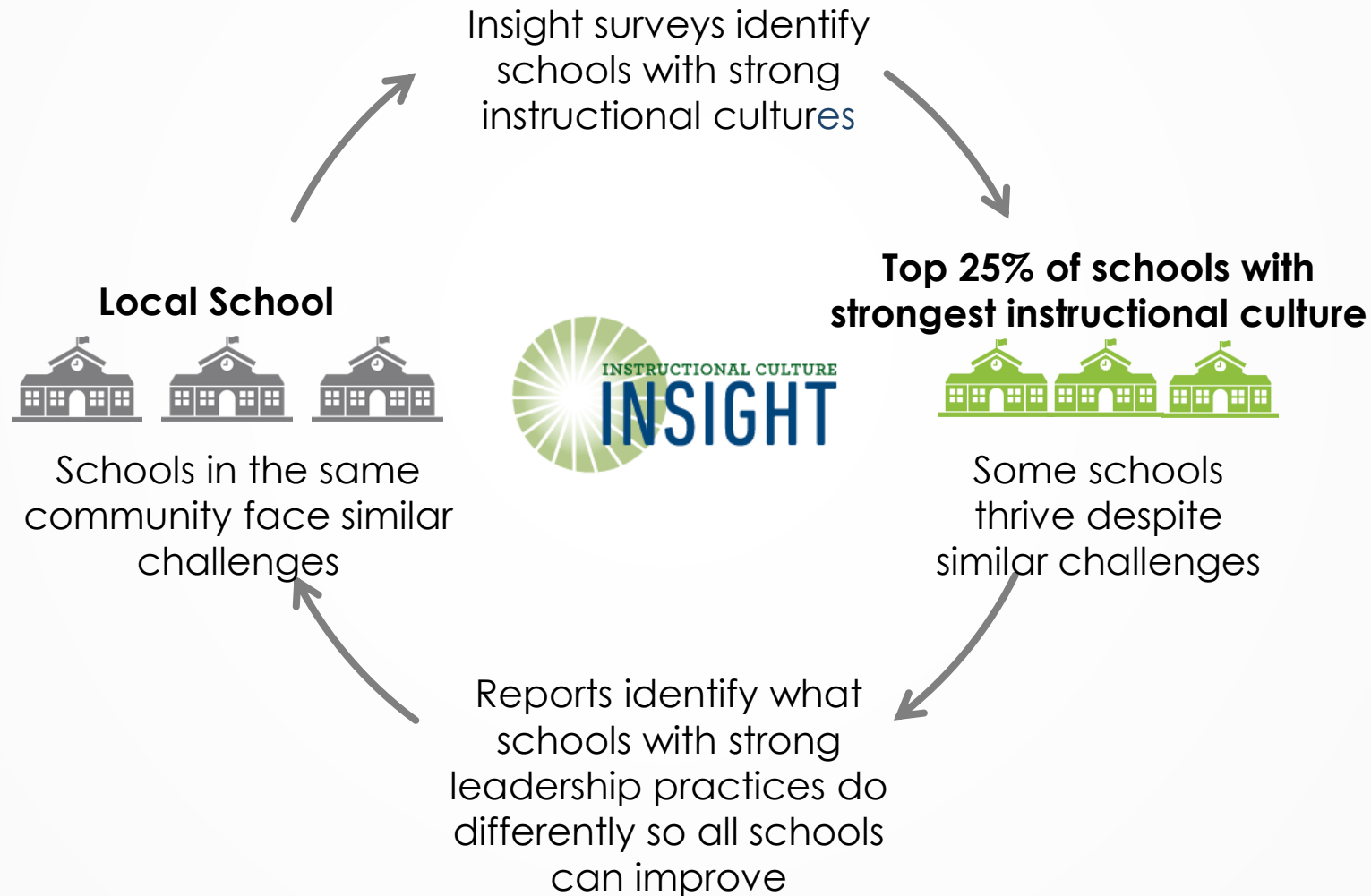**3** School leaders develop action plans to address areas of greatest need

Key responsibilities of Principals

In order to ensure excellent teaching in every classroom and prepare all students for success in college and career, Principals must be:

- **Instructional Leaders**
- **Talent Managers**
- **Culture and Community Builders**
- **Operations Experts**

Insight helps school leaders build strong cultures by learning from what successful exemplars do differently.

Insight surveys identify schools with strong instructional cultures

Top 25% of schools with strongest instructional culture

Some schools thrive despite similar challenges

Local School

Schools in the same community face similar challenges

Reports identify what schools with strong leadership practices do differently so all schools can improve

Insight allows Clay to determine the Current Status of Our Culture

The survey brings diverse perspectives and experiences to the analysis, and demonstrates how we are united by a passion for great teaching and a culture that we own.

Insight Data Analysis

This evening I will discus data at the district level to determine current status of our county and the efficacy of the strategies used this year to improve school performance.

Step 1:
Identify & Collect Relevant Data

Step 2:
Conduct Goal and Strategy Analysis

Step 3:
Goal Setting

TNTP's Instructional Culture Index is a reliable measure that can be used to *compare schools of all types* and is based on what matters most for retention and student academic success.

Elements of Successful Schools	Insight Survey Question
Articulate a CLEAR VISION of success	The **expectations** for effective teaching are clearly defined at my school.
Ensure that vision is SHARED by all teachers	Teachers at my school share a **common vision** of what effective teaching looks like in practice.
SUPPORT teachers in realizing that vision	My **school is committed** to improving my instructional practice.

Insight Index

INSTRUCTIONAL CULTURE Index represents a holistic measure of a strong school environment, which matters **for improving student outcomes** and **retaining effective teachers.**

Schools with strong instructional cultures retain a higher percentage of their effective teachers and achieve greater academic success with students.

Instructional Culture Matters for Teachers and Students

Bottom-Quartile Schools

(Weak Instructional Culture)

Top-Quartile Schools

(Strong Instructional Culture)

Bottom-quartile schools can expect to lose effective teachers at more than twice the rate of top-quartile schools…
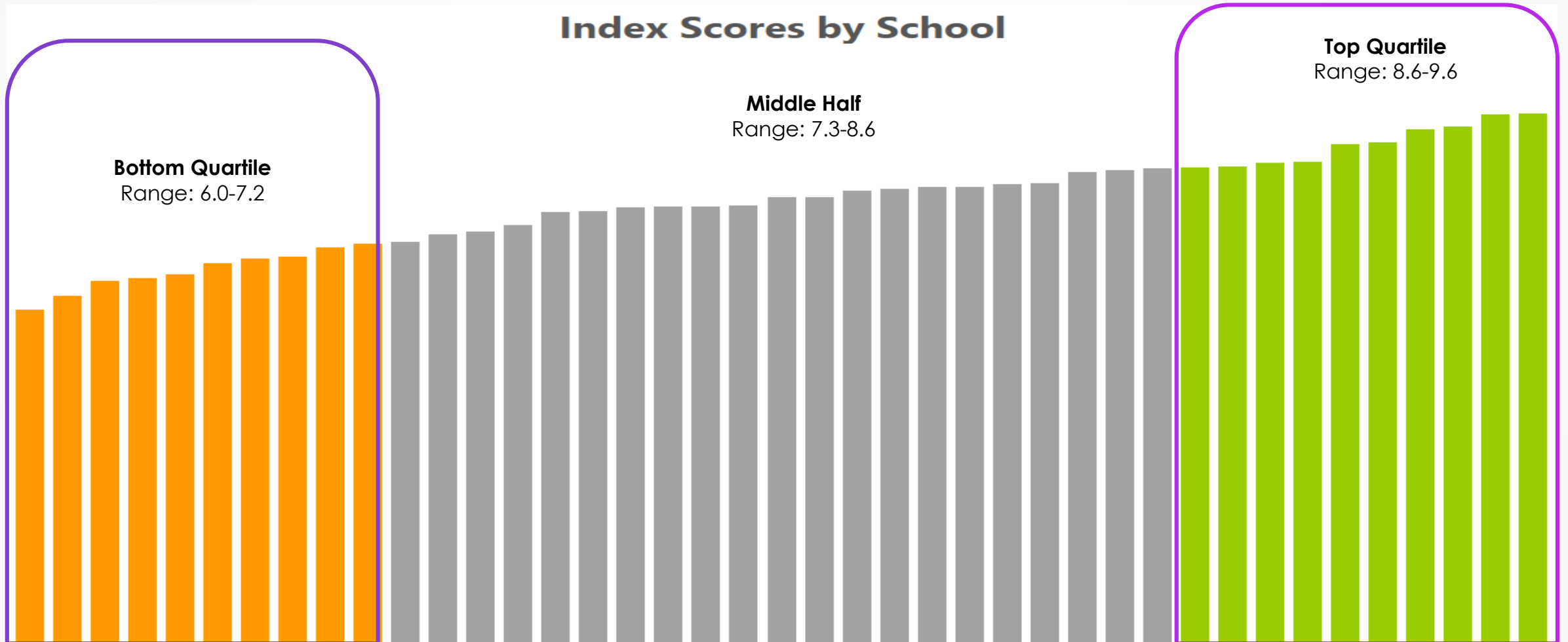
…*and top-quartile schools* have shown stronger student growth than bottom-quartile schools on multiple state assessments.

Instructional Culture Index scores range from 6.0 to 9.6 across Clay County Schools, with an average score of 8.0.
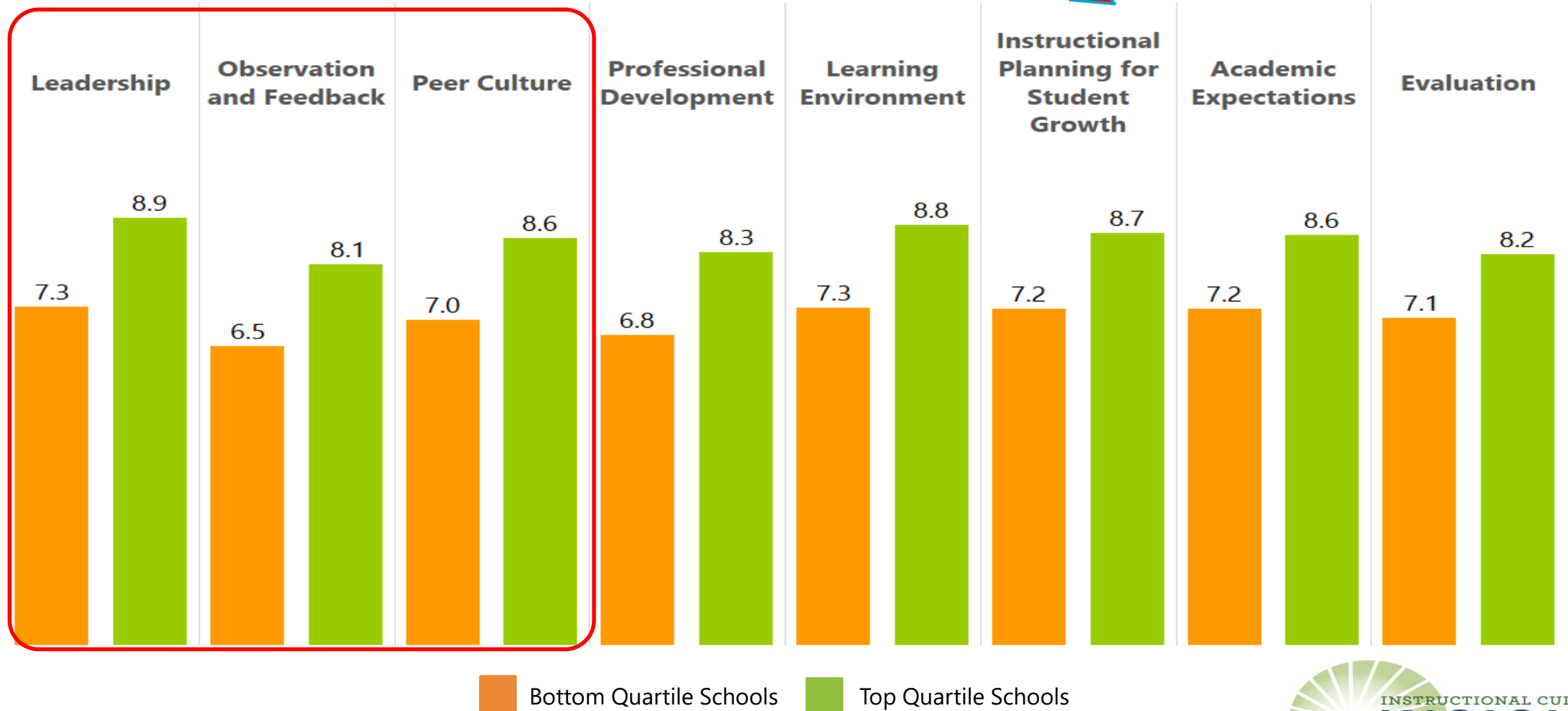

Index Scores by School

Top Quartile
Range: 8.6-9.6

Middle Half
Range: 7.3-8.6

Bottom Quartile
Range: 6.0-7.2

Clay County Insight Results

Insight Category Increases	Clay Winter 16-17	National Data	Clay to National Comparison
Instructional Culture Index Score	8.0	7.8	+0.2
Schools Meeting Top Quartile Criteria for Clay	9.1	8.6	+0.5
Overall Satisfaction with the Learning Environment	8.1	7.4	+0.7
Overall Satisfaction with Instructional Planning/Student Growth	7.9	7.8	+0.1
Overall Satisfaction with Observation and Feedback	7.3	7.3	0
Overall Satisfaction with Professional Development	7.5	7.5	0
Overall Satisfaction with Evaluation	7.6	7.4	+0.2
Overall Satisfaction with Peer Culture	7.8	7.8	0
Overall Satisfaction with Leadership	8.2	7.8	+0.4
Overall Satisfaction with Academic Expectations	8.0	7.8	+0.2
Overall Satisfaction with Career Progression	6.4	6.6	-0.2
Overall Satisfaction with Compensation	4.5	4.5	0
Overall Satisfaction Family & Community Engagement	8.2	7.9	+0.3

Clay County Top Quartile Schools

School Name	Principal	Clay Winter 16-17	National Data	Clay to National Comparison
Bannerman Learning Center	Mike Elia	9.6	7.8	+1.8
Shadowlawn Elementary	Nancy Crowder	9.6	7.8	+1.8
McRae Elementary	Marcus Dooley	9.4	7.8	+1.6
W E Cherry Elementary	Angela Whiddon	9.3	7.8	+1.5
Green Cove Springs Junior High	Jennifer Halter	9.1	7.8	+1.3
Paterson Elementary	John O'Brian	9.0	7.8	+1.2
Coppergate Elementary School	Amy Dyal	8.7	7.8	+0.9
Clay High	Cary Dicks	8.7	7.8	+0.9
Wilkinson Elementary	Heather Teto	8.6	7.8	+0.8
Keystone Heights Elementary	Melanie Sanders	8.6	7.8	+0.8

The largest gaps between top-quartile and bottom-quartile schools are in Leadership, Observation & Feedback, and Peer Culture, while the smallest gap is in Evaluation.

Domain Scores by Quartile

Domain	Bottom Quartile Schools	Top Quartile Schools
Leadership	7.3	8.9
Observation and Feedback	6.5	8.1
Peer Culture	7.0	8.6
Professional Development	6.8	8.3
Learning Environment	7.3	8.8
Instructional Planning for Student Growth	7.2	8.7
Academic Expectations	7.2	8.6
Evaluation	7.1	8.2

■ Bottom Quartile Schools   ■ Top Quartile Schools
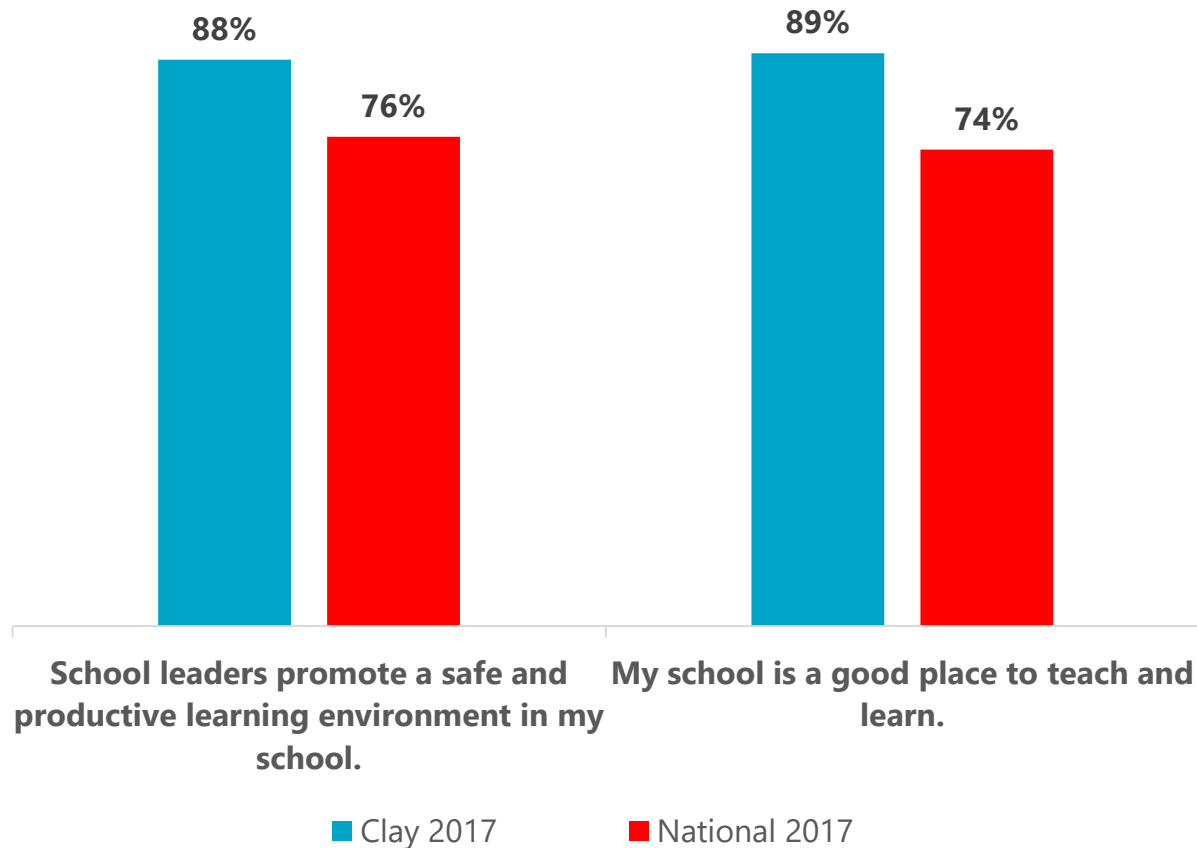
INSTRUCTIONAL CULTURE
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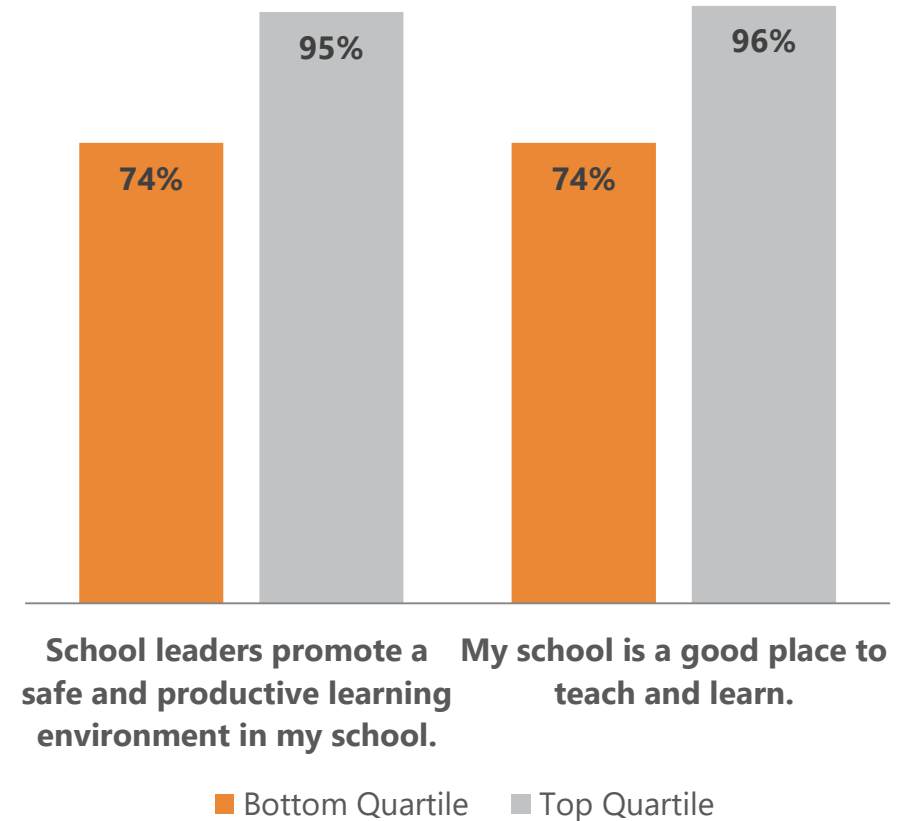Domain scores for standard domains only.

Goal 4: Build Positive, Learning-Focused School Communities

Insight survey data indicate schools are making progress over time in fostering a safe learning environment, but this area still represents a need, as evidenced by the large gap between top and bottom-quartile schools.

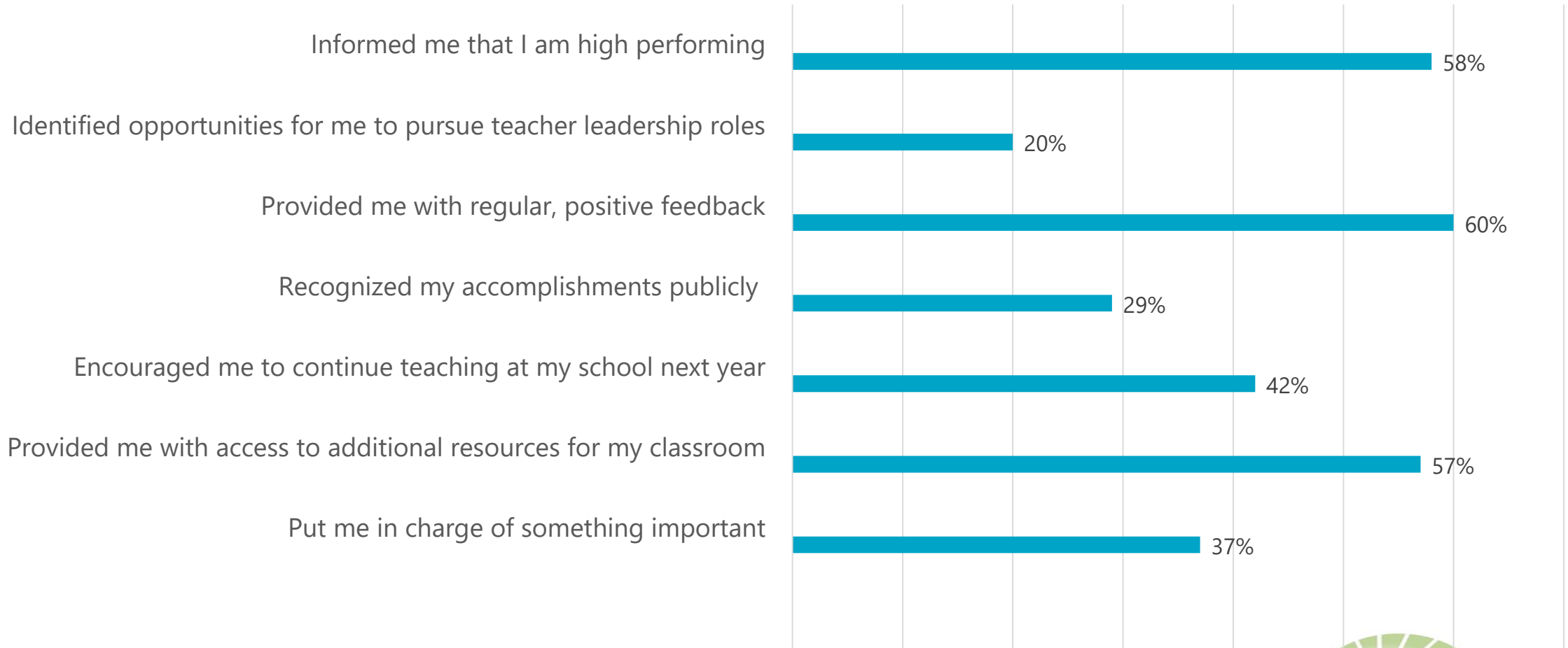**Teacher Insight Survey Data vs National Trend**

	Clay 2017	National 2017
School leaders promote a safe and productive learning environment in my school.	88%	76%
My school is a good place to teach and learn.	89%	74%

Learning Environment in Top and Bottom-Quartile Schools (Insight January 2017)

	Bottom Quartile	Top Quartile
School leaders promote a safe and productive learning environment in my school.	74%	95%
My school is a good place to teach and learn.	74%	96%

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Goal 3: Develop Great Leaders and Educators
**Teacher retention, presents an opportunity for improvement district-wide.**

January 2017, Teachers who have experienced retention strategies.

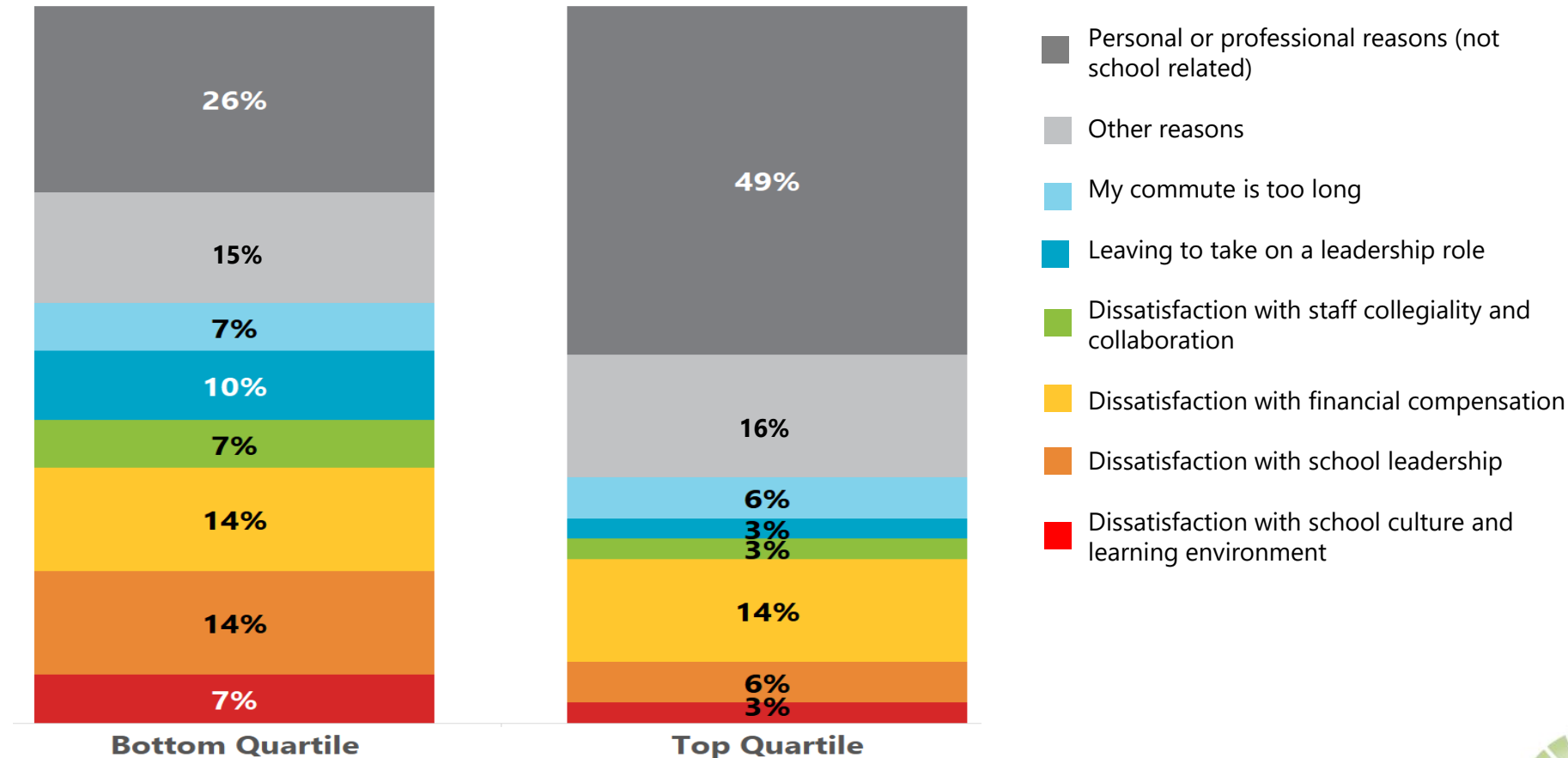| Strategy	Percentage
Informed me that I am high performing	58%
Identified opportunities for me to pursue teacher leadership roles	20%
Provided me with regular, positive feedback	60%
Recognized my accomplishments publicly	29%
Encouraged me to continue teaching at my school next year	42%
Provided me with access to additional resources for my classroom	57%
Put me in charge of something important	37%

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Teachers plan to leave bottom-quartile schools at more than twice the rate of schools with stronger cultures.

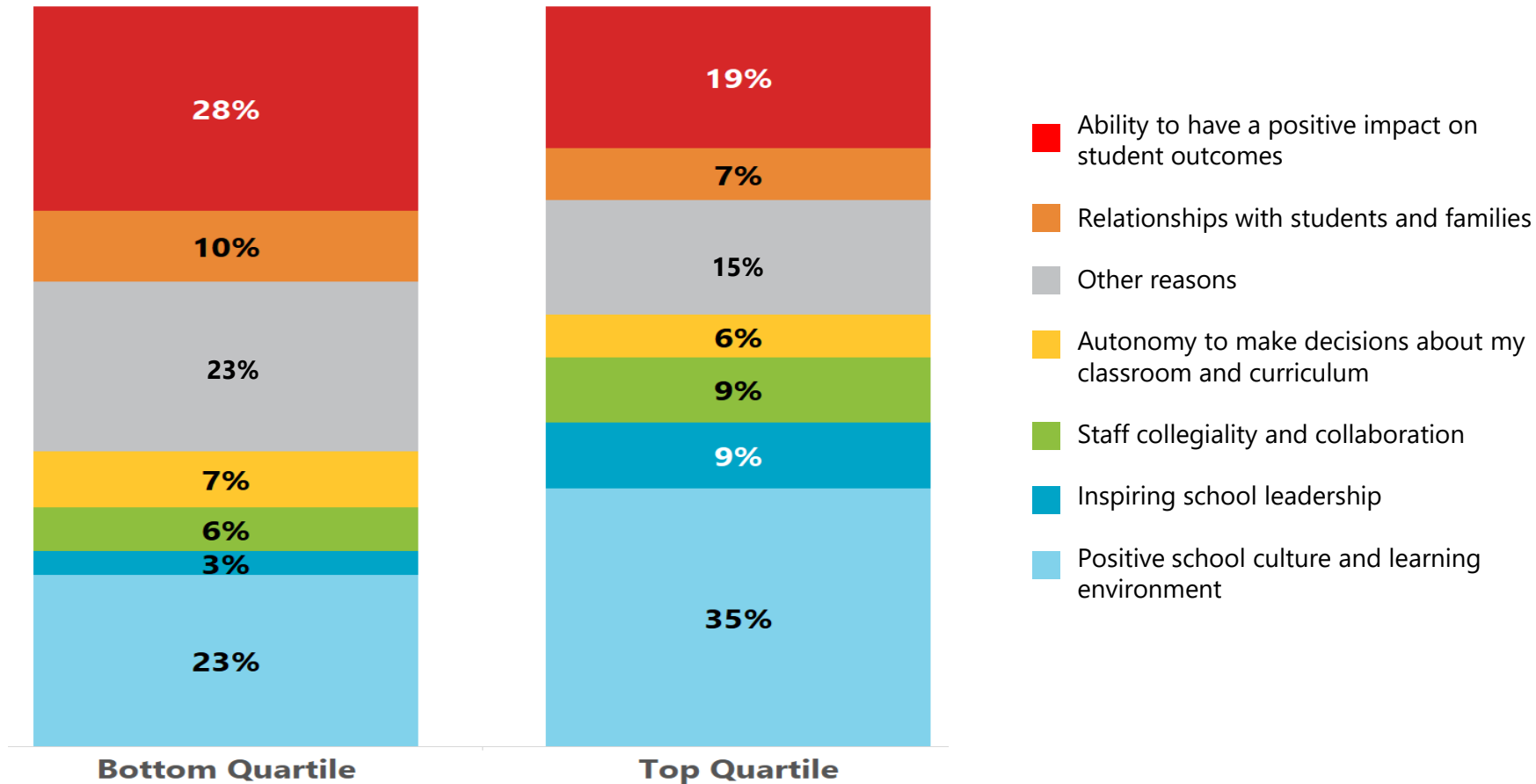Teachers Planning to Leave This Year or Next Year
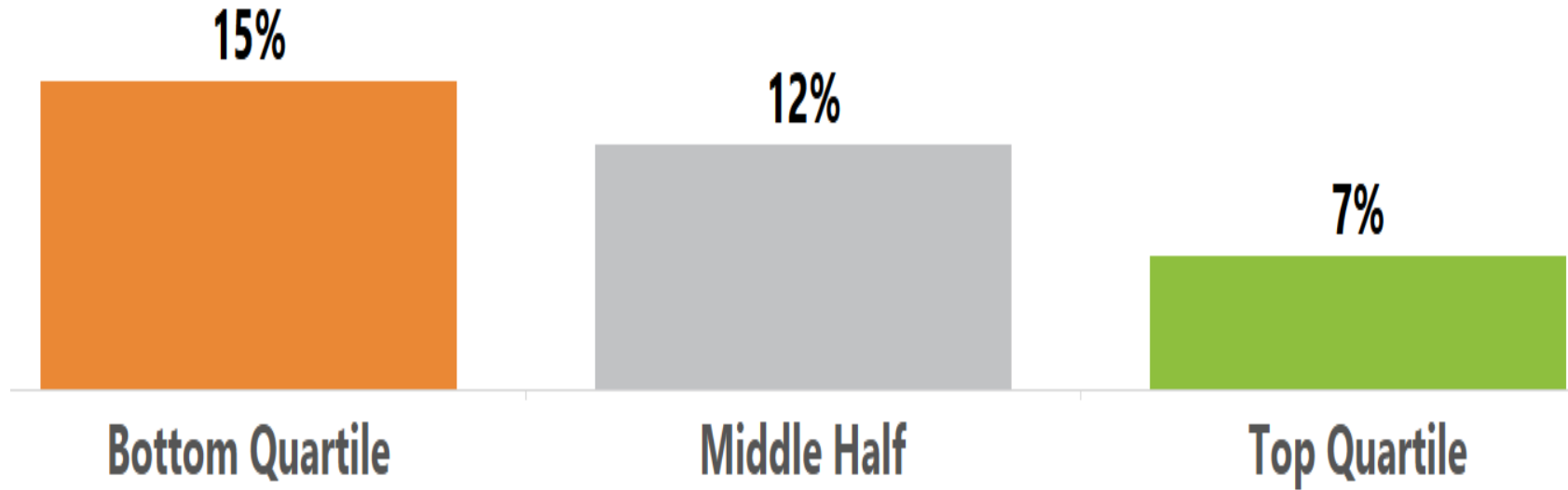
Teachers leaving bottom quartile schools are more than twice as likely as teachers leaving top-quartile schools to cite dissatisfaction with school culture or leadership as the reason.

Reasons Teachers Plan to Leave Their Schools*

Bottom Quartile
- 26%
- 15%
- 7%
- 10%
- 7%
- 14%
- 14%
- 7%

Top Quartile
- 49%
- 16%
- 6%
- 3%
- 3%
- 14%
- 6%
- 3%

Legend:
- Personal or professional reasons (not school related)
- Other reasons
- My commute is too long
- Leaving to take on a leadership role
- Dissatisfaction with staff collegiality and collaboration
- Dissatisfaction with financial compensation
- Dissatisfaction with school leadership
- Dissatisfaction with school culture and learning environment

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Conversely, positive school culture is the most common reason teachers plan to stay at top-quartile schools.

Reasons Teachers Plan to Stay at Their Schools*

Bottom Quartile:
- 28%
- 10%
- 23%
- 7%
- 6%
- 3%
- 23%

Top Quartile:
- 19%
- 7%
- 15%
- 6%
- 9%
- 9%
- 35%

Legend:
- Ability to have a positive impact on student outcomes
- Relationships with students and families
- Other reasons
- Autonomy to make decisions about my classroom and curriculum
- Staff collegiality and collaboration
- Inspiring school leadership
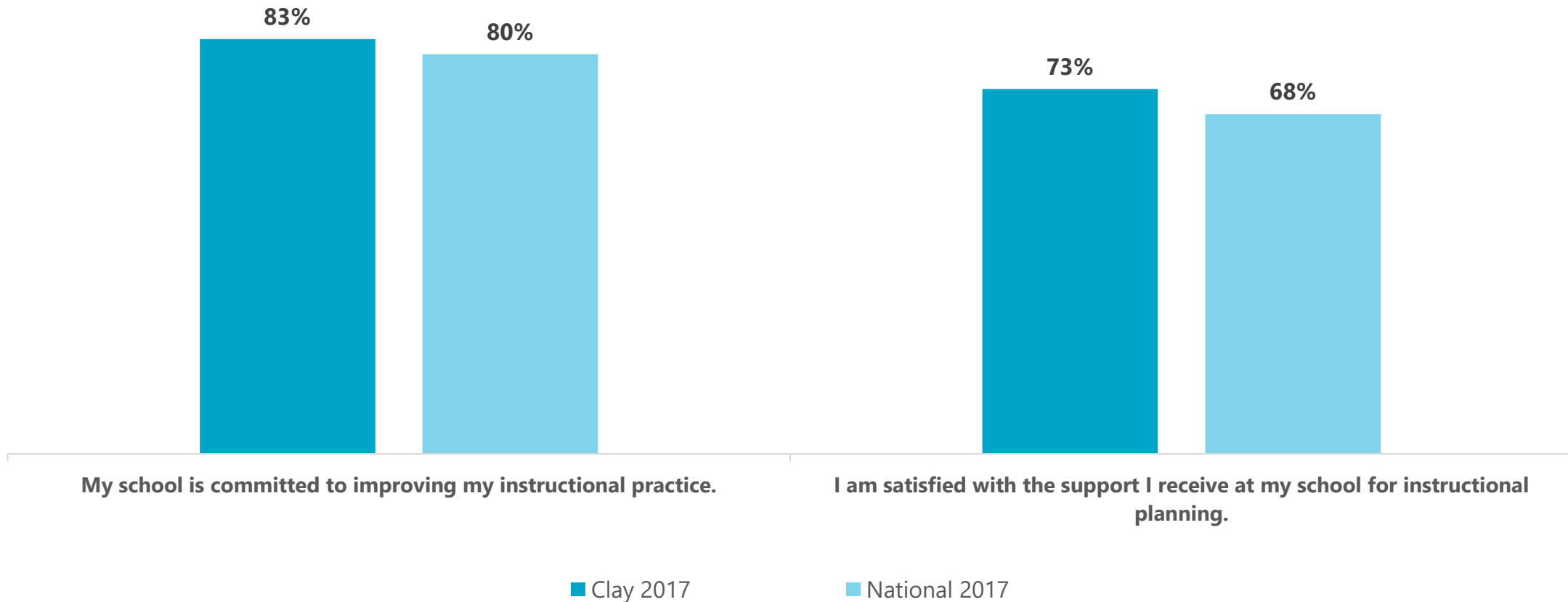- Positive school culture and learning environment

*Among teachers planning to stay three years or more. "Other reasons" represents the total of 11 reasons, each selected by 4% of teachers or less.

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Goal 2: Ensure Excellent Instruction in All Classrooms

Teachers are likely to agree that the expectations for effective teaching are clearly defined, although the expectations could be made clearer, particularly at bottom-quartile schools.

Percent of Teachers Agreeing or Strongly Agreeing

	Teachers at my school share a common vision of what effective teaching looks like.	The expectations for effective teaching are clearly defined at my school.	Literacy Proficiency	Math Proficiency
Clay 2017	73%	80%	56%	64%
National Trend 2017	68%	76%		
TQ 2017	89%	91%		
BQ 2017	78%	85%		

Legend: ■ Clay 2017   ■ National Trend 2017   ■ TQ 2017   ■ BQ 2017
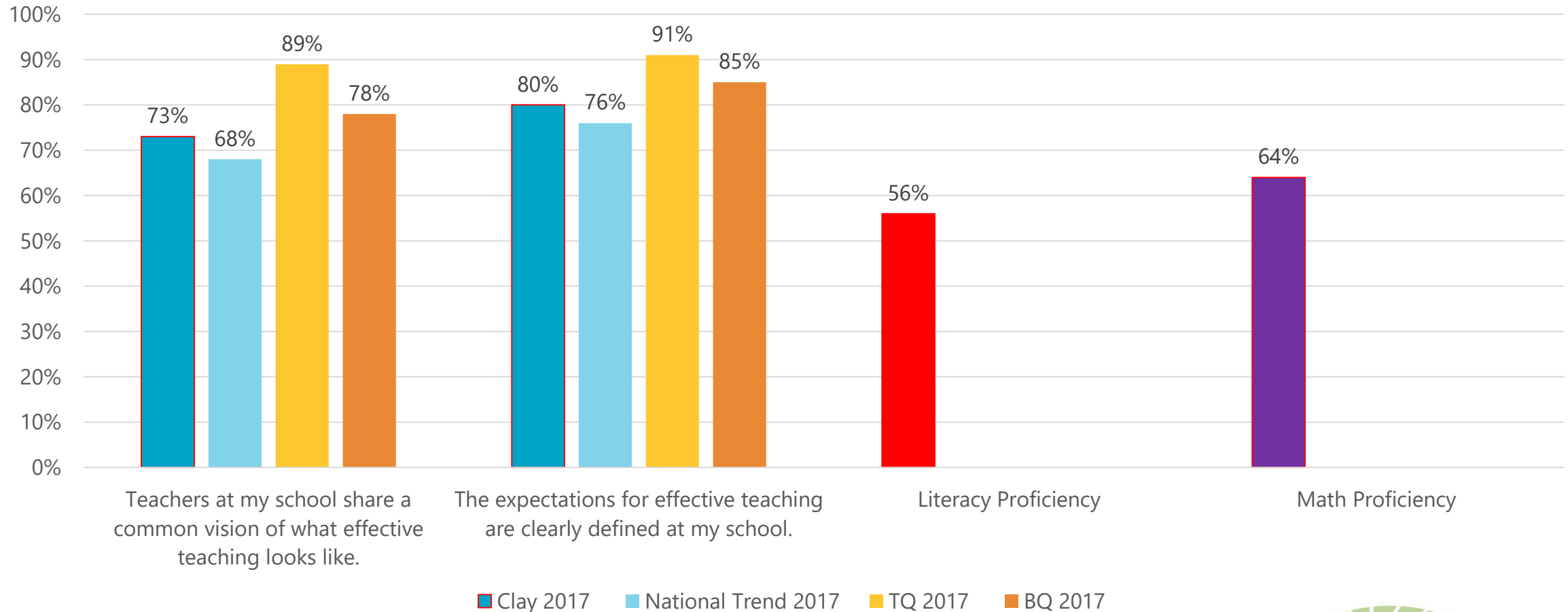
Strong leadership practices drive improved student performance

Instructional Culture Top Quartile Schools:

82%

Of teachers agree:

The feedback I get from being observed helps me to improve student outcomes. National 71%.

87%

Of teachers agree:

The person who evaluates my performance has an accurate perception of my classroom practice. National 67%.

92%

Of teachers agree:

My school leaders make it clear to teachers how our actions contribute to school priorities and goals. National 76%.

Collect Relevant Data

Data Sources:

- **Insight:** Assesses instructional culture by focusing on key areas – such as professional development and evaluation

- **School Climate Survey:** Assesses school climate and culture from multiple stakeholders, including parents.

- **Discipline Data**

- **Available Assessment Results**

- **Course Enrollment Information**

- **Graduation Rates**

- **College Readiness Scores**

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Reviewing Insight Results, Identifying Priorities, and Establishing Goals

Insight Reflection Form

WHERE ARE YOU NOW?

Celebrate Your Strengths

1. Using the domain table on the first page of your report, list the domains where your school is the strongest, or the domains where your school has out-performed the top-quartile schools.

2. How does this strength align with your school-level priorities and efforts?

Identify Your Areas Of Need

3. Using the domain table on the first page of your report, list the domains where your school has the most opportunity for growth, or the domains where your school is furthest from the top-quartile schools.

4. How does this align with needs you see in your school?

Dive Deep Into Your Greatest Area Of Need

5. Choose one domain from your identified areas of need, and choose two to three survey items within that domain which represent the greatest opportunities for growth in your school.

WHAT WILL SUCCESS LOOK LIKE?

Set Goals

1. What will look/sound/feel different when you successfully address this area of need?

HOW WILL YOU GET THERE?

Determine What's Necessary

1. What leader behaviors will support your vision of success?

2. What teacher behaviors will support your vision of success?

3. What resources are necessary to achieve your vision of success?

4. Where will you/the school leader acquire the necessary resources?

Establish A Timeline And Milestones

5. What will you accomplish:
   a. In the next month to set your strategy in action?

   b. In the next six months?

   c. By the next Insight administration (this time next year)?

HOW WILL YOU SHARE YOUR RESULTS WITH TEACHERS?

Teacher Engagement Strategy

1. Select the strategies you will implement:
   - ○ Engage teachers with Insight results during an all-staff meeting
   - ○ Discuss during team/grade/PLC meetings
   - ○ Write a memo
   - ○ Other _____.

2. What successes will you celebrate with teachers and what do you want teachers to know about the value of those successes?