



## Monthly Board KPIs: September 2021

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 District Strategic Priorities 3 and 4 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 8, 9, and 11 had the lowest average percentage of favorable responses compared to all other grade levels, with Grade 11 responses being less favorable than all other grade levels on all survey topics. Eighth grade Classroom Engagement had the lowest percent favorability of all grades and all survey topics.
- Survey questions showed that Pedagogical Effectiveness and Rigorous Expectations most frequently received favorable responses from students. Classroom Engagement and Learning Strategies most frequently received unfavorable responses.
- Spring 2021 Insight survey results indicated that 86.8% of teachers agreed with the statement “My school is a good place to teach and learn,” and 86.6% of teachers agreed with the statement “My school has effective instructional leadership.”
- As of August 9<sup>th</sup>, SCS had a total of 217 vacant teacher positions, up from 63 at the same point the previous year. This excludes 76 hiring recommendations that were in process at that time.

### 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
- Rigorous Expectations - How much students feel that a specific teacher holds them to high expectations around effort, understanding, persistence and performance in class
- Teacher-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

In Spring 2021, 16,761 students were surveyed in Grades K-2; 31,935 students were surveyed in Grades 3-5; 27,917 students were surveyed in Grades 6-8, and 30,407 students were surveyed in Grades 9-12. Overall, Grades 9-12 had fewer favorable responses than Grades K-8. Grades K-5 increased their favorability responses in all survey topics since Fall 2020. Grades 3-5 fell into the 80-99<sup>th</sup> percentile nationally in terms of favorable responses.<sup>1</sup>

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<sup>1</sup> National percentiles are unavailable for Grades K-2



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### Grades K-2

16,761 responses | [show breakdown](#)

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Topic	Percent Favorable	Change since Fall 2020
Classroom Learning Strategies	92%	▲ 1
Classroom Teacher-Student Relationships	88%	▲ 3
Pedagogical Effectiveness	84%	▲ 3
Classroom Rigorous Expectations	82%	▲ 2
Classroom Engagement	79%	▲ 3

### Grades 3-5

31,935 responses | [show breakdown](#)

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Topic	Percent Favorable	Compared to others nationally	Change since Fall 2020
Pedagogical Effectiveness	86%	80th-99th percentile	▲ 1
Classroom Rigorous Expectations	83%	80th-99th percentile	▲ 3 Greatest increase
Classroom Teacher-Student Relationships	83%	80th-99th percentile	▲ 1
Classroom Learning Strategies	82%	80th-99th percentile	▲ 1
Classroom Engagement	73%	80th-99th percentile	▲ 1

Grades 6-8 decreased favorability responses in Rigorous Expectations, Pedagogical Effectiveness, and Learning Strategies and remained stable in Teacher-Student Relationships and Classroom Engagement since Fall 2020. Favorable responses fell between the 40<sup>th</sup> and 79<sup>th</sup> percentiles nationally for this grade band.



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Grades 6-8

27,917 responses | [show breakdown](#)

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Topic	Percent Favorable	Compared to others nationally	Change since Fall 2020
Classroom Rigorous Expectations	75%	40th-59th percentile	▼ 1
Pedagogical Effectiveness	75%	40th-59th percentile	▼ 1
Classroom Teacher-Student Relationships	68%	60th-79th percentile	0
Classroom Learning Strategies	64%	60th-79th percentile	▼ 1
Classroom Engagement	46%	40th-59th percentile	0

Grades 9-12 increased their favorable responses in Teacher-Student Relationships, Learning Strategies, and Classroom Engagement, decreased their favorable responses for Rigorous Expectations, and maintained favorability in Pedagogical Effectiveness. Grades 9-12 favorability responses fell between the 20<sup>th</sup> and 79<sup>th</sup> percentiles nationally.

Grades 9-12

30,407 responses | [show breakdown](#)

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Topic	Percent Favorable	Compared to others nationally	Change since Fall 2020
Classroom Rigorous Expectations	73%	40th-59th percentile	▼ 1
Pedagogical Effectiveness	73%	20th-39th percentile	0
Classroom Teacher-Student Relationships	66%	40th-59th percentile	▲ 2
Classroom Learning Strategies	64%	60th-79th percentile	▲ 1
Classroom Engagement	43%	20th-39th percentile	▲ 2



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Grades 8, 9, and 11 had the lowest average percentage of favorable responses compared to all other grade levels, with Grade 11 responses being less favorable than all other grade levels on all survey topics. Eighth grade Classroom Engagement had the lowest percent favorability of all grades and all 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	87	78	74	78	73	69	51	46	41	42	43	42	45
Classroom Learning Strategies	95	91	91	84	82	80	67	65	61	62	64	64	68
Classroom Rigorous Expectations	88	81	76	83	82	83	76	76	74	72	73	72	74
Teacher-Student Relationships	91	87	86	85	83	82	71	68	65	65	66	64	67
Pedagogical Effectiveness	92	83	77	88	86	84	77	75	73	73	74	71	74

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

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

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

Grade Level		Question	Topic	% Favorable
Grades K-2	Most Favorable	Does your teacher care about you?	Teacher-Student Relationships	95
		Does your teacher help you do your best in class?	Learning Strategies	93
		When something is hard does your teacher help your class understand?	Rigorous Expectations	92
	Least Favorable	Do students help create the rules in this class?	Classroom Engagement	60
		Do students behave in this class?	Rigorous Expectations	72
		When your teacher is teaching, do you understand them?	Pedagogical Effectiveness	78
Grades 3-5	Most Favorable	How much have you learned from this teacher?	Pedagogical Effectiveness	91
		How respectful is this teacher towards you?	Teacher-Student Relationships	90
		During class, how good is this teacher at making sure students do not get out of control?	Pedagogical Effectiveness	90
	Least Favorable	When you are not in class, how often do you talk about ideas from class?	Classroom Engagement	51
		How often does this teacher make you explain your answers?	Rigorous Expectations	72
		In this class, how excited are you to participate?	Classroom Engagement	76
Grades 6-8	Most Favorable	How much does this teacher know about the topic of his/her class?	Pedagogical Effectiveness	91
		How respectful is this teacher towards you?	Teacher-Student Relationships	87
		During class, how good is this teacher at making sure students do not get out of control?	Pedagogical Effectiveness	83



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	Least Favorable	When you are not in class, how often do you talk about ideas from class?	Classroom Engagement	29
		How often do you get so focused on class activities that you lose track of time?	Classroom Engagement	43
		In this class, how eager are you to participate?	Classroom Engagement	47
Grades 9-12	Most Favorable	How much does this teacher know about the topic of his/her class?	Pedagogical Effectiveness	89
		During class, how good is this teacher at making sure students do not get out of control?	Pedagogical Effectiveness	81
		How often does this teacher take time to make sure you understand the material?	Rigorous Expectations	79
	Least Favorable	When you are not in class, how often do you talk about ideas from class?	Classroom Engagement	32
		How often do you get so focused on class activities that you lose track of time?	Classroom Engagement	42
		How excited are you about going to this class?	Classroom Engagement	43
		In this class, how eager are you to participate?	Classroom Engagement	43

### 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 2021, approximately 85% of teachers (5,187) participated. The two main survey domains related to principals and school climate are Learning Environment and Leadership.<sup>2</sup>

Insight Survey Participation				
	# Teachers Listed on Roster	# Survey Respondent	Survey Response Rate	# of Schools
Spring 2019	6,038	4,231	70%	156
Top Quartile 2019	1,607	1,142	71%	45
Spring 2020	5,882	4,779	81%	159
Top Quartile 2020	1,306	1,039	80%	40
Spring 2021	6,206	5,187	85%	160
Top Quartile 2021	1,246	1,224	98%	40

### Learning Environment

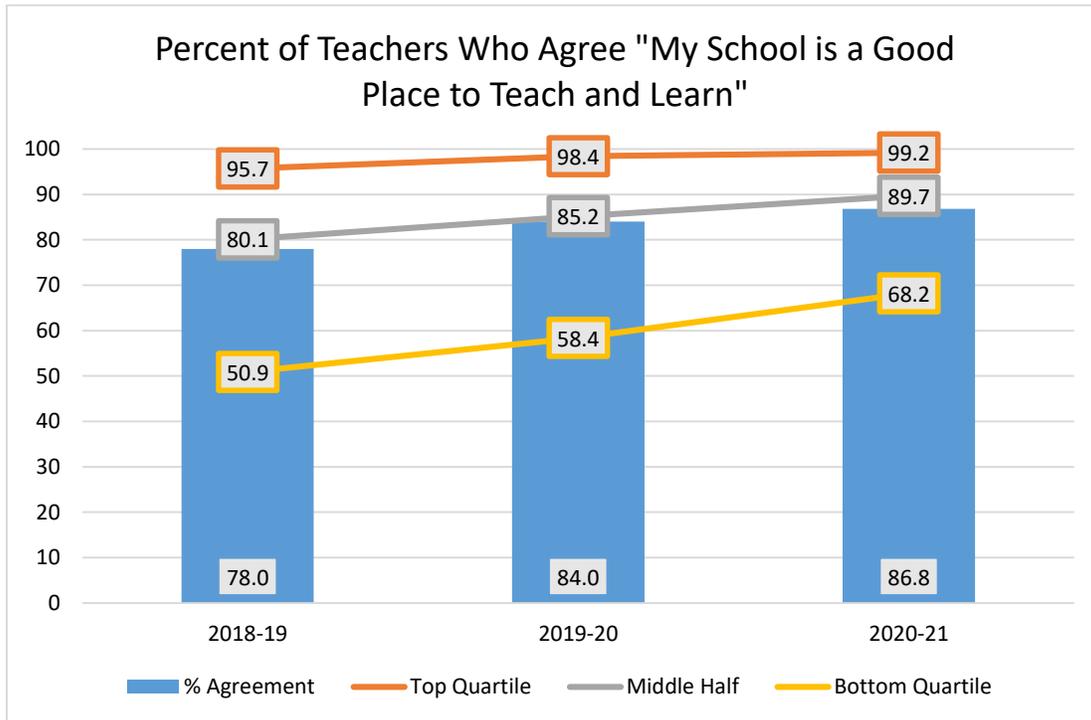
In the Learning Environment domain, a key statement related to school climate is: My school is a good place to teach and learn. The results for the District Average increased by 2.8 percentage points from 2019-20 to 2020-21 to 86.8%. Results were consistent across the last three years for the top

<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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quartile. The middle quartile increased by 9.6 percentage points in the last three years. The bottom quartile increased by 9.8 percentage points from 2019-20 to 2020-21. Schools in the top quartile ranged from 97%-100% agreement on this statement and schools in the bottom quartile ranged from 44%-79%.

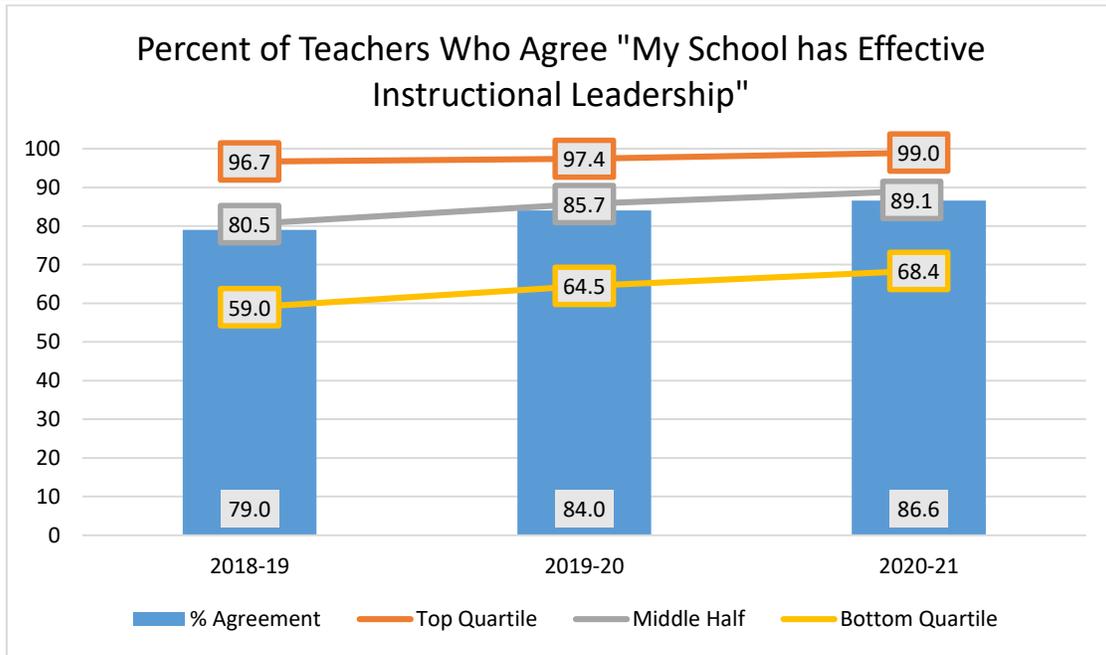


**Leadership**

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 2.6 percentage points from 2019-20 to 2020-21. Results were consistent across the last three years for the top quartile. The middle quartile increased by 8.6 percentage points since 2018-19. The bottom quartile increased by 9.4 percentage points from 2018-19 to 2020-21. The top quartile ranged from 96%-100% agreement and the bottom quartile ranged from 29% to 80% agreement.



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The Spring 2021 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
<b>Evaluation</b> - I know the criteria that will be used to evaluate my performance as a teacher.	2019: (93%) 2020: (94%) 2021: (94%)
<b>Peer Culture</b> - At my school, teachers use a common vocabulary to discuss effective teaching practice.	2019: (84%) 2020: (88%) 2021: (92%)
<b>Peer Culture</b> - There are many teachers at my school who set an example of what highly effective teaching looks like.	2019: (79%) 2020: (83%) 2021: (92%)

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

Indicator	Annual % Agreement
<b>Evaluation</b> - I agree with the criteria that will be used to evaluate my performance as a teacher.	2019: (63%) 2020: (70%) 2021:(73%)
<b>Evaluation</b> - At my school, evaluation ratings are accurate reflections of teacher effectiveness.	2019: (67%) 2020: (72%) 2021: (73%)



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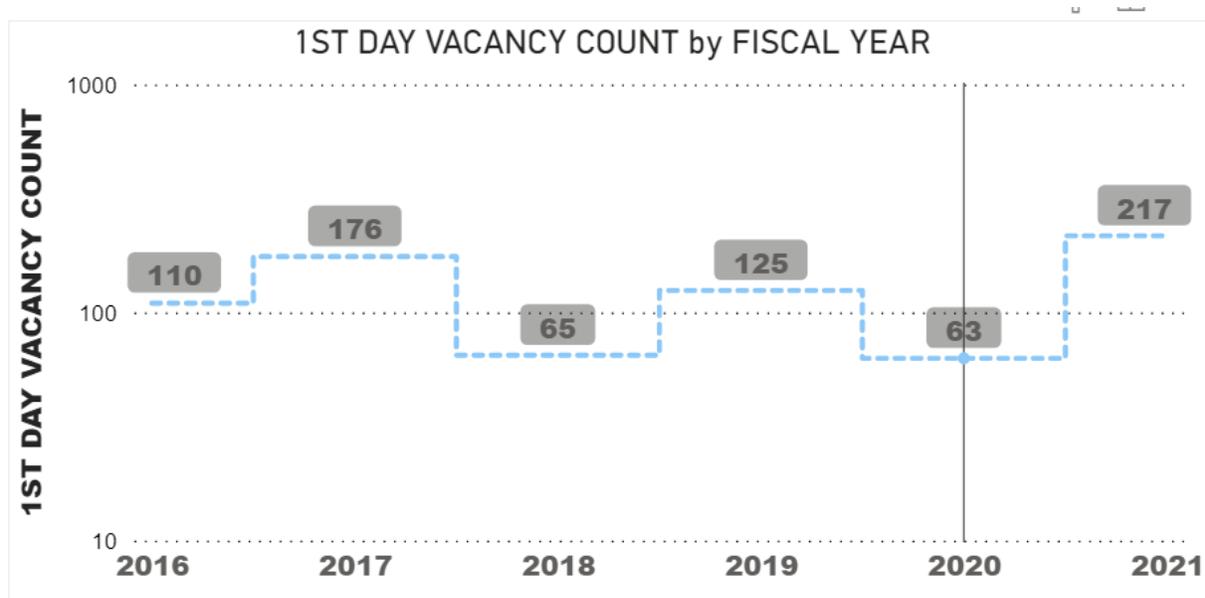
**Instructional Planning for Student Growth** - An instructional leader at my school regularly reviews student work from my classes. 2019: (66%) 2020: (72%) 2021: (73%)

**Teacher Vacancies**

As of May 31, 2021, there were approximately 405 vacant teacher positions. There have been 367 teacher type resignations since May 2021. Seven (7) virtual hiring fairs were held to hire teachers for the SY 2021-22. From these events, 398 teachers were employed. Currently, there are 227 vacant teaching positions that are covered by degreed and/or licensed substitute teachers.

Month	# Teacher Type Resignations
May	16
June	224
July	64
August	63

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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:

#### **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.
- 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 and instructional staff. 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- Teach for America, Memphis Teacher Residency, River City Partnership (University of Memphis), & Relay Graduate School of Education
5. Approaching job fairs as a strategic gateway to building candidate pools
6. Refining HR Processes and candidate cultivation strategy
7. Targeted recruitment efforts with Student Teachers in collaboration with the Induction & Development Team

#### **Initiatives:**

- Recruitment Incentives: Hard to Staff Stipends, Relocation allowances, I-Zone Stipends, etc.
- Virtual/In-person Hiring Events
- Virtual College and University Recruitment Webinars
- Recruitment Marketing Blitz (Billboard, Television, Radio, Job Boards, and Social Media ads)
- Subway to Teach Hiring Event



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- Special Education Teacher Transition Initiative
- SCS Preview Day
- 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
- Retention Task Force established to support with transformation strategy (Collaboration with Academics, PD and HR)
- ICIMS Applicant Tracking System (ATS) Redesign
- Race to 2021-2022 Incentive
- Rehire Review Committee
- Staffing Dashboards
- SCS Cares Initiative (Employee Engagement and Wellness)
- Strategic Compensation Strategy (Step/Lane implementation, 2% raise and multiple bonus)
- Online Praxis Support using 240 Tutoring and PCG education platforms
- SCS Teacher-Led Praxis Support Sessions
- 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)
- Comprehensive New Teacher Induction Program with 1:1 Mentors

### Partner Programs

- Memphis Teacher Residency (MTR)
- Teach for America (TFA)
- TDOE Grow Your Own Grant Programs: University of Tennessee Knoxville (UTK), Tennessee State University (TSU), and the Relay Graduate School of Education partnered with SCS to apply for Grow Your Own (GYO) grants from the Tennessee Department of Education (TDOE).
- Aspiring Teachers Program in partnership with Relay Graduate School of Education
- Mandatory Permit, Waiver, and License Check Ins hosted quarterly by Licensure