Instructional Culture Insight in Brevard Public Schools

May 20, 2015

Context and Overview

This document outlines the potential scope of work between Brevard Public Schools (“BPS”) and TNTP to administer the Instructional Culture Insight (“Insight”) survey to gather the perspective of teachers on the instructional leadership practices they experience at their school. Insight is a critical tool to diagnose school and district needs and provide actionable formative feedback to school leaders across the district. Specifically, Insight will help BPS:

- Diagnose at each school the strengths and weaknesses of the instructional culture and key leadership practices aligned with effective teacher retention and improved student outcomes, thereby enabling more targeted professional development for school leaders and support from area superintendents
- Provide every school a specific roadmap highlighting specific areas and actions needed to match best practices in BPS and aligned to tools that leaders can use immediately to improve practices in their building
- Provide school leaders an opportunity twice per school year to assess progress on teacher development and support efforts, including benchmark data to national district exemplars

Insight has been helping hundreds of school leaders improve conditions for teaching and learning at their schools since 2010. Our data have shown consistently that schools with strong instructional cultures and leadership practices can plan to retain more of their most effective teachers and help students learn more.

While school leaders have the desire to see their schools improve, they often struggle to prioritize the right leadership actions amidst their many responsibilities. The failure to prioritize key actions often stems from a lack of information and context to inform their thinking. Insight addresses this information gap for principals by collecting common information across groups of schools, using the data collected to assess the strength of particular instructional leadership practices, and benchmarking all results to the schools where practices are strongest. This provides all school leaders with visibility to see what the priorities are of schools with strong practices and Insight provides tools and training to help leaders build a roadmap to guide what specific steps to take next.

Put simply, Insight data empowers principals to make the types of school improvements that matter most to their teachers and students.

Insight in Florida

In January 2015, teachers across BPS shared their perspective on the instructional leadership practices they experience at their school through the Insight survey. Insight results revealed the strength of instructional culture at the school-level varies widely across the district, which has important implications as instructional culture is a leading indicator of both effective teacher retention and student outcomes. Across BPS, some schools have created exceptional learning environments for their teachers and students while others struggle. By identifying these exemplar schools in the district, BPS can better understand what they are doing differently to create such strong environments and replicate those practices across all schools in the district.
In addition to partnering with BPS, TNTP has also administered Insight in a number of other districts in Florida, such as Duval County, Highlands and Pasco County Public Schools. In Duval County (“DCPS”), Insight was a key input into a comprehensive human capital and instructional quality diagnostic the district undertook with TNTP in the spring of 2014. The diagnostic revealed a number of findings, including a need to build and implement a clear vision of excellent, rigorous instruction throughout the district. DCPS continues to administer Insight twice per school year to track progress toward a number of district-wide goals around building a strong instructional vision, developing great educators and leaders, and promoting positive and safe learning environments. For example, results from the Insight question “Teachers at my school share a common vision of what effective teaching looks like” are used to track the extent to which the district’s vision of excellent instruction is guiding the daily work of all staff. Regional superintendents are also beginning to use a new performance management tool – data dashboards, of which Insight data are a key component – to inform their work with principals, monitor progress, and identify schools in need of further intervention or supports.

Scope of Work

The following diagram illustrates the typical cycle of Insight data collection, distribution of results, and changes in instructional leadership practice over the course of an academic year:

More detail on the major activities and specific scope of work TNTP will complete over the course of the partnership is provided below.

**Mid-Year Insight Survey**

- **Administration (January 2016):** TNTP collects survey responses from teachers across BPS:
  - Provide communication materials to inform relevant stakeholders about the survey
  - Facilitate all aspects of survey administration, including survey set-up and close-out, roster management, data collection and cleaning, respondent incentives and reminders, and technical support for respondents
  - Set response rate targets to meet minimum reporting requirements and monitor response rates
  - Provide regular updates to a central district contact on response rates by school
  - Provide training via webinar introducing school leaders and other district stakeholders to Insight and provide guidance on how the information can be used

- **Reporting (February 2016):** TNTP analyzes and packages data into the following easy-to-read reports:
  - Individual school reports, including comparisons to exemplars and guidance for building a roadmap for improvement, for every school that meets minimum reporting requirements (*Timing TBD, typically 2-3 weeks following survey close)*
  - District-level summary spreadsheet including all scores and responses for each school in the district (*Timing TBD, typically 3-4 weeks following survey close)*
District-level analysis of notable trends, including areas of strength and weakness district-wide, as well as opportunities to share best practices internally or learn from best practices nationwide. (Timing TBD, typically 5-6 weeks following survey close)

National benchmark data including scores and responses for top quartile district schools nationwide (as available timing varies depending on data availability)

- **Implementation Support (February/March 2016):** TNTP will debrief results with central staff and/or area superintendents and provide training and resources to help schools understand their data and how to use it for ongoing progress monitoring. In the first year of the partnership, TNTP will work closely with BPS to determine the appropriate structures and content to deliver via trainings and/or data debriefs, leveraging expertise from national experts on Insight. Trainings will be provided in-person and/or via webinar and can be tailored for principals and/or area superintendents. Specific plans for training and support offerings will be formalized prior to the Insight survey administration in January 2016. Topics may include:
  - How to read an Insight report, including how to prioritize different areas of focus
  - How to use Insight data for school improvement or to identify areas of strength and weakness across the district
  - How to create or assess an action plan based on Insight data, including guidance on appropriate goal setting and tracking

- **Aligned Online Tools & Resources (ongoing):** TNTP provides a full suite of support tools and resources.
  - All school reports contain a link to additional guidance and resources on how to read and use reports, as well as guidance and templates for sharing results with teachers
  - TNTP’s Teacher Talent Toolbox contains over 250 tools and resources developed by schools aligned to the Insight survey that principals and area superintendents can use to address key growth areas on Insight
  - Guides, resources and recorded trainings are available to support principals and area superintendents in their use of Insight data

End-Of-Year Insight Survey
- All above phases repeated on this approximate timeline: Administration (May 2016); Reporting (June 2016); Implementation Support (June/July 2016); Aligned Online Tools & Resources (ongoing).

Beyond School Year 2015-16
- In year one of the partnership a full scope of reporting debriefs are scheduled following the mid-year administration, whereas in subsequent years mid-year support will be focused on progress monitoring through school reports, the district-level summary spreadsheet, and national benchmark data. Implementation support and district level reporting of trends will be based on the evolving needs of the district, with an increased focus and investment on debrief support and district level trend reporting following the end-of-year administration.

Pricing
The standard price to administer Insight across 83 schools is $70,000 per school year. With a commitment to administer Insight for three academic years, TNTP can extend a 15% discount per year, bringing the price per school year to $60,000. The total to administer Insight in school years 2015-16, 2016-17, and 2017-18 would be $180,000, payable in installments throughout the contract period. Beyond the discount, a three-year commitment would enable BPS to use Insight data in an ongoing way to monitor progress of strategic district and school-level initiatives.

The costs outlined above cover the scope of work detailed in this document including two survey administrations per academic year (once in the late fall/early winter, and again in the spring prior to the end of the school year) as well as aligned online tools, resources and trainings to support using Insight for school improvement.
Next Steps

BPS will provide feedback on this proposed scope of this work and fit with the district’s needs. If the district decides to use Insight in School Year 2015-2016, TNTP would appreciate a response to this proposal by June 30, 2015 to ensure sufficient time for contracting and survey administration planning.

---

1 Schools with strong cultures see greater student growth and higher rates of proficiency than schools with weak cultures. In Tennessee, growth scores at schools with strong cultures were 17 percent higher in literacy and 23 percent higher in numeracy. Similar trends were found in Florida and Washington, D.C. In terms of student proficiency, schools with strong cultures in Tennessee had an additional 14 percent of students proficient in literacy (36 percent compared to 22 percent) and an additional 16 percent of student proficient in numeracy (41 percent compared to 25 percent) when compared to schools with weak cultures. Differences were even larger in Washington D.C. – an additional 17 percent of students in literacy and 24 percent of students in math were proficient in schools with strong cultures when compared to schools with weak cultures. Data from DC also show statistically significant correlations between changes in Insight Index and changes in student proficiency (Math = .626, p = .001; Reading = .448, p = .028). Across our national data set, teachers plan to leave schools with weak cultures at twice the rate as schools with strong cultures, and schools that improve their Insight Index see fewer teacher planning to leave in the next few years.