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 6. Click Download
- Or select the sheets you wish to print

2023 Insight Data for

Roosevelt Elementary

Index Scores

The Instructional Culture Index is a summary measure of a school's instructional culture. Schools with strong Index Scores generally have strong student outcomes and retain more of their most effective teachers. Your school's Index score and Index Percentile Rank are below.

School Index Score

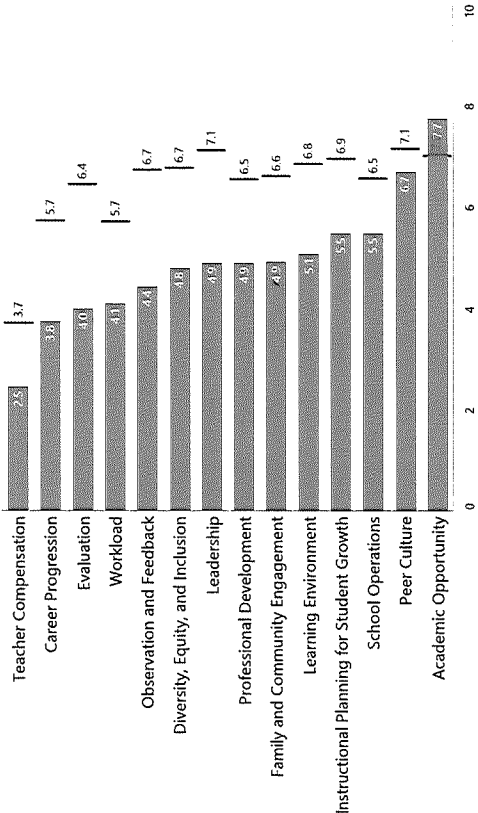
8.5

Index Percentile Rank

73%

Domain Scores from the Teacher Survey

Questions in the Insight survey are grouped into topics called domains. Domain scores summarize your teachers' feedback about these topics. The blue bars show your school's domain scores and the green lines show the Hillsborough Top Quartile.



	2022	2023	Hillsborough Average	Hillsborough Top Quartile
Teacher Compensation		2.5	3.2	3.7
Career Progression		3.8	4.7	5.7
Evaluation	3.8	4.0	5.0	6.4
Workload		4.1	4.8	5.7
Observation and Feedback	4.6	4.4	5.3	6.7
Diversity, Equity, and Inclusion	3.7	4.8	5.2	6.7
Leadership	3.2	4.9	5.5	7.1
Professional Development	3.8	4.9	5.3	6.5
Family and Community Engagement		4.9	5.2	6.6
Learning Environment	3.9	5.1	5.2	6.8
Instructional Planning for Student Growth	5.3	5.5	5.6	6.9
School Operations		5.5	5.0	6.5
Peer Culture	6.7	6.7	5.4	7.1
Academic Opportunity	7.1	7.7	5.5	7.0

Insight Items from the Teacher Survey

Most questions in the Insight survey are asked on a 6-point scale, from "strongly disagree" to "strongly agree." Unless otherwise specified, percents displayed in this report reflect the proportion of teachers selecting "agree" or "strongly agree."

		2022	2023	Hillsborough h Average	Hillsborough h Top Quar tile
Academic Opportunity	At my school, I have seen someone model lessons where students are doing the majority of the thinking.	69%	74%	60%	71%
	At my school, there are many opportunities for students to have academic discussions where they build on each other's ideas.	89%	93%	73%	89%
	My school implements a rigorous academic curriculum.	92%	93%	76%	91%
	Students at my school can achieve the academic standards for their grade level.	94%	93%	67%	80%
	Students at my school support their answers and explain their thinking.	86%	93%	55%	74%
Evaluation	At my school, evaluation ratings are accurate reflections of teacher effectiveness.	47%	58%	57%	75%
	I agree with the criteria that will be used to evaluate my performance as a teacher.	38%	46%	54%	66%
	I know the criteria that will be used to evaluate my performance as a teacher.	88%	79%	77%	87%
	The person who evaluates my performance knows how much progress my students have made this year.	38%	48%	59%	77%
	The teacher evaluation process helps identify my strengths and weaknesses.	38%	46%	55%	69%
Instructional Planning for Student Growth	An instructional leader at my school or district regularly reviews student work from my classes.	43%	50%	46%	61%
	I am satisfied with the support I receive at my school for instructional planning.	63%	73%	69%	83%
	I collaborate at least weekly with teachers and leaders at my school to improve my instructional plans based on student responses to tasks.	83%	85%	73%	84%
	I have access to questions, tasks, and assessments that allow me to assess students' understanding of learning goals.	80%	77%	80%	90%
	I have ready access to content experts with deep subject-area knowledge to support my instructional planning.	54%	62%	69%	81%
	My school has dedicated time for me to analyze student work and/or assessments and plan future instruction based on my students' performance.	71%	69%	66%	82%
Leadership	I have the opportunity to provide input on key school decisions that affect me.	17%	52%	60%	77%
	Leaders at my school value my feedback.	34%	56%	64%	81%
	Leaders at my school work hard to retain effective teachers.	31%	59%	64%	84%
	My school leaders articulate a clear overarching vision that drives priorities, goals, and decision making within the school.	54%	67%	74%	91%
	My school leaders model the behavior they hope to see across the school community.	23%	56%	70%	86%
	The expectations for effective teaching are clearly defined at my school.	77%	85%	76%	92%
	When my school leadership commits to a program or priority, they follow through.	47%	74%	65%	84%

Insight Items from the Teacher Survey

		2022	2023	Hillsborough Average	Hillsborough Top Quartile
Learning Environment	Across my school, there are consistent expectations and consequences for student behavior.	30%	50%	49%	68%
	Interactions between students and adults at my school demonstrate mutual care and respect.	73%	85%	64%	85%
	My school is a good place to teach and learn.	68%	81%	73%	91%
	My school is fun and joyful.	38%	62%	61%	83%
	School leaders promote a safe and productive learning environment in my school.	41%	67%	73%	91%
	School leaders provide me with the support I need to maintain high standards for student behavior in my classroom.	49%	54%	62%	81%
	Teachers and leaders at my school immediately address misbehavior in shared school spaces like hallways and the lunch room.	51%	54%	55%	74%
Peer Culture	At my school, teachers use a common vocabulary to discuss effective teaching practice.	82%	92%	72%	90%
	Teachers at my school share a common vision of what effective teaching looks like.	65%	85%	66%	86%
	The time I spend collaborating with my colleagues is productive.	82%	81%	72%	85%
	There is a low tolerance for ineffective teaching at my school.	74%	77%	61%	81%
Professional Development	Coaching and feedback at my school include demonstrations (either live or in video) of what effective teaching of rigorous content looks like.	39%	63%	57%	70%
	In the past six months, I have practiced teaching techniques with a peer or instructional expert outside my own classroom.	30%	41%	51%	60%
	In the past six months, someone at my school or district has helped me develop new skills or content knowledge that I was able to apply in my own classroom.	42%	44%	63%	74%
	My school is committed to improving my instructional practice.	76%	81%	75%	91%
	Professional development opportunities at my school help me improve my effectiveness as an educator.	38%	70%	65%	79%
Diversity, Equity, and Inclusion	Leaders at my school value all aspects of my identity.	68%	56%	78%	90%
	Leaders at my school value diverse opinions and ideas.	16%	48%	69%	85%
	My school's curriculum reflects the cultures, norms, and values of our students and families.	63%	78%	65%	80%
	My school's leaders have encouraged me to engage in learning around diversity, equity, and/or inclusion.	50%	56%	69%	83%
	Students at my school value each other's differences.	66%	78%	60%	76%
	Teachers and staff at my school discuss how our own identities influence the way we interact with students.	24%	52%	60%	72%
	The demographic makeup of teachers at my school reflects the demographic makeup of our student population.	63%	81%	55%	66%
Observation and Feedback	Each time I am observed, I get feedback that gives me specific actions to improve my teaching practice.	74%	62%	70%	84%
	I get enough feedback on my instructional practice.	79%	73%	73%	86%
	I regularly discuss feedback about my teaching with an instructional leader at my school.	47%	46%	57%	72%
	The feedback I get from being observed helps me improve student outcomes.	53%	65%	69%	83%
	When I am observed, I get feedback on what I am teaching (the content of the lesson) in addition to how I am teaching.	68%	65%	68%	84%
	When I get feedback after an observation, I receive support to implement those changes (e.g., someone models suggestions for me, I have time to practice outside of class).	59%	58%	58%	73%

Insight Items from the Teacher Survey

		2022	2023	Hillsborough h Average	Hillsborough h Top Quart ile
Career Progression	I have a specific development goal or project for the coming school year that excites me.		42%	52%	60%
	Someone at my school is thinking about my career progression.		33%	37%	48%
	The teachers who deserve leadership positions at my school are the most likely to get them.		50%	55%	71%
	There are opportunities for me to advance at my school.		38%	42%	51%
Family and Community Engagement	Families at my school regularly receive useful updates about their student's progress.		92%	79%	91%
	Leaders at my school set clear expectations for family and community engagement.		58%	66%	84%
	My school encourages and helps families to support student learning at home.		79%	67%	85%
	My school has established systems that make it easy for me to communicate with families.		71%	72%	85%
	My school regularly seeks input from students' families.		54%	64%	81%
Hiring Process	After I accepted my current position, there was enough time to get ready before school started.				
	I applied for a position at this school rather than being 'placed' here.				
	The hiring process was efficient.				
	The onboarding and/or orientation process set accurate expectations for what I have experience..				
	Throughout the hiring process I had clear information about next steps.				
School Operations	Day-to-day operations for my school run smoothly.		75%	67%	87%
	My school building is clean and well maintained.		79%	58%	66%
	My school's systems track student information (e.g., grading, attendance, testing) in a way that is..		83%	73%	89%
	Non-academic services for students (such as buses and school meals) are well managed.		79%	69%	84%
	Procedures at my school maximize the time students spend learning.		83%	66%	86%
	When I need something at my school, I know who to ask.		75%	79%	92%
Teacher Com pensation	I am compensated fairly for the work that I do.		4%	14%	18%
	I am confident that I earn as much or more teaching at my school than I could at another school ..		38%	38%	44%
	I understand the criteria that are used to determine my compensation.		25%	42%	45%
	My school's approach to compensation makes sure that great teachers are paid well.		8%	19%	25%
Workload	I can consistently accomplish essential work during my regular planning time.		33%	31%	37%
	My schedule is structured in a way that helps me to meet the expectations of my job as a teacher.		29%	41%	48%
	Over the long term, my workload as a teacher is sustainable.		21%	28%	33%
	Teachers at my school have the opportunity to provide input on their work schedules.		29%	41%	51%
	When I am asked to do work outside of my core instructional responsibilities, leaders clearly expl..		21%	48%	64%
Custom Hillsborough	I know how to report racial harassment or racial discrimination.	83%	100%	88%	92%
	I know how to report sexually inappropriate behavior.	77%	96%	89%	92%
	I respect staff and students even if they are different from me (e.g., gender, race, sexual orientati..	100%	100%	99%	99%
	I would report racial harassment or racial discrimination if it happened to me.	97%	96%	90%	93%
	I would report racial harassment or racial discrimination if it happened to someone I know.	87%	96%	92%	95%
	I would report sexually inappropriate behavior if it happened to me.	97%	96%	94%	97%
	I would report sexually inappropriate behavior if it happened to someone I know.	100%	88%	94%	95%
	In the past year, I have experienced racial harassment or racial discrimination at my work site.	3%	4%	16%	15%
	Reports of racial harassment or racial discrimination are taken seriously at my work site.	86%	96%	86%	94%
	Reports of sexually inappropriate behavior are taken seriously at my work site.	83%	96%	89%	95%

Looking for teacher comments?
 Navigate to your School Report's Comments tab to print.

Retention Strategies from the Teacher Survey

Percentage of teachers who report a leader at their school used the following strategies in the past year:

		2022	2023	Hillsborough Average	Hillsborough Top Quartile
Retention	Identified opportunities for me to pursue teacher leadership roles	19%	28%	23%	26%
	Put me in charge of something important	28%	28%	31%	36%
	Provided me with access to additional resources for my classroom	44%	36%	38%	46%
	Encouraged me to continue teaching at my school next year	47%	36%	43%	49%
	Recognized my accomplishments publicly	19%	20%	30%	34%
	Provided me with regular, positive feedback	34%	32%	53%	68%
	None of the above	28%	16%	16%	9%

Teacher Plans for 2023



Top Reasons for Planning to Leave for teachers planning to leave this year or next year

Dissatisfaction with financial compensation (salary and benefits)	2 teachers
Dissatisfaction with culture and learning environment at my school	1 teachers
My workload is too great	1 teachers

Top Reasons for Planning to Stay for teachers planning to stay for three or more years

Relationships with students and families	6 teachers
Positive school culture and learning environment	5 teachers
Ability to have a positive impact on student outcomes	4 teachers
My school is in a convenient location; I have an easy commute	2 teachers
Financial compensation	1 teachers
I like the work schedule at my school	1 teachers
Retirement benefits	1 teachers
Staff collegiality and collaboration/relationships with staff	1 teachers

To print comments, see instructions in the info button to the right.

Comments from Teachers at Roosevelt Elementary

1

Hear concrete ideas from Teachers.

This tab shows your ideas from stakeholders from 2023 on what most helps improve their experience.
Use the Survey filter to change from Teachers to a different stakeholder group.
Use the gray scroll bar on the right to view more comments.

Survey Teachers	Responses to the question: Please describe the experience that most helped you improve your instruction in the last six months.	Search responses
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Collaborating with my colleagues. Often times, people on staff have experienced situations / lessons on the topic and have great insight into what they did that worked or didn't work.

Please describe the experience that most helped you improve your instruction in the last six months.

Collaboration with a colleague, 1-1 was the most helpful. It was brief, specific, and helped me improve in my role.

Collaboration with a colleague.

Common planning time with my team. We have very limited time to plan with our teams and common planning allows us uninterrupted time to share ideas, plan lessons, and analyze data.

Faculty meeting / PD where our admin team created break our groups for teachers to share great ideas for a variety of topics with one another: behavior management, data collection and tracking, centers, etc.

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Comments from Teachers at Roosevelt Elementary



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Survey Teachers

Responses to the question:
Please offer any suggestions for how your school can become more diverse, equitable, and/or inclusive.

Search responses

I think our school is very diverse and inclusive.

Please offer any suggestions for how your school can become more diverse, equitable, and/or inclusive.

More time spent discussing and valuing our personal lives, as opposed to just being viewed as teachers or by our profession.

Attitudes should be adjusted to support and welcome parents, volunteers and other school helpers especially in the office. It is the face of the school and should be a warm and inviting place.

Everyone should be treated and valued equally regardless of tenure or relationship.

N/A

No suggestions, it is great how it is.

There needs to be an increased sense of community among teachers and administrators, including office staff. Teachers need to feel valued.

Comments from Teachers at Roosevelt Elementary



Hear concrete ideas from Teachers.

This tab shows your ideas from stakeholders from 2023 on what most helps improve their experience.
Use the Survey filter to change from Teachers to a different stakeholder group.
Use the gray scroll bar on the right to view more comments.

Survey Teachers	Responses to the question: Please share two or three suggestions for how your school can improve your professional experience or increase your impact as a teacher.	Search responses
Please share two or three suggestions for how your school can improve your professional experience or increase your impact as a teacher.	1. Continue to allow for autonomy in teaching. 2. Continue to give teachers appropriate planning time & time to collaborate with colleagues.	
	1. Ensure that all teachers have a fair and equitable schedule. AGP, specials, and even ESE teachers are not held to the same standards as classroom teachers. These teachers often have extra planning periods or breaks, especially on special days (Boosterthon, Field Day, conference night, etc). 2. Instead of addressing concerns as a blanket statement to all staff, meet with those who are causing the problems. I think a lot of teachers often wonder, "Are they referring to me or something I did?" 3. I feel like there is a disconnect between administration, staff, and PTA. We are all here working towards a common goal and there should be better communication between these three. Maybe we need a PTA representative to inform staff about things they are planning (speak at faculty meetings or send a weekly email to staff?) Or maybe there needs to be a committee of tea.. 1. More time should be spent on forming genuine relationships between administration and teachers. Genuine relationships can build a strong foundation and in turn make everything within the school run more smoothly. 2. Teachers shouldn't be reprimanded for expectations that haven't been made clear. 3. Everyone should be treated fairly and equally regardless of tenure or relationship. 1. This is difficult because the school has a fantastic population of students coming from well-educated, professional and involved parents. I don't think parents are completely aware about how dangerous politics is dictating their student's education. Those in charge at a district and state level do not have students' best interests in mind, the training background or classroom experience or knowledge to be making these decisions. So, I would say helping parents be aware of the true situation and not the "show." 2. The next would-be TRUST. Admin needs to be supported by the district to trust that teachers KNOW the content and how to teach. We have plenty of unpaid professional development. We need our promised step increases of pay and trusted to do our jobs without the interruptions and test score threat. 1.) I would appreciate more resources for the MTTS/Student interventions at our school. Myself and my team often felt confused, unsure of who to ask, and could not easily find resources needed for students receiving Tier 2 and Tier 3 interventions. 2.) Schedules, expectations, and procedures for staff could be written and communicated more clearly and in a more timely manner. I often felt that things were communicated last minute or many changes were made without much notice.	

Clean Question

Please share two or three suggestions for how your school can improve your professional experience or increase your impact as a teacher.

Please share two or three suggestions for how your school can improve your professional experience or increase your impact as a teacher.

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Please share two or three suggestions for how your school can improve your professional experience or increase your impact as a teacher.

Please share two or three suggestions for how your school can improve your professional experience or increase your impact as a teacher.

Response As Character

No suggestions, it is great how it is.

It became glaringly obvious when our [REDACTED] how little she participated with some of our ESE students. While she was gone, suddenly, students were being regularly picked up/served by the conscientious teachers who took her place. My understanding is that the principal has a friendship with this teacher which contributed to [REDACTED] feeling comfortable that there would be no repercussions for not showing up to some regular ed. teachers' classrooms. Leadership isn't responsible for an employee's lack of work ethic, but they should realize when teachers are not regularly showing up to service and support ESE children. This needs to be fixed. I do appreciate the efforts I've seen by the principal to change our employee climate to a more positive one this year. It has made a positive difference for my overall experience. The A.P. has been a great addition.

Ideas and requests should be considered and not seen as an inconvenience, especially when it comes to equity and building a school community between home and school. Responses to inconveniences should be thought through before stated. Timing of reprimands should be considered and not done during instructional times. Compliments and reinforcement should be genuine and not backhanded or delivered with a criticism that is not constructive.

First, I believe that teachers should be able to help with placement cards and creating classes for the next school year. The teachers can have a meeting with admin and actually create the sets of classes. Secondly, I think we should have more opportunities for professional development that allows us to collaborate and discuss with one another rather than a district lead one. Finally, I think we should stagger dismissal times at the end of the day by couple minutes due to the natural chaos of kids leaving. For example, kindergarten dismisses before everybody else. So considering first and second grade are in the same wing, first grade should go at 1:50 PM and second grade should go at 1:55 PM then third grade could go at their own time. Fourth and fifth grade could stagger as well because they are in similar wings. Also, possibly the green line gates not opening until the San Luis walkers are over. The San Luis walkers are always dismissed so quickly and those teachers on duty are alleviated way faster. So if we dismiss may be San Luis walkers before everybody else rather than dismissing by grades, then those teachers could go help out at the other duties. Overall, I feel like Roosevelt has very strong procedures and rules. These are just suggestions!

Continue allowing teachers the time and flexibility to plan with teams as they know what works best. Continue celebrating students and teachers who are "shining stars"

Clean Question

Please share two or three suggestions for how your school can improve your professional experience or increase your impact as a teacher.

Please share two or three suggestions for how your school can improve your professional experience or increase your impact as a teacher.

Please share two or three suggestions for how your school can improve your professional experience or increase your impact as a teacher.

Response As Character

To improve the culture or our school with making the teachers feel heard. When there is an issue, we want support and understanding, but sometimes we may be hesitant to ask because of the response. At times leadership will be reacted right away without thinking it through. We all have feelings, and we all want the best for the students and the school. We are on the same team and want to feel like we are working together. Parents should feel welcomed to our school when they come in the office. They support our school so much.

There isn't always the opportunity to have honest conversations with administrators. Often, teachers are met with defensive and dismissive responses to their concerns. Some things happening on campus are being pressured from the district as well. Some things are not able to be fixed or resolved at the site level because of weird and misguided pressure from the area superintendents, the superintendent, or even sometimes the state department of education, or laws being passed. Much of these misplaced pressures such as test scores, is a distraction from larger issues facing education. All leadership, up to the superintendent himself, should be supporting teachers. They should be in the role of being advocates and supporters. The culture in education is disturbing at this juncture, and it appears no one of "power" cares to change the narrative into one of support and genuine care. We are not being heard as professionals. This is a much larger issue than site based.

Provide more professional development sessions. Send out a survey asking teachers what they would be interested in learning during a PD.

Cross-Survey Highlights

Year
2023

Planned Retention across Staff



How many years do staff plan to stay?

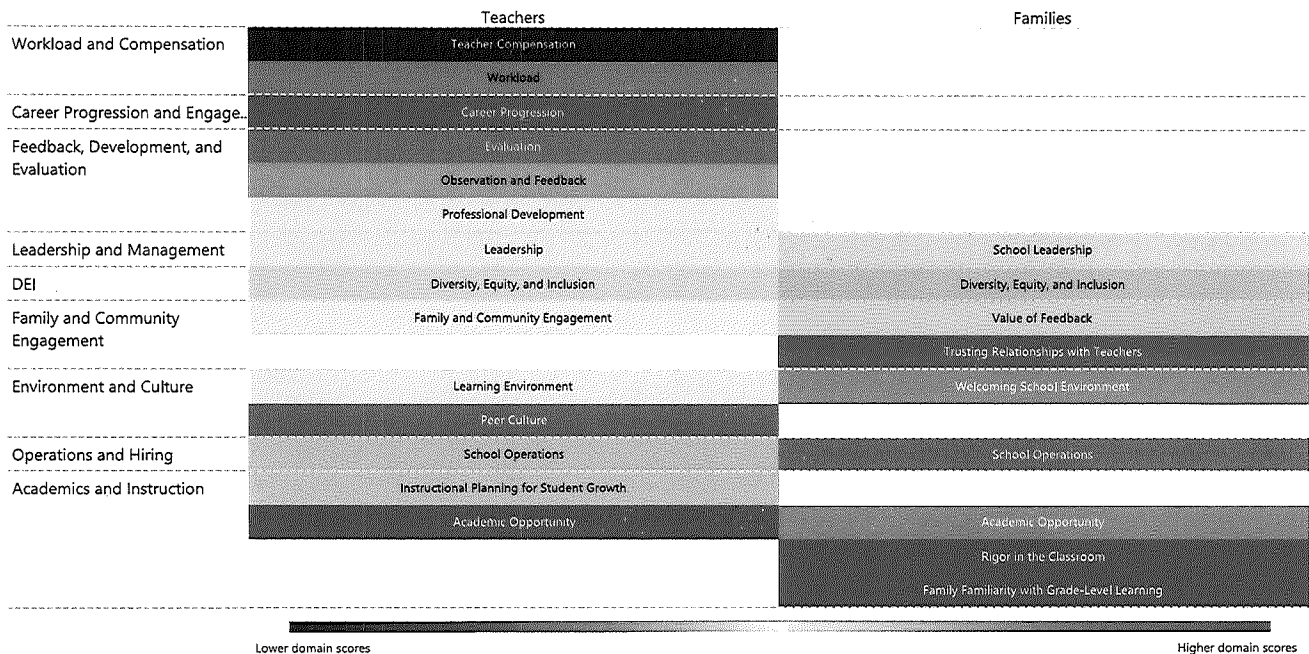


■ This is my last year ■ 1 more year ■ 2 more years ■ 3 more years ■ 4 more years ■ 5 more years ■ 6 more years ■ 7 more years ■ 8 more years ■ 9 more years ■ 10+ years

Domain Scores across Stakeholders



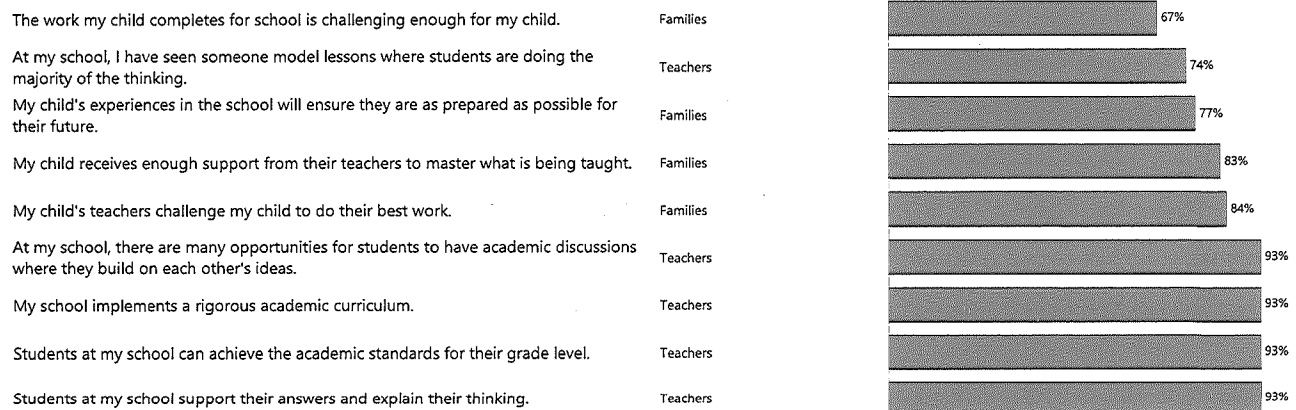
Questions within domains are tailored to each stakeholder group's distinct viewpoint; hover over each domain square for a description of what the domain covers. Each row on the table below represents alignment of domains across surveys. Click on a domain to see item level responses across all related domains across surveys.



Details across Stakeholders for Academic Opportunity



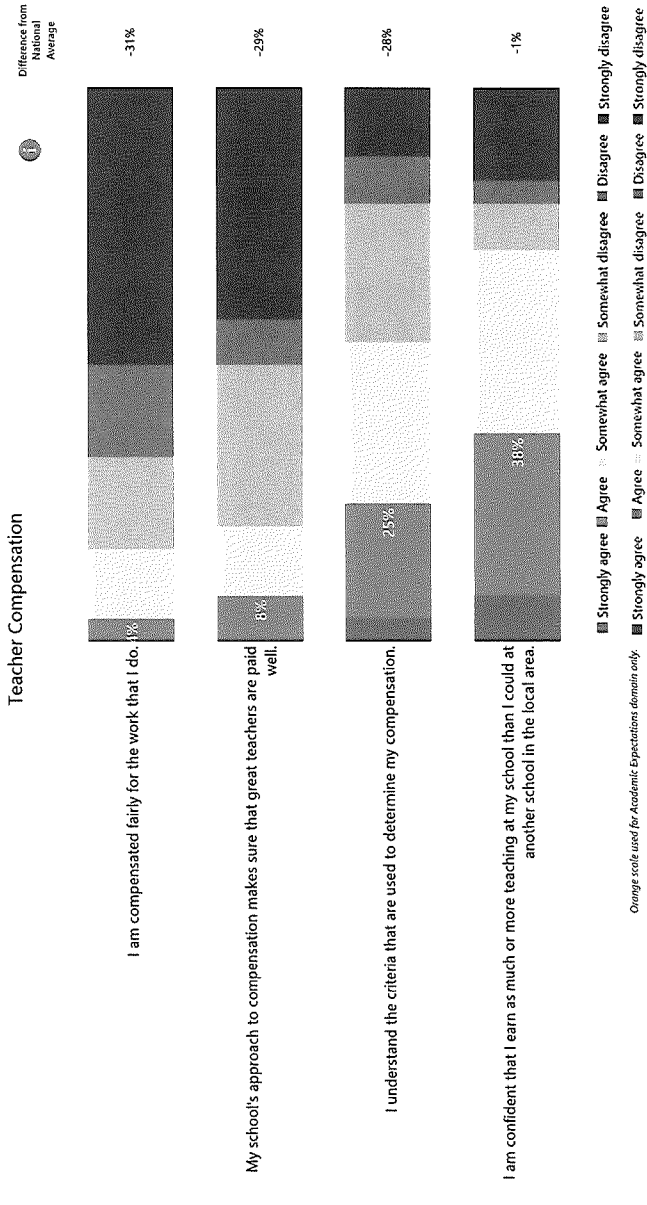
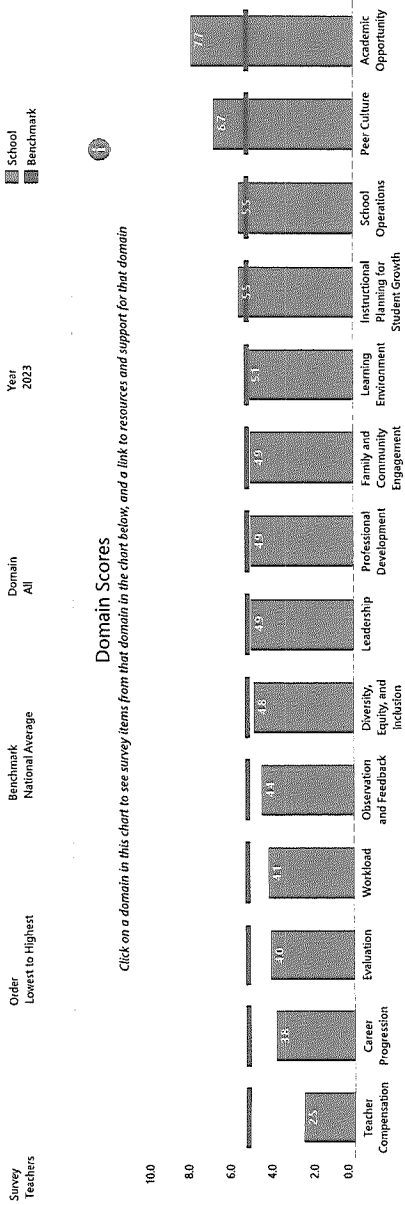
Click a domain in the table above to see details for that domain and related domains



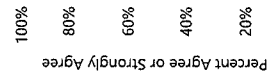
■ Standard question (Higher agreement is more favorable) ■ Reverse-coded question (Lower agreement is more favorable)

Focus Areas for Teachers at Roosevelt Elementary

Understand your school's instructional culture. This tab provides perspectives from stakeholders on different aspects of instructional culture and how they compare to the perspectives at other schools. Use the Survey filter to change from Teachers to a different stakeholder group.



Monitor progress on priorities. This tab provides school-wide trends over time to help assess progress in your priority areas. Use the Survey filter to change from Teachers to a different stakeholder group.



Retention for Teachers and Instructional Culture Index at Roosevelt Elementary

Support retention of Teachers. This tab can help inform your strategy for retaining strong staff at your school. Use the Survey filter to change from Teachers to a different stakeholder group.

Our research shows that schools with higher Instructional Culture Index scores retain more teachers, and that teachers experiencing two or more retention strategies tend to stay at their schools longer. Roosevelt Elementary data on these two factors are below.

[Get resources and support for the Retention domain](#)

Survey
Teachers

Benchmark
National Average

Year
2023

Teachers Plans

How many years do Teachers plan to stay at Roosevelt Elementary?

1

Difference from
National Average



■ This is my last year ■ 1 more year ■ 2 more years ■ 3 more years ■ 4 more years ■ 5 more years ■ 6 more years ■ 7 more years ■ 8 more years ■ 9 more years ■ 10+ years

Top Reason for Planning to Leave for Teachers planning to leave this year or next year

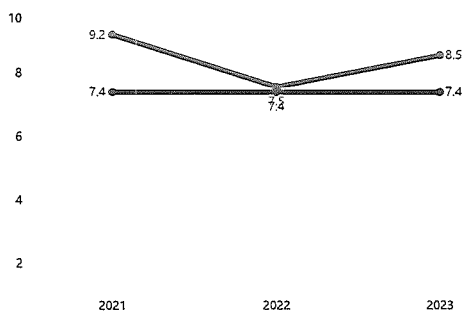
Dissatisfaction with financial compensation (salary and benefits)	2 Teachers
Dissatisfaction with culture and learning environment at my school	1 Teachers
My workload is too great	1 Teachers

Top Reason for Planning to Stay for Teachers planning to stay for three or more years

Relationships with students and families	6 Teachers
Positive school culture and learning environment	5 Teachers
Ability to have a positive impact on student outcomes	4 Teachers
My school is in a convenient location; I have an easy commute	2 Teachers
Financial compensation	1 Teachers
I like the work schedule at my school	1 Teachers
Retirement benefits	1 Teachers
Staff collegiality and collaboration/relationships with staff	1 Teachers

Instructional Culture Index (Teacher survey only)

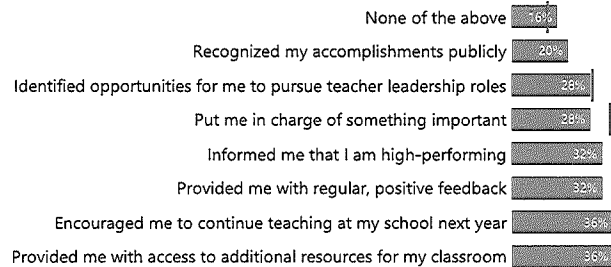
1



Retention Strategies

(Teacher survey only) In the past year, a leader at my school...

1



48% of teachers report experiencing **two or more** retention strategies.
(National Average: 68%)