



## Destination 2025 Monthly: February 2018

Prepared by the Department of Research & Performance Management

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### Key Findings

- The District-wide suspension rate has declined each of the past three school years.
- SCS has suspended Black, White, and Hispanic students; Economically Disadvantaged students (ED); and Students with Disabilities (SWDs) at declining rates over time. Suspension rates for English Learners (ELs) Students have stayed the same low (5%) rate.
- On average, over three-fourths of the district's teachers agree that their school is a good place to teach and learn. The average increased from 76% in 2015 to 80% in 2016 and 2017.
- On average, over three-fourths of the district's teachers agree that their school has effective leadership. The average increased from 79% in 2015 to 83% in 2016 and 2017.
- Between Spring 2016 and Spring 2017, the Tripod student composite score and the *Care and Captivate* scores increased and the *Classroom Management* score decreased.
- In the Spring 2017 Tripod survey, the composite and climate-related component scores are all above the midpoint score (300). The highest scores are in the early elementary grade level.

### Overview

The four key performance indicators (KPIs) addressed in this report are aligned to Priorities 2, 3, and 4 of Destination 2025: improve postsecondary readiness; develop teachers, leaders, and central office to drive student success; and expand high-quality school options.

This month's KPIs are:

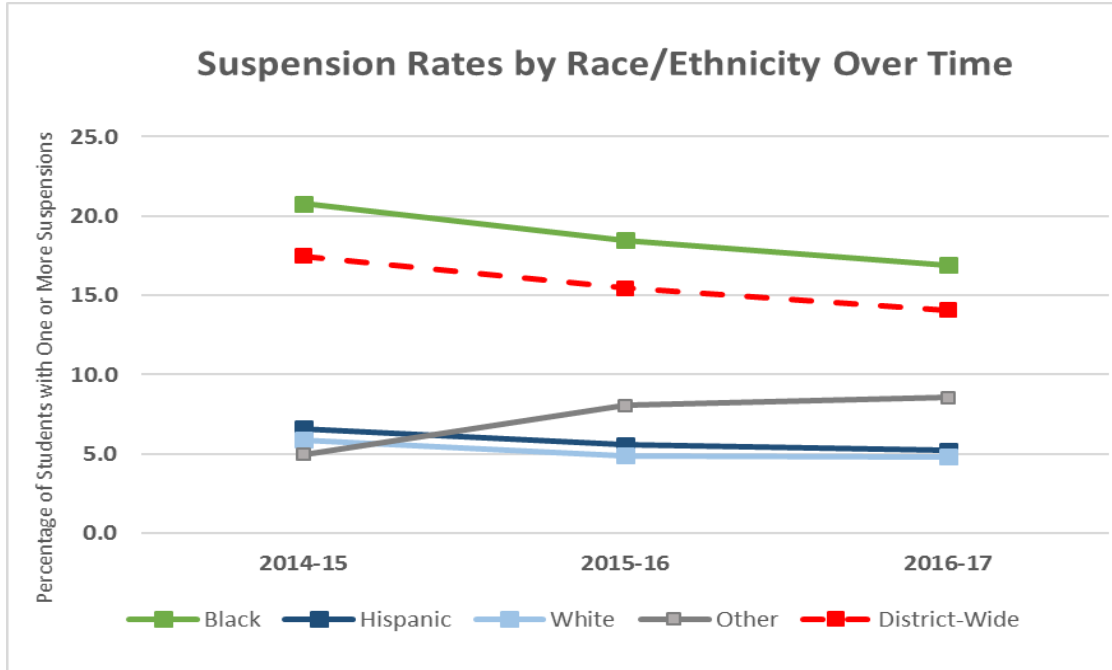
- Priority 2, KPIs 5 & 6: suspension rates by subgroup and # instructional days missed
- Priority 3, KPI 3: teacher ratings of principals (via survey)
- Priority 4, KPI 6: student satisfaction with school climate (via survey)

### Suspensions Rates and Lost Instructional Days

The District-wide suspension rate has declined each of the past three school years. In alignment with state reporting, the suspension rate is calculated as the number of students with 1+ out-of-school suspensions divided by the total number of unique students enrolled in SCS. SCS has suspended Black, White, and Hispanic students at declining rates over time (see Figure 1). However, Black students continue to be suspended at higher rates than students in other subgroups.

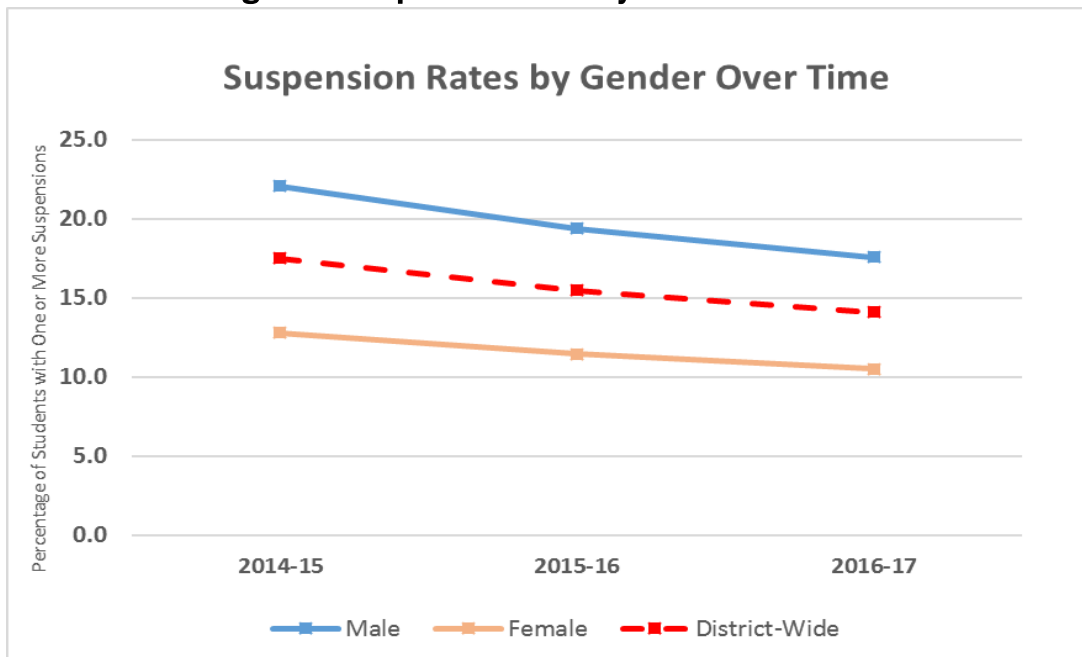


Figure 1. Suspension Rates by Race/Ethnicity Over Time



SCS has suspended male and female students at lower rates over time (see Figure 2). Male students continue to have higher suspension rates than female students.

Figure 2. Suspension Rates by Gender Over Time

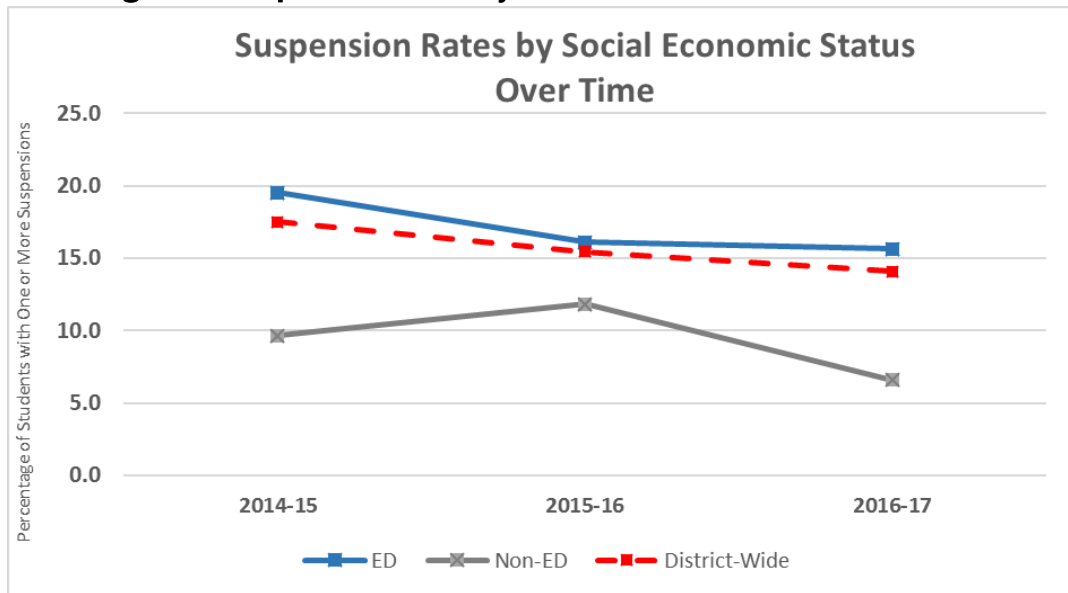




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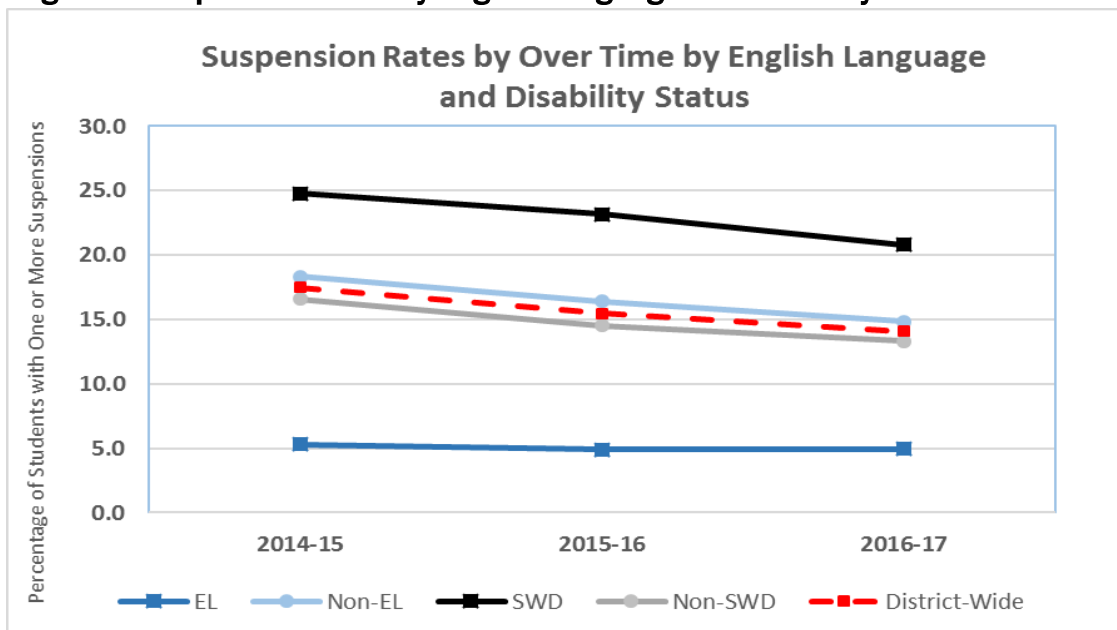
SCS has suspended Economically Disadvantaged (ED) students at lower rates over time. Non-ED students were suspended at lower rates in 2016-17 compared to the previous two school years (see Figure 3).

**Figure 3. Suspension Rates by Social Economic Status Over Time**



Suspension rates for English Learners (ELs) Students have stayed the same low (5%) rate while Suspension rates for Students with Disabilities (SWDs) have declined year-over-year (see Figure 4).

**Figure 4. Suspension Rates by English Language and Disability Status Over Time**

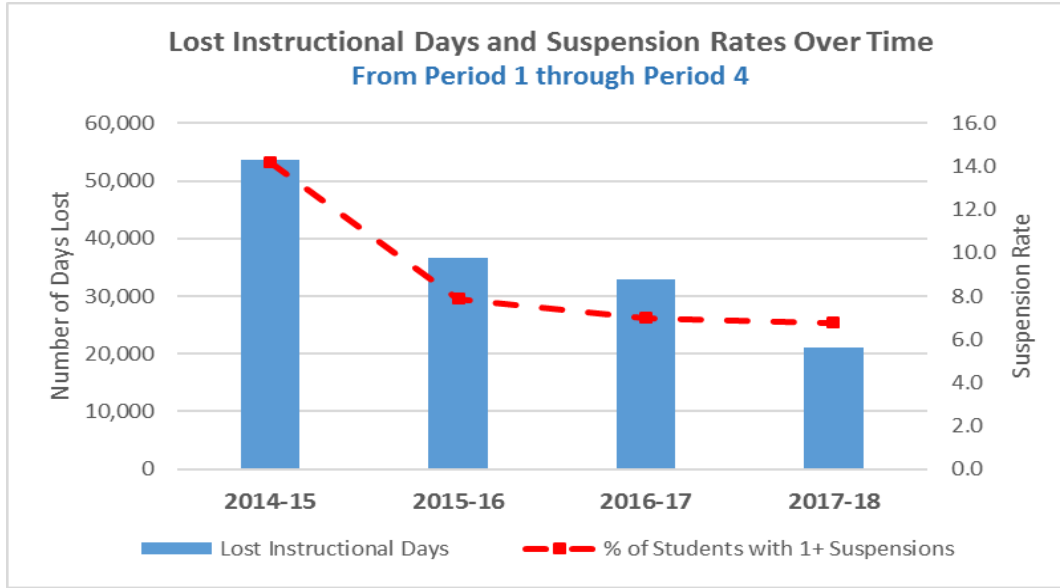




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Through the first 80 school days of 2017-18, the number of lost instructional days and suspension rates have declined compared to the same point in time the past three years (see Figure 5).

**Figure 5. Lost Instructional Days and Suspension Rates Over Time**



**School Climate: Instructional Culture Insight Survey**

The Instructional Culture Insight survey gathers teachers’ feedback on their talent management experiences in multiple domains. The teachers select their level of agreement with domain statements to measure instructional culture at their schools. For the past three fall administrations, 80% or more of the teachers listed on the rosters have completed the survey. In the fall of 2017, the respondents included 80% of teachers (5,303) at 164 schools (see Table 1). The two main survey domains related to principals and school climate are Learning Environment and Leadership.<sup>1</sup>

**Table 1. SCS Insight Survey Participation**

	# of Teachers listed on Roster	# of Survey Respondents	Survey Response Rate	# of Schools
Fall 2015	6737	5581	83%	171
Top Quartile	1366	1132	83%	42
Fall 2016	6362	5287	83%	163
Top Quartile	1263	1114	88%	40
Fall 2017	6606	5303	80%	164
Top Quartile	1325	1130	85%	41

<sup>1</sup> The domain titles and survey questions indicated in this report are proprietary to TNTP, Inc., and may not be replicated without written permission.



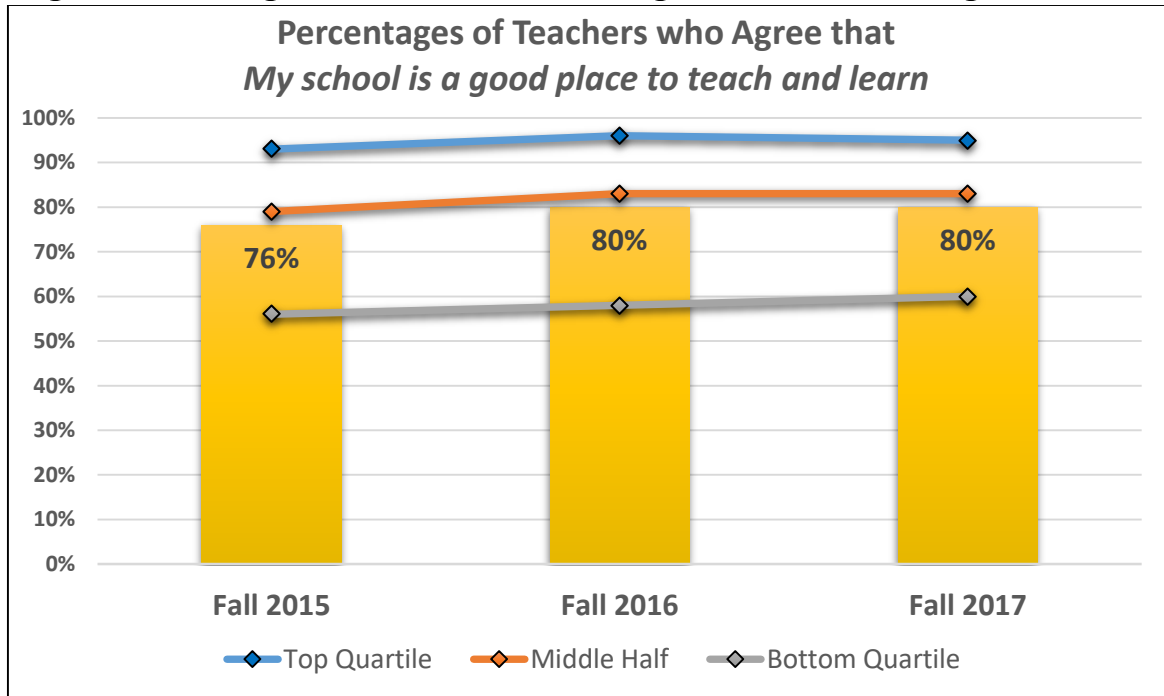
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### Learning Environment

In the Learning Environment domain, a key statement related to school climate is: My school is a good place to teach and learn. On average, over three-fourths of the district's teachers agree that their school is a good place to teach and learn. The average increased from 76% in 2015 to 80% in 2016 and 2017. However, results varied for schools in the top versus bottom quartiles on the overall Insight Instructional Culture index. Schools in the top quartile ranged from 93%-96% agreement on this statement and schools in the bottom quartile ranged from 56%-60%.

**Figure 6. Learning Environment District Averages and Quartile Averages Over Time**

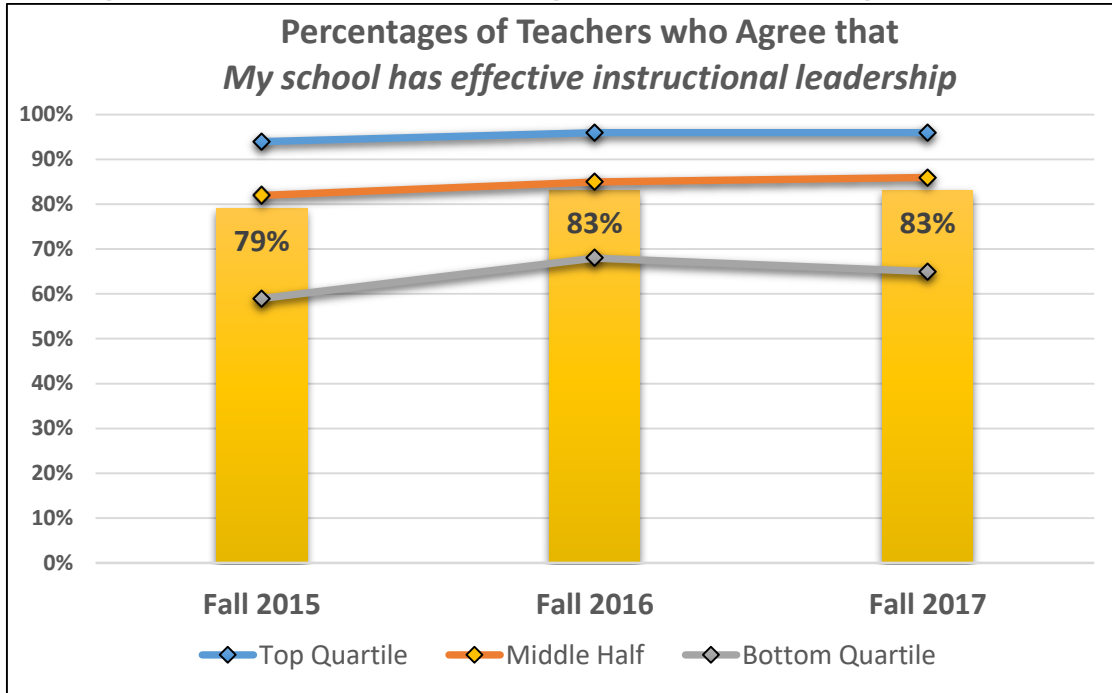


### Leadership

In the Leadership domain, a key statement related to school climate is: My school has effective instructional leadership. On average, over three-fourths of the district's teachers agree that their school has effective instructional leadership. The average increased from 79% in 2015 to 83% in 2016 and 2017. The top quartile ranged from 94%-96% and the bottom quartile ranged from 59%-68%.



Figure 7. Leadership District Averages and Quartile Averages Over Time



**Overall Ratings: Fall 2017**

The Fall 2017 Insight survey included the following domains related to leadership climate: Learning Environment, Instructional Planning for Student Growth, Observation and Feedback, Professional Development, Evaluation, Peer Culture, Leadership, and Family and Community Engagement (new domain). The percentages reported are district averages across teachers who participated in the survey.

The top three rated items across these domains in the district are:

- **Evaluation:** I know the criteria that will be used to evaluate my performance as a teacher (90%).
- **Instructional Planning and Growth:** Teachers at my school track the performance of their students toward measurable academic goals (89%).
- **Professional Development:** My school is committed to improving my instructional practice (89%).

The bottom three rated items across these domains in the district are:

- **Evaluation:** I agree with the criteria that will be used to evaluate my performance as a teacher (59%).
- **Evaluation:** At my school, evaluation ratings are accurate reflections of teacher effectiveness (64%).
- **Evaluation:** The teacher evaluation process helps identify my strengths and weaknesses (65%).



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**School Climate: Tripod Student Survey<sup>2</sup>**

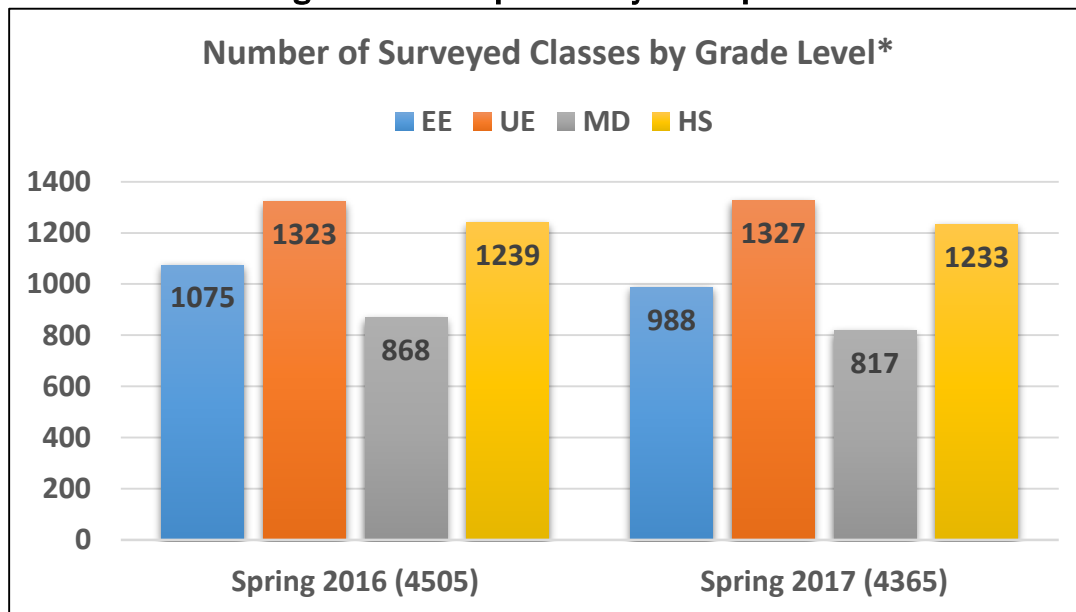
The Tripod survey gauges students' perceptions about school climate, classroom conditions, teaching qualities, and student engagement. The survey measures seven teaching practices, known as the Seven C's. Students select their level of agreement with statements designed to measure teaching practices. The three practices that relate most to school climate are:

- *Care* (show concern for students' emotional and academic well-being);
- *Captivate* (spark and maintain student interest in learning); and
- *Classroom Management* (foster orderly, respectful, and on-task classroom behavior).

The Tripod scoring includes scaled scores ranging from 202 to 398; 300 is the midpoint of the distribution. Scaled scores allow for comparisons across grade levels, which are Early Elementary (EE) K-2, Upper Elementary (UE) 3-5, Middle (MD), and High (HS). The scores presented are Tripod normed, which means that they indicate how the average classroom in a school/district is performing relative to similarly composed classrooms in the Tripod norming data set.

In Spring 2016 and Spring 2017, 4,505 and 4,365 classes, respectively, were surveyed, with the highest number of classes in the Upper Elementary (UE) and High School (HS) grade levels (see Figure 8).

**Figure 8. SCS Tripod Survey Participation**



\* EE- Early Elementary; UE- Upper Elementary; MD- Middle School; HS - High School

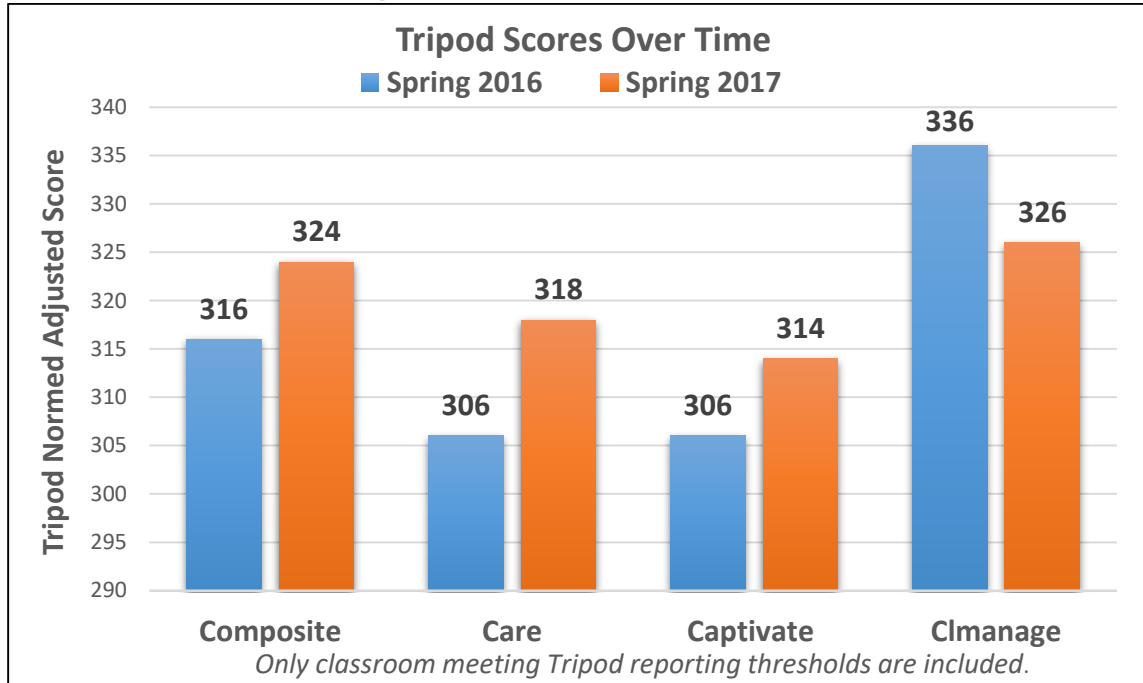
**Student Satisfaction with School Climate**

Between Spring 2016 and Spring 2017, the composite score and the *Care* and *Captivate* scores increased and the *Classroom Management* score decreased over time (see Figure 9).

<sup>2</sup> Tripod data was provided by John Colenberg in Human Resources

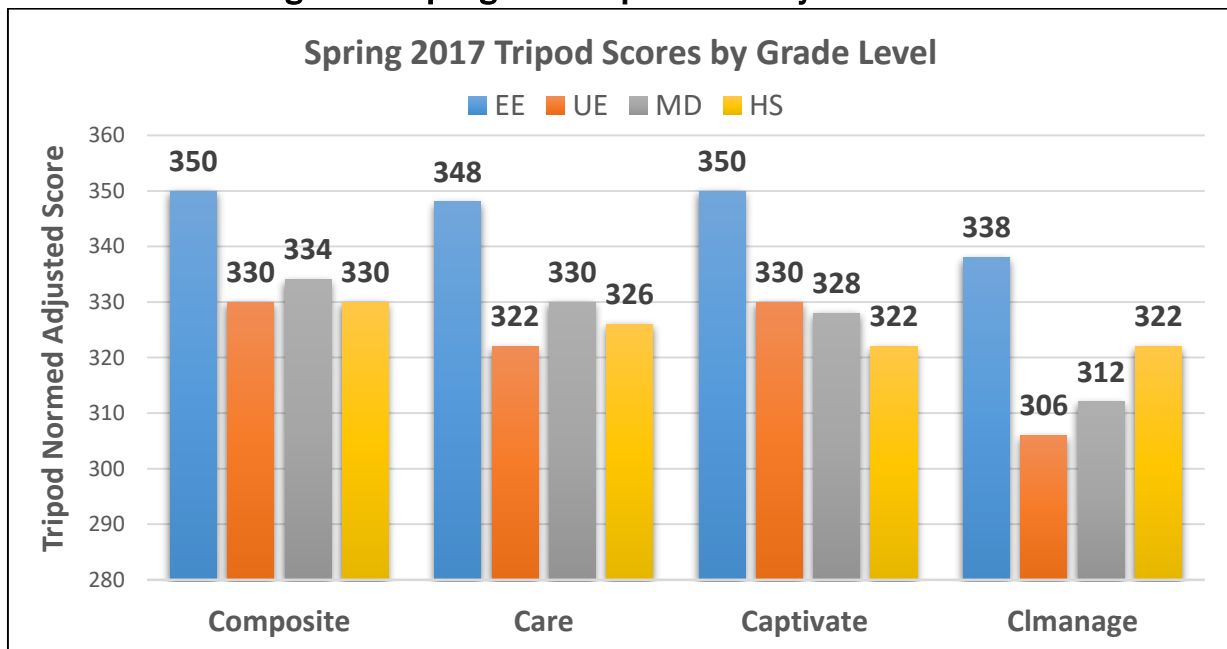


**Figure 9. Tripod Scores Over Time**



In Spring 2017, the composite and climate-related component scores are all above the midpoint score (300). The highest scores are in the early elementary grade level, followed by middle school for the composite and *Care*, upper elementary for *Captivate*, and high school for *Classroom Management* (see Figure 10).

**Figure 10. Spring 2017 Tripod Scores by Grade Level**





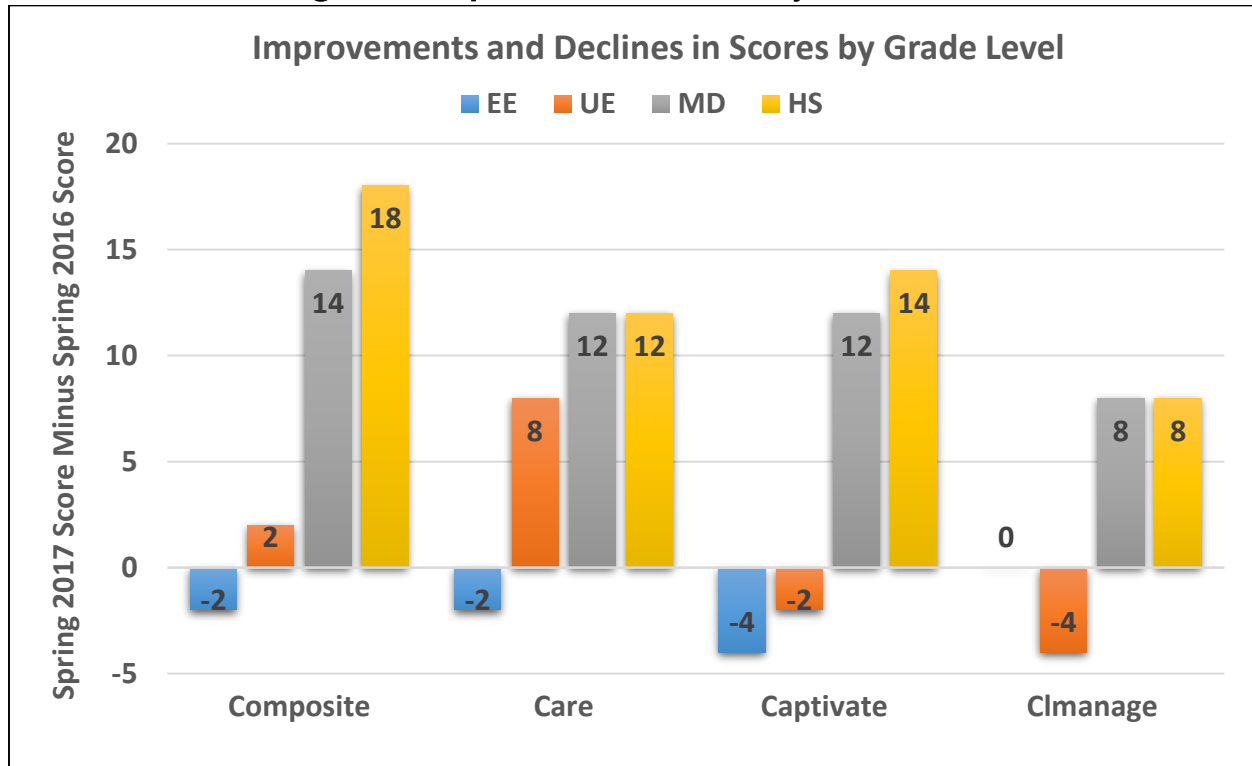


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Between Spring 2016 and Spring 2017, the composite and climate-related scores declined for the early elementary level and increased for the middle and high school levels. The Care component increased across the most levels (see Figure 11).

**Figure 11. Tripod Scores Over Time by Grade Level**



### Recommendations

- Increase Student Equity, Enrollment and Discipline (SEED) allocations to provide intensified on site monitoring, implementation and training for ESSA-related attendance and discipline protocols.
- Share SEED's Attendance Manual and 3 Tiered Intervention Manual (see SEED's ESSA Guide book) district-wide and provide training to attendance staff in order to reduce data reporting errors that affect funding and accuracy.
- Increase capacity to help schools maintain supervised study/intervention settings that serve as alternatives to exclusionary discipline consequences.
- Outline processes to balance support provided to teachers for both classroom management and content. Research student survey options used in other comparable districts to determine if our current survey is the best fit.
- Improve quality of teacher evaluation feedback with increased informal observations and rubric crosswalks with EL and Eureka curriculum.