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Key Findings

- The percentage of stakeholders who agree that the District is on track to improve student achievement stayed approximately the same with 80% in 2018 and 82% in 2019. The percentage of stakeholders who completely agree rose from 27% in 2018 to 38% in 2019.
- The percentage of stakeholders who agree that the schools are on track to improve student achievement stayed approximately the same with 83% in 2018 to 82% in 2019. The percentage of stakeholders who completely agree rose from 34% in 2018 to 39% in 2019.
- A higher percentage of parents completely agree that their children's schools are on track (56%) than in 2018 (44%) and versus SCS schools in general (39%).
- Across all stakeholders, 27% report that SCS is of higher quality, 38% report that SCS is of similar quality, and 35% report that SCS is of lower quality than neighboring school districts. The percentage of respondents reporting that SCS is of higher or similar quality (65%) remained constant, but the higher quality rating slightly increased (27% vs 25% in 2018) and the similar quality rating slightly decreased (38% vs 40% in 2018) since last year. By group, community members perceive the quality of SCS as lower than SCS parents and employees.
- The majority (75%) of SCS parents report that they will re-enroll their school-age children next year, which is a decline from 80% in 2018.
- Priority schools have a range of one to ten thirteen community/business partnerships, with most schools having one to four partnerships.
- Over half (58%) of all of the respondents reported that they were aware of the SCSis901 campaign. Among aware respondents, 8 in 10 people (80%) believe that the campaign can help improve the perception of SCS.

Overview

The three key performance indicators (KPIs) addressed in this report are aligned to Priority 5 of Destination 2025: mobilize family and community partners. This month's KPIs are:

- Priority 5, KPI 1: community survey data; stakeholder confidence and perceptions
- Priority 5, KPI 2: parent survey data; parents' intent to re-enroll students
- Priority 5, KPI 3: community/business partnerships with Priority schools

In May through June of 2019, SCS administered English and Spanish versions of the 2019 Community Confidence Survey.[1] English and Spanish versions were available for SCS parents, SCS employees, and community members. This report combines the results of the shared questions in the both versions. To include all of the 2019 respondents and align respondent grouping over the past two years, we report the results for three groups: SCS parents, SCS employees (school and district staff), and Community members.[2]

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[1] In 2018, the Spanish version of the survey was administered only to parents, but in 2017 and 2019, SCS also fielded surveys in Spanish for SCS employees and community members. In 2019, the majority (97%) of the respondents who took the Spanish survey were also parents.

[2] In 2019, respondents who did NOT identify as SCS parents were asked what role best describes their relationship to SCS and provided the following answer options: SCS school-based employee, SCS central office employee, Community partner, Student, Community member, and Other (please specify). This is in contrast to the options in

The total number of respondents was 3,947, with 2,537 SCS parents, 1,213 SCS employees, and 197 community members. [3] The number of respondents in 2019 increased from last year (3,756), mainly due to a higher number of parents taking the 2019 survey. [4]

Stakeholder Confidence and Perceptions of SCS

On Track to Improve Student Achievement

The percentage of stakeholders who agree that the District is on track to improve student achievement stayed approximately the same with 80% in 2018 and 82% in 2019. The percentage of stakeholders who completely agree rose from 27% in 2018 to 38% in 2019 (see Figure 1).
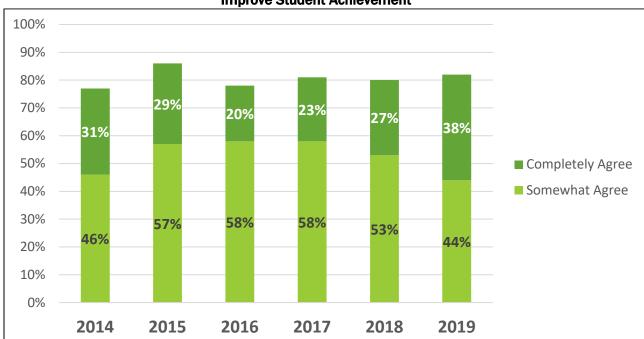
Figure 1. Percentage of Stakeholders Who Agree that the District is On Track to Improve Student Achievement

The percentage of stakeholders who agree that the schools are on track to improve student achievement stayed approximately the same with 83% in 2018 to 82% in 2019 (see Figure 2). The percentage of stakeholders who completely agree rose from 34% in 2018 to 39% in 2019.

2018, which included SCS employee (Teacher, School administrator, School-based employee, District employee) and Community member. To align the categories for the two years, we report the responses for three groups: SCS parents, SCS employees (school and district staff), and Community members (including the respondents who selected Community member, partner, student, and Other).

[3] Based on the number of respondents who answered more than the role questions.

[4] In 2019, there were 2,537 parent respondents, with 2,189 parents completing the English version and 348 parents completing the Spanish version. In 2018, there were 2,370 parent respondents, with 2,053 parents completing the English version and 317 parents completing the Spanish version.

Figure 2. Percentage of Stakeholders Who Agree that Schools Are On Track to Improve Student Achievement

The 2017-2019 surveys asked SCS parents for their level of agreement on whether their children's schools are on track to improve student achievement.[5] In 2019, 56% completely agreed and 27% somewhat agreed, which was the same overall level of agreement but an increase in complete agreement compared to 2018 (44% completely agreed). [6]

SCS Quality compared to Neighboring Districts

Across all stakeholders, 27% report that SCS is of higher quality, 38% report that SCS is of similar quality, and 35% report that SCS is of lower quality than neighboring school districts. The percentage of respondents reporting that SCS is of higher or similar quality (65%) remained constant, but the higher quality rating slightly increased (27% vs 25% in 2018) and the similar quality rating slightly decreased (38% vs 40% in 2018) since last year.

By group, community members perceive the quality of SCS as lower than SCS parents and employees (see Figure 3).[7] (*See Appendices A-C, for themes and related comments based on qualitative analysis of each group's ranking explanations*.)

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[5] *This question was moved after parents identified their children's school(s) and was asked for each school identified. For the first time, parents were able to rate each school if they had children at more than one schools.*
[6] *A higher percentage of parents completely agree that their children's schools are on track (56%) versus SCS schools in general (39%), with an even larger gap (17%) than in 2018 (10%). See note above about related survey question change.*
[7] *As in 2018, the across-stakeholder dotted lines and by-group results include SCS parents, SCS school-based and district employees, and community members.*
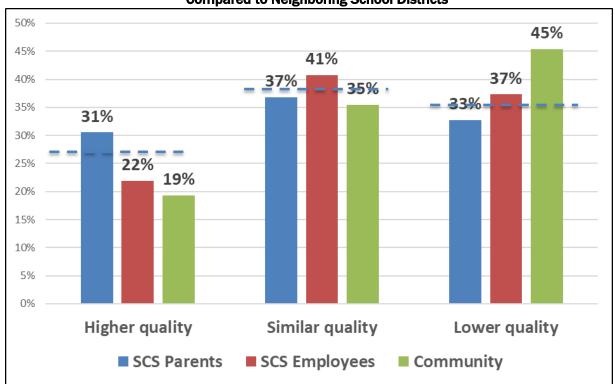
Figure 3. Percentage of Perceived Overall Quality of SCS Compared to Neighboring School Districts

Parents' Intent to Re-enroll Students

The majority (75%) of SCS Parents report that they will re-enroll their school-age children next year (see Figure 4). Parents' plans for re-enrollment declined since last year (80%).
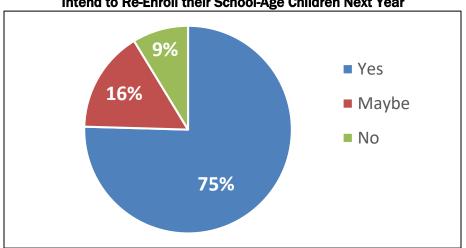
Figure 4: Percentage of SCS Parents/Family Members who Intend to Re-Enroll their School-Age Children Next Year

In 2018 and 2019, approximately 92% of the parents completing the Spanish version said that they would re-enroll their children compared to 73% of the parents completing the English version. (*See Appendix D-E, for themes and related comments based on qualitative analyses of English and Spanish-speaking parents' explanations for why they may not re-enroll or will not re-enroll their children in SCS next year*.)

Community/Business Partnerships with Priority Schools

Based on 2018-19 school reports to Community Engagement, priority schools had a range of one to thirteen community/business partnerships. Two thirds of the priority schools (67%; 12) had one to four partnerships (see Figure 5).
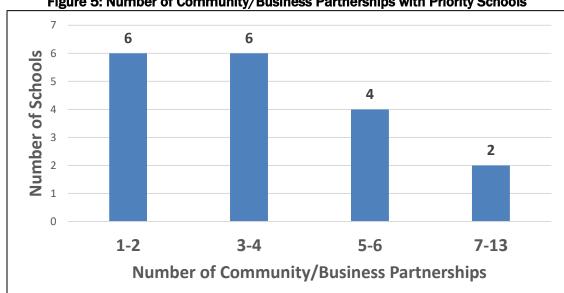
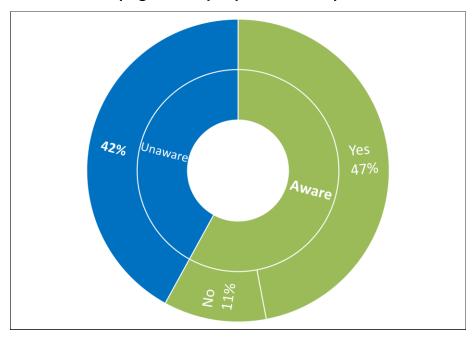**Figure 5: Number of Community/Business Partnerships with Priority Schools**

The School Performance Scorecard (SPS) results from the previous year show that all Priority Schools need support in Academics, and most need support improving attendance and behavior.

Awareness and Perceptions of SCSis901 Campaign

Over half (58%) of all of the respondents reported that they were aware of the SCSis901 campaign, with 47% of all respondents agreeing that the campaign can help improve the perception of SCS (see Figure 6). Among the respondents aware of the SCSis901 campaign, 8 in 10 people (80%) believe that the campaign can help improve the perception of SCS.

Figure 6: Percentage of the Respondents Who Are Aware of the SCSis901 Campaign and Believe the Campaign Can Help Improve the Perception of SCS

More Spanish than English survey respondents reported being aware of the campaign (65% vs. 58%). Among those respondents, almost all (99%) of the Spanish compared to three-quarters (77%) of the English survey respondents believe the campaign can help improve the perception of SCS.

Recommendations

Several District teams identified current initiatives and plans for next steps that address stakeholders' feedback on the main areas that need improvement, including school-level experiences, district-level experiences, and community perceptions.

Improve School-Level Experiences

<u>Current Initiatives</u>

- Adverse Childhood Experiences (ACEs) training for all school and district staff
- Continue investment in School-Based Family Engagement Specialists to provide support for families in need by developing connections and making referrals to partner organizations to reduce academic and non-academic barriers to education
- Annual Very Special Arts Festival for students with disabilities
- Project Search transition school-to-work program for students with disabilities at LeBonheur, Methodist North, Peabody Hotel, Sheraton Hotel and College Campus transition program with University of Memphis
- Continue coaching and PD for principals with low Insight climate survey scores

Next Steps

- Universal CLUE screening for K-3 students to expand access
- Establish 30 Reset Rooms in middle and high schools and continue Social and Emotional Learning and Restorative Justice training with schools to reduce exclusionary discipline
- Implement 5 Star Service Award to recognize schools that model exemplary customer service practices
- All schools will implement a Cycle of Professional Learning (CPL) on school culture
- Complete employee engagement focus groups in collaboration with HR and the Office of Schools

Improve District-Level Experiences

Current Initiatives

- Strengthen the capacity of Welcome Center staff to provide quality service by enhancing processes and access to information that supports an expedient resolution
- Deepen families' understanding of student academic data, school and district operations, and college and career readiness outcomes through the Family Academic School Team (FAST) and Families Connect Programs

Next Steps

- Expand communication of customer service expectations and guidelines by sharing during new employee orientation, SafeSchool Portal, and the school opening process/checklist.
- Launch stakeholder survey which grants daily opportunity to share feedback about their SCS experience; monitor and respond to data to support continuous improvement
- Start an employee campaign to address negative perceptions and highlight SCS assets
- Provide series of training sessions to develop skills that support a customer oriented, family-friendly culture and servant leadership
- Ensure that MOUs between the District and Community Partners are established and describe commitments to supporting school and community needs
- Develop quarterly communications around community impact data of engagement programs (e.g., Family Engagement Specialists, workshops/trainings, events)

Improve Community Perceptions

Current Initiatives

- "Officially" launched SCS is 901 storytelling campaign in April 2019. Approximately 1,500 people attended BIG Event, and our 10 feature stories reached 274,000+ people
- School and Central Office PROs (Public Relations Organizers) help tell their school and/or department's story by sharing successes on social media, web, and print
- Positive Story Pitches/Improved Media Narratives being shared and promoted on the main District social media channels has led to more media interest
- Through collaboration with Latinx marketing partners to improve bilingual communications, SCS perception and awareness has increased by over 8% in the past school year

<u>Next Steps</u>

- Building on our successful campaign launch in 2019-20:
  - Year-round storytelling – HEART, SOUL, PRIDE, INNOVATION & DETERMINATION
  - Expanding School PRO training to serve as our primary 901 ambassadors
  - 901 School Choice Marketing Campaign
  - Release Economic Impact Study (conducted by U of M) in Spring 2020
  - Extend our reach via 20+ strategic marketing partnerships (English & Spanish)
- Development of new school websites

APPENDIX A: Parents' Explanations for their Rankings of SCS as Higher and Lower Quality[8]

Key Themes in Ranking SCS as Higher Quality

- Wide Range of Educational Opportunities that Meet Students' Needs and Interests

- Teachers' Care for Students, Dedication to Student Success, & Communication with Parents

- Welcoming, Supportive, and Professional Environments Created by Principals/School Staff

I believe SCS has a lot more to offer its students than many other nearby school districts. SCS provides diversity, high standards, and plenty of AP/Honors classes.

SCS has more extracurricular activities that my children are interested in as well as more challenging coursework.

Can't really speak on the entire district, but my children's schools are the best. The teachers are really knowledgeable and caring.

Teachers take pride in teaching their students and are genuinely concerned about all kids well-being. They also do a great job keeping parents informed about everything going on at school.

The time and effort that the teachers put in to help our children.

The Principal and teachers are really dedicated to the students and their learning. I love the way they award the students for good behavior. They also take out time to deal with students if they are having problems. They build up students' self-esteem as well and treat every student important.

The school my child attends is an exceptional school with a professional, caring, and loving staff.

I don't know a lot about the other districts but SCS in my opinion is doing a great job on all facets of making things more efficient and better for students and parents.

Key Themes in Ranking SCS as Lower Quality

- Lack of Educational Opportunities and Resources in All Schools

- Poor Quality of Education and School Climate

- Ineffective District Leadership, Communications, and Operations

Lower simply because SCS doesn't offer the kids the same type of classes and activities that schools in other districts have.

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[8] *Parents' comments in the English version of the survey were analyzed, as comments were not requested in the Spanish version due to online survey design error. Thirty-eight percent (632) of non-SCS employee parents (567 parents only and 65 also a community partner) provided explanations of their quality rankings of SCS. This analysis only includes the non-SCS employee parents because the parents who were also SCS employees had distinctive feedback; those additional themes are represented in the analysis of SCS employees' comments.*

The schools are not all similar in terms of the quality and quantity of staff. The student expectations are not the same. There is favoritism towards some students and not others.

The curriculum does not meet the needs of the students and there is no consistency in the district throughout the schools. Some schools seem to get more and better resources.

I believe the entire school system focuses more on test scores rather than learning new things and growing the child as a whole.

Behavior and lack of consequences for is out of control. This is disruptive to everyone's learning process.

The administration and faculty teachers are of lower quality and seemingly very unprofessional.

I see other districts with more parental involvement, more communication between schools and parents.

Schools are destabilized with constant firing and movement of teachers and staff members.

You all aren't thinking about the students or parents with many decisions.

APPENDIX B: SCS Employees' Explanations for their Rankings of SCS as Lower Quality[9]

Key District Level Themes in Ranking SCS as Lower Quality

- Lack of support for the district's staffing and funding processes and hiring and promotion decisions
- Lack of confidence that district leaders prioritize the needs of schools and students
- Poor communication among Board members, district administrators, and schools that leads to inefficiency and conflict

There are too many Chiefs, Directors, Managers and how are they supporting schools? We have PD team and C&I team, but how are they supporting schools? Move the support to where it is needed, in schools and not at Central Office.

SCS continues to keep adding "Chiefs" when actual boots are needed on the ground. This is apparent to all of us teachers.

I love the district. But the problem I have is we are too "too heavy" in terms of district administration. Many of these high paid people are of no true support to our schools and as a result, teachers and students lose because funding is not adequately appropriated for improving education, and the people who truly make the district run, the teachers, are honestly underpaid. The municipalities don't have these problems.

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[9] *The analysis focused on unique themes provided by employees. Forty percent (674) of SCS employees (including those who are also parents) provided explanations of their quality rankings of SCS. Most (90%) of the employee comments are from school-based versus central office employees.*

Even just driving by the schools in our district versus the others, our schools are run down. Our test scores are lower and most importantly (and the biggest impact central office has on our kids) our class sizes are larger.

Unorganized, top heavy with administrative staff, the school based leadership does not know what the Board if Ed is planning so that teachers plan for one thing and then we are told another thing is expected of us.

Too many silos, the district departments do not work together. There are many departments doing similar work with crossover but no collaboration. As a result, school level staff are often left chasing their tails without ever finding clear answers. Many of the answers contradict each other. Staff are left to choose which department to listen to and/or left with no ability to affectively support students.

Key School and Teacher Level Themes in Ranking SCS as Lower Quality

- Poor working conditions for teachers in terms of constant change; lack of respect, support, and flexibility; and micro-managing by district and school leaders
- Too much or not the right focus on student and school data

Lack of trust in the classroom teacher. Leadership selects new curriculum(s), yet, never ask teachers (the experts) their opinions. Curriculums change every 1-3 years. School-based policies and procedures frequently change mid-year. I've not EVER seen another district so indecisive and poorly run. No consistency.

Central office is too top heavy and teachers are not treated or trusted as professionals.

Too many corners cut with our children's learning. Materials and books are outdated. Discipline is not handled properly. Tons of workplace bullying apart from children. Staff is underpaid, so therefore there is no general care for the children.

Teachers in SCS teach harder than other teachers around but do not feel valued as educators. We are not respected by parents, district staff, or the community.

We do not stress individualized education, instead focusing on a curriculum that treats students as input, their results as output. The students are not data. They're individuals and their teachers need to be able to treat them as such.

Majority of gen-ed students are multiple years behind grade level with unacceptable levels of absences, tardies, and incomplete work. Middle and grade school teacher are coerced into passing all students regardless of their understanding of the materials.

APPENDIX C: Community Members' Explanations for their Rankings of SCS as Lower Quality[10]

Key Themes

- Negative media coverage, online reports, and teacher comments
- District has fewer resources, poorer facilities, lower performance, and crowded classes

The news stations tend to focus on negative aspects of SCS & on the more positive aspects of the municipalities.

Based on numbers on apps like Zillow for neighborhood schools and media coverage.

Based on items on the news and teachers' posts on Facebook pages.

Based on what I hear from neighbors and news reports, SCS well under performs compared to the munis in most areas except for a few targeted schools.

Low performing schools, low staff morale.

Test scores, discipline out of control, comments from friends who teach.

Many of the schools are failing in Memphis. The grounds, paint and overall aesthetic of many schools is horrible. It is SO SAD looking. I would hate to walk into that school every day if I was a student.

Only way to get a decent education is in Optional program. Not appropriately responsive to community concerns.

Schools are closed when classes are crowded.

System does not have the correct ratio to meet the students' needs. Students in the inner city need a much lower ratio to improve academic outcomes. Children need to develop relationships that insure true concern and trust before they can achieve academically.

APPENDIX D: English-Speaking Parents' Explanations for Maybe/Not Intending to Re-Enroll Students in SCS Next Year[11]

Key Themes

- Considering other school options
- Poor educator quality
- Poor discipline/climate

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[10] *The analysis focused on unique themes provided by community members. Forty-five percent (81) of community members provided explanations of their quality rankings of SCS.*
[11] *Sixty-two percent (351) of parents completing the English survey who responded maybe or no to the re-enrollment question provided an explanation.*

I am researching better schools for my child, I would really love for my child to be in a smaller class and have a patient and attentive teacher that's passionate about teaching and can reach the students.

Charter schools has more activities, more teacher student interaction and they put more effort in learning than just teaching

Education staff and principals need more meaningful/ongoing training throughout the school year. Customer service lacks for the staff at my children's school.

The children are not treated with respect which in return disrespect was given. Poor communication, and lack of professionalism on the teachers' behalf.

I feel that the administrative staff could be more attentive to their disciplinary processes that should involve the parent to find better solutions to students' behavior and matriculation at any school.

APPENDIX E: Spanish-Speaking Parents' Experiences and Needs that Impact Confidence in SCS[12]

Key Themes

- Concerns about school climate and safety
- Poor communications and relationships between schools and families
- Lack of Bilingual Personnel and Interpreters

Be more attentive and aware about bullying. And make sure weapons don't enter the school.

There is a lot of racism and bullying towards Hispanics, the teachers don't even pay attention to the Latinos.

We don't feel welcomed.

Improve how families are treated.

Remove impatient teachers.

I'd like for more time to be dedicated to help the students become bilingual. And that there's an interpreter.

As a Hispanic mom, when I go to my child's school I can't understand anything, and qualified bilingual personnel isn't available. So I'm not able to interact with the people who are educating my children.

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[12] *An SCS Bilingual Communications & Outreach Analyst provided translated interpretations of the parents' responses to two questions in the Spanish survey, including parents' explanations for maybe or not intending to re-enroll students in SCS next year and parents' suggestions for what else SCS can do to improve their confidence in the District and/or their child's school. Seventy-eight percent (21) of parents completing the Spanish survey who responded maybe or no to the re-enrollment question provided an explanation. Twenty-six percent (92) of parents completing the Spanish survey provided suggestions for SCS improvement.*