



Monthly Board KPIs: November 2021
 Prepared by the Department of Research & Performance Management

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Key Findings

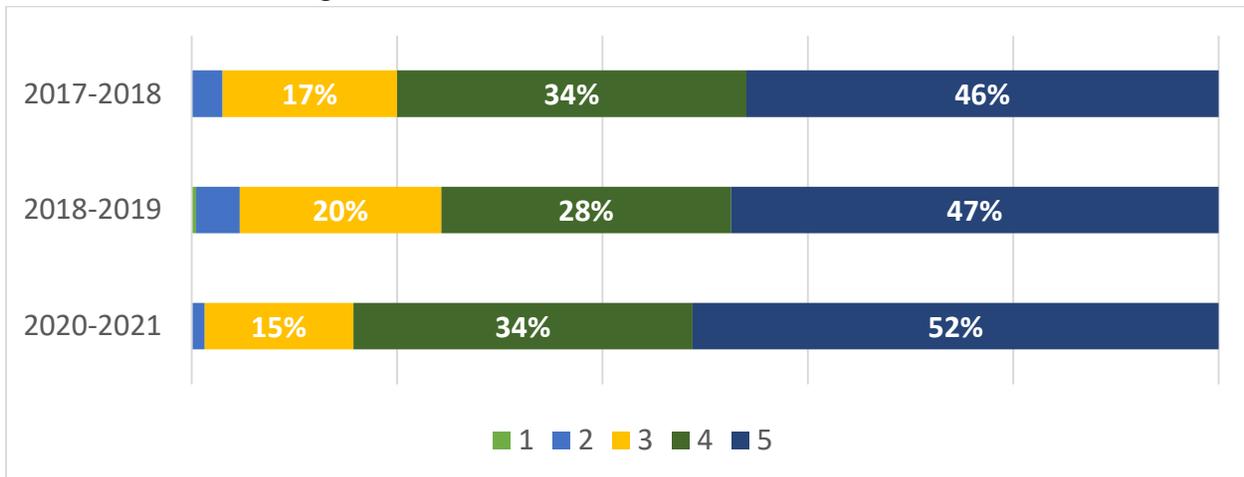
Key Performance Indicators (KPIs) for the month of November are aligned with District Strategic Priority 3 as it relates to developing teachers, leaders, and Central Office. These indicators include overall and new teacher turnover rates for the past 5 years, the percentage of teachers by TEM level, teacher observation ratings, and Central Office evaluation ratings. One thing to note is that observation data from 2019-2020 is unavailable due to the COVID-19 pandemic and Shelby County Schools utilizing virtual instruction for much of the school year. Examining employee data from the 2020-2021 school year, the following has been observed:

- Mean teacher observation scores have remained relatively constant with slight increases in the percentage of teachers scoring 5s and decreases in the percentage of teachers scoring 4s from previous years.
- Over 89% of school administrators received either a Level 3 or Level 4 on the TEAM observation rubric.
- 99.2% of supervisors and 98.0% of non-supervisors met or exceeded expectations on Non-Instructional Evaluation metrics.
- For the 2020-21 school year, the one-year retention rate was 88.63% compared to 89.49% the previous year.
- The overall turnover rate for teachers was 10.87% in 2020-2021, while the rate was 19.92% for new teachers, up from the previous school year.

Teacher Observation Scores

Observation scores from the past three academic years have generally remained constant. In 2020-21, teachers receiving an overall observation rating of 5 increased by five percentage point from 2018-2019. At the same time, teachers scoring a 2 decreased by three percentage points, and those scoring a 3 decreased by five percentage points.

Figure 1. Distribution of Teachers Observation Scores

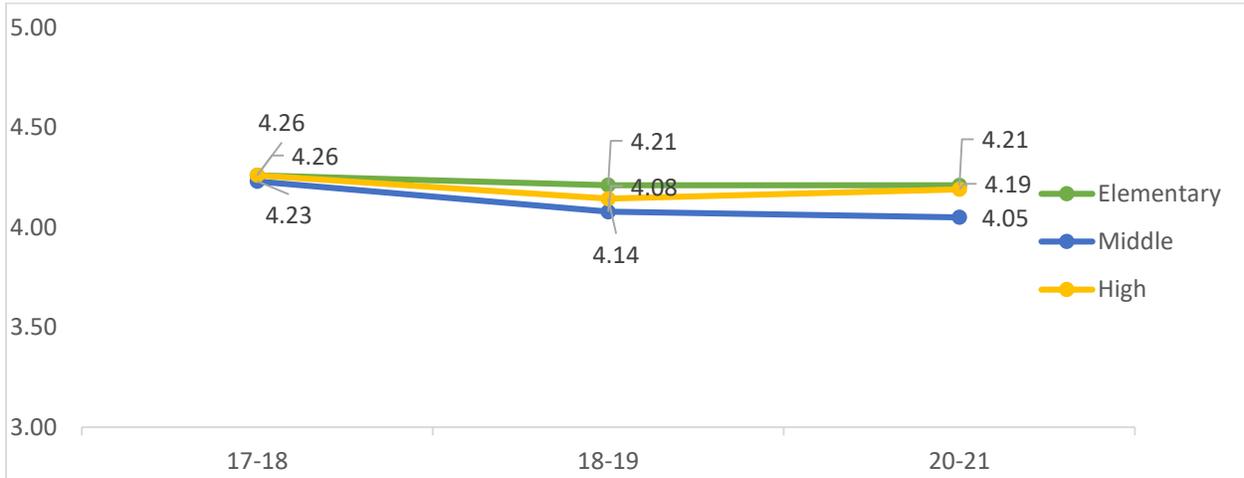




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The mean observation scores across elementary, middle, and high schools have been consistent across the last three years. Elementary schools had the same average score of 4.21 since 2018-19, while middle schools saw a slight decrease and high schools saw a slight increase.

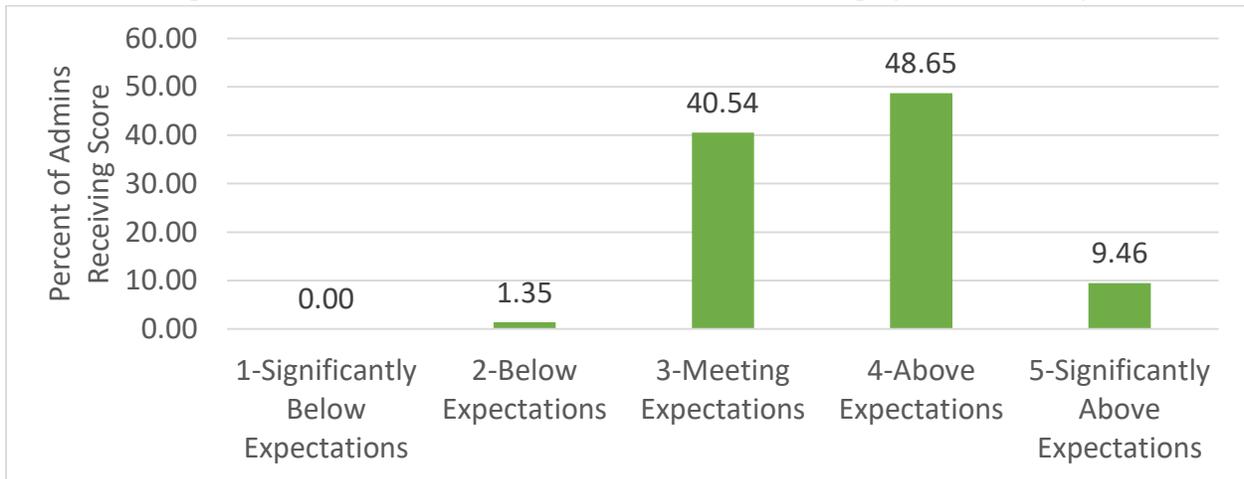
Figure 2. Mean Observation Scores Across Grade Bands



School Administrator Effectiveness

For the 2020-21 school year, over 89% of school administrators received either a Level 3 or Level 4 on the TEAM observation rubric. Less than 10% of administrators received a Level 5. State Level of Effectiveness scores were unavailable at the time of reporting.

Figure 3. School Administrator TEAM Observation Ratings (SY 2020-2021)





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2020-2021 Non-Instructional Employee Evaluations

99.2% of supervisors and 98.0% of non-supervisors met or exceeded expectations. District report scores clustered around a score of five, while supervisor scores clustered around a score of three, which is consistent with score reporting from previous years.

Figure 5. Supervisor Overall Performance

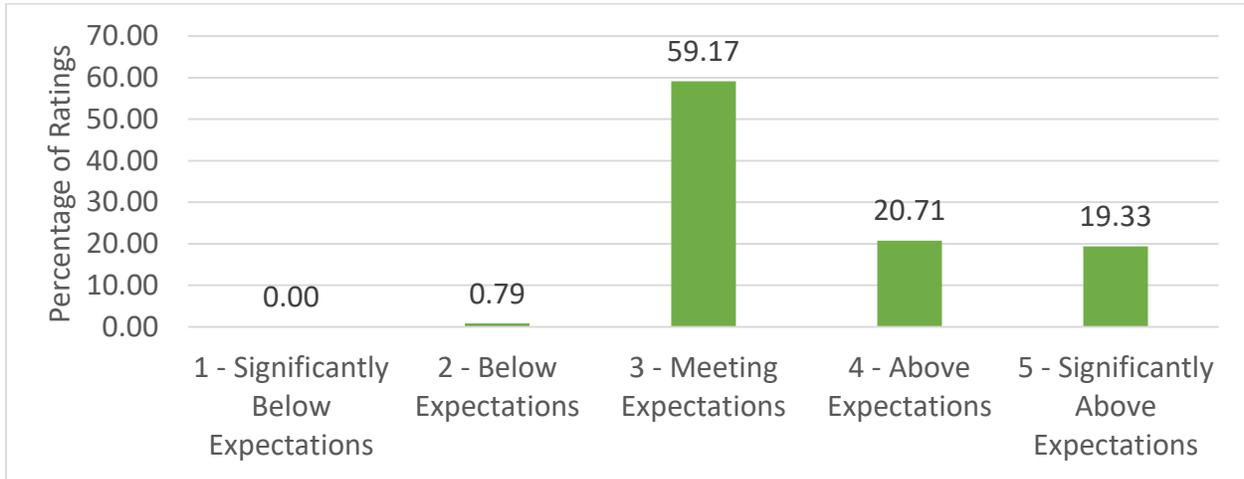


Figure 6. Non-Supervisor Overall Performance



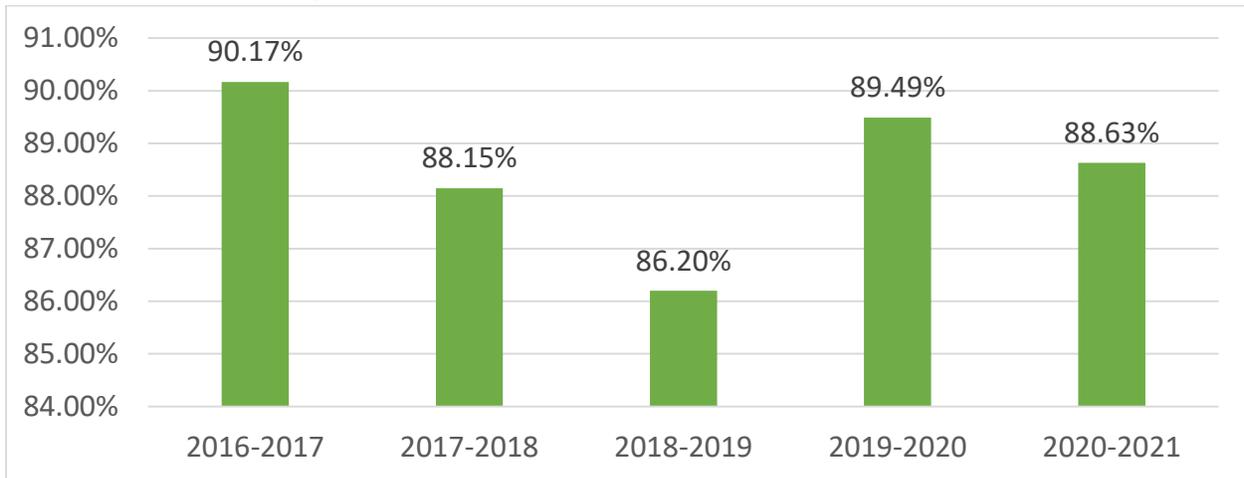


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Teacher Retention

In terms of one-year retention rates for teachers who were active at the end of 2020-21 versus active in the current school year, the highest retention rate was for teachers originally hired in 2016-17 (90.2%) while the lowest retention rate was for teachers hired in 2018-19 (86.2%).

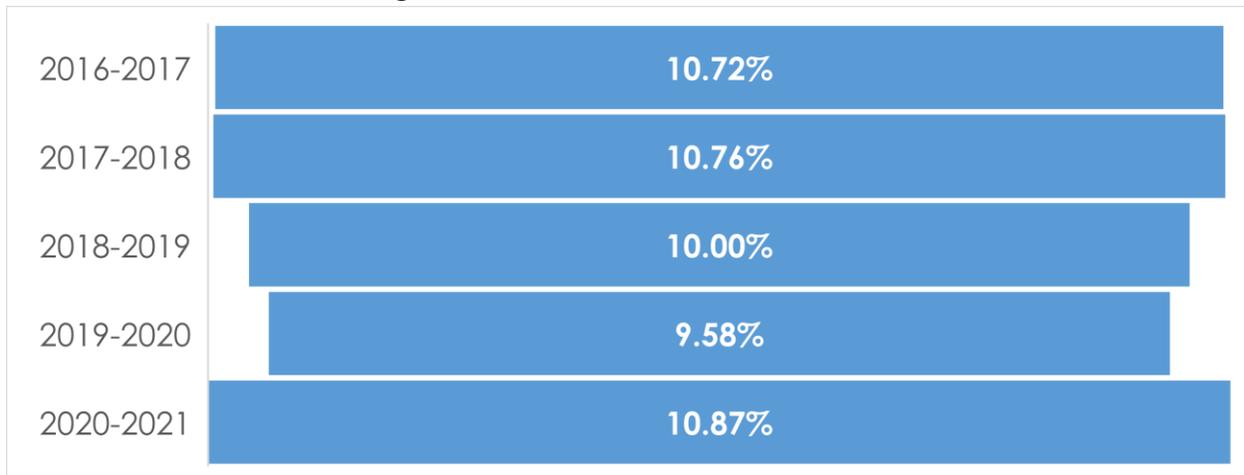
Figure 7. Teacher* Retention Across the Last Five Year



*Teacher is teacher-type (classroom teachers, ROTC, librarians)

Prior to the 2020-2021 school year, the teacher turnover rate was declining, with a peak in 2017-2018 at 10.76% and a low of 9.58% during the 2019-2020 school year. The turnover rate increased during the 2020-2021 school year to 10.87%.

Figure 7. Overall Teacher* Turnover Rate



*Teacher is teacher-type (classroom teachers, ROTC, librarians)

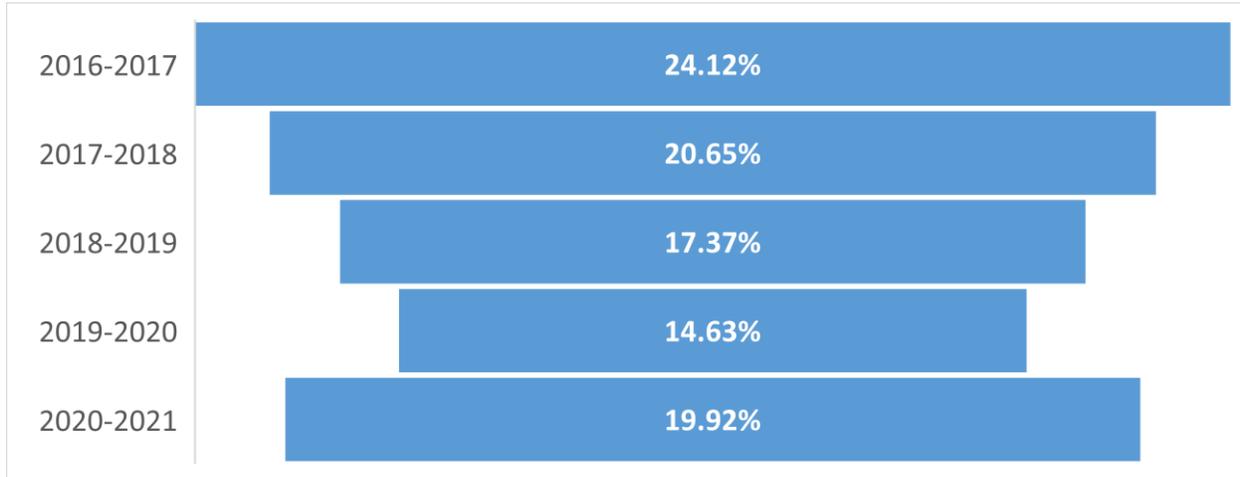


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Similar to the overall turnover rate, the new teacher turnover rate was decreasing prior to the 2020-2021 school year. The peak was 24.12% in 2016-2017 with a low of 14.63% during the 2019-2020 school year. Although the turnover did increase during the 2020-2021 school year, that rate is still below the rates for 2016-2017 & 2017-2018.

Figure 7. New Teacher* Turnover Rate



*Teacher is teacher-type (classroom teachers, ROTC, librarians)

District Strategies

Performance Strategies:

Teacher Performance

- Facilitate TEM norming sessions for new and struggling principals to reinforce understanding of the rubric and accuracy of ratings.
- Deploy a cadre of external observers to support the observation process

Non-Instructional Performance

- Provide an NIE certification course for all supervisors to take a deep dive to better understand the components of the rubric and scoring
- Propose a new multiple measures model for calculating overall non-instructional employee performance to include District growth and achievement data

Office of Schools/ILDs

- Continue norming sessions with Deputy Supt., Assistant Supts., and ILDs
- Continue to norm/align student performance to evaluations
- Collaborate with Employee Performance to support school-based leaders in providing ongoing professional learning for teachers on the TEM instructional evaluation model and its impact on teaching and learning.
- Conduct co-observations with principals and norm with school teams utilizing the TEM instructional evaluation model to guide scoring and feedback to effectively coach teachers.



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- Coach school-based leaders to schedule and conduct regular informal and form observations to enhance teacher support and growth.
- Connect student performance data to teacher appraisals by developing performance goals to support student growth and achievement.
- Collaborate with school-based leaders to evaluate the effectiveness of PBIS plans to improve school climate that impacts working conditions for teachers and leaders.
- Collaborate with HR to assist school-based leaders to routinely recognize faculty and staff successes and contributions to positively impact the learning environments.

Retention Strategies:

HR

- New Teacher Permit Check Ins - HR works closely with new teachers (2 times per year) and provides in person check ins to support new teachers as they work to obtain TN licensure.
- New Teacher Induction Initiative - HR has worked to implement a research based comprehensive teacher induction program that includes new teacher orientation, induction guide, induction PD for principals, monthly induction guidance for mentors and mentees (1:1 mentor/mentee ratio). Upon the release of ESSER 3.0 funds, new teachers and mentors will have one release day per quarter for intensive mentor support (or may be implemented via paid time after school/Saturdays to engage in support activities).
- Teacher/School Recognition Programs – HR has expanded its offering of employee recognitions for attendance and exemplary service to include (but not limited to): SCS Superheroes, Attendance awards, New Teacher Bright Spots, etc.
- EAP Support Expansion - We currently offer virtual EAP sessions (one monthly for teachers and one monthly for Principals) via the Office of Professional Standards and are planning to provide more on-site support in collaboration with the Total Rewards team to create employee resource centers in schools and establishing wellness champions/advocates who can coordinate on-site support for staff as needed.
- New Memphis Collaboration – HR has established a partnership with New Memphis to help acclimate new residents into the Memphis Community.



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	Instructional Components of New Teacher Experience	Non-Instructional Components of New Teacher Experience
Professional Development Department	The role of the PD Department is to maximize the tools to help facilitate system- and school-level supports for new teachers, and provide resources at their disposal to positively support and impact new teacher experience.	
	<ul style="list-style-type: none"> - Creates tools, resources, & PD to support instruction across schools - Develops instructional staff that support new teachers (e.g., Mentors, ILT Team) - Plans and hosts district-wide Welcome and New Teacher Orientation in collaboration with other central offices - Creates and monitors plan for differentiating induction based on new teacher needs - Facilitates the mentoring process (e.g., selection of mentors) - Checks in on all new teachers hired over the course of the year - Checks in with all principals with new teachers for feedback - Develops learning opportunities for school leaders on new teacher experience 	<ul style="list-style-type: none"> - Ensures adequate supplies and budget available to support new teachers - Notifies all offices of any changes to policies or procedures that may impact new teachers <p>Tracks and helps align all of the “stuff” new teachers receive and when – so as to not overwhelm them – collaborating with others, as needed</p>

	Instructional Components of New Teacher Experience	Non-Instructional Components of New Teacher Experience
Principal & School Leadership Team	The Principal & School Leadership Team’s role is to create an environment that grows and retains great new teachers committed to the school & community.	
	<ul style="list-style-type: none"> - Limits assignment of new teachers in high needs classrooms - Designs and implements school-level induction experience, including ongoing mentoring. Evaluates and makes adjustments, as needed - Aligns new teachers’ professional development to their individual needs - Facilitates a new teachers’ ability to observe high-performing teachers - Provides feedback to new teachers on their performance - Retains high performers and supports low performers to meet their best potential 	<ul style="list-style-type: none"> - Welcomes new teachers to the school building and community - Provides supplies for first day in role – and gives tips on how things work in the school (e.g., taking attendance, lesson plans for subs) - Introduces new teachers to other teachers in school and grade level/ subject - Sets aside adequate time to support any and all new teacher needs