



## Destination 2025 Monthly: September 2018

Prepared by the Department of Research & Performance Management

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Author: John Anderson

### Key Findings

Key Performance Indicators (KPIs) for the month of September are aligned with Priorities 3 and 4 of Destination 2025 as it relates to developing school staff and expanding high quality school options. These indicators include student satisfaction with school climate (via Tripod survey), teacher ratings of principals (via Insight survey) and the number of teacher vacancies present on the first day of school. Examining the data sources highlighted above, the following has been observed:

- For the Spring 2018 Tripod survey administration, the mean composite and climate-related component scores are all above the midpoint score (300). The highest scores are in the early elementary and high school grade levels. Class Management scored the lowest for both upper elementary and middle school grade levels.
- On the Spring 2018 Insight survey, 78% of teachers agreed with the statement “my school is a good place to teach and learn,” while 79% of teachers agreed with the statement “my school has effective instructional leadership.”
- At the start of the 2018-2019 school year, 65 teacher staffing positions were vacant. This is down from 176 at the same point last year.

### School Climate: Tripod Student Survey<sup>1</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).

In Spring 2018, 4,581 classes were surveyed, with the highest number of classes in the Upper Elementary (UE) and High School (HS) grade levels (Figure 8).

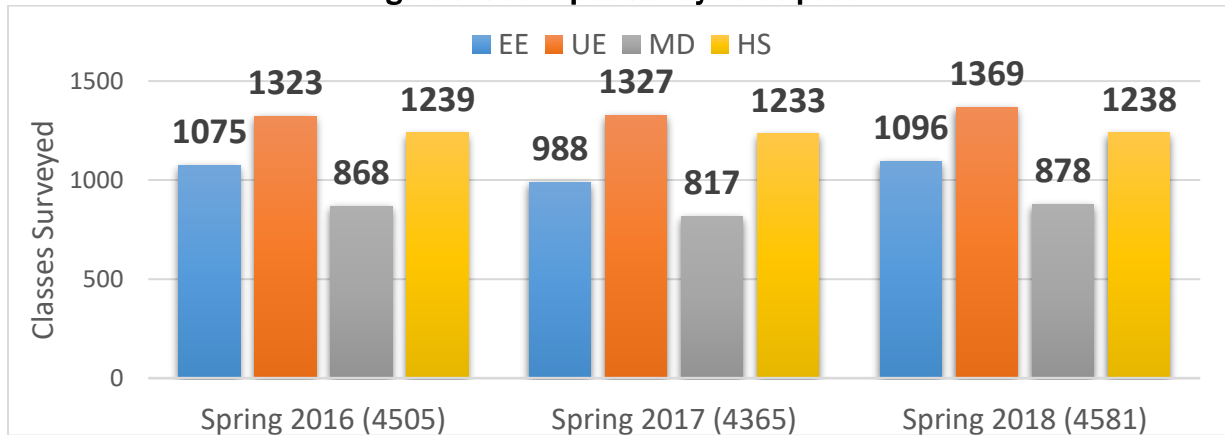
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<sup>1</sup> Tripod data was provided by Tracy Brittmon in Labor Relations



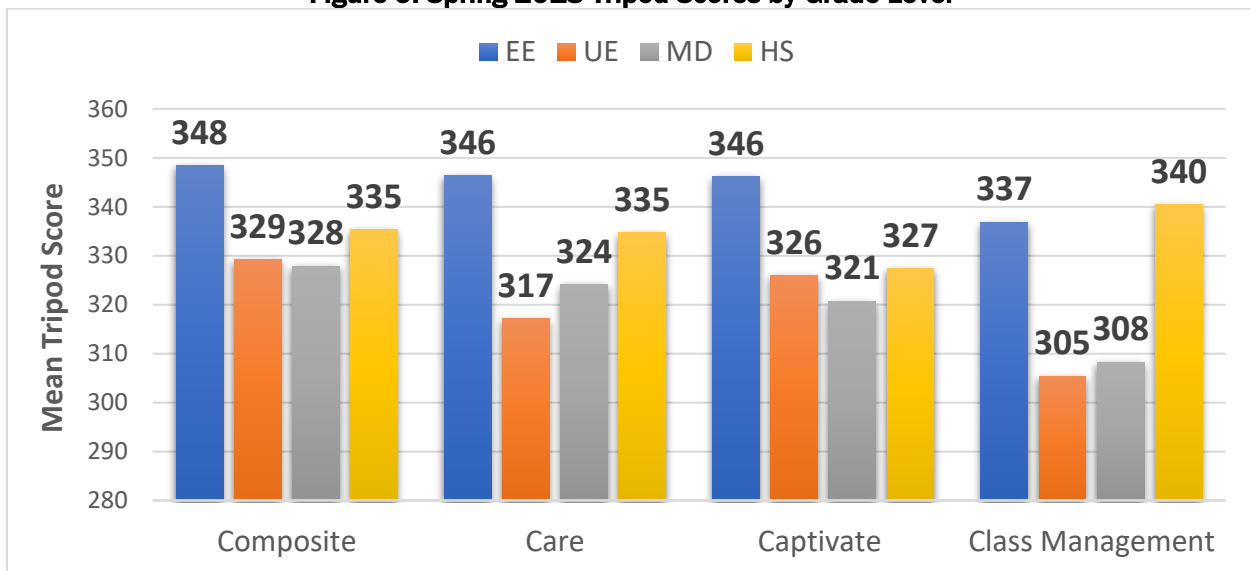
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**Figure 8. SCS Tripod Survey Participation**



For the Spring 2018 administration, the mean composite and climate-related component scores are all above the midpoint score (300). This is consistent with last year’s administration as well. The highest scores are in the early elementary grade level and high schools for the composite and each practice. For each practice, upper elementary and middle grades decreased from 2017 to 2018, while high school grades increased from 2017 to 2018. (See Appendix for 2017 comparison). Class Management scored the lowest for both upper elementary and middle school grade levels across both years. (see Figure 9).

**Figure 9. Spring 2018 Tripod Scores by Grade Level**





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**Table 1. Tripod Scores by Grade Level – Year Over Year Comparison**

	<b>Composite</b>		<b>Care</b>		<b>Captivate</b>		<b>Class Management</b>	
	<b>2017</b>	<b>2018</b>	<b>2017</b>	<b>2018</b>	<b>2017</b>	<b>2018</b>	<b>2017</b>	<b>2018</b>
<b>EE (K-2)</b>	350	↓	348	↓	348	↓	346	↓
<b>UE (3-5)</b>	330	↓	329	↓	322	↓	317	↓
<b>MD (6-8)</b>	334	↓	328	↓	330	↓	324	↓
<b>HS (9-12)</b>	330	↑	335	↑	326	↑	335	↑

**School Climate: Instructional Culture Insight Survey**

The Instructional Culture Insight survey gathers teachers’ feedback on multiple domains. For the past three spring administrations, response rates have averaged around 83%. In the spring of 2018, around 85% of teachers (5,616) (see Table 2) participated. The two main survey domains related to principals and school climate are Learning Environment and Leadership.<sup>2</sup>

**Table 2. SCS Insight Survey Participation**

	<b># of Teachers listed on Roster</b>	<b># of Survey Respondents</b>	<b>Survey Response Rate</b>
<b>Spring 2016</b>	6621	5621	85%
<b>Top Quartile</b>	1304	1156	89%
<b>Spring 2017</b>	6491	5160	79%
<b>Top Quartile</b>	1279	1025	80%
<b>Spring 2018</b>	6627	5616	85%
<b>Top Quartile</b>	1303	1144	88%

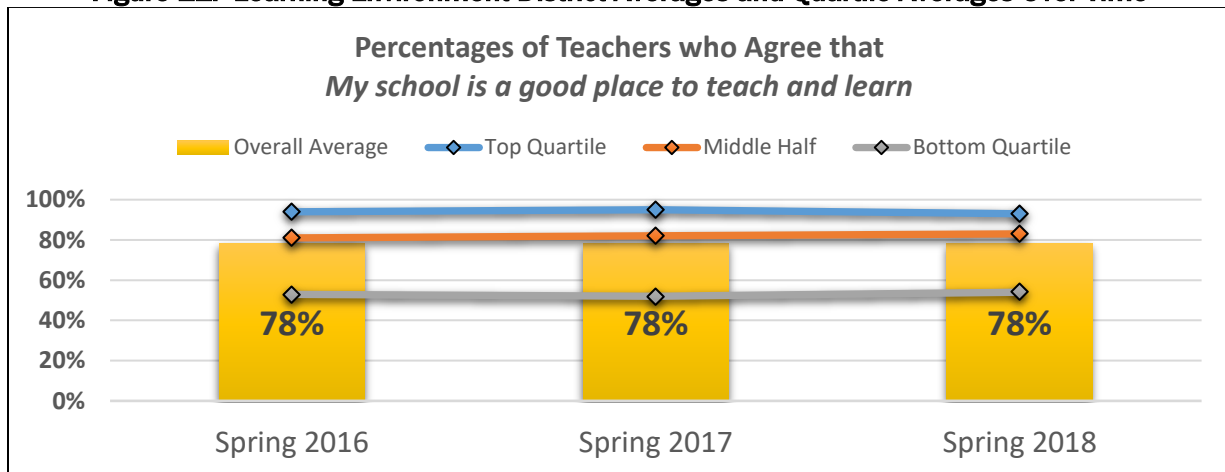
<sup>2</sup> The domain titles and survey questions indicated in this report are proprietary to TNTP, Inc., and may not be replicated without written permission.



### 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*. Results were consistent across the last three years, averaging 78%, or over three-fourths of respondents. 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%-95% agreement on this statement and schools in the bottom quartile ranged from 52%-54%.

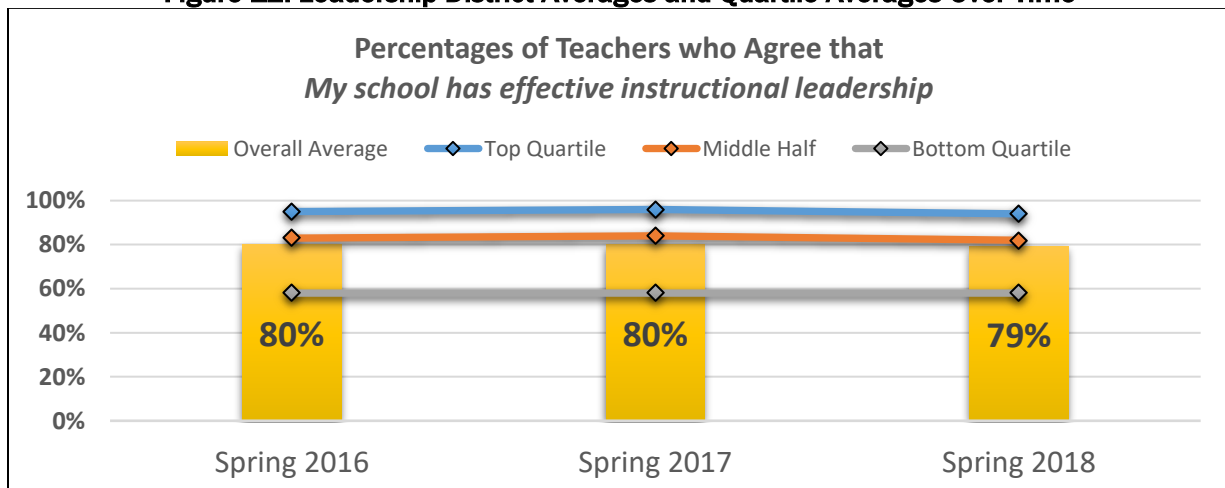
Figure 11. Learning Environment District Averages and Quartile Averages Over Time



### Leadership

In the Leadership domain, a key statement related to school climate is: *My school has effective instructional leadership*. The average decreased from 80% in both 2016 and 2017 to 79% in 2018. The top quartile ranged from 94%-96% and the bottom quartile stayed consistent at 58%.

Figure 12. Leadership District Averages and Quartile Averages Over Time





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**Overall Ratings: Spring 2018**

The Spring 2018 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. The percentages reported are district averages across teachers who participated in the survey.

**Table 3. Top Three Rated Items Across Climate Domains**

<b>EVALUATION:</b> <i>I know the criteria that will be used to evaluate my performance as a teacher</i>	2017 = 90%; 2018 = 92%
<b>INSTRUCTIONAL PLANNING AND GROWTH:</b> <i>Teachers at my school track the performance of their students toward measurable academic goals.</i>	2017 = 90%; 2018 = 90%
<b>FAMILY AND COMMUNITY ENGAGEMENT:</b> <i>Families at my school regularly receive useful updates about their student's progress</i>	2017 = N/A; 2018 = 87%

**Table 4. Bottom Three Rated Items Across Climate Domains**

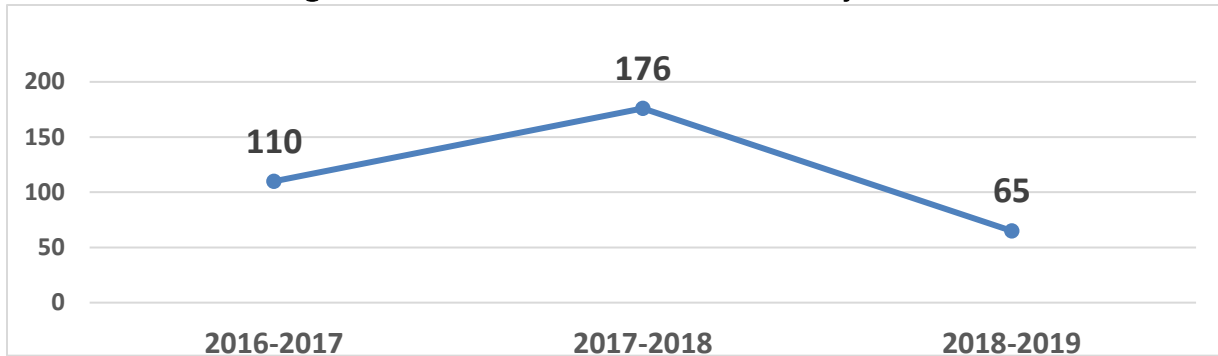
<b>EVALUATION:</b> <i>I agree with the criteria that will be used to evaluate my performance as a teacher.</i>	2017 = 58%; 2018 = 62%
<b>LEARNING ENVIRONMENT:</b> <i>Interactions between students and adults at my school are respectful.</i>	2017 = 65%; 2018 = 65%
<b>LEARNING ENVIRONMENT:</b> <i>Across my school, there are consistent expectations and consequence for student behavior.</i>	2017 = 65%; 2018 = 64%



### Teacher Vacancies<sup>3</sup>

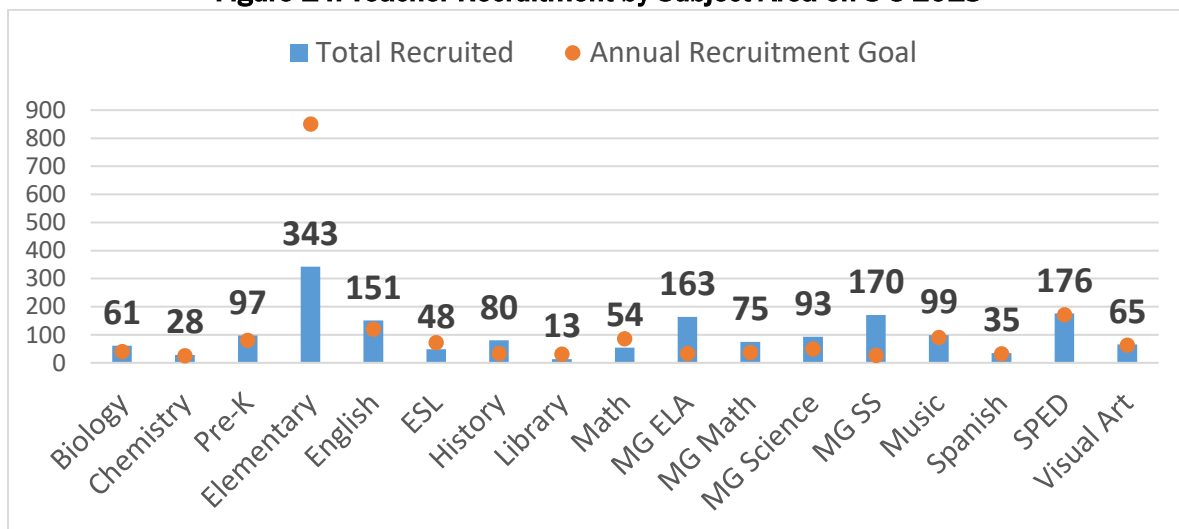
Analyzing vacancy data reveals that, as of August 3<sup>rd</sup> (the Friday before the start of school on August 6<sup>th</sup>), the District had a total of 65 empty teacher positions, down from 176 at the same point the previous year. This excludes 12 recommendations that were in process at the time, and 64 who were excess and TOSA assigned (Teacher on Special Assignment). Over the last three years, the number of vacancies on the first day of school has seen a decline, down from 176 in 2017-2018 and 110 in 2016-2017 (Figure 13).

**Figure 13: Teacher Vacancies on the First Day of School**



Looking at teacher recruitment by subject area (Figure 14), the greatest number of those recruited were elementary teachers. This is likely the result of Shelby County Schools having a larger percentage of elementary schools compared to middle and high schools. Annual recruitment goals were met or exceeded for all subject areas except for elementary, ESL, math and library teachers.

**Figure 14: Teacher Recruitment by Subject Area on 8-3-2018**



### Recommendations

<sup>3</sup> Vacancy data provided by Human Resources



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The following recommendations were put forward going into the 2017-2018 school year. Included is any progress made since then.

2017-2018 District Recommendations	Progress Since Then
<p><b>Continue to implement early teacher hiring timelines and processes.</b></p>	<p>SCS has historically experienced its highest teacher fills in July. An earlier hiring calendar gleaned higher vacancy fills two months earlier in May versus July. Human Resources will continue to encourage early hiring strategies.</p>
<p><b>Continue to offer early notification incentives for retirements and resignations.</b></p>	<p>March 2017 – 76 teacher vacancies retirement notifications            March 2018 – 92 teacher vacancies retirement notifications</p> <p>Increased early notifications are a part of the early hire strategy</p>
<p><b>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 out current survey is the best fit.</b></p>	<p>HR is in the RFQ process to select a new student perception survey. The selection committee will include central office and school-based stakeholders to provide input on the selection process. As we search for the new vendor, one of the performance guarantees will be a professional development component to provide support to teachers around the practices that impact school climate.</p>
<p><b>Improve quality of teacher evaluation feedback with increased informal observations and rubric crosswalks with EL and Eureka curriculum.</b></p>	<p>Academics, in partnership with Human Resources, completed the crosswalk between TEM and the curricula. That information has been disseminated.</p>