



## Destination 2025 Monthly: September 2019

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 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 Panorama survey), teacher ratings of principals (via Insight survey) and the number of teacher vacancies present on the first day of school. Examination of the data from the sources listed above has led to the following findings:

- Grades 7-8 had the smallest percentage of favorable responses compared to all other grade levels, with Grade 7 responses being less favorable than all other grade levels on all survey topics.
- Survey topic areas of Pedagogical Effectiveness and Classroom Teacher-Student Relationships most frequently received favorable responses from students. Classroom Engagement and Classroom Rigorous Expectations most frequently received unfavorable responses.
- Spring 2019 Insight survey results indicated that 77% 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.”
- SCS had 125 teacher vacancies on the first day of school, which was up from the first day in 2018-19 (65) but down from the 2017-18 school year (176).

### Student Survey

The Panorama Student Survey<sup>1</sup> gathers student perceptions about:

- Classroom Engagement - How attentive and invested students are in class
- Classroom Learning Strategies - How well students deliberately use strategies to manage their own learning processes in class
- Classroom Rigorous Expectations - How much students feel that a specific teacher holds them to high expectations around effort, understanding, persistence and performance in class
- Classroom Teacher and-Student Relationships - How strong the social connection is between teachers and students within and beyond the classroom
- Pedagogical Effectiveness - Perceptions of the quality of teaching and amount of learning students experience from a particular teacher

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<sup>1</sup> Panorama Student Survey data was provided by Shontale Bryant, Department of Employee Performance and Support



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In Spring 2019, 20,588 students were surveyed in Grades K-2; 26,063 students were surveyed in Grades 3-5, and 40,239 students were surveyed in Grades 6-12. Overall, Grades 6-12 had fewer favorable responses than Grades K-5.

**Percent Favorable Responses For Each Survey Topic By Grade Range**

	K-2	3-5	6-12
Classroom Engagement	79	72	52
Classroom Learning Strategies	90	82	70
Classroom Rigorous Expectations	74	83	78
Classroom Teacher-Student Relationships	90	80	70
Pedagogical Effectiveness	84	86	77

\*For each survey topic, the lowest percentage of favorable responses is highlighted in orange.

Grades 7-8 had the smallest percentage of favorable responses compared to all other grade levels, with Grade 7 responses being less favorable than all other grade levels on all survey topics. The percentages of favorable responses in Grade 8 were almost as low as Grade 7 on four of the five survey topics.

**Percent Favorable Responses For Each Survey Topic By Grade Level**

	K	1	2	3	4	5	6	7	8	9	10	11	12
Classroom Engagement	89	79	70	78	71	67	51	45	49	51	54	57	62
Classroom Learning Strategies	94	89	88	85	82	81	71	64	68	70	71	73	77
Classroom Rigorous Expectations	89	74	61	82	82	82	78	74	77	77	79	81	83
Classroom Teacher-Student Relationships	93	90	87	79	79	78	69	62	66	72	72	73	78
Pedagogical Effectiveness	93	85	76	90	85	84	78	72	75	78	78	79	72

\*For each survey topic, the lowest three percentages of favorable responses are highlighted in orange.

Analysis of responses to individual survey questions showed that Pedagogical Effectiveness and Classroom Teacher-Student Relationships most frequently received favorable responses from students. Classroom Engagement and Classroom Rigorous Expectations most frequently received unfavorable responses.



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#### Most and Least Favorable Responses Survey Topics By Grade Range

Grade Level	Question	Topic	% Favorable	
Grades K-2	Are you happy to go to this class?	Classroom Engagement	90	
	Most Favorable	Does your teacher help you do your best in class?	Classroom Learning Strategies	91
		Does your teacher care about you?	Classroom Teacher-Student Relationships	94
	Least Favorable	Do students behave in this class?	Classroom Rigorous Expectations	59
		Do students help create the rules in this class?	Classroom Engagement	63
		Do students in your class try their best to follow the rules in the classroom?	Classroom Rigorous Expectations	74
Grades 3-5	During class, how good is this teacher at making sure students do not get out of control?	Pedagogical Effectiveness	89	
	How good is this teacher at teaching in the way that you learn best?	Pedagogical Effectiveness	89	
	Most Favorable	How much does this teacher encourage you to do your best?	Classroom Rigorous Expectations	89
		How clearly does this teacher present the information that you need to learn?	Pedagogical Effectiveness	90
		How much have you learned from this teacher?	Pedagogical Effectiveness	93
	Least Favorable	When you are not in class, how often do you talk about ideas from class?	Classroom Engagement	44
		How often does this teacher make you explain your answers?	Classroom Rigorous Expectations	71
		When your teacher asks, "How are you?", how often do you feel that your teacher really wants to know your answer?	Classroom Teacher-Student Relationships	74
	Grades 6-12	Overall, how much have you learned from this teacher about this subject?	Pedagogical Effectiveness	83
Most Favorable		How respectful is this teacher towards you?	Classroom Teacher-Student Relationships	85
		How much does this teacher know about the topic of his/her class?	Pedagogical Effectiveness	91
Least Favorable		When you are not in class, how often do you talk about ideas from class?	Classroom Engagement	37
		How often do you get so focused on class activities that you lose track of time?	Classroom Engagement	51
		How excited are you about going to this class?	Classroom Engagement	54



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**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 78%. In the spring of 2019, approximately 69% of teachers (4,635) participated. The two main survey domains related to principals and school climate are Learning Environment and Leadership.<sup>2</sup>

**Insight Survey Participation**

	# of Teachers Listed On Roster	# of Survey Respondents	Survey Reponse Rate	# of Schools
Spring 2017	6,491	5,160	79%	164
Top Quartile	1,279	1,025	80%	41
Spring 2018	6,627	5,626	85%	164
Top Quartile	1,303	1,144	88%	52
Spring 2019	6,704	4,635	69%	160
Top Quartile	1,367	962	70%	40

**Learning Environment**

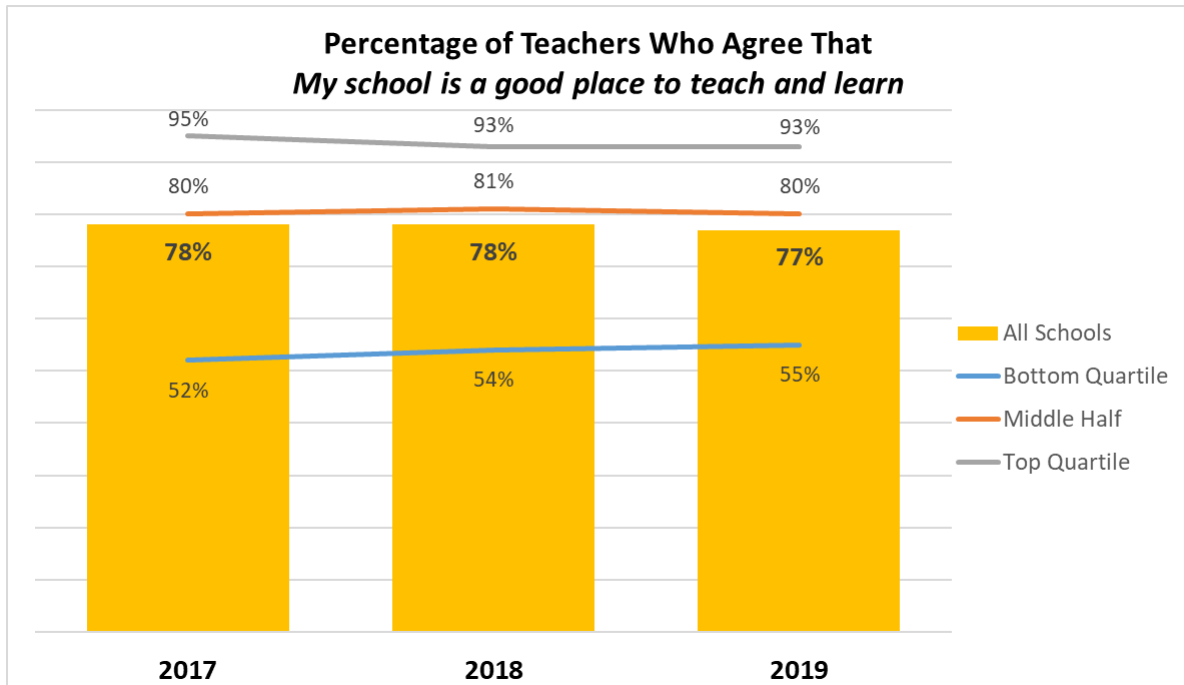
In the Learning Environment domain, a key statement related to school climate is: My school is a good place to teach and learn. Results were consistent across the last three years, averaging 78%, or over three-fourths of respondents. However, results varied for schools in the top versus bottom quartiles 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%-55%.

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<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.

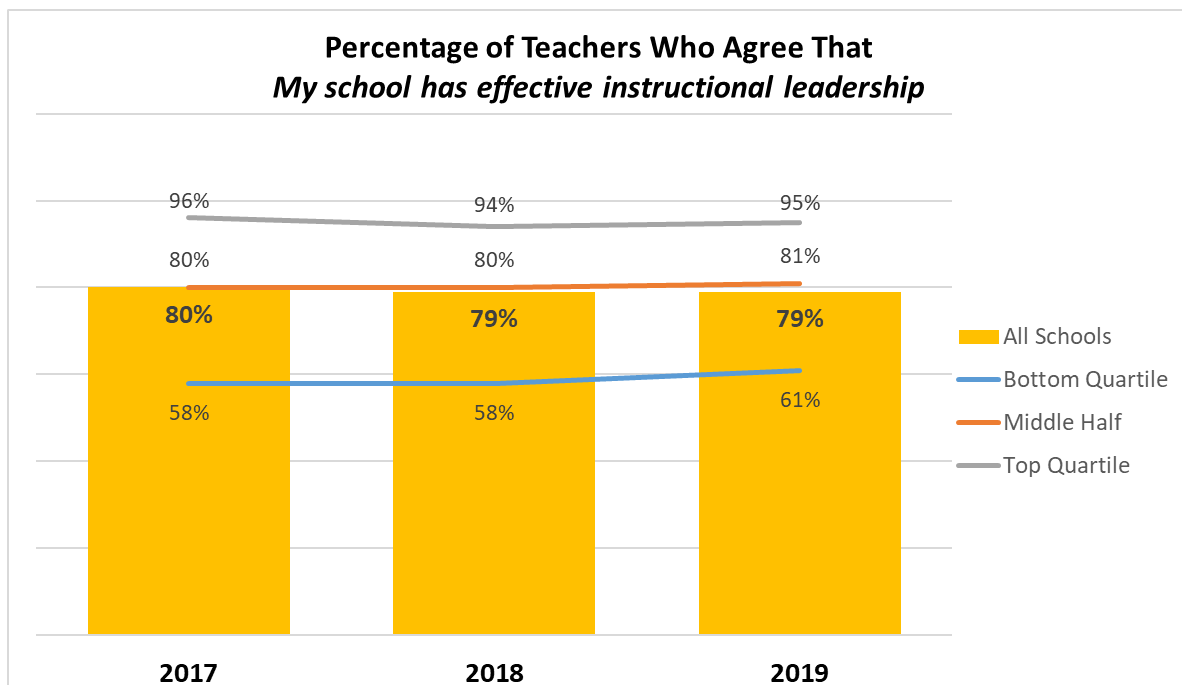


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**Leadership**

In the Leadership domain, a key statement related to school climate is: *My school has effective instructional leadership*. The results remained constant at 79% in 2018 and 2019. The top quartile ranged from 94%-96% and the bottom quartile improved three points from 58% to 61%.











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The Spring 2019 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:

<p><b>EVALUATION:</b> I know the criteria that will be used to evaluate my performance as a teacher.</p>	<p>2018 = 92%; 2019 = 93%</p>	
<p><b>INSTRUCTIONAL PLANNING FOR STUDENT GROWTH:</b> Teachers at my school track the performance of their students toward measurable academic goals.</p>	<p>2018 = 90%; 2019 = 89%</p>	
<p><b>FAMILY AND COMMUNITY ENGAGEMENT:</b> Families at my school regularly receive useful updates about their student's progress.</p>	<p>2018 = 87%; 2019 = 87%</p>	

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

<p><b>LEARNING ENVIRONMENT:</b> Across my school, there are consistent expectations and consequences for student behavior.</p>	<p>2018 = 65%; 2019 = 63%</p>	
<p><b>LEARNING ENVIRONMENT:</b> Interactions between students and adults at my school are respectful.</p>	<p>2018 = 65%; 2019 = 62%</p>	
<p><b>EVALUATION:</b> I agree with the criteria that will be used to evaluate my performance as a teacher.</p>	<p>2018 = 62%; 2019 = 62%</p>	



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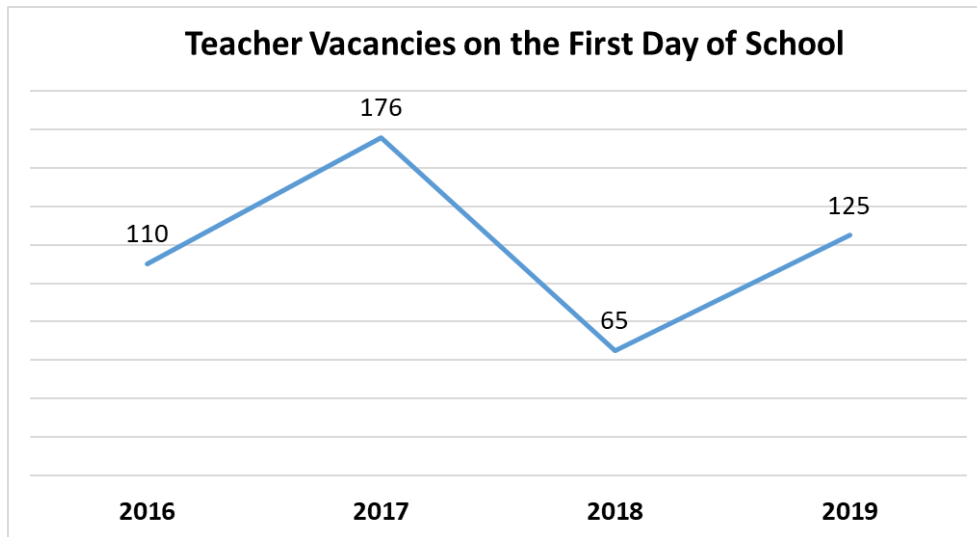
**Teacher Vacancies**

As of May 2019, there were approximately 500 vacant teacher positions, and there have been 741 total teacher-type resignations since May 1 as follows:

- May: 212 new resignations
- June: 207 new resignations
- July: 218 new resignations
- August: 102 new resignations
- September: 2 new resignations at the time of reporting

SCS conducted six hiring events resulting in 230 teacher hires and also filled vacancies via the online application process.

As of August 9th (the Friday before the start of school on August 12th), the District had a total of 125 empty teacher positions, up from 65 at the same point the previous year but down from 176 vacancies at the same point in 2017-18. This excludes 65 hiring recommendations that were in process at that time and 69 TOSA (Teacher on Special Assignment) placements. There were 33 instructional separations in the month of August leading up to the start of school on August 12th.



The subject areas and schools with the largest number of vacancies are listed below:

High School Math	Elementary Grades	Special Education	Middle School Math	High School Science	High School English
17	28	42	10	3	5

School	Sheffield High	Hamilton K-8	Oakhaven ES	Kingsbury High	Kate Bond Middle
# Vacancies	5	6	6	8	5



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### **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:

#### **Schools (ILDs, Leadership Development Office)**

- Climate and Culture learning series to support school leaders in addressing deficit domain areas on Insight
- Sample Cycle of Professional Learning (CPL) plans for schools that focus on Learning Environment domain
- Ongoing ILD coaching and learning walks on school culture
- Ongoing teacher and leader input on how to improve variety and quality of PD offerings
- See It. Name It. Do It. Protocol to establish consistent code of conduct, rigor and positive student engagement in classrooms

#### **Student Equity, Enrollment and Discipline**

- Training and resources for schools to implement Reset Rooms, safe spaces in classrooms, de-escalation, restorative practices and RTI-B
- Ongoing educator PD regarding culturally responsive teaching and learning and Socioemotional Learning aligned to the TEM rubric
- Over 17,000 SCS staff have completed ACEs training

#### **Department of Student Affairs**

- Training on emotional poverty and educating Black and Latino male students, Kingian Non-Violence, restorative justice and dropout prevention
- Student Congress, Student Board Night and other student voice initiatives
- Collaboration with external partners to increase student internship and volunteering opportunities

#### **Human Resources Updates**

- In order to address teacher vacancies, degreed substitute teachers were deployed to ensure that there was 100% coverage for all classrooms
- All excess teachers were matched as TOSAs to fill vacancies throughout the district.
- An assertive Recruitment Plan was launched over the summer (6 Events in 2 months) 230 Hired
- Partner Programs were engaged to supply additional teachers (TFA, Relay, MTR, University of Memphis River City Partnership)
- Retention Task Force established to support with transformation strategy (Collaboration with Academics, PD and HR)
- AA Men Recruitment Team/Strategic Plan established to address specific needs to this subgroup
- Technology Based Instructional Support partners will be introduced as an option to deliver 21<sup>st</sup> century learning opportunities (Virtual Learning and Live Virtual Learning Opportunities).

#### **Recruitment Strategies**

- Aspiring Teacher Program (Praxis support for Ed Assistants, Permit Teachers, Substitute Teachers)
- AA Male Task Force





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- Enhanced Recruitment Action Plan Implementation
- Superintendent Ray's Education Celebration
- Preview Weekend Events
- New Principal Ambassadors
- Subway to Teach Hiring Event
- Mid-Year Hiring Event for December Graduates

**Strategies to Address Culture and Climate**

- Customer Service and Focus on Culture/Climate: SCS HR Leading the Way as the heartbeat of the District!
- Benefits and Compensation Team Strategic Plan
- My Day – Perfect Attendance Awards for Teachers
- SCS Rocks – District Employee Appreciation \*Expansion for 2019-20
- Relocation Stipend and Home Owner Assistance Partnerships
- SCS District Health Clinics – free prescriptions
- Panorama Employee Engagement Survey
- Tuition IO – Financial Wellness Program
- Methodist Employee Assistance Program
- Oamada – Digital Lifestyle change program
- Men's Health Awareness Month - June
- Fitness Challenge