



Committee of the Whole: Teacher and Principal Retention

Context on Paul PCS:

Paul PCS is one of the oldest Charter LEAs in Washington DC. Originally a DC Public School, Cecile Middleton successfully led the charge to transition Paul PCS from DCPS's portfolio to an independently managed school in 2000. Paul PCS has two separate schools, the middle school which serves 313 students in grades 5-8 and the high school which serves 438 students in grades 9-12. Approximately 50% of Paul students (226 EL, 145 SWIEPs) have a unique learning designation as either an EL (English Learner), SWIEP (Student with IEP) or Dual (both EL and SWIEP).

Paul PCS implements a staffing model that is rooted in ensuring the specific needs of all students are met and strives to make the work of educating children sustainable. Because of the organization's configuration, most teachers have only one prep (meaning they teach only one course), extra duty assignments are rarely issued, teachers receive regular coaching and non-evaluative feedback, evaluation processes are scaffolded based on performance and/or number of years within the organization, there is an instructional specialist for each content area, two for special education and one for EL, and the organization is in year two of implementing a hybrid model for schooling that allows a 4/1 week.

The organization's average annual retention rate (for teachers) is 75%. Of the 25% "turnover" rate, roughly 7-10% is regrettable, most often attributed to relocation and/or field shifting.

Responses

1. Please list the principals who are not returning to be principal of the same school in SY 2023-2024 that they were principal of in SY 2022-2023. Please provide the principal's name, name of the school, how long the person was principal at that school, and a brief reason as to why the principal is not returning to that school.

Paul Middle School	Paul HS
Shendrina Walker was principal of the MS for five years. She was promoted to the Head of Schools role at the end of SY22-23 and is responsible for providing direct support and coaching to school leaders as well as liaising between school and network staff to troubleshoot, address challenges and ensure operational efficiency and efficacy.	NA- Principal returned

2. For each of the past five school years, please provide:

The total number of principals who did not return to be principal of the school they led the previous year.

- o SY18-19: 0 - both returned
- o SY19-20: 1 – involuntary termination
- o SY20-21: 1 – involuntary termination
- o SY21-22: 1 - voluntary, left education for familial reasons

- o SY22-23: 0 - both returned
- o SY23-24- 1 – one promoted internally

In aggregate, the reasons the principals did not return:

- o 2 were terminated
 - o 1 was promoted
 - o 1 left the profession
3. Please share the total number of schools in your LEA and the total number of schools that had principal turnover in the past five years.
 - o 2 schools, 1 had turnover
 4. Of the total number of principals that left their role in the past five years, the average (mean, median, and mode) time the principals had been principal at the school they left.
 - o Mean: MS = 5.5 years; HS = 1.35 years
 - o Median: MS = 5.5 years; HS = 1 year
 - o Mode: MS = 5.5 year; HS = 1 year
 5. What is the average tenure of principals in your LEA? Answer providing the mean, median, and mode as of your answer date. For principals who have been principal at more than one school, calculate the answer based on only their current school.
 - o Mean: MS = 3.8 years; HS = 1.5 years
 - o Median: MS = 4.25 years; HS = 1 year
 - o Mode: MS = 1 year & 4 year; HS = 1 year
 6. Please list each of your schools, the principal of that school as of your answer date, and how long that principal has been principal of that school as of your answer date. If the principal is newly hired or designated, the answer to how long is zero.
 - o Paul MS: Nilaja McBeth, 0 year as MS Principal (newly designated as of July 2023)
 - o Paul HS: Steffanie Hawkins, 0.5 year as HS Principal (from Spring 2023)
 7. Please list for the top five educator preparation programs (i.e., Relay Graduate School of Education, Teach for America, GWU Graduate School of Education) that contribute new teachers to your LEA and the average, median, and mode of the tenure of those teachers.
 - o Teach for America-
 - o Mean = 2.2 years
 - o Median = 2 years
 - o Mode = 1 year
 - o City Teaching Alliance (formerly known as Urban Teachers)-
 - o Mean = 2.2 years
 - o Median = 1.5 years
 - o Mode = 1 year

- o ConnectUS-
 - o Mean = 1.2 years
 - o Median = 1.5 years
 - o Mode = 1.5 years

- o Trinity University-
 - o Mean = 2 years
 - o Median = 2 years
 - o Mode = none

- o UDC-
 - o Mean = 3.8 years
 - o Median = 4 years
 - o Mode = none

8. Please break down each responsibility your teachers are expected to carry out and how much time they are expected to devote to each responsibility over the course of a week. For example, 4 hours a week preparing for classes, 24 hours a week teaching in front of students, 1 hour a week contacting families, etc.

Curriculum Design, Instruction, and Student Assessment (32-33 hours)

- Develop curriculum aligned with state and common core standards
- Design assessments and use data to refine curriculum and inform instructional practices
- Approach practice with a sense of urgency, maximizing every minute with students
- Collaborate with content and grade-level teams to promote an environment of critical thinking and academic rigor
- Differentiate plans for individual students based on their unique learning profiles so that all students are engaged and challenged
- Deliver rigorous and engaging content and instruction to students with passion and a willingness to do “whatever it takes” to help students succeed

Building School Culture (5 to 7 hours)

- Build strong relationships with students and engage students in deep learning
- Believe deeply in the mission of Paul Public Charter School and that all children can meet high academic expectations
- Uphold consistent behavioral systems and student expectations within the classroom and everywhere on campus
- Communicate student progress regularly with parents and families
- Be accountable for student’s mastery of academic standards
- Embrace feedback and constructive criticism in the spirit of constant growth and development
- Demonstrate maturity, humility, professionalism, confidence, and a strong work ethic inside and outside the classroom

Other (2 – 3 hours)

- Perform clerical duties, as required, relating to textbooks, instructional supplies, student reports and records, attendance reports, etc.
- Additional responsibilities may arise during the school year. This could include but is not limited to: lunch or afternoon duty, attending staff and student field trips, open houses, parent-teacher conferences, home visits, and other events involving parents and students as needed. They will be communicated to all employees with as much notice and flexibility as possible.

Family engagement (1 hour) is an integral part of school culture at Paul. We believe that building strong, positive relationships with scholars and families directly correlates to success in the classroom. Teachers spend a great deal of time communicating with families both inside and outside of contract hours. Each teacher at Paul has the expectation to conduct SLC's (student-led-conferences) which is also a strong part of our school culture. These critical meetings take the place of parent teacher conferences and occur three times a year. **All middle school teachers** have the expectation to complete a minimum of 5 home visits per advisory (quarter) during the school year.

9. Please breakdown each responsibility your principals are expected to carry out and how much time they are expected to devote to each responsibility over the course of a week. For example, 10 hours a week observing educators, 2 hours a week meeting families, etc.

Instructional Leadership (10-15 hour per week)

- Implements the organization's shared instructional vision and plan that is standards-driven, focused on high quality teaching and learning, and aligned with organizational goals
- Collaborates with Network Instructional Specialists to develop and implement goals, coaching plans and ongoing progress monitoring strategies for teaching staff.
- Facilitates the use of research-based teaching strategies to identify and address the needs of teachers and provides direct coaching/evaluation to academic deans and teachers
- Consistently analyzes teacher practice through ongoing classroom observations, data analysis, and examination of student work
- Develops and implements a robust data strategy, that includes analyzing student data and outcomes to inform instructional planning, and implementation/monitoring of tiered interventions
- Co-plans and co-leads differentiated professional development and communities of practice for instructional staff
- Prepares for, implements and monitors the progress and impact of critical Network processes that ensure all students are growing and succeeding academically (i.e. grading practice conferences, SSP, TTLC, lesson plan submission and review etc.)
- Monitors curriculum implementation to ensure the appropriate grade-level rigor for all classes
- Ensures all students are receiving the services necessary to meet and exceed grade-level learning standards.

Management (10-15 hours per week)

- Works with the ED of Schools and their school leadership team to prepare operational and management plans that guide their work for the school year.
- Ensuring the day to day work and operations of the school are sustained impervious to staff leave and transitions.
- Models the highest levels of personal and professional trust and credibility with staff and students
- Holds staff accountable for high quality job performance and modeling organizational values
- Builds capacity in direct reports to operate strategically (ie- interpret and use data, implementing targeted interventions, facilitating high-impact meetings and professional development).
- Identifies and develops emerging leaders through goal setting, coaching, job-embedded opportunities for growth, and regular feedback

School Culture (5-7 hours per week)

- In collaboration with the Dean of Culture, develops, implements, and monitors a school-wide culture plan (aligned to SEL framework) that includes routines and expectations for students and staff in and outside of the classroom
- Institutes and monitors systems to ensure a student-centered environment focused on trust, collaboration, and high expectations
- Creates inclusive environments that honor, support and embrace anti-racism, diversity, equity and inclusion practices
- Works with the school counselor to ensure Tier 1 support is provided for all scholars and ensure clinical and academic needs are addressed (when appropriate)

Building Community (5-7 hours per week)

- Ensures consistent and timely communication with families regarding the progress of scholars.

- Creates and models a culture of high expectations and accountability where the staff collaborate and work as dedicated members of a team
- Actively participates in activities, both during school and after hours, that foster connections with families, students, and community groups
- Models “CHAMPS” leadership during interactions with staff, students, families, and community members

School Operations (15-17 hours per week)

- Ensures consistent and timely communication with staff to facilitate advance planning and preparation for scholars, as well as ensure aligned organizational messaging.
- Collaborates with the ED of Operations and business manager to set and manage a budget that reflects organization, pre-planning, timely submission of orders and ensures fiscal solvency
- Manages all parts of the school’s daily operations (e.g. arrival/dismissal, lunch/recess, school trips, etc.)

10. Please list all supports all new teachers receive, how frequently, and the length of time they receive those supports in total.

- o Coaching (curriculum, assessment and instructional delivery) (1-2 hours weekly)
- o Participation in yearlong New to Paul PD (1 hour, bi-weekly)
- o Self-selected external PD (they schedule)
- o One on one check ins with school leaders and HR multiple times a year. (as scheduled)

11. Please list all supports all new principals receive, how frequently, and the length of time they receive those supports in total.

- o Coaching, shoulder to shoulder partnership (3-6 hours weekly)
- o Planning and implementation support (full day quarterly, weekly implementation support)
- o Participation in leadership development programming (SL Lab)
- o Self-selected external PD (they schedule)
- o One on one check ins with Head of Schools, Executive St and HR multiple times a year. (as scheduled)