



Destination 2025 Monthly: September 2020
Prepared by the Department of Research & Performance Management

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Key Findings

Key Performance Indicators (KPIs) for the month of September are aligned with Priorities 3, 4, and 6 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 Panorama survey), teacher ratings of principals (via Insight survey) and the number of teacher vacancies present on the first day of school. Due to COVID-19, the Panorama survey results for the 2019-20 school year are not available. Examination of the data from the sources listed above has led to the following findings:

- Spring 2020 Insight survey results indicated that 84% of teachers agreed with the statement “My school is a good place to teach and learn,” and 84% of teachers agreed with the statement “My school has effective instructional leadership.” The percentage of teachers agreeing with these statements increased by 5-6 points compared to Spring 2019.
- As of August 31st, SCS had a total of 63 vacant teacher positions, down from 125 at the same point the previous year.

School Climate: Instructional Culture Insight Survey

The Instructional Culture Insight survey gathers teachers’ feedback on multiple domains. Over the past three spring administrations, response rates have averaged around 79%. In the spring of 2020, approximately 81% of teachers (4,779) participated. The two main survey domains related to principals and school climate are Learning Environment and Leadership.¹

Insight Survey Participation				
	# Teachers Listed on Roste	# Survey Respondent	Survey Response Rat	# of Schools
Spring 2018	6,627	5,616	85%	164
Top Quartile	1,303	1,144	88%	42
Spring 2019	6,038	4,231	70%	156
Top Quartile	1,607	1,142	71%	45
Spring 2020	5,882	4,779	81%	159
Top Quartile	1,306	1,039	80%	40

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. The results for the District Average increased by 6 percentage points from 2018-19 to 2019-20 to 84%. Results were consistent across the last three years for the top and middle quartiles, but the bottom quartile increased by 7.5 percentage points from 2018-19 to

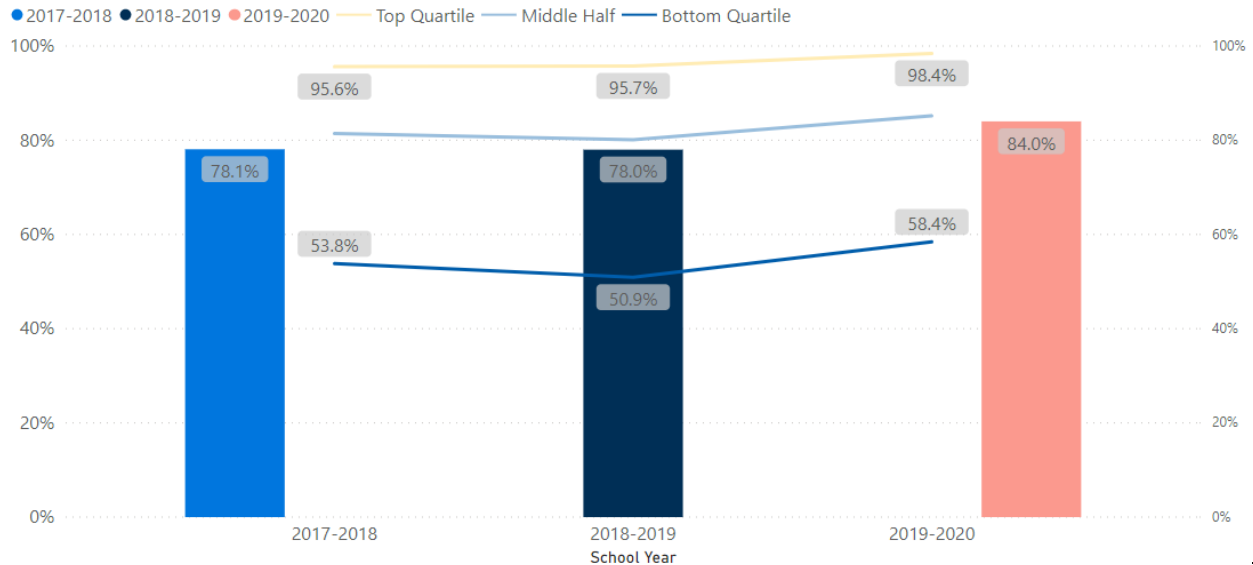
¹ The domain titles and survey questions indicated in this report are proprietary to TNTP, Inc., and may not be replicated without written permission.



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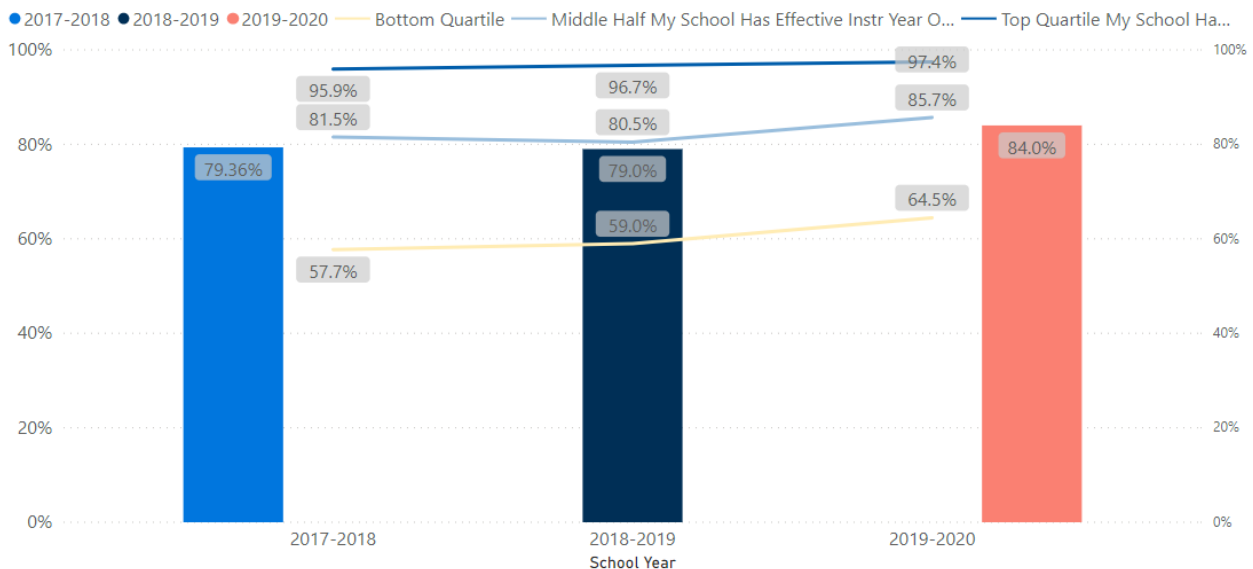
2019-20. Schools in the top quartile ranged from 95.74%-98.43% agreement on this statement and schools in the bottom quartile ranged from 50.9%-58.44%.

Percent of Teachers Who Agree "My School is a Good Place to Teach and Learn"



Leadership

In the Leadership domain, a key statement related to school climate is: My school has effective instructional leadership. The results for the District Average increased by 5% from 2018-19 to 2019-20. Results were consistent across the last three years for the top quartile, but the middle and bottom quartiles increased by 6.7 percentage points each from 2018-19 to 2019-20. The top quartile ranged from 95.9%-97.4% and the bottom quartile improved 6.8 percentage points from 57.7% to 64.5%.





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Percent of Teacher Who Agree “My School has Effective Instructional Leadership”

The Spring 2020 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. The three highest-rated items across these domains in the District are:

Indicator	Annual % Agreement
Evaluation - I know the criteria that will be used to evaluate my performance as a teacher.	2018: (92%) 2019: (93%) 2020: (94%)
Family and Community Engagement - Families at my school regularly receive useful updates about their student's progress.	2018: (87%) 2019: (89%) 2020: (89%)
Instructional Planning for Students - I have access to questions, tasks, and assessments that allow me to assess students' understanding of learning goals.	2018: (86%) 2019: (87%) 2020: (89%)

The three lowest-rated items across these domains in the District are:

Indicator	Annual % Agreement
Learning Environment - Across my school, there are consistent expectations and consequences for student behavior.	2018: (65%) 2019: (63%) 2020: (69%)
Evaluation - I agree with the criteria that will be used to evaluate my performance as a teacher.	2018: (62%) 2019: (63%) 2020: (70%)
Learning Environment - Interactions between students and adults at my school are respectful.	2018: (64%) 2019: (63%) 2020: (70%)



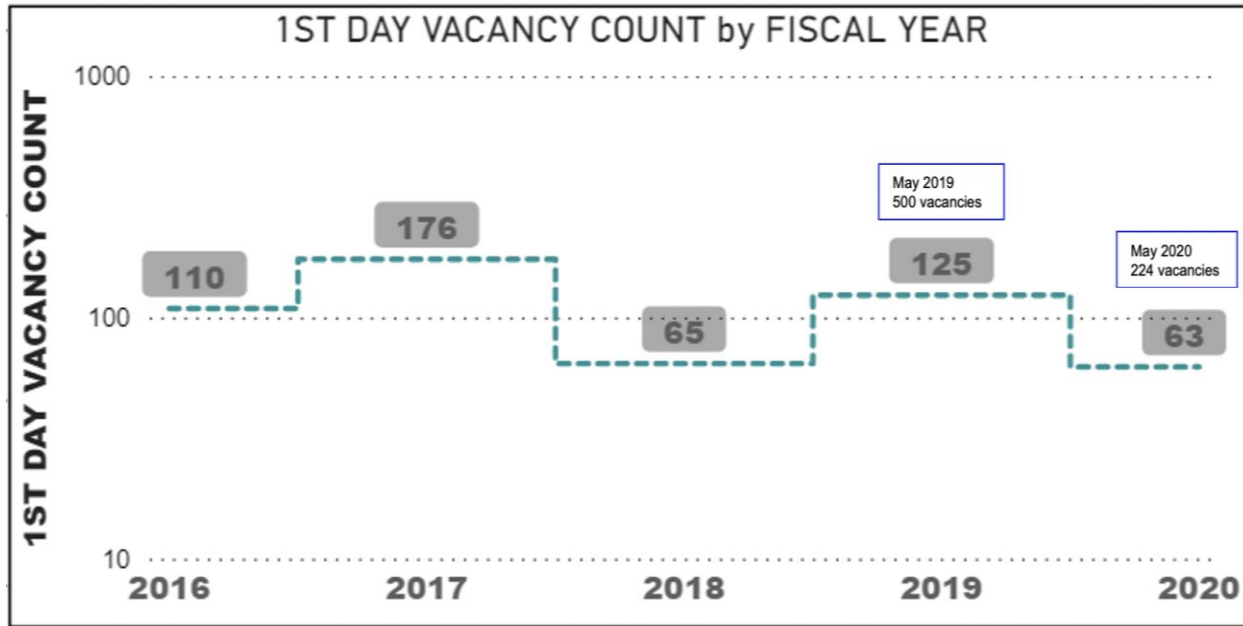
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Teacher Vacancies

As of May 31, 2020, there were approximately 224 vacant teacher positions. There have been 389 teacher type resignations since May 2020. Eight (8) virtual hiring fairs were held to hire teachers for the SY 2020-21. From these events, 324 teachers were employed. Currently, there are 63 vacant teaching positions that are covered by degreed and/or licensed substitute teachers.

Month	# Teacher Type Resignations
May	85
June	172
July	73
August	59

As of August 31st, SCS had a total of 63 vacant teacher positions, down from 125 at the same point the previous year and down from 65 vacancies at the same point in 2017-18. This excludes 15 hiring recommendations that were in process at that time.



District Strategies

In an effort to support principals, teachers, students, and the broader school community on culture and climate, several departments are leading implementation of the strategies below:

Office of Leadership Development:

- Office of Leadership Development will continue to provide on -going learning sessions conducted by principals who have scored in the top 25% of the Insight.



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- Office of Leadership Development will continue to conduct instructional walks focusing on the learning environment for schools who have scored in the top 25%.
- Office of Leadership Development will continue to use the "Spotlight Schools" site to display videos, as well as share leadership strategies across the district.

ILDs

- ILDs will coach and model for leaders how to convey clear and consistent expectations for staff during Zone professional development sessions.
- ILDs will continue to use RELAY coaching methods and strategies that focus on learning environment, teaching and learning, and observation.
- ILDs will continue to collaborate and work closely with the HR department to ensure that leaders complete the TEM training.
- ILDs will continue to model the alignment of TEMs and the expectations for descriptors.

Leaders

- Leaders will model and share the expectations with teachers during in-service week.
- Leaders will use SEL strategies to improve the interactions between students and adults
- Leaders will model the evaluation criteria for teachers to ensure that teachers are fully aware of the expectations

Human Resources

We are implementing a newly designed recruitment/retention plan which offers varied opportunities to secure teachers. (8 events in 4 months yielded 324 new hires.) These best practices will drive the work throughout the year-round strategic staffing/retention plan:

Recruitment/Staffing:

1. Tracking and analyzing data (Data Driven Talent Management (DDTM) with a focus on accountability and customer service)
2. Developing a strategic calendar and starting early (collaboration with key departments)
3. Enhanced Online Marketing
4. Pipeline Programs-TFA, MTR, River City, Relay (60 Teach for America (TFA) and 33 Memphis Teacher Residency (MTR) candidates were hired for SY 2020-21. Thirty-nine employees began Relay classes July 2020 to complete coursework towards obtaining licensure.)
5. Approaching job fairs as a strategic gateway
6. Refining HR Processes and candidate cultivation strategy

Initiatives:

- Recruitment Incentives: Hard to Staff Stipends, Relocation allowances, I-Zone Stipends, etc.
- Virtual Hiring Events
- Virtual College and University Recruitment Webinars
- New Principal Ambassadors
- Subway to Teach Hiring Event
- Mid-Year Hiring Event for December Graduates
- Why SCS Why 901 Webinars
- Educational Preparation Partners
- Grow Your Own Partnerships
- Aspiring Teacher Program (Praxis support for Educational Assistants, Permit Teachers, Substitute Teachers)
- AA Male Task Force



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- Retention Task Force established to support with transformation strategy (Collaboration with Academics, PD and HR)
- Online Praxis Support using 240 Tutoring and PCG education platforms
- Face-to face praxis sessions led by SCS teachers
- Strategic Staffing Meetings with ILDs and Principals
- Support for schools with >30% attrition rate (Partnership with Academics and PD)