Interpreting the Insight Campus Report
Facilitator

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Presentation Goals

• Introduce the Insight survey school report, and define key terms such as *Index* and *Domain scores*.

• Model a proven strategy for using an Insight report to develop a responsive plan;

• Highlight available resources to support school improvement;

• Outline best practices for sharing Insight results with teachers.
Agenda

**How Insight Works**

Anatomy of an Insight Report

Reading your Report to Plan for Change

Sharing Results with Teachers
Insight collects and reports teacher feedback to principals and district staff, outlining a roadmap for improvement.

1. SURVEY TEACHERS
   Validated survey gathers teacher feedback on critical aspects of school culture

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

3. IMPROVE CULTURE
   Survey results provide information to prioritize necessary actions to improve culture

Insight surveys happen twice per year, giving principals opportunities to monitor progress before the end of the year.
Insight helps school leaders build strong cultures by learning from what successful exemplars do differently.

Insight surveys identify schools with strong cultures.

Local Schools

Schools in the same community face similar challenges.

Reports identify what schools with strong cultures do differently so all schools can improve.

Greenhouse Schools

(Top-25% Instructional Culture)

Some schools thrive despite similar challenges.
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.

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

Insight Index*

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.*

Effective teachers planning to leave this year or next year, EOY16 national dataset: bottom-quartile average = 41%, top-quartile average = 16%. Assessments include TCAP (Tennessee), DC CAS, North Carolina EOG Assessments, Florida Standards Assessments, and MCAS (Massachusetts).
Agenda

How Insight Works

Anatomy of an Insight Report

Reading your Report to Plan for Change

Sharing Results with Teachers
The first page of the report starts with the school’s Instructional Culture Index.*  *Insight reports use the Index to compare schools and identify local exemplars.*

**Stellar Prep Academy**

**Instructional Culture Index (Scale: 1 to 10)**

- **Percentile rank * among schools surveyed:** 67%
- **Index Perceived by teachers rated Effective:** 5.0 9
- **Index Perceived by teachers rated Not Effective:** 7.3 12

*Percent of schools surveyed in this district with an Instructional Culture Index lower than this school.*

The Index is on a 1-10 scale, calculated according to the % of teachers agreeing with three items:

- Teachers at my school share a common vision.
- My school provides a clear expectation.
- My school is committed to my improvement.

*The Index is an independently validated predictor of student performance and effective teacher retention, and is used primarily for determining the Insight top-quartile schools within a district or cohort.*
The first page also presents an overview of the school’s performance on Insight’s domains of instructional culture. Domain scores summarize the individual survey items included within each domain.

Historical scores present the domain scores from the same point in time one year earlier.

Top-quartile comparisons are the differences between the school’s scores and those schools with the strongest leadership practices, as measured by the Insight Index: these are the local exemplars we want to learn from.

<table>
<thead>
<tr>
<th>Domain</th>
<th>My Historical Score</th>
<th>My School Score</th>
<th>My Top-Quartile Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Culture Index</td>
<td>7.3</td>
<td>6.3</td>
<td>-3.2</td>
</tr>
<tr>
<td>Learning Environment</td>
<td>6.9</td>
<td>5.5</td>
<td>-3.2</td>
</tr>
<tr>
<td>Observation and Feedback</td>
<td>6.2</td>
<td>6.7</td>
<td>-1.5</td>
</tr>
<tr>
<td>Instructional Planning &amp; Student Growth Measures</td>
<td>8.0</td>
<td>8.0</td>
<td>-0.5</td>
</tr>
<tr>
<td>Professional Development</td>
<td>7.1</td>
<td>6.8</td>
<td>-1.7</td>
</tr>
<tr>
<td>Evaluation</td>
<td>7.5</td>
<td>7.3</td>
<td>-0.9</td>
</tr>
<tr>
<td>Peer Culture</td>
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<td>Career Progression</td>
<td>7.4</td>
<td>7.2</td>
<td>1.2</td>
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</table>
Teacher responses to individual items follow on pages 3-7, organized by domain in the order they appear in the summary table.

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<td>School leaders promote a safe and productive learning environment in my school.</td>
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<td>65%</td>
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<td>Across my school, there are consistent expectations and consequences for student behavior.</td>
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<td>School leaders consistently support me in addressing student misbehavior when I have exhausted my classroom consequences.</td>
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<td>24%</td>
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<td>Teachers and leaders at my school immediately address student misbehavior in shared school spaces like hallways and the lunch room.</td>
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<td>40%</td>
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Percentages represent the percent of teachers who “Agree” or “Strongly Agree” with each item.
Agenda

How Insight Works

Anatomy of an Insight Report

**Reading your Report to Plan for Change**

Sharing Results with Teachers
How the Insight cycle works in schools: A cycle of continuous improvement

1. Initial Insight administration
2. School leaders review results to identify areas of strength and opportunity
3. School leaders develop action plans to address areas of greatest need
4. Schools execute steps from action plans, drawing support from local exemplars, district resources and TNTP’s Teacher Talent Toolbox
5. Follow-up Insight administrations at midyear and end-of-year
How do I use Insight results to make my school a place where excellent teachers want to work, and students have the best possible opportunities?

Review your report.

• **Celebrate** your success.
• Determine one **area of need**.
• **Identify drivers** representing needs within that area.

Set goals.

• Develop a **vision of success** related to your needs.
• **Create a strategy** to achieve your vision.
• **Share** your results, vision and strategy with teachers.

Take action.

• Establish your **timeline and milestones**.
• **Access resources** to support your strategy.
• **Get started**.

More information and support for using your Insight results is available online; refer to the first page of your school report for the link.
Talent management domains build on each other: foundational domains provide the groundwork for successful implementation of others.
Assess: What are this school’s areas of strength and need?

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When choosing a domain of focus, prioritize domains which are foundational to others.

Analyzing Results

“Our biggest gaps are in Learning Environment, Observation, and PD.

“Learning Environment is the most foundational competency and it also has the biggest difference, so let’s focus our efforts there first.

“I’d also like to make progress on Professional Development, but let’s see what resources we’ll need for each action plan and if we can try to make progress on both.”
## Prioritize: What are this school’s specific needs?

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### Reflecting on Survey Items

"We’re low in Learning Environment overall, but items #3, 4 and 5 are the lowest, and the furthest from top-quartile schools."

### Considering the School’s Context

"New teachers this year didn’t receive much guidance on developing management systems, and some are over-using office referrals to manage their classrooms."

"We’ve also had concerns from teachers regarding behavior during lunch, which makes afternoons more challenging for students."

**Survey results are most meaningful when triangulated with insider knowledge of a school’s context.**
Choose a destination: What school-level actions will represent success?

### Defining Success

“We’ll know we’re successful when:

- Teachers use more effective behavior management strategies in their classrooms, including positive reinforcement and structured transitions, to prevent misbehavior before it starts.
- All staff are present and reinforce behavioral expectations in common areas (breakfast, lunch, dismissals, hallways, etc.).
- Teachers write fewer office referrals, especially those who write the most.
- At the next administration, at least 60% of teachers agree with these three survey questions.” (This performance goal is secondary to the progress goals above.)

Defining specific successes in improving instructional culture is essential for establishing a vision for reaching those goals and communicating direction to other stakeholders.

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### Chart a course: What do you need to do to achieve success?

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<th>We need to:</th>
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| All staff are present and reinforce behavioral expectations in common areas (breakfast, lunch, dismissals, hallways, etc.). | • Cultural reset: teach all students and teachers our expectations for all areas in the school  
• Communicate expectations and rationale regarding common areas to all teachers |
| Teachers using more effective management strategies in their classrooms.            | • Review resources from other elem. schools  
• Set up focused peer observations  
• Implement short observation rubric focused on positive reinforcement and structured transitions |
| Teachers writing fewer office referrals, especially those who write the most.      | • Provide targeted development for these teachers  
• Set goals with these teachers for reduction of office referrals |
Open-ended responses to two questions provide additional context on teachers’ concerns and best experiences:

- Please offer any suggestions for how your school can improve your professional experience or increase your impact as a teacher.

- Please describe the most effective professional development you have experienced in the last six months; please explain what made this experience so effective.

Open-ended responses are provided on the final pages of Insight reports. We do not run analysis on these; instead, we provide the exact words of teachers, less any self-identifying or inflammatory language.
Qualitative responses require delicacy in interpreting:

- **Move beyond** inflammatory, non-productive remarks:
  “Ms. White is unproductive and unprofessional. She should be removed from her role.”

- **Highlight** or **underline** comments that directly or indirectly relate to your selected domain of focus.

- **Create summaries** of the most valuable, actionable comments.

  - The best PD was when there were about **six stations**. Each station had **hands on activities**. Each station was only about 7-10 minutes.

  - An excellent PD was presented by **another teacher** within our school. She was down to earth with her presentation a **moderate pace**, and focused on **one main topic**. We participate within the activity and asked questions and got answers. She **modeled and she let us practice**. My turn your turn. Short sweet and to the point. It was not a belabored session.
The cover page on Insight school reports provides links to additional detail regarding the survey and resources to support schools in taking action on their results.

1. Review your school’s Insight results.
   - Review your school’s index score and percentile rank (first page of the report) to get oriented. For more information, review this explanation of the Instructional Culture Index.
   - Celebrate your successes! Review your school’s domain scores in relation to the top quartile values (first page of the report) to determine your school’s areas of strength, and review individual survey items in those domains to understand the specifics of what is going well.
   - Identify opportunities for growth. Review your school’s domain scores in relation to the top quartile values (first page of the report) to determine your school’s areas for growth. Review individual survey items in your domains for growth to learn what your school can do to improve.

2. Prioritize an area of focus.
   - Complete the Insight Reflection Form at the end of this report or download a soft copy here.
   - Choose a single domain to focus on. Addressing one domain at a time allows dedicated effort for positive change. Review this guide for more information on prioritizing domains.
   - Articulate your vision for the future. Write down what success will look like in terms of your school community’s actions and perceptions.

3. Create an action plan.
   - Tap into these resources to build your plan:
     - Domain Guidance Papers: Provide a vision for success and best practices in each Insight domain.
     - Teacher Talent Toolboxes: Offer tips, tools, and templates, organized by Insight domain.
     - Resources available within your district or from local school support organizations.
   - Create a plan. Identify short- and long-term milestones you need to meet to be successful, map out the specific steps to hit your milestones, and identify the other people who can help or who need to be involved.
   - Share your takeaways with teachers. Gather support around your area of focus and ask what it might take to achieve goals for change. Resources for sharing your results and action plan with teachers are available here.

Links to additional resources to support analysis of Insight results and improving instructional leadership practices.

Three-step strategy for principals to use their Insight results.

Your school’s culture matters for teachers and students.

Schools with strong instructional cultures also have stronger student outcomes and greater retention of effective teachers. Insight results provide a roadmap to create the conditions at your school that set teachers and students up for success.
Gather your Supplies: Take advantage of external resources

**TEACHER TALENT TOOLBOX**

The Toolbox offers several unique services, free and available to all:

- Open access to the Teacher Talent Toolbox website, including toolkits that outline promising practices in many areas of Talent Management.
- More than 250 downloadable and customizable resources from innovative schools, networks and districts.
- TNTP’s latest research on what teachers value in the workplace.

**MEETING STUDENT ACHIEVEMENT GOALS**
- Instructional Planning
- Using Student Growth Measures

**DEVELOPMENT & EVALUATION**
- Observation and Feedback
- Professional Development
- Teacher Evaluation

**RECRUITMENT & RETENTION**
- Hiring
- Teacher Career Progression
- Retaining Top Talent

**WORKING CONDITIONS**
- Learning Environment
- Peer Culture and Collaboration
- Managing Teacher Workload

http://www.tntp.org/toolbox
Agenda

How Insight Works

Anatomy of an Insight Report

Reading your Report to Plan for Change

Sharing Results with Teachers
Nationally, effective teacher retention rates are better in schools where leaders have involved teachers in improvement efforts.*

*Correlation = -0.355 at p <= 0.01. Results shown represent the school-level averages of the percentage of teachers agreeing or strongly agreeing with each Insight item. Data source: EOY15 National Dataset, N=531.
Why share data back with teachers?

**Acknowledge**
- Say “thank you” to teachers for sharing their perspectives
- **Close the loop**: send the message that the leadership team is open to feedback

**Motivate**
- **Create accountability** for leadership to follow through
- Demonstrate **openness to feedback**

**Engage**
- **Share your reflections** on the data and **plans** for improvement
- **Solicit teacher input** on your improvement plan
- Round out the survey data by asking teachers to help interpret **key results**
## What gets in the way of sharing?

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Possible Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confidentiality concerns</td>
<td>• Avoid sharing complete results – and never share open-ended comments or data with teacher performance ratings</td>
</tr>
<tr>
<td>Finding time to share</td>
<td>• Make use of TNTP-provided templates for a memo and a PowerPoint deck to quickly plan and prepare for your sharing</td>
</tr>
<tr>
<td></td>
<td>• Use already scheduled time during pre-service or a staff meeting to share; schedule it and commit to it; this could be a 10 minute acknowledgement, or a 45 minute discussion of results and strategies</td>
</tr>
<tr>
<td></td>
<td>• Keep it quick: early-and-short will be more effective then delayed-and-extended</td>
</tr>
<tr>
<td>Discomfort</td>
<td>• Frame the conversation with a specific purpose (acknowledge, motivate, or engage)</td>
</tr>
<tr>
<td></td>
<td>• Prepare your talking points in advance, and consider likely concerns or push-back teachers will forward</td>
</tr>
</tbody>
</table>
Connect with us.

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- tntp.org and tntp.org/toolbox
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- twitter.com/tntp
- linkedin.com/company/tntp