



Destination 2025 Monthly: September 2017

Prepared by the Department of Research & Performance Management*

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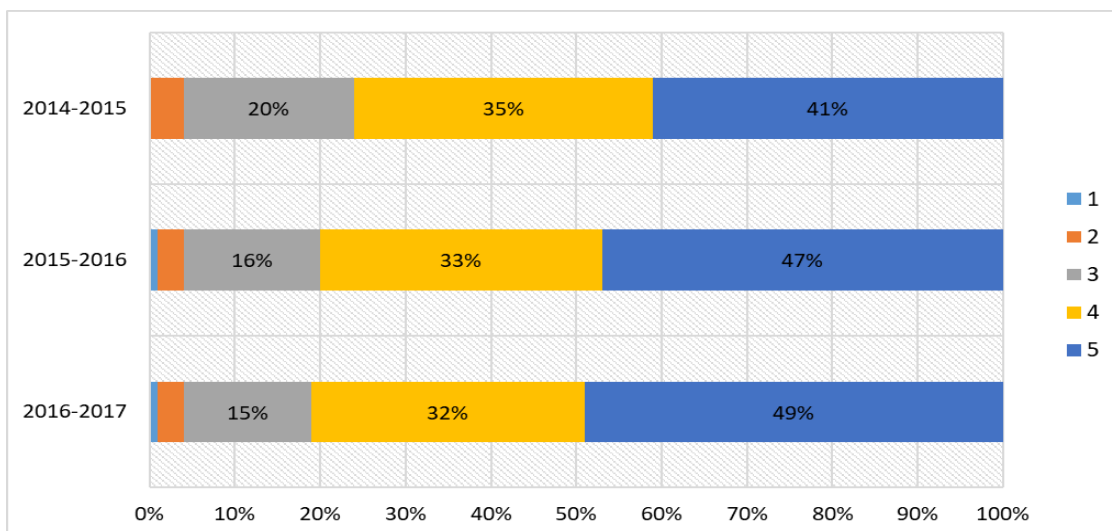
Key Findings

- Mean observation scores **improved** in **2016-2017** from previous years for Elementary, Middle, and High School teachers.
- **114 schools** had an average observation score of **4.0 and above**.
- Critical Focus schools had an average observation score around **0.45 points lower** than non-Critical Focus schools.
- Teacher vacancies during the first day of school totaled **176**.
- **84** of those teaching vacancies were open for **longer than 30 days**.
- The greatest number of teacher vacancies were in **Elementary**.
- Empty positions at Critical Focus Schools account for **11.4%** of total teacher vacancies in the District.

Teacher Observation Ratings

Observation ratings from the past three academic years indicate a shift towards a greater percentage of teachers receiving higher scores in 2016-2017 compared to 2014-2015 and 2015-2016. Teachers receiving a 5 on their observation increased by a combined eight percentage points. At the same time, teachers scoring 4 declined by three percentage points, and those scoring 3 by five percentage points.

Figure 1. Distribution of Teachers by Observation Score



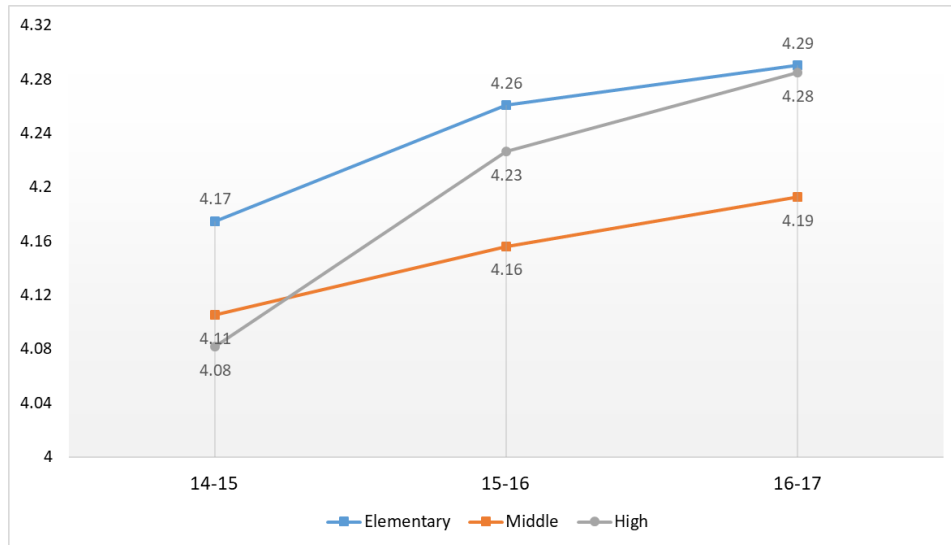


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The mean observation scores across elementary, middle, and high schools also reflect a shift towards higher scores over the course of the past three years. Elementary school teacher ratings increased by 0.12 over course of three years, while middle school teacher ratings increased by 0.8. The biggest increase was present for high school teachers, moving from 4.08 in 2014-2015 to 4.23 in 2015-2016, and up to 4.28 in 2016-2017.

Figure 2: Mean Observation Scores Across Grade Bands



The shift towards higher observation scores in 2016-2017 could indicate that teachers are performing at a higher level of quality than in previous years. This would be dependent on observations being applied consistently across schools and grade levels for the last three academic years. However, there is also the possibility that administrators have become less inclined to give their teachers lower scores compared to previous years.

Narrowing the analysis to schools considered “Critical Focus” offers an interesting point of comparison. As a whole, Critical Focus schools had an average observation score 0.45 less than those schools not considered Critical Focus.

Figure 3: Mean Observation Score Critical Focus vs. Non

<u>School Group</u>	<u>Mean Observation Score</u>
All Critical Focus Schools	3.88
Non Critical Focus Schools	4.30



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Note that 12 schools (Figure 4), or around 63.2%, of the Critical Focus group have mean observation scores below 4. Compare that to 27% for the whole District and 20.9% for the non-Critical Focus schools.

Figure 4: Mean Observation Scores for Critical Focus Schools

<u>School Name</u>	<u>Mean Observation Score</u>
Alcy Elementary	3.48
Alton Elementary	4.55
Charjean Elementary	3.96
Georgian Hills Middle School	3.80
Goodlett Elementary	4.30
Hamilton Elementary	3.39
Hamilton Middle School	3.33
Hawkins Mill Elementary	3.61
Knight Road Elementary	3.81
Lucy Elementary	3.45
Magnolia Elementary	4.17
Manor Lake Elementary	4.23
Northaven Elementary School	4.22
Scenic Hills Elementary	3.92
Springdale Elementary	4.63
Trezevant High School	4.09
Westwood High School	3.81
Wooddale High School	3.55
Woodstock Middle School	3.63

Teacher Vacancies

Analyzing vacancy data reveals that, at the start of the school year, the District had a total of 176 empty teacher positions that needed to be filled across 88 schools. That number was down from the combined 1,691 vacant positions since February 2017, meaning that 1,515 positions had been filled, or around 90%. Accounting for all District positions (teachers, instructional, school support, and central office), 88% of vacancies have been filled.



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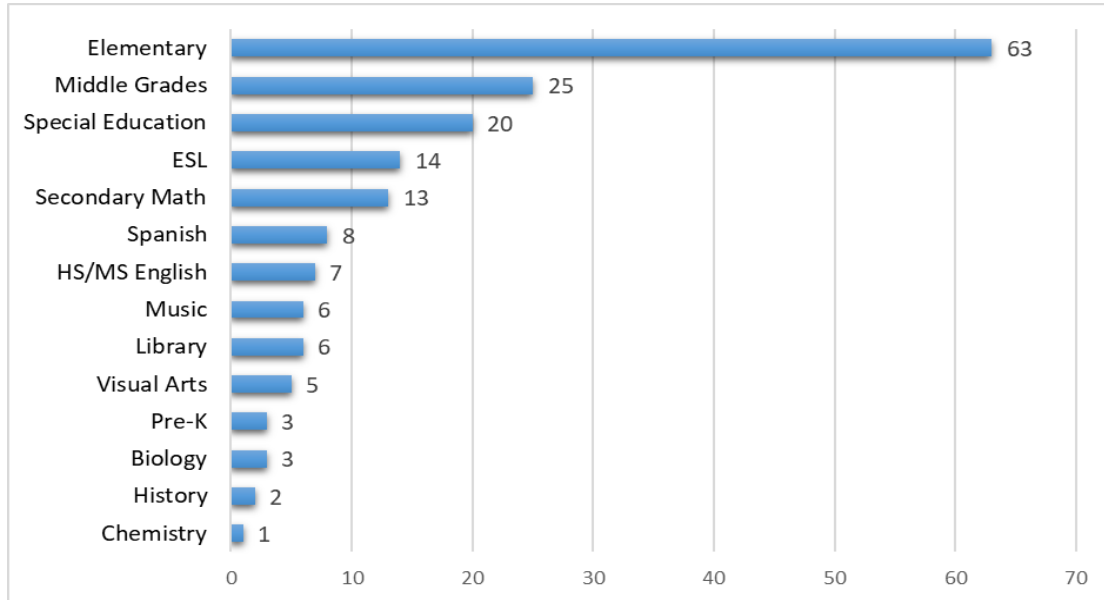
Of the 176 empty teacher positions, sixty-two (35.2%) were vacant less than two weeks prior to the reporting period. Thirty positions (17%) were vacant between two weeks and 30 days. Eighty-four positions (47.7%) were vacant for longer than 30 days.

Figure 5: Staff Vacancies by Position

<u>Positions</u>	<u>Number of Vacancies At School Start</u>	<u>Total Vacancies (Since 2-1-17)</u>	<u>Number of Vacancies Filled (2-1-17 to 7-14-17)</u>	<u>Percentage of Vacancies Filled</u>
Teachers	176	1691	1515	90%
Instructional	34	378	344	91%
School Support	105	831	726	87%
Central Office	70	367	297	81%
Total	385	3267	2882	88%

Looking at teacher vacancies by subject area, the greatest number were present with elementary teachers. This is likely the result of Shelby County Schools having a larger percentage of elementary schools compared to middle and high schools. Elementary teachers also tend to be self-contained, whereas secondary teachers are more likely subject area focused.

Figure 6: Teacher Vacancies by Subject Area





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As for the 19 Critical Focus schools, only 9 had teacher vacancies at the start of school. In total, these schools account for 20, or 11.4% of the empty positions. One of the Critical Focus schools, Trezevant High School, had the second most vacancies (8) overall across the District. The highest number of vacancies was present at Holmes Road Elementary with 11 empty teacher positions.

Figure 7: Critical Focus School Vacancies

<u>Critical Focus Schools</u>	<u># of Teacher Vacancies</u>
Trezevant High School	8
Alton Elementary	2
Knight Road Elementary	2
Magnolia Elementary	2
Wooddale High School	2
Charjean Elementary	1
Hamilton Middle School	1
Northaven Elementary	1
Woodstock Middle	1

Recommendations

In order to promote strong teacher performance and effective staffing in every classroom, SCS will:

- Provide professional development and guidance to ensure that evaluation practices are administered with fidelity.
- Continue to implement early teacher hiring timelines and processes.
- Continue to offer early notification incentives for retirements and resignations.