



Destination 2025 Monthly: November 2019

Prepared by the Department of Research & Performance Management

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Key Findings

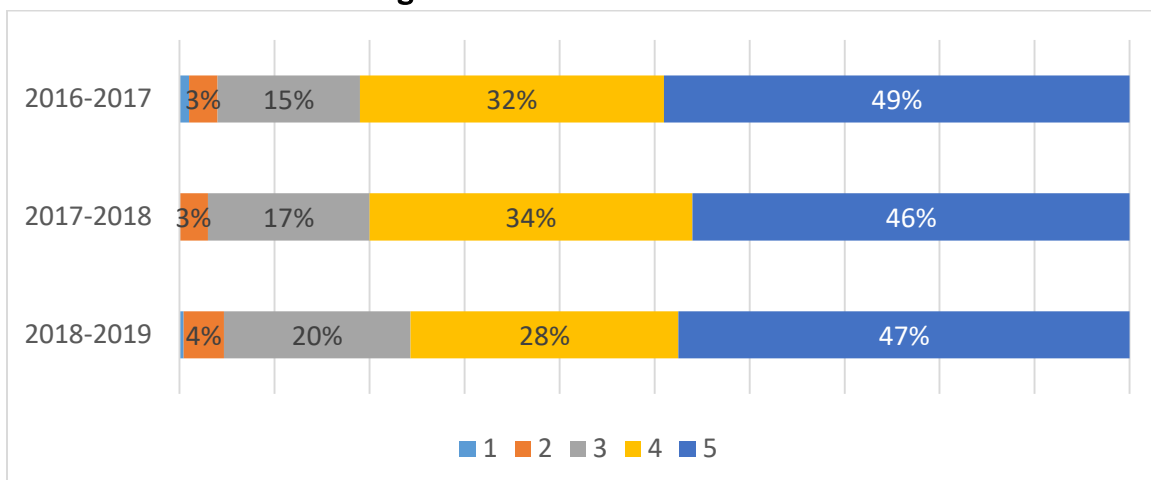
Key Performance Indicators (KPIs) for the month of November are aligned with Priority 3 of Destination 2025 as it relates to developing teachers, leaders, and Central Office. These indicators include teacher retention rates after 1-5 years of service, the percentage of teachers by TEM level, teacher observation ratings, and Central Office evaluation ratings. Examining employee data from the 2018-2019 school year, the following has been observed:

- Mean teacher observation scores have remained relatively constant; however, mean scores showed slight declines from the previous year. The largest decline was in middle schools, going from an average score of 4.26 to 4.08.
- 105 schools had a mean observation score of 4.0 and above.
- 98.5% of direct reports and 99.7% of supervisors met or exceeded expectations.
- The one-year teacher retention rate from 2017-18 to 2018-19 was between 70 and 90% for most cohorts when grouped by years of experience.
- When looking at retention of all teachers hired during a given fiscal year, the rate declines steadily over time. Less than half of the teachers originally hired in in 2014-15, 2015-16 and 2016-17 are still with the District.

Teacher Observation Ratings

Observation ratings from the past three academic years have generally remained constant. In 2018-19, teachers receiving an overall observation rating of 5 increased by one percentage point from the previous year. At the same time, teachers scoring a 4 decreased by six percentage points, and those scoring a 3 increased by three percentage points.

Figure 1. Distribution of Teachers

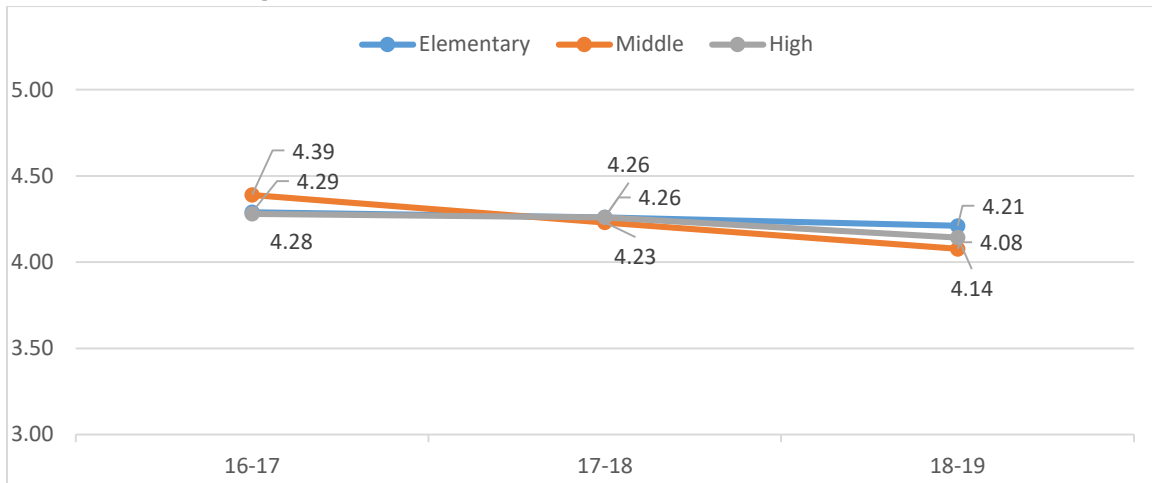




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The mean observation scores across elementary, middle, and high schools showed overall declines from the previous school year. Middle school had the largest decline between 2017-2018 and 2018-2019 with mean observation scores going from 4.26 to 4.08.

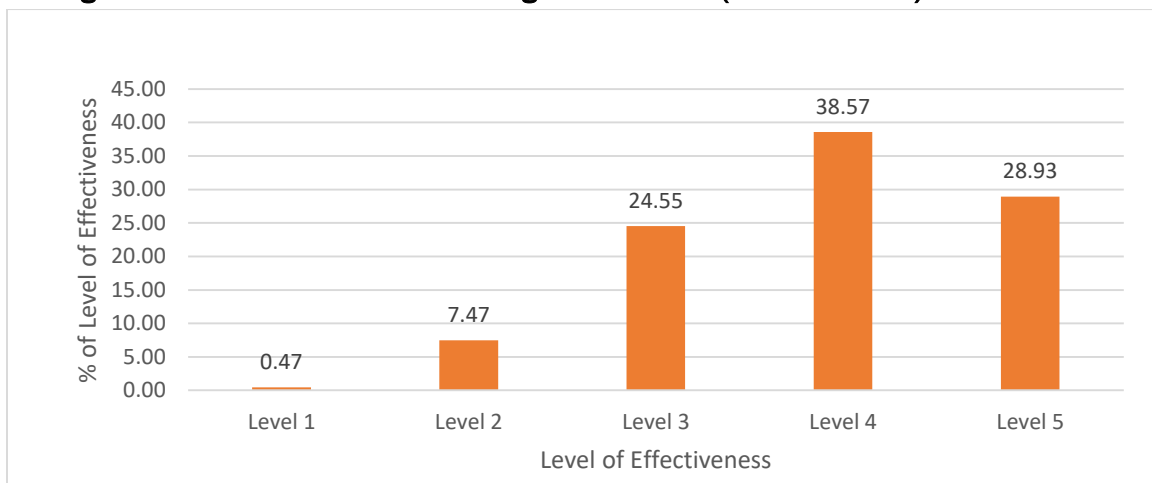
Figure 2. Mean Observation Scores Across Grade Bands



Teacher and Administrator Effectiveness

Of 6,398 teachers evaluated in 2018-2019, 92.05% met or exceeded expectations

Figure 3. Level of Effectiveness Ratings for Teachers (SY 2018-2019) PRELIMINARY

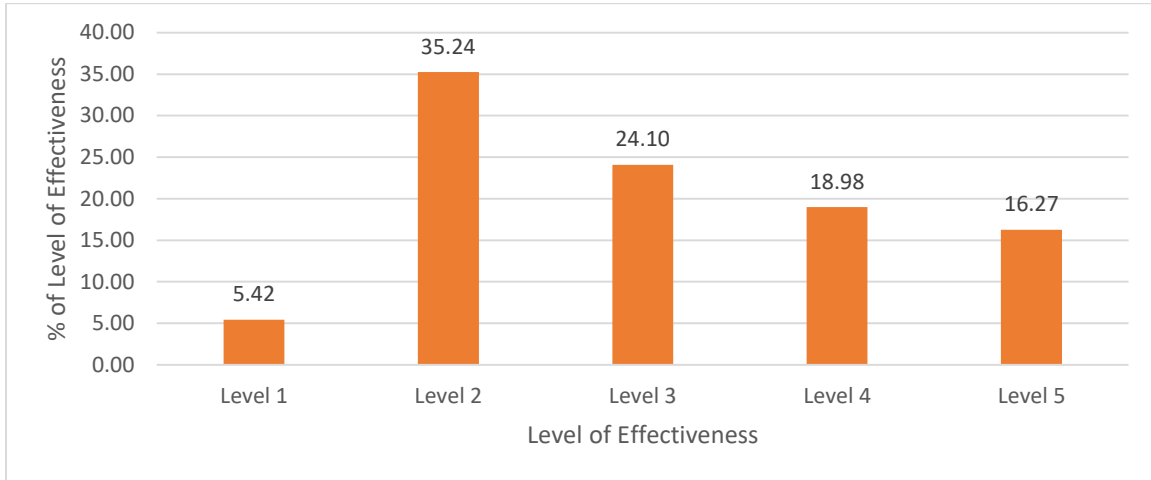




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Of 332 school administrators evaluated in 2017-2018, 59.35% met or exceeded expectations.

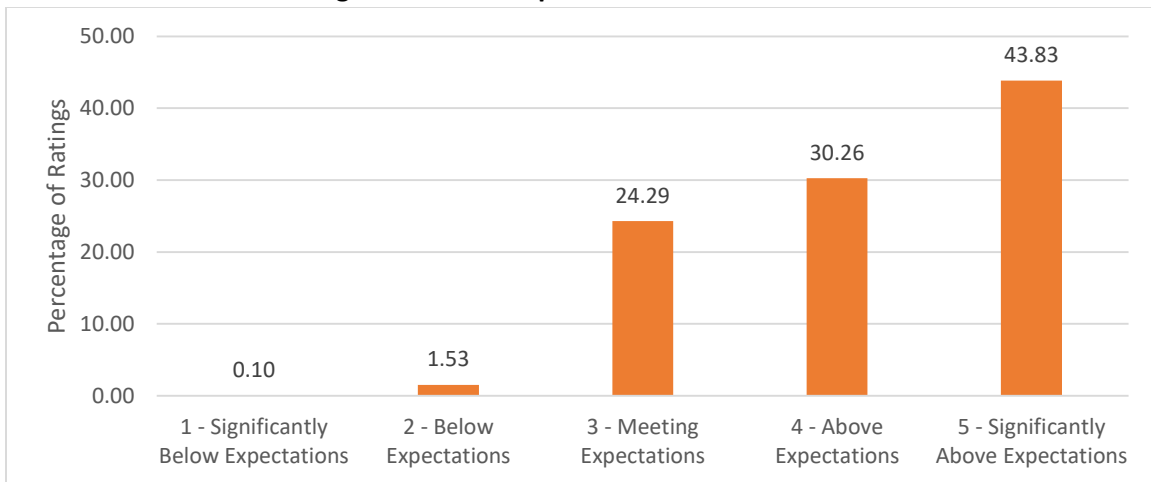
Figure 4. Level of Effectiveness Ratings for School Administrators (SY 2018-2019) PRELIMINARY



2018-19 Non-Instructional Employee Evaluations

98.5% of direct reports and 99.7% of supervisors met or exceeded expectations. District report scores clustered around a score of five, while supervisor scores clustered around a score of three.

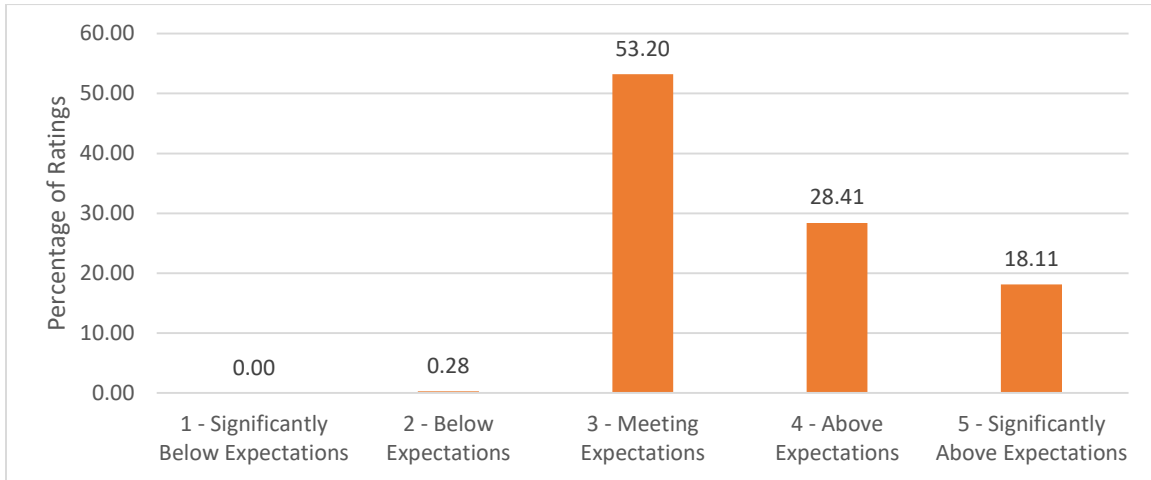
Figure 5. Direct Report Overall Performance





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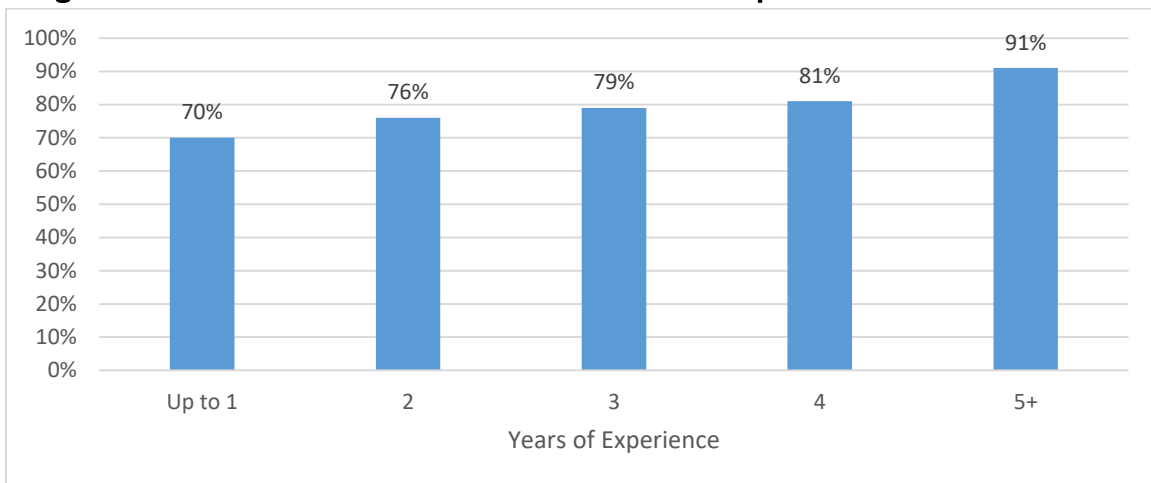
Figure 6. Supervisor Overall Performance



Teacher Retention

Grouped by years of experience, the teacher retention rate from 2018-19 to 2019-20 varied from 70 to over 90 percent. Teachers with five or more years of experience had the highest retention rate, and teachers with up to one year had the lowest rate.

Figure 7. One-Year Teacher* Retention Across Years of Experience from 18-19 to 19-20



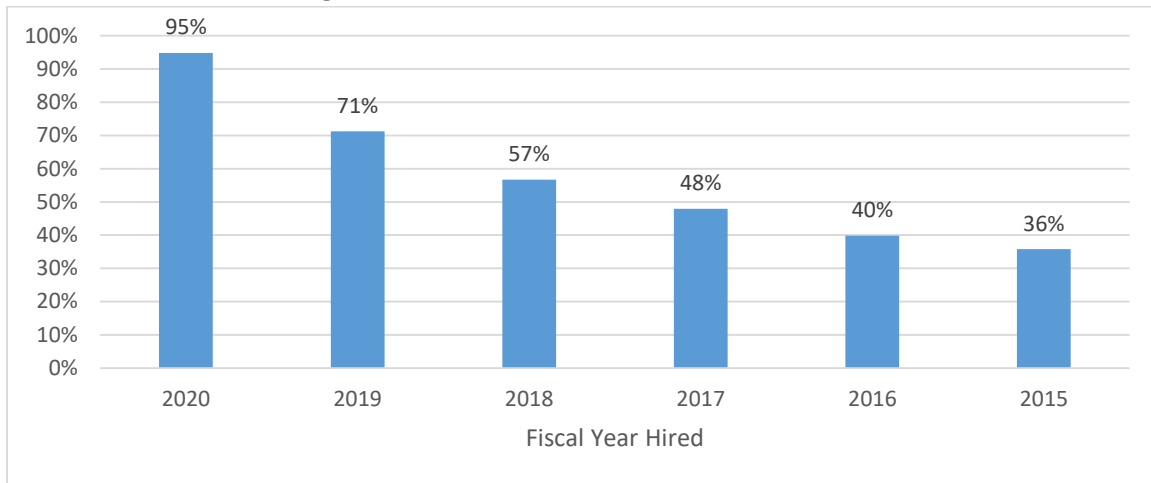
*Teacher is teacher-type (teachers, counselors, ROTC, librarians)

When looking at retention of all teachers hired during a given fiscal year, this rate declines steadily over time. Less than half of the teachers originally hired in 2014-15, 2015-16 and 2016-17 are still with the District.



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Figure 8. Teacher*Retention Since Year Hired



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

District 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

- 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.
- 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.



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Teacher Retention

| | Instructional Components of New Teacher Experience | Non-Instructional Components of New Teacher Experience |
|-----------|--|---|
| HR | <p>HR's role is to collect and share data on new teacher experience and expand principal's human capital capacity. HR fulfills this role by implementing talent systems and communications that supports the new teacher experience.</p> <ul style="list-style-type: none"> - Collects & analyzes data on new teacher performance and experience - Shares themes, trends, & hotspots with others for response and adjustments - Supports Principals with new teacher retention, assignment, etc. - Provides data driven support and tools to principals to facilitate differentiated retention strategies. | <ul style="list-style-type: none"> - Assists new teachers with completing certification requirements, onboarding, paperwork, etc. quickly and efficiently - Designs and implements a competitive compensation and benefits package for new teachers (Hard to Staff Bonus, Sign on bonus, etc. - Provides a New Teacher information guide with quick facts about the district, city, and employee benefits, incentives and perks - Manages the relationship with the union and how it communicates with new teachers |

| | Instructional Components of New Teacher Experience | Non-Instructional Components of New Teacher Experience |
|--|--|--|
| Professional Development Department | <p>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.</p> <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 - Tracks and helps align all of the "stuff" new teachers receive and when – so as to not overwhelm them – collaborating with others, as needed |



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| | 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 |