



Destination 2025 Monthly: June 2020

Prepared by the Department of Research & Performance Management*

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Key Findings

- On average, both instructional school-based employees and administrative certified school-based employees were present 95% of contracted days, missing an average of 10-11 days this year.
- The number of long-term substitutes has remained steady over the past three years with less than 5% of students in all three grade bands being taught by long-term subs.
- In each year, less than 3% of students were assigned to teachers who taught outside their areas of certification.

Employee Absences

Data provided by the Department of Human Resources for fiscal years 2018 and 2019 were analyzed to determine the degree of absenteeism among Shelby County Schools employees. Instructional staff, school administrators, and central office administrators (classified by Human Resources as Administrative Certified, Administrative Other, MCS, and Instructional) comprised the employee sample population.¹ Other staff classified by Human Resources as Class Instructional Support, Clerical, Food Service, Plant Maintenance, and Transportation were not included in this analysis. Attendance rates and reasons for absence were examined. Data were grouped according to school-based and non-school-based instructional and administrative employees.

The attendance rates for all groups were consistently above 93% for all employee groups in 2019-20. The average attendance rate for school-based staff was slightly higher (96.1%) than non-school-based staff (94.6%). The group with the highest attendance rate was non-certified school-based staff (96.4%) and the group with the lowest attendance rate was non-school-based certified staff (93.4%). The full breakdown of attendance rates per group is below.

Employee Type	Work Base	Employees	Average Contract Days	Average Days Absent	Average Attendance Rate
All Groups	School-Based	7,893	203	7.9	96.10%
	Non School-Based	1,664	249	13.7	94.60%
Administrative Certified	School-Based	281	231	10.5	95.50%
	Non School-Based	237	253	16.9	93.40%
Admin. Non-Certified	School-Based	3,424	202	7.3	96.40%
	Non School-Based	1,027	251	13.3	94.80%
Instruction	School-Based	4,189	203	8.3	95.90%
	Non School-Based	398	241	12.8	94.80%

The most frequent reasons for absence for all groups in 2020 were illness (60.4%), vacation (14.5%), and Board Approved absences (9.0%). The tables below show the comparison of school-based, non-school-based, administrative, and instructional staff. Illness was the most frequent reason for absence for all school-based

¹ Administrative Certified Employees defined as "EMPLOYEE_TYPE_DESC" = Administrative Certified
 Administrative Non-Certified Employees defined as "EMPLOYEE_TYPE_DESC" = Administrative Other & MCS
 Instruction Staff defined as "EMPLOYEE_TYPE_DESC" = Instruction



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staff (64.9%, 69.2%) and non-school-based instructional staff (49.8%). Vacation was the most frequent reason for absence for non-school-based administrative staff (50.3%).

All Employees		School Based Administrators	
Type	% of Total	Type	% of Total
Sick	60.4%	Sick	64.9%
Vacation	14.5%	Vacation	4.4%
Board Approved	9.0%	Board Approved	9.9%
Personal	4.8%	Personal	5.9%
Professional	5.4%	Professional	6.1%
Unpaid	4.6%	Unpaid	7.5%

School Based Instructional Staff		Non-School Based Instr. Staff	
Type	% of Total	Type	% of Total
Sick	69.2%	Sick	49.8%
Vacation	1.7%	Vacation	32.8%
Board Approved	10.8%	Board Approved	9.5%
Personal	6.5%	Personal	1.4%
Professional	7.2%	Professional	3.1%
Unpaid	3.1%	Unpaid	3.0%

The following chart shows how many employees may be at risk for absenteeism based on the percentage of sick days taken during the year. The percentage of employees missing contracted days due to illness is notably lower during the 2019-20 school year than the 2018-19 school year.² The percentage of school-based employees who missed 5% of contracted days due to illness is notably higher than non-school-based employees. The percentage of employees missing 10% of contracted days has remained relatively stable and low for both school-based and non-school-based staff.

Type	School Year	% Missed >=5 % of Contracted Days	% Missed >=10% of Contracted Days
School Based	2018-19	18.6%	3.5%
	2019-20	11.6%	2.4%
Non-School Based	2018-19	16.5%	2.6%
	2019-20	8.3%	1.8%

² Potentially due to the COVID-19 pandemic and shortened school year.

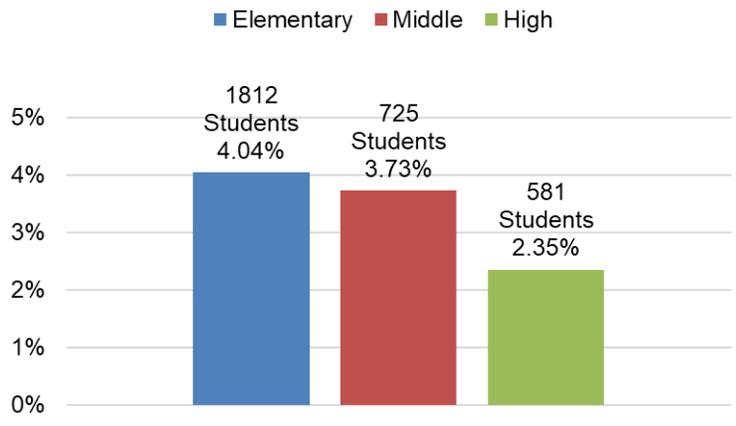


Long-term Substitutes

Long-term substitute positions for K-12 regular classroom teachers were included in the analysis. Charter schools were excluded because teacher staffing is not managed by the District for these schools. Specialist positions such as librarians and ESL staff were not included since they serve the whole school instead of a subset of students. The number of long-term substitutes remained steady from 2018-19 to 2019-20. The largest increase over the past two years was in middle schools where six additional long-term substitutes taught in 2019-20.³

Grade Band	Year	Long-Term Substitutes
Elementary	2017-18	53
Elementary	2018-19	49
Elementary	2019-20	50
Middle	2017-18	2
Middle	2018-19	3
Middle	2019-20	9
High	2017-18	9
High	2018-19	8
High	2019-20	7

Portion of District Affected by Long Term Substitutes

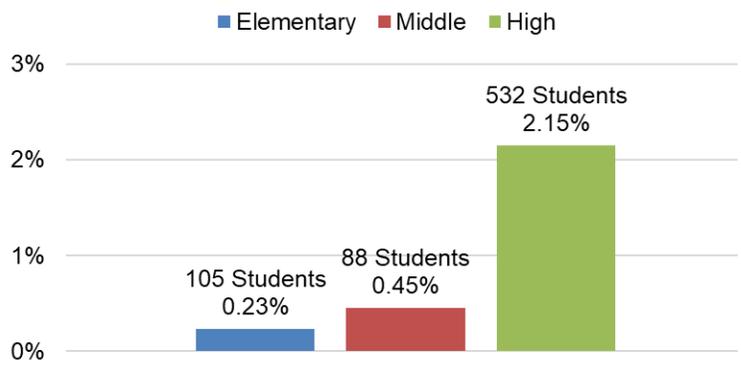


Teachers on Waiver

In 2020, less than three percent of students were assigned to teachers who taught outside their areas of certification. Charter schools were excluded from this analysis because teacher staffing is not managed by Shelby County Schools for these schools. Teachers on waiver were assigned most frequently to high schools.⁴

Grade Band	Year	Teachers on Waivers
Elementary	2017-18	4
Elementary	2018-19	9
Elementary	2019-20	3
Middle	2017-18	1
Middle	2018-19	3
Middle	2019-20	1
High	2017-18	1
High	2018-19	4
High	2019-20	4

Portion of District Affected by Teachers on Waiver



³ Four missing long term substitute student counts

⁴ One missing teacher on waiver contract end-date



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District Strategies

HR Staffing and Retention Updates

- Executed a research-based comprehensive recruitment plan that included early hiring practices, precise candidate tracking and cultivation logs
- Recruited certified, retired teachers as substitutes to ensure classroom coverage
- Collaborated with Partner Programs to recruit additional teachers (TFA, Relay, MTR, University of Memphis River City Partnership)
- Aspiring Teachers Program was developed to provide multi-tiered support to permit teachers, substitutes and educational assistants
- Subway to Teach event was held to provide substitute teachers with key information and resources to become licensed teachers
- Virtual Hiring Events were planned to recruit and hire qualified candidates
- WHY SCS? WHY 901? College and University Webinar Sessions will be held to share why prospective teacher candidates should choose the City of Memphis and Shelby County Schools.
- Increased online presence with targeted sites (LinkedIn, Indeed, City Leadership Teach 901)

Strategies to Address Culture and Climate

- Launched the SCS Cares platform to address workplace culture goals
- Established District Teacher Advisory Council (DTAC)
- Employee attendance is addressed specifically in the Employee Handbook with codified protocols and monitoring
- Attendance dashboards are currently managed by the SCS Decision Analytics team in Power BI for Principals and ILDs
- Panorama Employee Engagement Survey and Culture/Climate Strategic Plan
- Insight Survey
- Methodist Employee Assistance Program