

# Lighthouse Community Public Schools

## Internal Findings & Decision Points

April 2021

INTERNAL RESEARCH

3

DECISION POINTS

21



# INTERNAL RESEARCH



**Staff at LCPS are overall energized by the mission of the organization and the relationships that they have with colleagues ...**

- **And they are seeking a clearer understanding the overall direction and vision for LCPS with the new leadership, a better understanding of growth and development opportunities as well as a more robust rewards and recognition program.**

# OVERVIEW: A HOLISTIC APPROACH TO RETENTION



## Total Value Proposition

### OVERVIEW: RETENTION

Positive Workplace: 3.3

Total Pay: 3.09

Recognition: 3.94

Rewards: 3.50

Individual Growth 3.1

Professional Development: 3.26

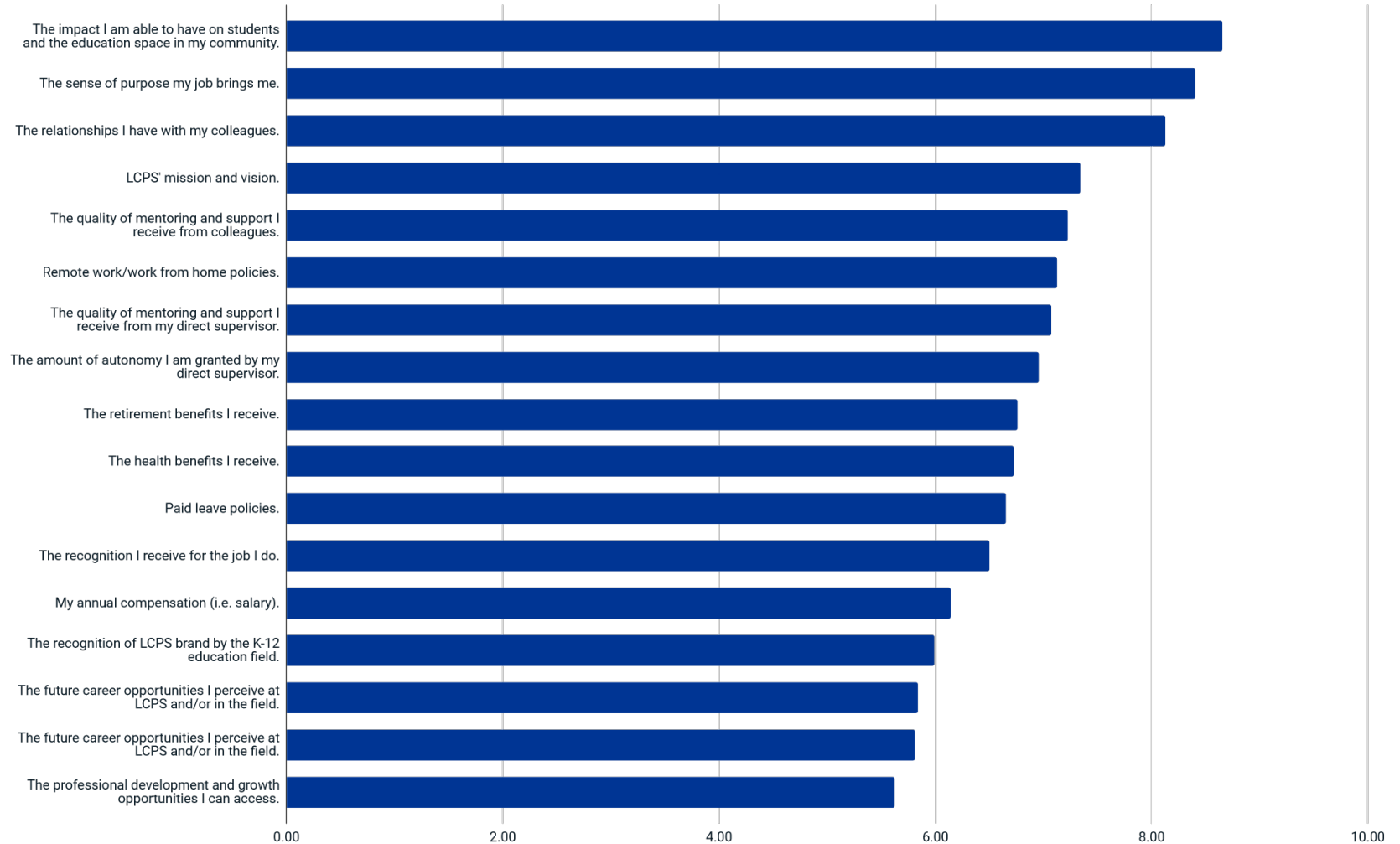
Performance Management: 3.44

Career Advancement: 2.73

Responses from the survey were rated on a scale of 1 to 5, with 5 being strongly agree and 1 strongly disagree. Responses represent all staff.

# OVERVIEW: RETENTION

What impact do the following have on your decision to stay at Lighthouse Community Public Schools?



## Rankings

### OVERVIEW: RETENTION

These are the most important factors for staff when considering whether or not to stay at LCPS:

1<sup>st</sup> Lighthouse Mission and Vision

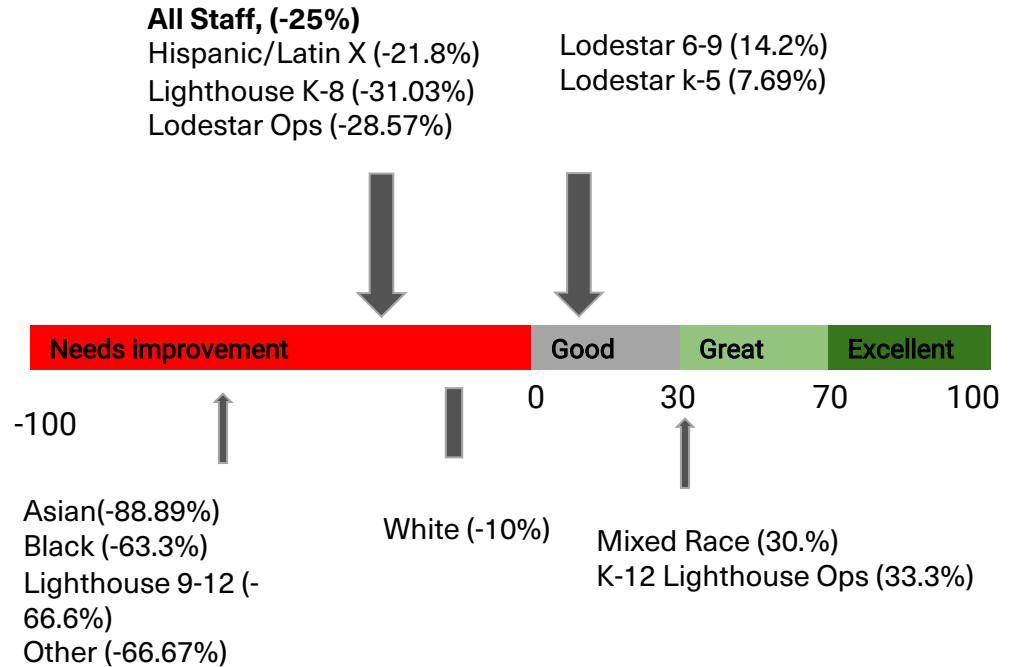
2<sup>nd</sup> Sense of Purpose

3<sup>rd</sup> Relationships with Colleagues



# Net Promoter Score

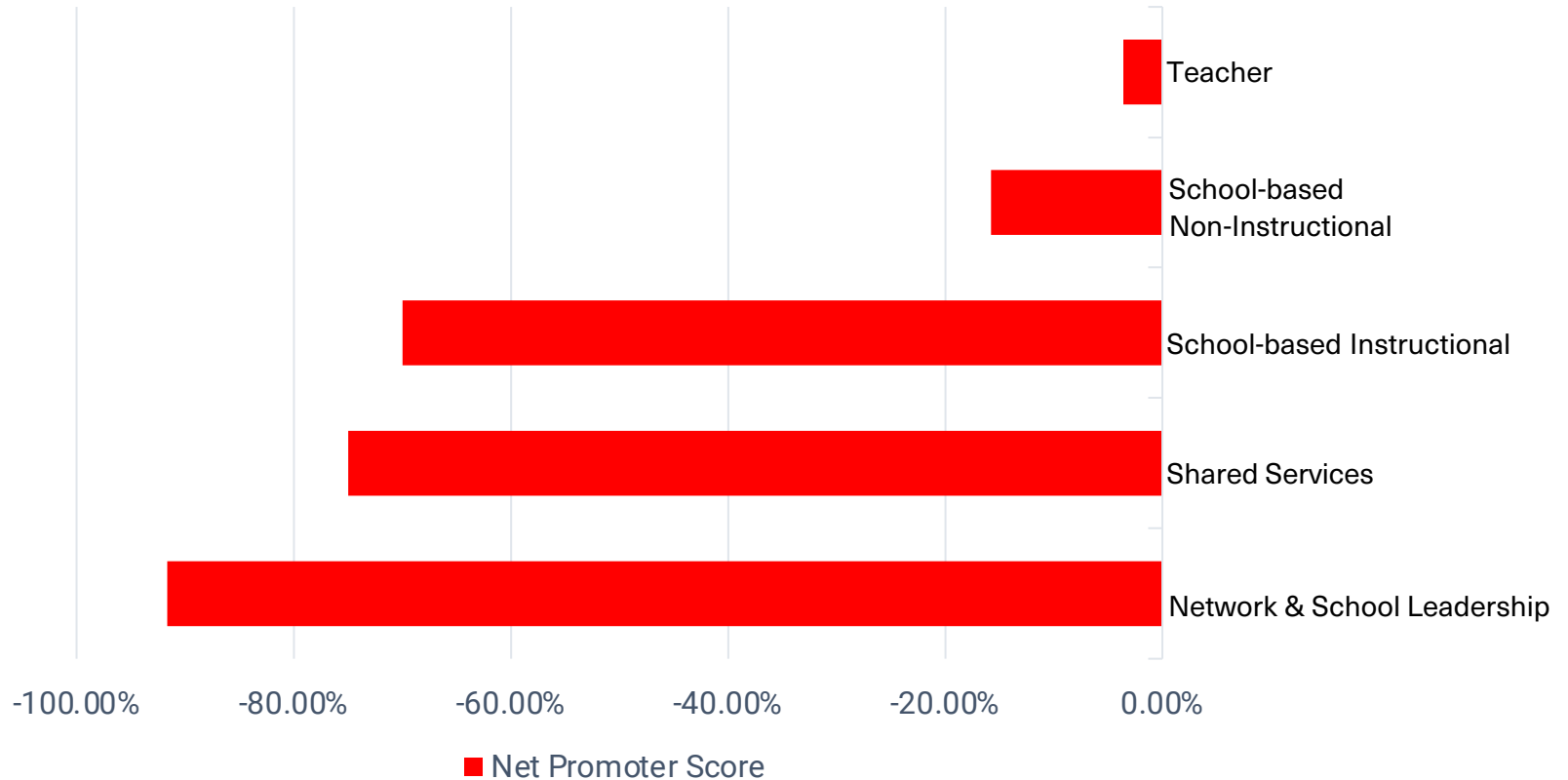
## OVERVIEW: LOYALTY



**Net Promoter Score (NPS)** is used to measure employee loyalty and how likely they are to refer your services to others. **NPS** helps identify what percentage and who among your staff are promoters, passives, and detractors.

\*Other race/ethnicity includes Native American/Alaskan Native, Native Hawaiian/Pacific Islander

## OVERVIEW: LOYALTY BY ROLE



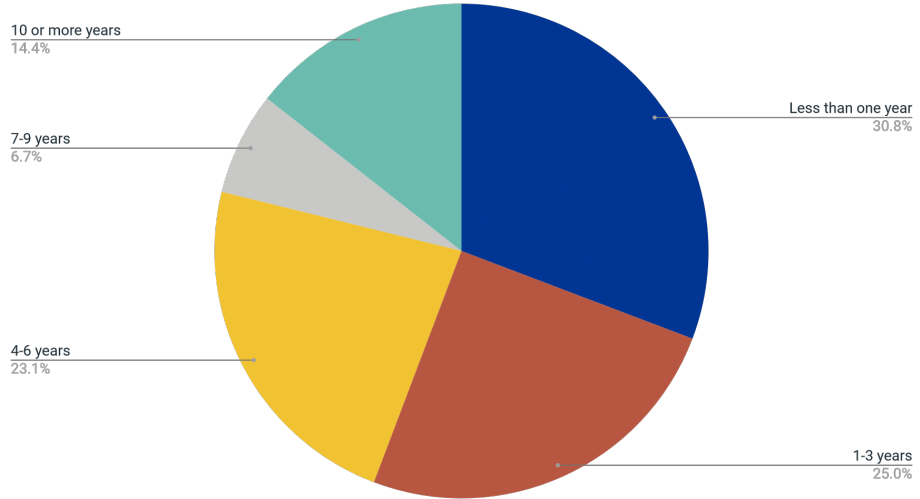
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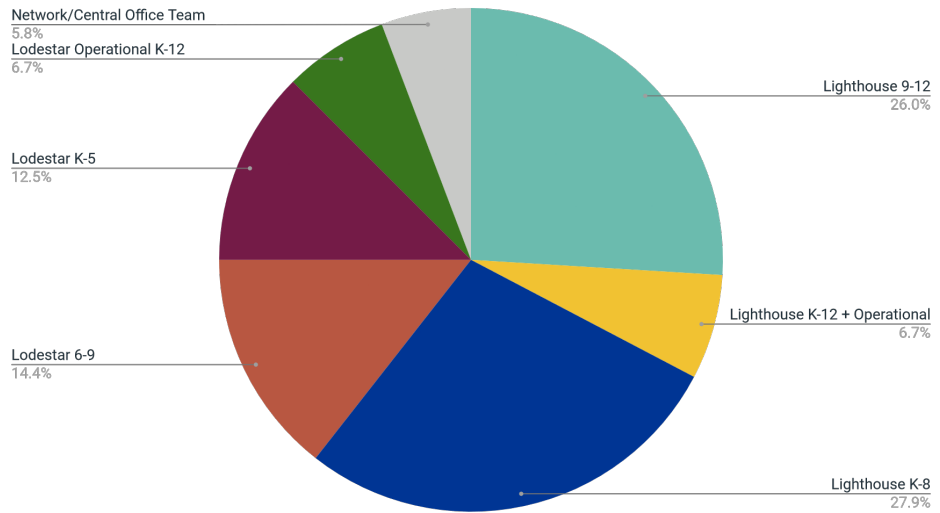
# Breakdown of Responses

## OVERVIEW: BREAKDOWN OF RESPONSES

How many years have you worked at Lighthouse Community Public Schools?



What Lighthouse Community Public Schools team are you on?



## Strengths

**Staff identified the following as positive drivers for staying at Lighthouse Community Public Schools:**

### **Mission and Impact**

LCPS staff are overwhelmingly driven by a sense of purpose and the ability to make a positive and tangible impact on their communities. The mission of college and/or career for all students and “walking the talk” as an anti-racist organization resonates with staff and for them, is a sign of LCPS’ commitment to improve outcomes of students.

### **Positive Work Environment**

Staff cited relationships with colleagues and a sense of autonomy in their work as real strengths in their work and a positive factor in their experience.

### **Recognition from Colleagues**

LCPS staff generally cited recognition from colleagues and peers as a largely positive influence on their experience. Teachers in particular cited the fact that colleagues and supervisors provided recognition and mentorship as an important factor in their desire to stay at LCPS.

## Areas of Growth

**Staff expressed the most desire for change in the following areas:**

### **Career Advancement and Performance Management**

All staff raised concerns about the lack of structure and clarity around career advancement opportunities. Many also voiced frustration around the lack of available opportunities and the fact that they felt LCPS leadership did not sufficiently value or put enough supports into performance management.

### **Professional Development**

Teachers are looking for more targeted and consistent PD opportunities, with a particular interest in PD focused on Expeditionary Learning. Administrative staff cited a desire for more individualized support and mentorship with clearer lines of communication to leadership.

### **LCPS Brand Recognition**

Staff raised concerns around the reputation of LCPS in the broader community. They wondered about organizational stability as well as negative perceptions associated with the work environment, which could make it difficult to recruit new teachers and staff.

## Areas of Growth

**Staff expressed the most desire for change in the following areas:**

### **Rewards and Recognition**

Teachers feel recognized and appreciated by their school leaders when they are doing good work, however, they expressed that they do not feel that there is an intentional, systematic process across the organization for recognizing and rewarding outstanding performance.

### **Clarity of Instructional Vision**

Teachers feel a lack of agency around changes to the instructional vision at LCPS and feel curricular and instructional decisions are being made without teacher and stakeholder input. There is a sense of frustration from teachers with regards to the level of autonomy they have with curriculum.

### **Leadership Shifts/Culture Shift**

Staff have found the change management process created by the implementation of new initiatives challenging, making their jobs feel unsustainable. Leaders cited a lack of clarity around when they do or do not have a say in decision-making.

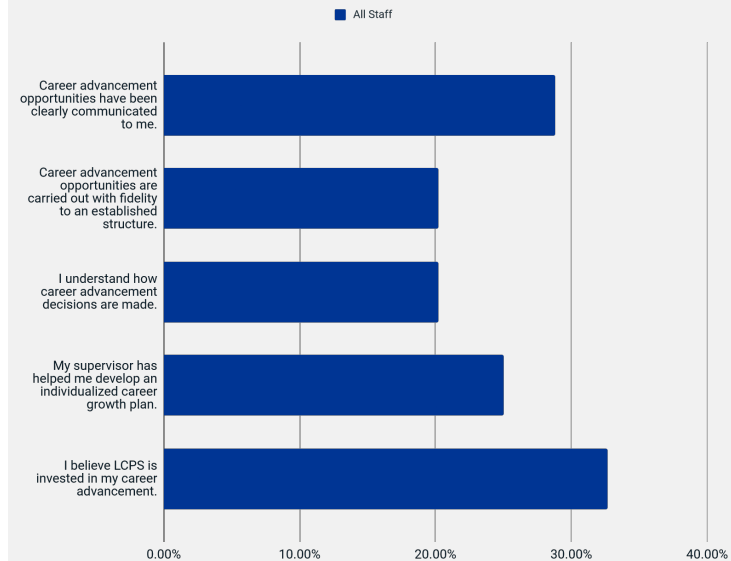
## WHAT WE HEARD: Career Advancement and Performance Management

Universally across all staff, challenges around career advancement were related to a lack of availability, transparency and clarity around the structure for advancement opportunities.

Staff voiced concerns about the lack of engagement from leadership (and in some cases from their immediate supervisors), with a specific focus on not being uncertain on the leadership's investment in growing, retaining and developing staff.

Some individuals questioned how much authority school based leadership has to promote staff and others suggested that because the performance review system is not consistently used in an effective manner, growing and advancing staff is not universally valued at LCPS.

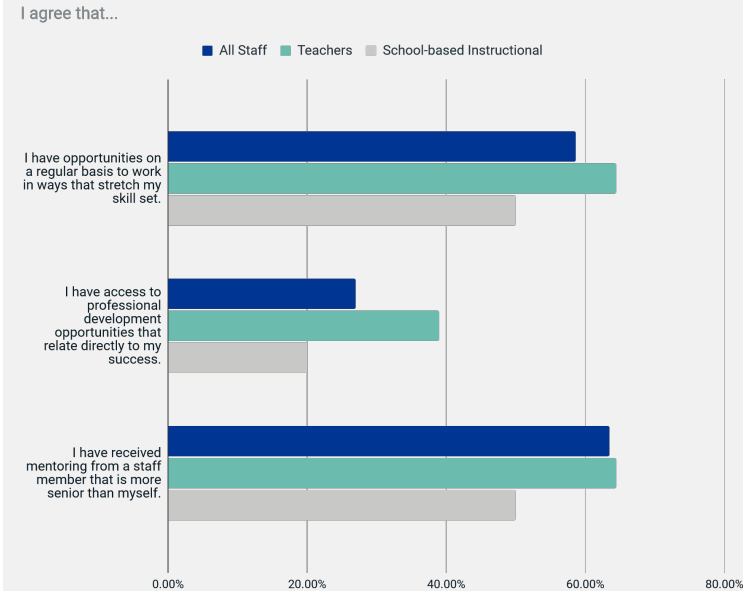
I agree that...



# WHAT WE HEARD: Professional Development

Teachers at LCPS are very eager for more targeted and specific professional development. We heard a desire for more instructional PD for teachers and less organization-wide training.

While staff are generally pleased with the DEI work underway at LCPS, teachers and instructional staff would like more opportunities to collaborate and create with one and other. A few staff mentioned an opt in staff driven DEI initiative through the National Equity Project that they would like to see brought back to LCPS.





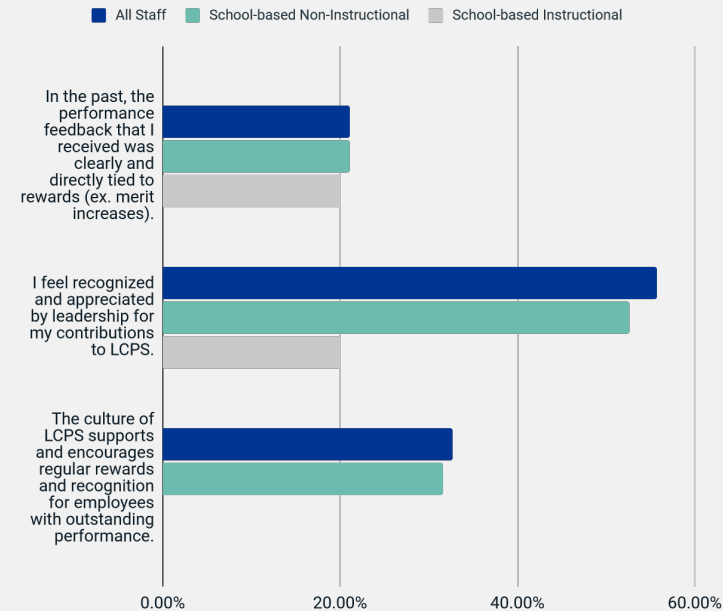
## WHAT WE HEARD: Rewards and Recognition

Staff would like to see a consistent and more structured approach to rewards and recognition at LCPS. We heard from some individuals that they miss the use of “Apologies and Appreciations” and would like to understand why that is no longer a consistent practice. These staff members expressed a wondering if leadership will institute something new in its place.

We heard from school based staff that the inconsistent use of performance management tools leads to less appreciation and acknowledgement from supervisors around the challenging work that staff do on a daily basis.

The organizational environment and community of LCPS has historically been a huge driver of retention. There is a desire for more consistent and coherent practices around both non-monetary and monetary forms of recognition. With the new leadership, staff is really waiting and hoping to see how this will play out in building and sustaining the LCPS culture.

I agree that...



**“Schools serve many different students with many different needs, learning styles, and abilities. Rather than attempt to make all classes the same experience, it would be great if school leadership could recognize teachers who are effective at their style of instruction and recognize the benefits of many styles of instruction to reach the many different styles of students.”**

## WHAT WE HEARD: Stakeholder Groups

**Teachers:** With the exception of recognition, this group ranked all areas higher than the organizational average. Lodestar K-5 staff ranked all areas significantly higher while Lodestar 6-9 and Lighthouse K-8 ranked areas around the organizational average. Lighthouse 9-12 staff ranked all areas lower than the organizational average.

**Operational Staff:** Lighthouse staff generally rated all areas higher than the organizational average with the exception of recognition performance management which rated lower. Lodestar staff rated areas similar to the average with the exception of recognition and performance management which rated lower.

**Central Office and Network Staff:** This group generally ranked all areas lower than the staff average, with total compensation and relationships with colleagues much lower. Relationships with supervisors/leadership ranked higher.

**Teachers who intend to stay:** This group ranked most areas with the organizational average, however relationships with colleagues and autonomy were ranked higher. Recognition was ranked significantly lower.

**Teachers who are undecided:** This group rated all areas at the organizational average but rated performance management, relationship with supervisors and recognition significantly lower than the average.

Percent Difference from Full Org						
-15%	-15% to -10%	-10% to -5%	-5% to 0%	0% to 5%	5% to 10%	10%+

	Work Environ.	Indiv. Growth	Total Comp.
Full Org	3.33	3.10	3.22
Teachers	3.54	3.32	3.45
Network/ Central Office	3.22	3.00	2.67
Lighthouse K-12 and Operational	4.13	3.32	3.93
Lodestar Operational	3.45	3.11	3.25

	Work Environ.	Indiv. Growth	Total Comp.
Full Org	3.33	3.10	3.22
Intend to Stay	3.48	3.22	3.34
Undecided	3.39	2.94	2.98

## WHAT WE HEARD: Stakeholder Groups

**Staff who identify as Asian:** With the exception of relationships with colleagues, this group rated all areas lower than the organizational average.

**Staff who identify as Black:** This group ranked all areas lower than the organizational average. Relationships with supervisor, rewards and recognition were significantly lower.

**Staff who identify as Hispanic or Latinx:** This group ranked all areas at or higher than the organizational average. Relationships with supervisors, performance management and autonomy were ranked significantly higher. Only recognition was ranked significantly lower.

**Staff who identify as White:** This group ranked most areas higher than the organizational average with the rest being at the organizational average. The only exception was recognition which was ranked lower.

**Staff who identify as Mixed Race:** This group rated most areas lower than the organizational average, with performance management and recognition significantly lower.

**Staff who identify as American Indian Alaskan Native (AI/AN) Native Hawaiian:** This group ranked most items at the organizational average. Relationships with colleagues and performance management ranked higher. Recognition and advancement opportunities ranked significantly lower.

Percent Difference from Full Org						
-15%	-15% to -10%	-10% to -5%	-5% to 0%	0% to 5%	5% to 10%	10%+

	Work Environ.	Indiv. Growth	Total Comp.
<b>Full Org</b>	3.33	3.10	3.22
<b>AI/AN Native Hawaiian</b>	3.26	3.07	3.13
<b>Asian</b>	2.82	2.89	3.03
<b>Black</b>	3.11	2.84	2.59
<b>Hispanic/Latinx</b>	3.47	3.18	3.35
<b>Mixed Race</b>	3.22	2.78	3.09
<b>White</b>	3.52	3.27	3.42

We recommend LCPS focus on the following:

**Alignment of Vision and Organizational Leadership:**

LCPS is going through a period of significant transition. We encourage leadership to more intensively and publicly acknowledge this transition and lay out the areas of greatest change as it relates to the evolving vision and organizational culture at LCPS.

**Opportunities for Stakeholders to share Perspectives and have their voices heard:**

We encourage all levels of leadership to conduct a listening tour with all stakeholders of the LCPS community. For those teachers that are on the fence about staying and/or others who LCPS sees as the future of the program, we recommend implementing advisory groups and leadership opportunities.

**Cohesive Systems and Comprehensive Guidelines:**

The direction of a performance-based culture that will place a greater emphasis on testing and assessments is causing alarm to some pockets of the LCPS community. We encourage open and transparent dialogue around proposed changes and rationale for them with clear communication about next steps, especially those that impact staff directly. Explicit clarity around non-negotiables will be essential to ensuring success on getting everyone on board.

**Performance Management and Recognition Systems:**

We recommend a closer look at LCPS' existing performance management systems with a focus on how to differentiate and reward high performing teachers. We also recommend an overall organizational strategy to address concerns around rewards and recognition from leadership.

## Reflection and Discussion

- What surprises you?
- What are you curious to learn more about?
- Where do you want to take action? What feels most urgent?



# *thank you!*

It has been a pleasure beginning this conversation with Lighthouse. Should there be any questions or comments about the findings and recommendations in this report, feel free to reach out to Edgility staff to assist you.

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