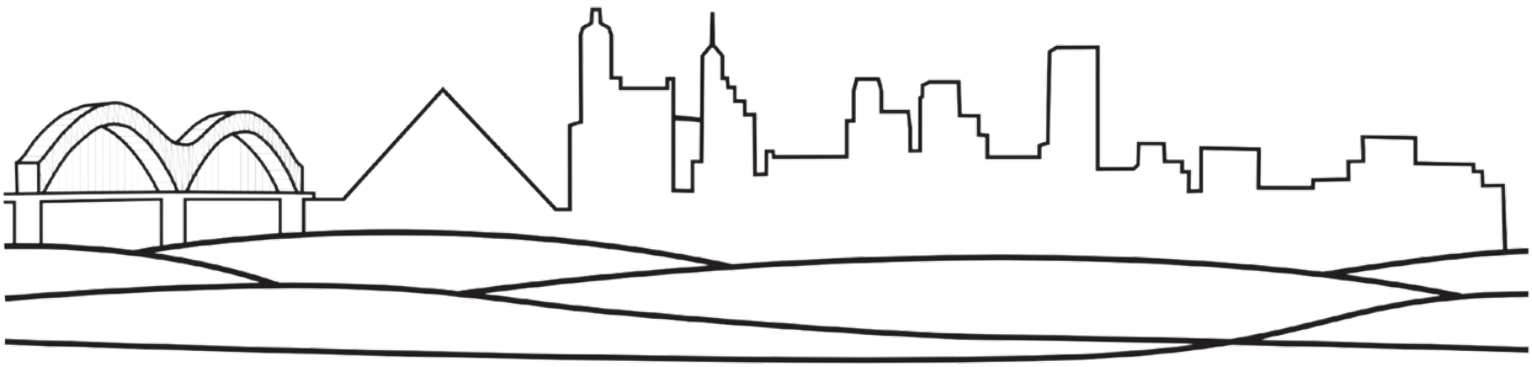
TEACH 901

2025 EDUCATOR SURVEY



TEACH901.COM

Teach901 is a collaborative effort to connect talented teachers to career opportunities in Memphis. Teach901 is an initiative of **City Leadership**, a nonprofit whose mission is to recruit high-capacity individuals to Memphis, to develop leaders and organizations in Memphis, and to accelerate collaborative projects for the benefit of the city.

TEACH 901

CITY LEADERSHIP
RECRUIT · DEVELOP · CATALYZE

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MEET BREE WILSON
TEACH901 DIRECTOR

Prior to joining City Leadership, Bree spent 10 years in education building a deep love for classrooms, students, and the people who make learning possible.

Now, as the Teach901 Director, Bree's work directly shapes the education landscape here in Memphis. She leads large-scale teacher recruitment and retention efforts, creates meaningful opportunities for educators to connect and grow, and ensures Memphis schools have access to the strong talent they need. At the heart of it all is a simple focus: teachers first. Bree is passionate about celebrating, supporting, and elevating the incredible educators who make Memphis a better place for every student.

Bree Wilson
bree@teach901.com
267-371-2586

TEACH901 THEORY OF CHANGE

WHO IS IMPLEMENTING?

- Schools
- Community Partners
- Philanthropic Supporters



WHAT TO MEASURE?

- Demographics
- Recruitment
- Retention

WHAT IS THE RESULT?

- Actionable data to inform decisions
- Ability to identify what's working and what's not

WHY SURVEY EDUCATORS?

TO PROVIDE ACTIONABLE DATA TO FACILITATE OUR:

- Retention and recruitment efforts
- Support of schools & school operators
- Strategic use of limited dollars

INTRODUCTION TO THE EDUCATOR SURVEY

2025 SURVEY PARTICIPATION

This survey represents the collective voice of ***1,137 educators*** *across* ***47 Memphis schools****, including charter public, and private schools.*

A large and growing body of evidence reinforces the fact that ***teachers*** *are the most important school-based factor in student achievement.*

Teacher retention is a growing national challenge. ***Shelby County*** *currently has the 6th lowest retention rate across all 95 counties in the state at* ***72.1%****, underscoring the urgent need to strengthen educator recruitment and retention efforts in our city.*

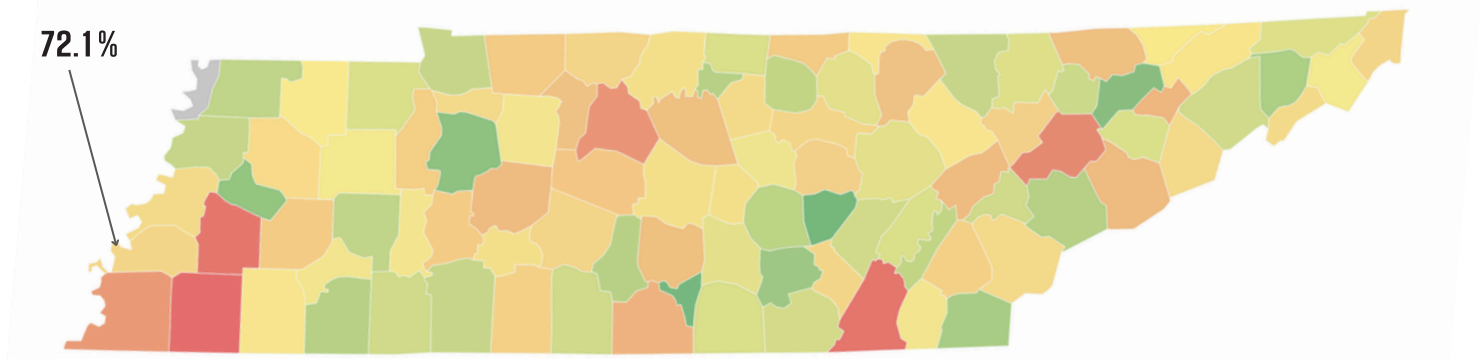
Since 2013, Teach901 has surveyed Memphis educators to understand retention trends and gain insights into the well-being and experiences of teachers across our city.

Our goal is to reflect the voices of educators by reporting survey results and capturing their collective perspectives on our shared mission to close the opportunity gap and empower Memphis students.

A growing body of research reinforces that teachers are the most important school-based factor in shaping students' holistic outcomes. Gathering teachers' views on attracting, supporting, and inspiring educators is therefore essential to fostering a thriving educational environment.

With this in mind, the 2025 Educator Survey continues Teach901's focus on key data areas that shed light on recruitment and retention efforts: (1) demographic data, (2) recruitment data, and (3) retention data.

TN Retention Rates by County



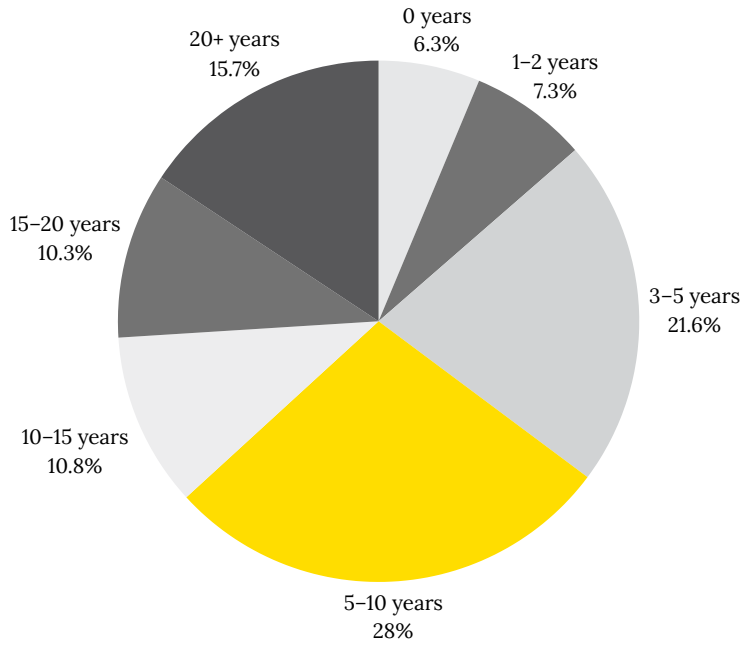
AGGREGATE SURVEY KEY FINDINGS

The Survey Key Findings section highlights five major insights that emerged from extensive analysis of the aggregate survey data conducted internally by our Data and Teach901 teams.

AGGREGATE SURVEY KEY FINDINGS

KEY FINDING #1: TEACHERS REPORT LONG-TERM COMMITMENT AND DIVERSE CAREER ASPIRATIONS

Distribution of Years Teachers Plan to Remain at Their School (2025)

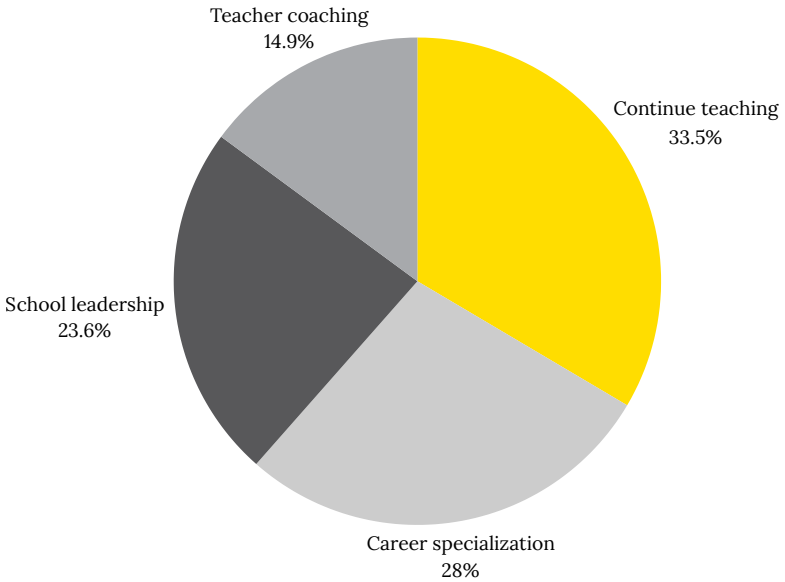


New 2025 survey questions reveal that educators plan to remain at their school for an **average of 11.6 more years**, suggesting strong stability and long-term commitment among this year's respondents. Without previous-year data, it is unclear whether this reflects broader retention gains or a more experienced sample, but the distribution of responses highlights a meaningful trend toward multi-year investment in Memphis schools.

Teacher Career Aspirations Within the Education Field (2025)

A related new survey item revealed that **the largest share of educators (33%) hope to remain in the classroom**, with others expressing interest in specialization, school leadership, or coaching roles.

These patterns highlight the range of long-term pathways educators are considering and can help guide professional development planning.



KEY FINDING #2: SCHOOL NPS IS UP AND MEMPHIS NPS SHOWS SLIGHT RECOVERY

School NPS has steadily improved since 2022, rising from 23 to 26 to 29 and reaching 35 in 2025, reflecting **growing educator satisfaction with their schools as places of employment.**

Memphis NPS - teachers' surveyed perception of Memphis as a place to live - remains negative overall but improved by 8 points, moving from –54 in 2023–2024 to –46 in 2025. This suggests that while views of the city are still mixed, they are trending slightly upward.

Together, these patterns show a widening contrast: educators feel increasingly positive about their school environments while maintaining mixed views of the city.

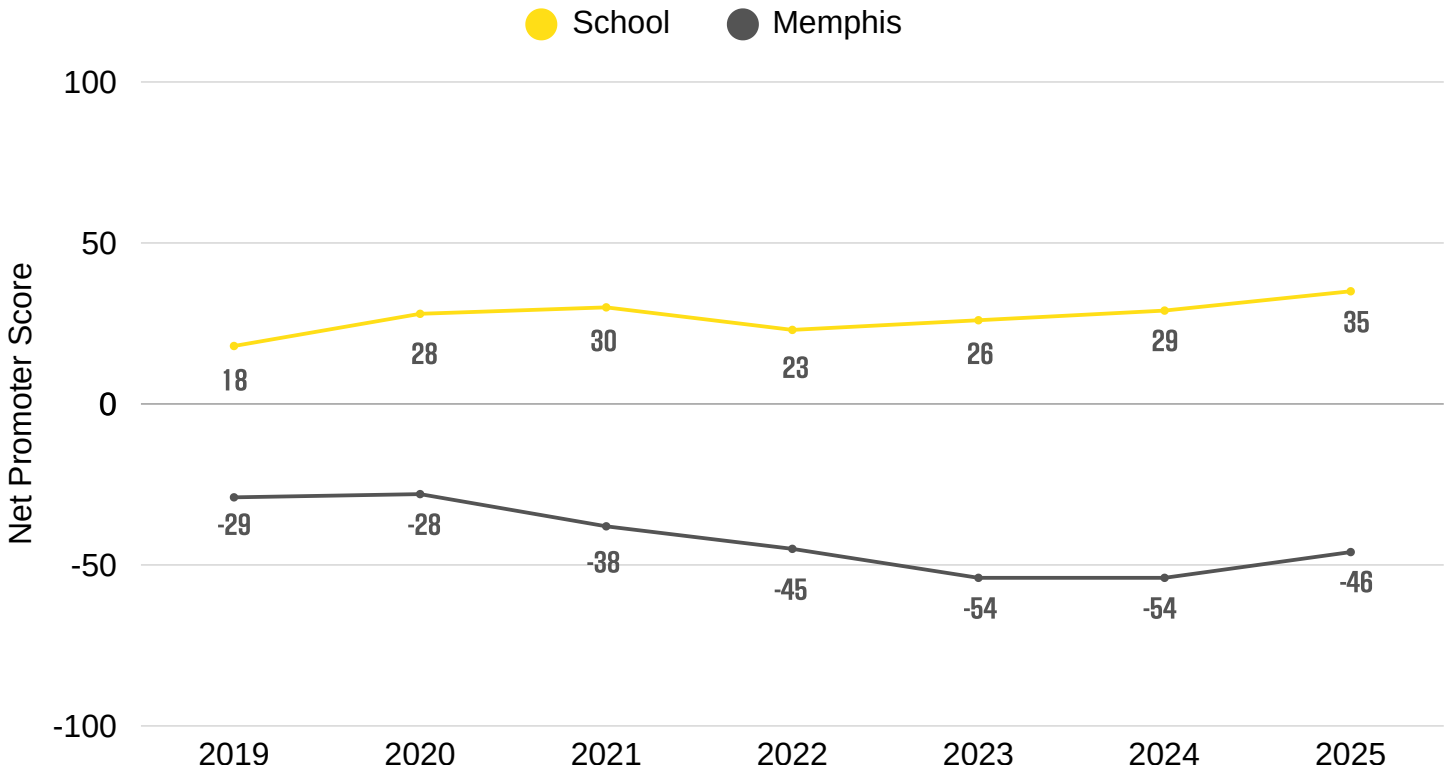
**This underscores the importance of our work through Choose901 and Teach901 to highlight what makes Memphis special, share good news, and strengthen the networks that help educators feel connected and supported here.*

Net Promoter Score [NPS]

NPS (Net Promoter Score) is a widely used and reputable calculation for interpreting participant ratings, where the percentage of "detractors" is subtracted from the percentage of "promoters." The NPS score ranges from -100 to +100, with higher scores being more desirable.

Participants are classified into three categories based on their responses:
- Detractors: People who score 0–6, who are unlikely to recommend the place and may damage its reputation.
- Passives: People who score 7 or 8, who are somewhat satisfied but could be easily influenced.
- Promoters: People who score 9 or 10, who are likely to remain loyal and may recommend the place to others.

Trends in School and Memphis Net Promoter Scores (2019–2025)

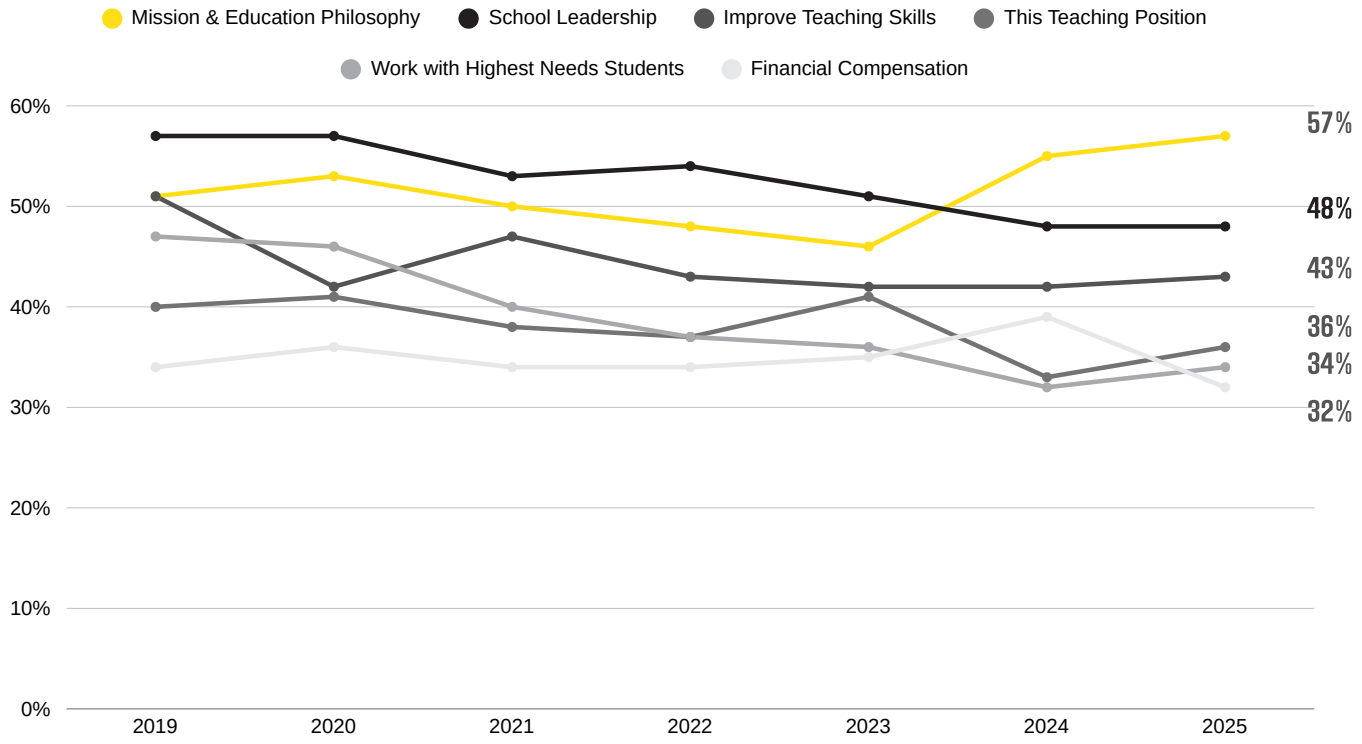


SEE PAGES 9-11 FOR NETWORK OR SCHOOL SPECIFIC RECRUITMENT DATA ON SCHOOL AND MEMPHIS NPS.

KEY FINDING #3: SCHOOL MISSION & EDUCATION PHILOSOPHY REMAINS THE TOP FACTOR DRIVING TEACHER RECRUITMENT

Trends in Top Aspects Influencing Decision to Accept Teaching Positions (2019–2025)

Percentage of Respondents Who Selected Each Option



Across the past seven years, **school mission and education philosophy** has remained the strongest drivers of teachers' decisions to accept their positions and in 2025 and has reached its highest point yet at **57%**, nearly 10 percentage points higher than it's runner up. **School leadership** continues to be the second-most influential factor at 48%, while the opportunity to improve teaching skills has remained stable at 43%. Financial compensation has seen gradual growth over time, reaching 32% in 2025, whereas interest in working with the highest-needs students has declined from 47% in 2019 to 34% in 2025.

**These trends highlight a clear opportunity for schools: teachers place high value on a school's mission and education philosophy, and schools that articulate these clearly- and reinforce them consistently throughout recruitment and interviewing - may be better positioned to attract educators who are aligned, committed, and energized by the school's purpose.*

KEY FINDING #4: FRIEND NETWORKS REMAIN THE TOP DRIVER IN RECRUITMENT

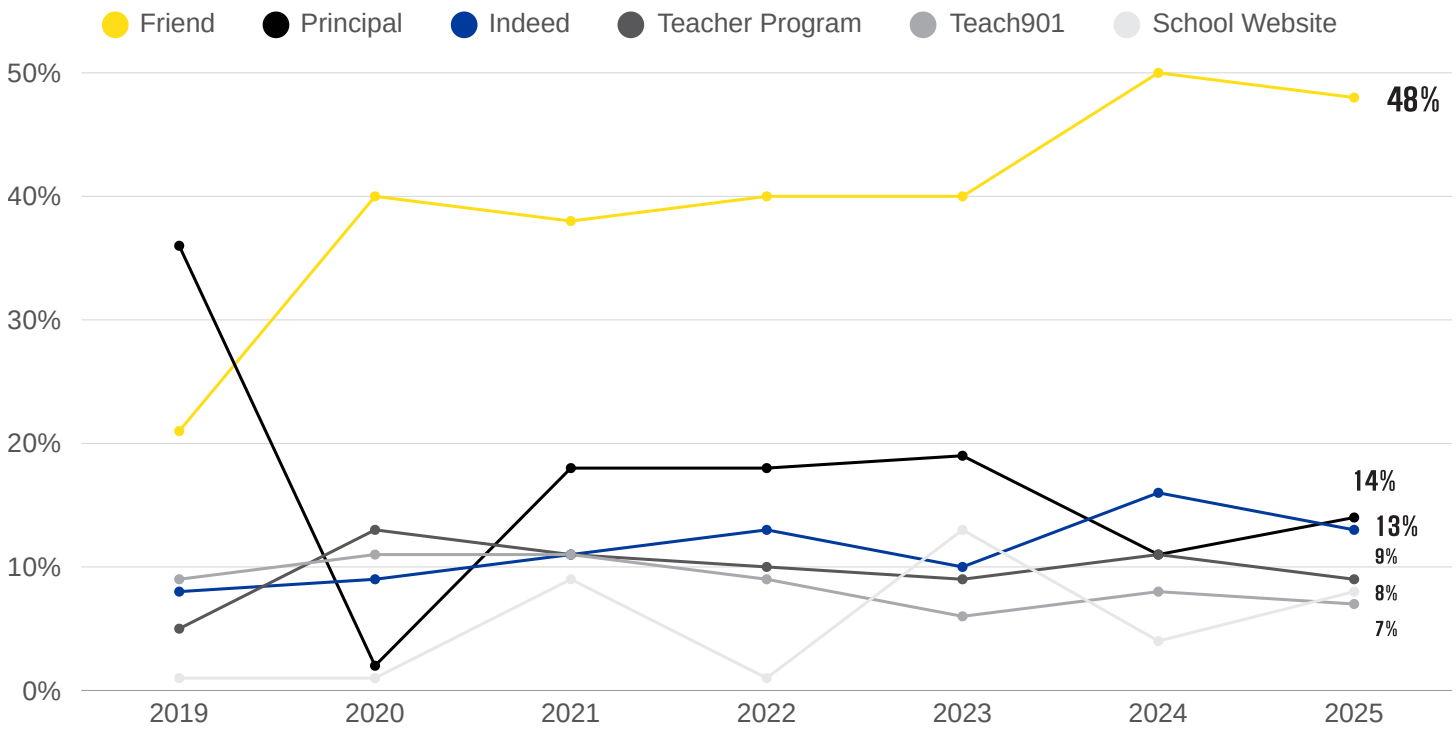
Over the past seven years, referrals from **friends or colleagues have become the dominant way educators learn about open teaching positions**. This pathway rose from 21% in 2019 to 48% in 2025, now far surpassing all other recruitment sources. This trend reflects the growing importance of professional and social networks in teacher hiring across Memphis.

In contrast, recruitment through principals has continued to decline, falling from 36% in 2019 to 14% in 2025, while platforms like Indeed have shown modest growth at 13% in 2025. Other sources, such as teacher preparation programs, school websites, and Teach901, have remained relatively steady over time.

**Notably, 7% of teachers in 2025 reported finding their position through the Teach901 Job Fair or Teach901 Job Board, reinforcing the ongoing value of these targeted recruitment supports. Beyond the Teach901 Job Board, Teach901 also works to build strong teacher networks across the city, helping educators connect with peers, learn about opportunities, and access community rooted in shared purpose. These networks play an increasingly important role as personal connections continue to drive how teachers find and choose their roles.*

Trends in How Educators Learned About Their Teaching Positions (2019–2025)

Percentage of Respondents Who Selected Each Option

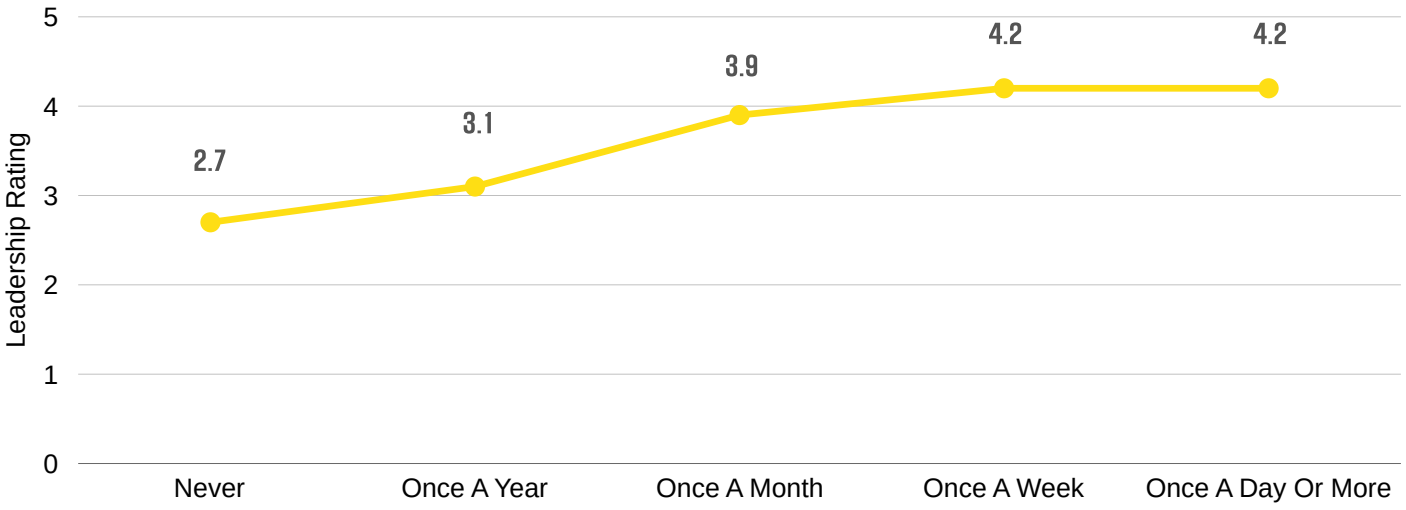


SEE PAGES 12-15 FOR NETWORK OR SCHOOL SPECIFIC RECRUITMENT DATA.

KEY FINDING #5: LEADERSHIP VISIBILITY IN CLASSROOMS IS ASSOCIATED WITH HIGHER LEADERSHIP RATINGS

Teachers reported higher leadership ratings when leaders were seen in classrooms more frequently. Average ratings rose from 2.7 among those who never saw leaders to 3.9 with monthly visibility, and 4.2 when leaders were present once a week or once a day or more. While daily presence does not show higher ratings than weekly presence, the data suggests that weekly classroom visibility may offer a strong and more feasible level of engagement for school leaders.

2025 Average Leadership Ratings by Frequency of Leadership Presence in the Classroom



During the last school year, how often was school leadership present in your classroom?	Never	Once a year	Once a month	Once a week	Once a day or more
% of Sample	4.53%	7.43%	35.54%	33.22%	19.28%
Communicating respect for, and value of, teachers	2.64	3.36	4.06	4.34	4.25
Encouraging teachers to change teaching methods if students were not doing well	2.67	3.22	3.99	4.28	4.24
Working with staff to meet curriculum standards	2.68	3.02	3.86	4.22	4.25
Encouraging professional collaboration among teachers	2.69	2.94	3.79	4.22	4.21
Working with teaching staff to solve school or department problems	2.90	3.25	4.02	4.33	4.30
Encouraging teaching staff to use student assessment results in planning curriculum and instruction	2.62	3.05	3.82	4.24	4.13
Working to develop broad agreement among the teaching staff about the school's mission	2.64	3.11	3.94	4.17	4.16
Facilitating and encouraging professional development activities of teachers	2.74	2.83	3.82	4.24	4.26
Being a present and active member of the school community	2.62	2.89	3.75	4.15	4.18

SEE PAGES 17-19 FOR NETWORK OR SCHOOL SPECIFIC LEADERSHIP RATING DATA.

EXAMPLE SCHOOL DATA

SCHOOL SURVEY RESULTS

9 Recruitment Data

16 Retention Data

20 Demographic Data

The Survey Results section provides your school or CMO data side by side with the aggregate data in order to offer a clear comparison of your individual results against overall trends. This allows you to identify specific strengths and areas for improvement while understanding how your school or CMO aligns with broader patterns across the Teach901 network.

The Recruitment section provides insights into the teacher recruitment process, including details on Memphis tenure, factors that influenced teachers to accept their current position, how they initially learned about the role, and personal referrals or recommendations that led them to the position.

MEMPHIS RELEVANT DATA

ASPECT	EXAMPLE	AGGREGATE
Percentage of teachers from Memphis	50%	49.7%
Percentage of teachers who moved to Memphis in the last 12 months	2%	5.4%
Percentage of teachers who desire to move to a different city	35.6%	39.1%
Average rating of Memphis as a place to live (1-5)	3.4	3.2
Percentage of teachers who rate Memphis positively (Rating of 4 or 5)	48.9%	28.9%
Average rating for recommending Memphis as a place to live (1-10)	6.8	6.0
Net Promoter Score of Memphis as a place to live	2	-46

SCHOOL PROMOTION DATA

This subsection provides insight into the sentiments of returning teachers (those who have taught at their school for more than a year).

RECOMMENDATION OF CURRENT SCHOOL *average	
Example	Aggregate
9	8.2

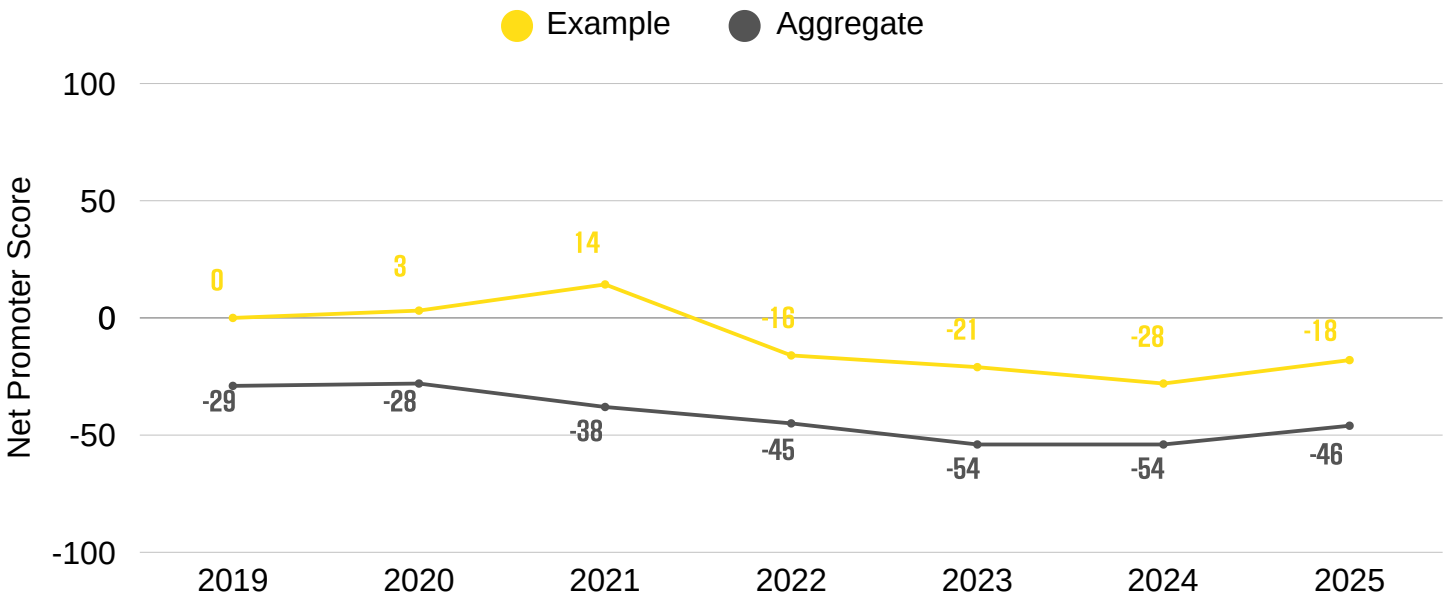
SCHOOL NET PROMOTER SCORE	
Example	Aggregate
88	35

RECRUITMENT DATA

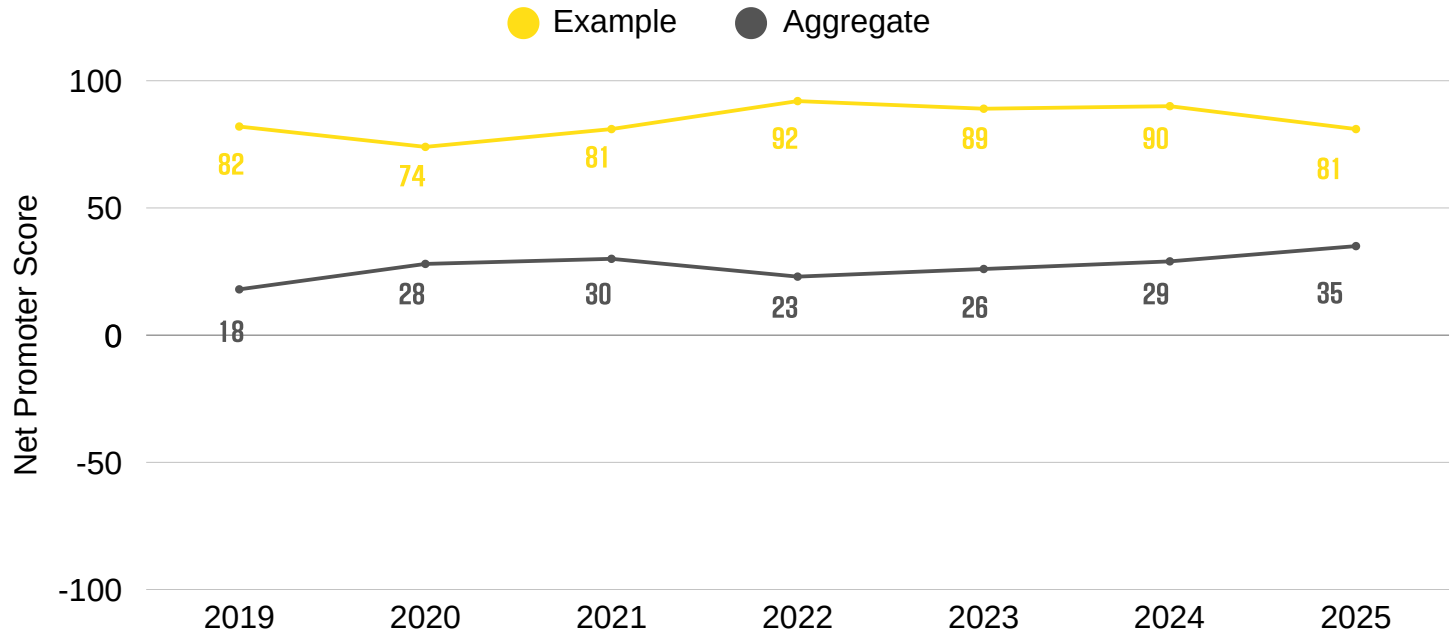
LONGITUDINAL NET PROMOTER SCORE DATA

This subsection provides insight into how educators' overall sentiment towards their current school and the city of Memphis have shifted over time - see page 6 for defininingNPS

MEMPHIS NET PROMOTER SCORE



SCHOOL NET PROMOTER SCORE



INFLUENTIAL FACTORS IN TEACHERS' DECISIONS TO ACCEPT THEIR CURRENT SCHOOL POSITION

Please check all the aspects of your school that influenced your decision to accept your current teaching position.

ATTRACTIVE QUALITY OF SCHOOL	EXAMPLE	AGGREGATE
School leadership	64.4%	48.5%
School's mission and education philosophy	95.6%	57.0%
Financial compensation	40.0%	32.3%
Financial bonus to work at my current school	15.6%	12.1%
Neighborhood where the school is located	28.9%	24.6%
Opportunities for career advancement	31.1%	29.5%
This particular teaching position	37.8%	36.0%
The opportunity to work with the highest-need students	13.3%	34.2%
My teacher preparation program suggested or arranged my position at this school.	2.2%	11.7%
The opportunity to develop and improve my teaching skills	53.3%	43.5%
Healthcare package (medical, dental, vision)	15.6%	24.4%

RESOURCES UTILIZED TO FIND CURRENT POSITION

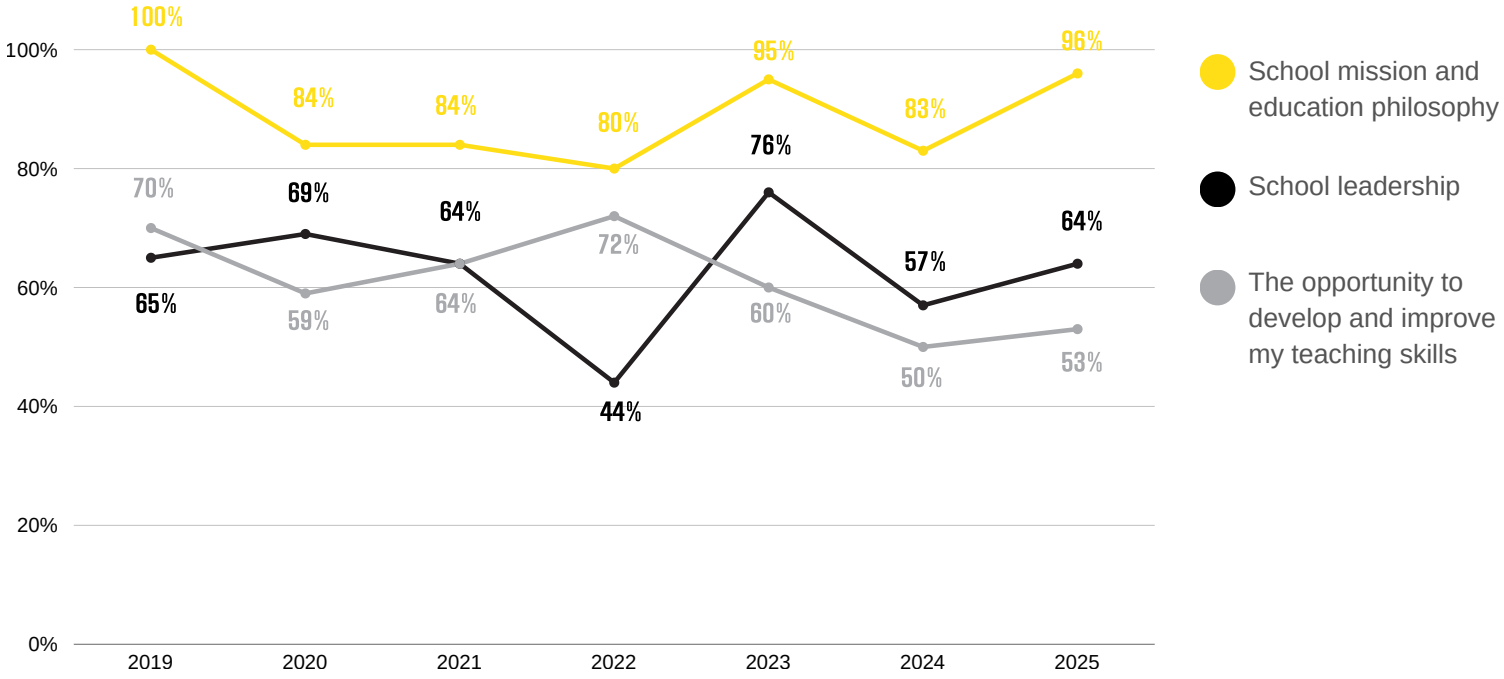
How did you initially learn about your current teaching position? Check all that apply.

RESOURCE	EXAMPLE	AGGREGATE
A friend or colleague	68.9%	47.6%
LinkedIn	6.7%	4.6%
Indeed	2.2%	13.1%
Teach901 job fair	2.2%	3.3%
Job fair (other than the Teach901 job fair)	0.0%	2.6%
Teach901 job board	0.0%	3.6%
A principal recruited me or told me about the job	22.2%	14.2%
My district's, operator's, or school's website	2.2%	7.6%
Recruiter or similar personnel from my district, operator, or school	2.2%	4.5%
Teach for America	0.0%	4.4%
Memphis Teacher Residency	2.2%	4.4%
Choose901.com	0.0%	1.1%
Teachmemphis.org (MSCS recruitment site)	0.0%	0.8%

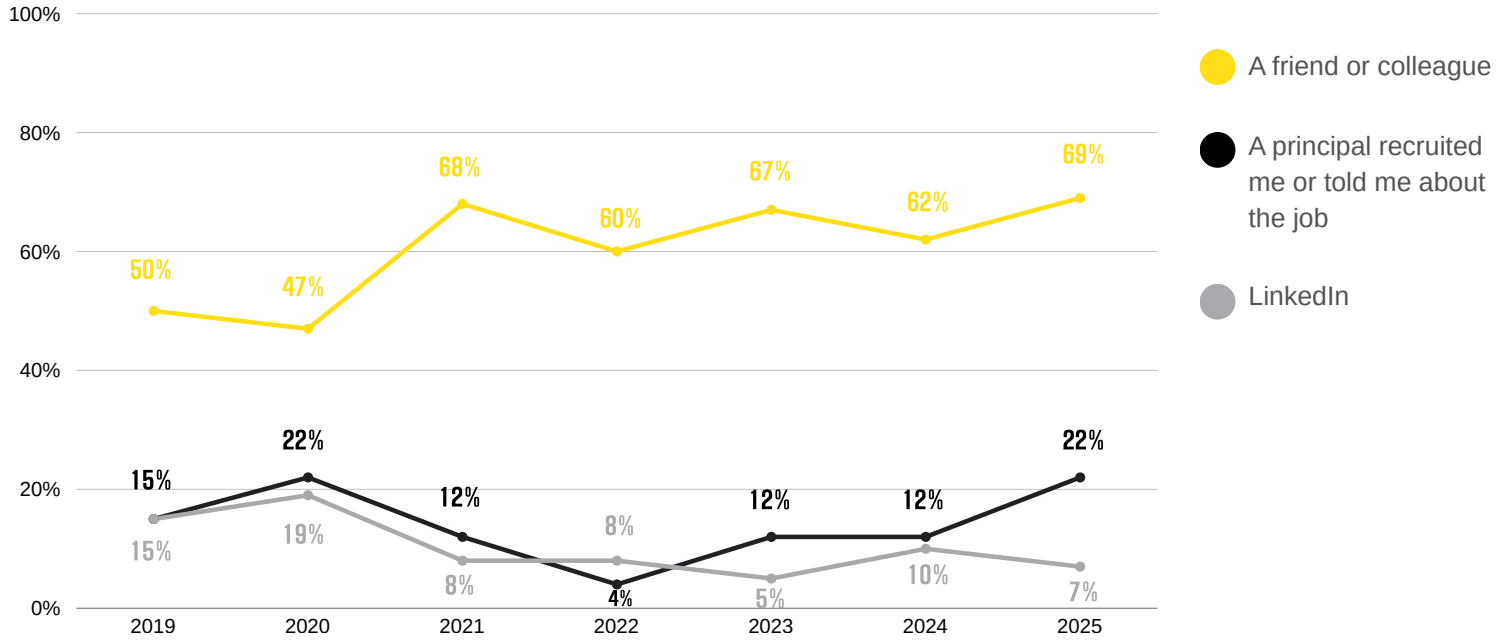
LONGITUDINAL RECRUITMENT DATA

This subsection provides insight into how the method of recruiting has changed over time

TOP 3 INFLUENCES ON ACCEPTING CURRENT POSITION



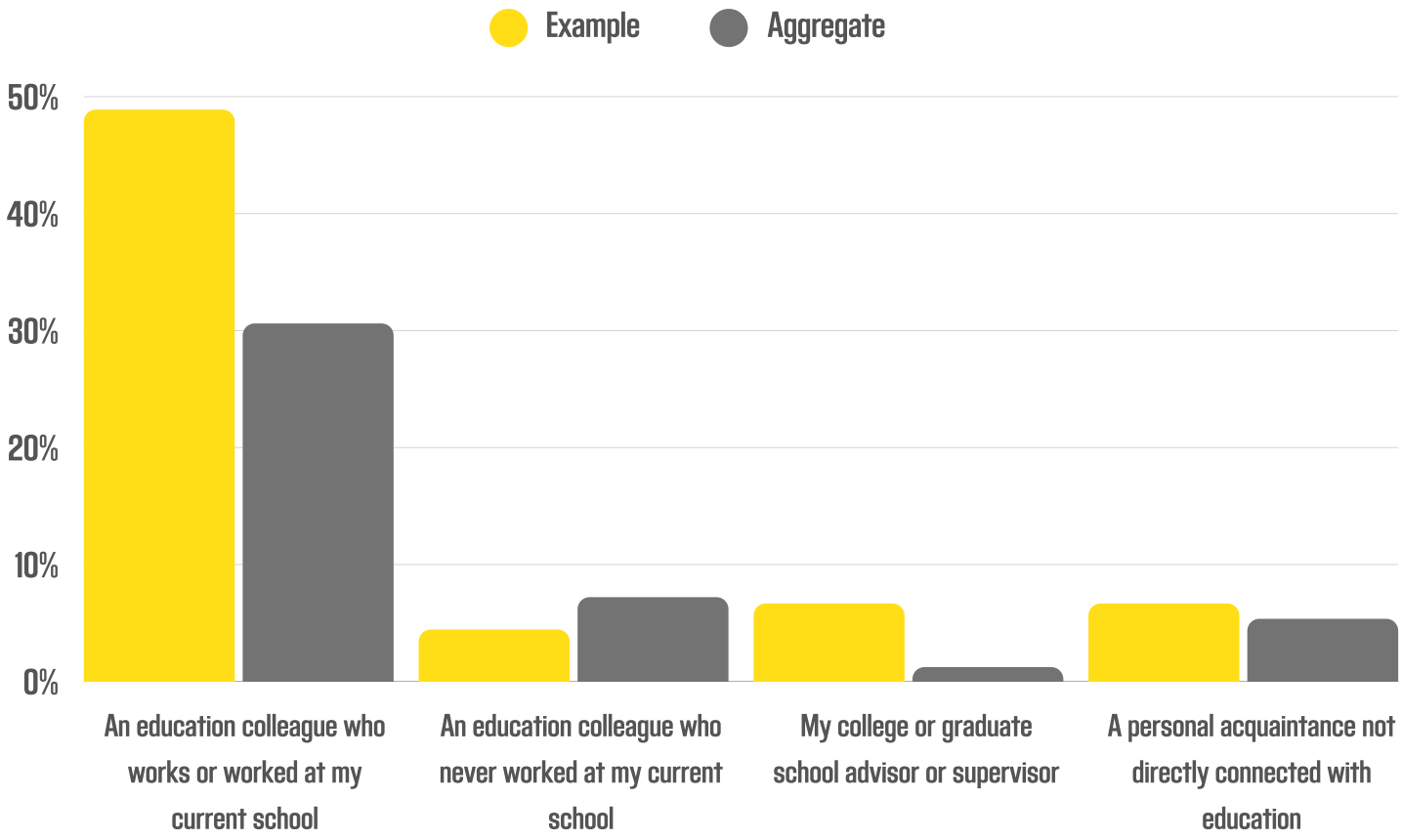
TOP 3 METHODS OF FINDING CURRENT POSITION



PERSONAL CONNECTION TO CURRENT POSITION

What best describes the "friend or colleague" who told you about your current teaching position?

This question was asked of participants who selected "a friend or colleague" as the factor that influenced their decision to accept their current teaching position.



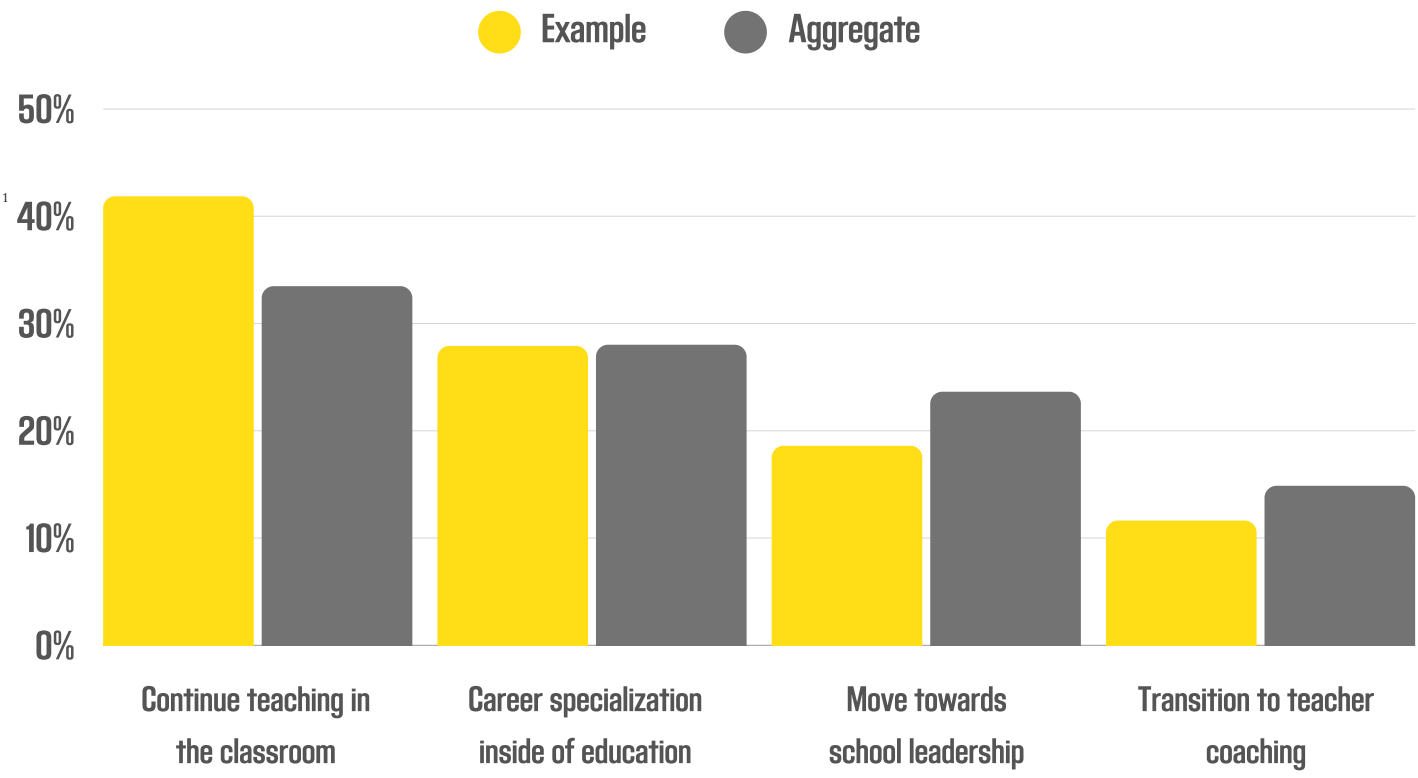
The Retention section provides insights on educators' sentiments within their current position including their future aspirations and ratings regarding the effectiveness and presence of school leadership.

AVERAGE YEARS PLANNING TO TEACH AT CURRENT SCHOOL

Example	Aggregate
12	11.6

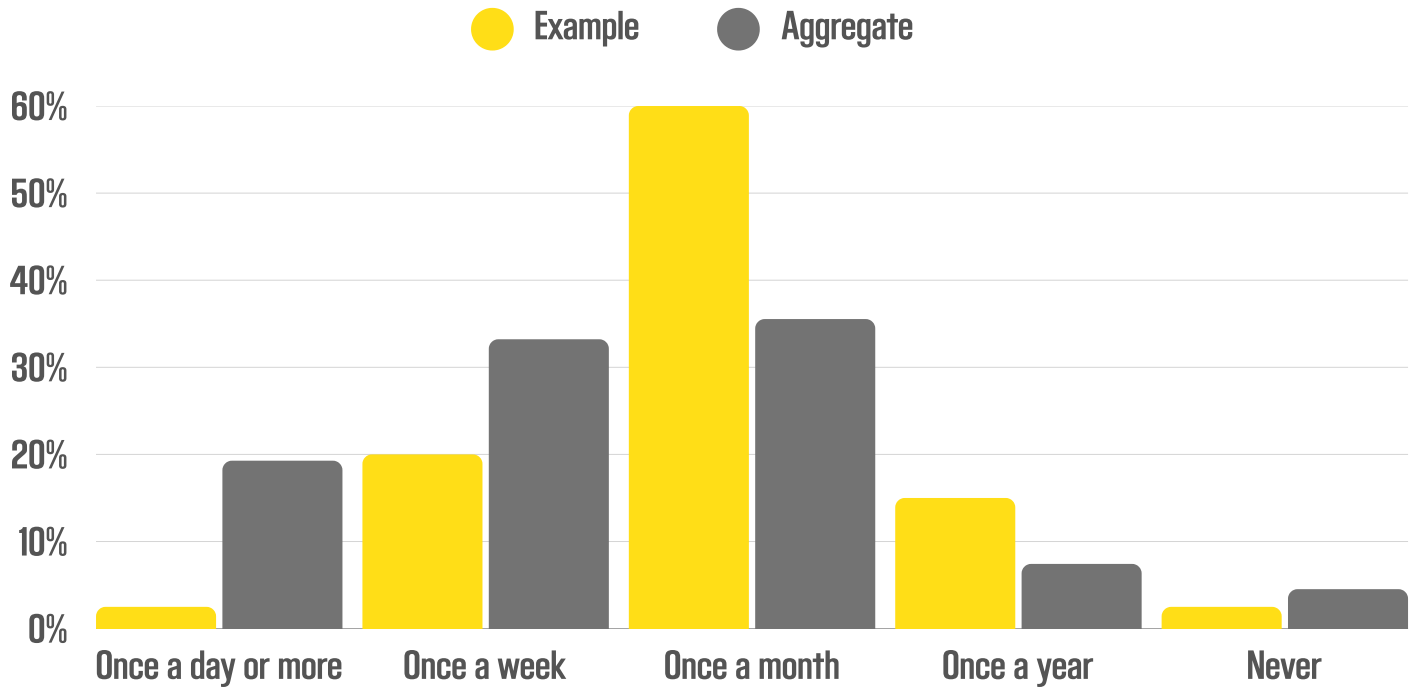
CAREER ASPIRATIONS

What do you aspire to do in the education field?



PRESENCE OF SCHOOL LEADERSHIP

During the last school year, how often was school leadership present in your classroom?

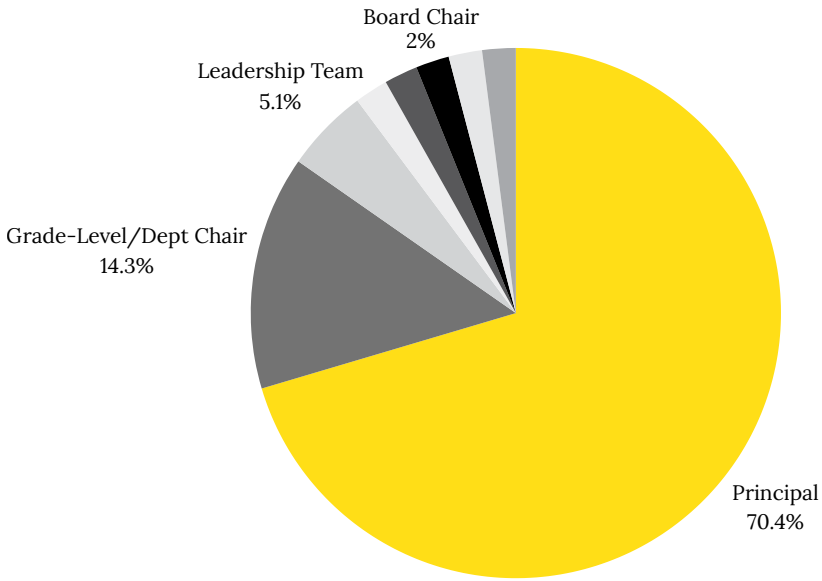


LEADERSHIP RATINGS POINT OF REFERENCE

In response to 2024 feedback, we added a clarifying question to identify whom respondents were rating:

The following questions will give you an opportunity to provide feedback on school leadership. Who would you primarily refer to when providing said feedback?

The pie chart shows how respondents answered, helping ensure leadership ratings are interpreted in the correct context.



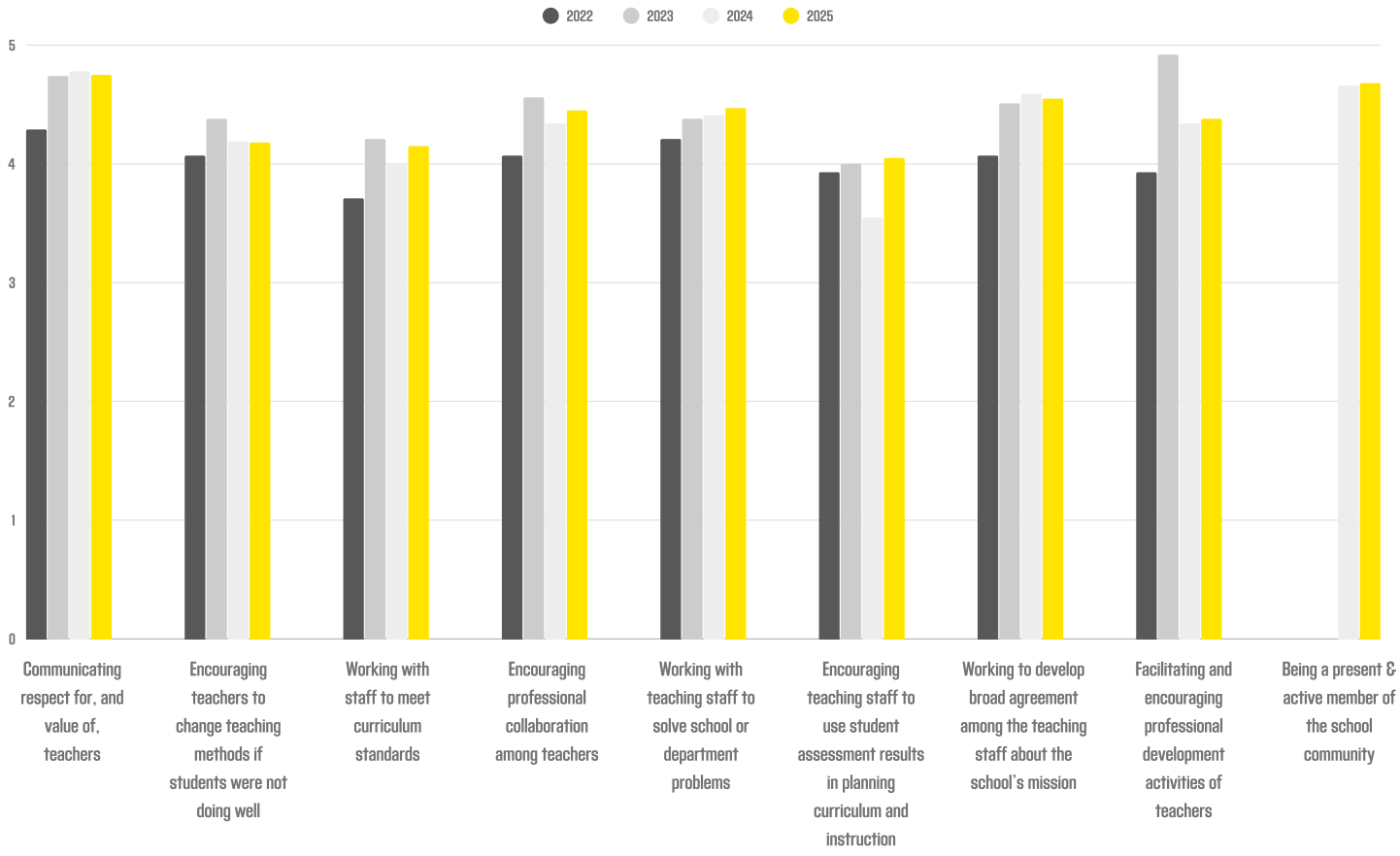
RATINGS OF SCHOOL LEADERSHIP THIS YEAR

During the last school year, how effective was your school's leadership in the following areas? (1-5 rating scale, with 1 being Not At All Effective and 5 being Very Effective)

LEADERSHIP QUALITY	EXAMPLE	AGGREGATE
Communicating respect for, and value of, teachers	4.8	4.0
Encouraging teachers to change teaching methods if students were not doing well	4.2	3.9
Working with staff to meet curriculum standards	4.2	3.9
Encouraging professional collaboration among teachers	4.5	3.9
Working with teaching staff to solve school or department problems	4.5	3.9
Encouraging teaching staff to use student assessment results in planning curriculum and instruction	4.1	4.1
Working to develop broad agreement among the teaching staff about the school's mission	4.6	3.9
Facilitating and encouraging professional development activities of teachers	4.4	3.9
Being a present and active member of the school community	4.7	4.07

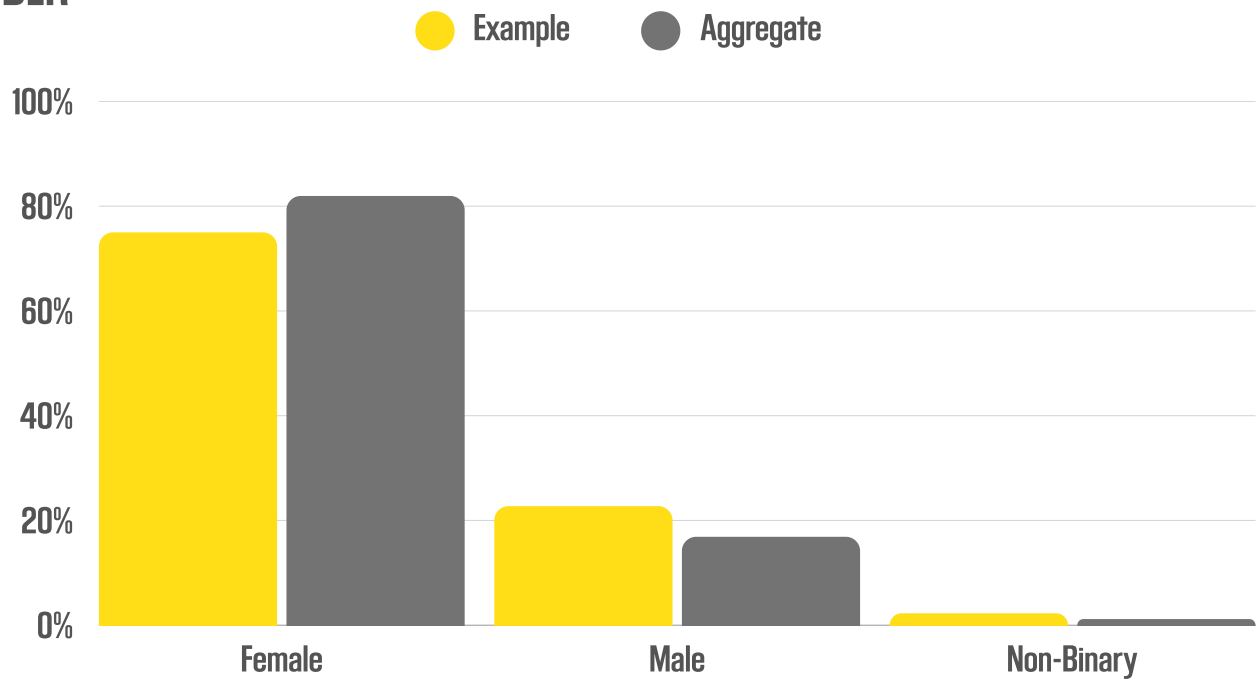
RATINGS OF SCHOOL LEADERSHIP OVER TIME

During the last school year, how effective was your school's leadership in the following areas? (1-5 rating scale, with 1 being Not At All Effective and 5 being Very Effective)

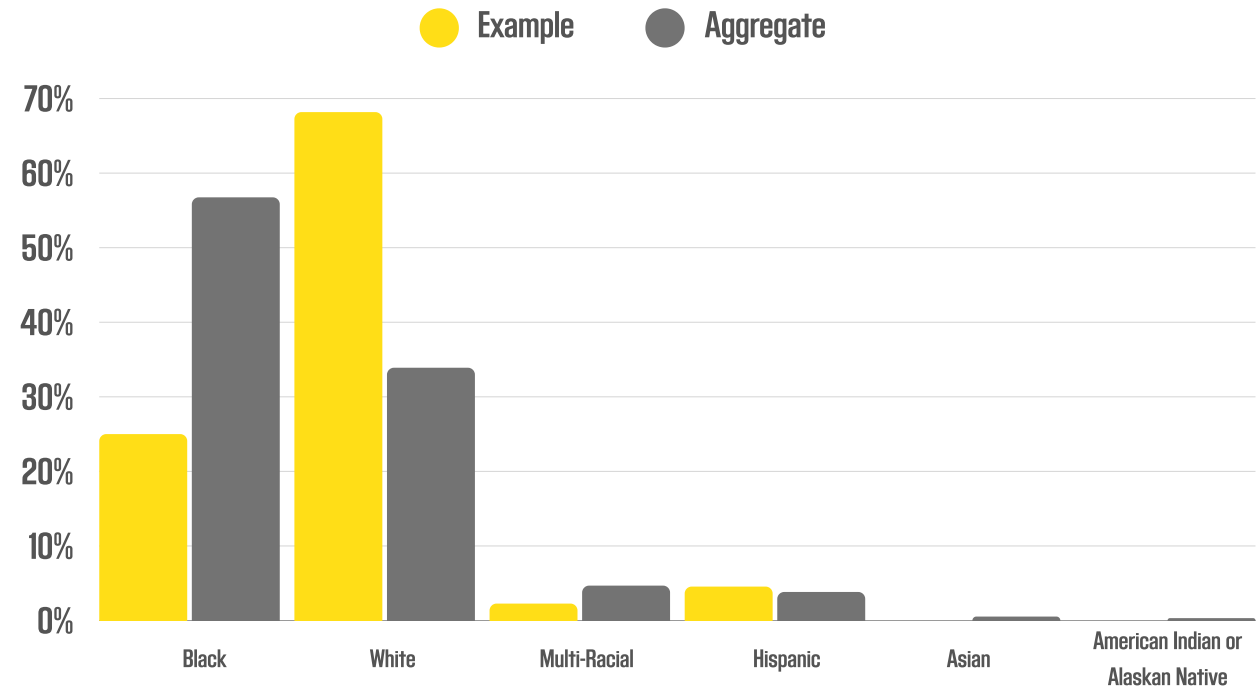


The Demographics section provides insights into the following categories: gender, race, age, teaching experience, highest level of education attained, and school position.

GENDER

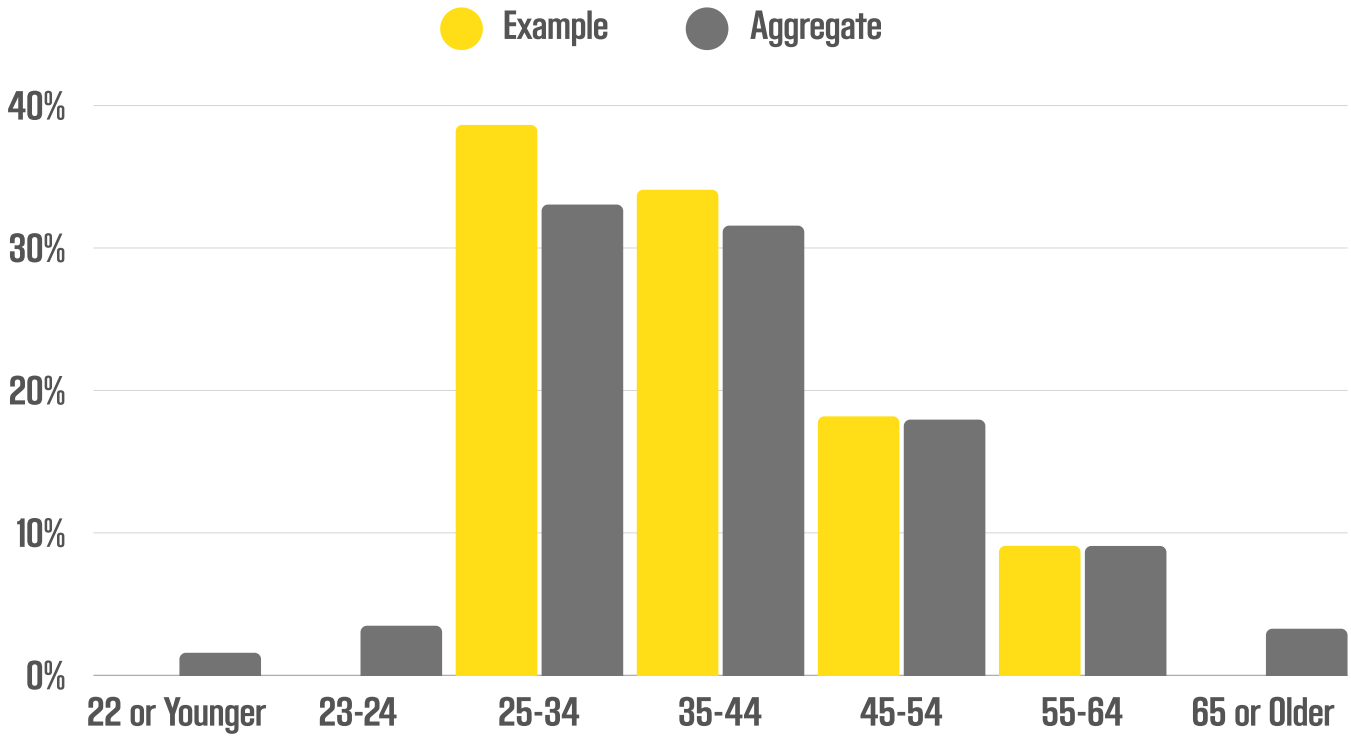


RACE



DEMOGRAPHIC DATA

AGE GROUP



EXPERIENCE LEVEL

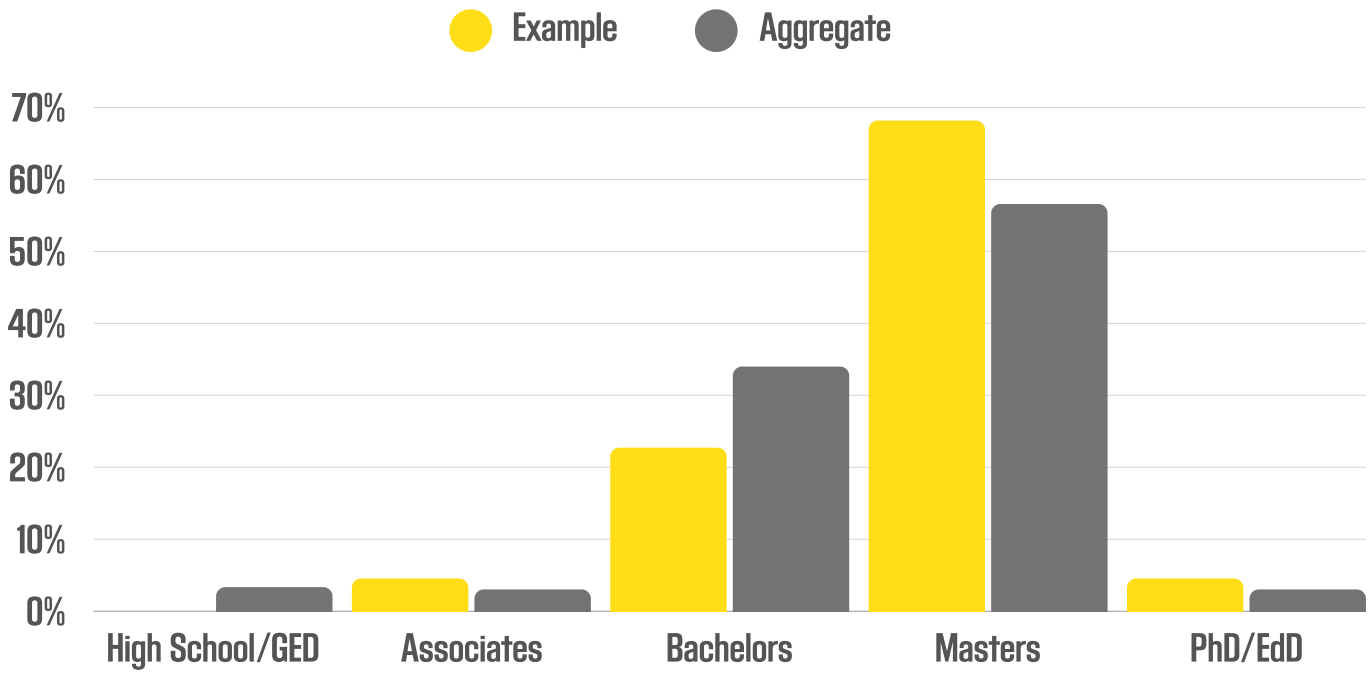
NUMBER OF YEARS TEACHING *average	
Example	Aggregate
11.8	10.6

% OF TEACHERS IN THEIR FIRST YEAR OF TEACHING	
Example	Aggregate
2.2%	6.1%

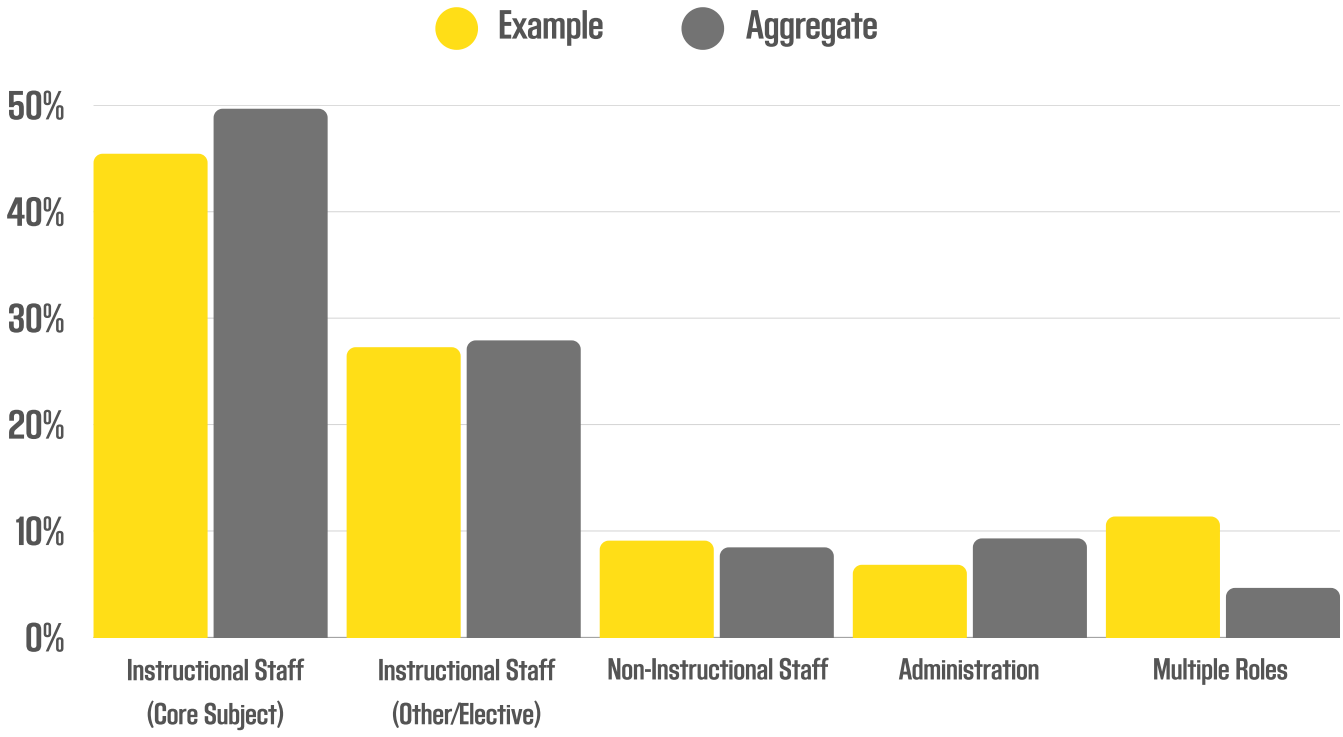
NUMBER OF YEARS AT CURRENT SCHOOL *average	
Example	Aggregate
4.1	3.9

% OF TEACHERS IN THEIR FIRST YEAR AT THE SCHOOL	
Example	Aggregate
13.3%	15.2%

HIGHEST EDUCATION LEVEL ATTAINED



SCHOOL POSITION OF SURVEY PARTICIPANTS



REFLECTION AND ACTION PLANNING

The Teach901 Educator Survey generates a vast set of data that provides insight into many aspects of retention and recruitment efforts - from who is in our classrooms, to how they got there, to what their experience has been, and how favorable that experience is. To ensure that every student across our city has the absolute best educators leading them, it is critical that we analyze this data and create actionable plans to drive progress toward this reality.

KEY FINDING #1: TEACHERS REPORT LONG-TERM COMMITMENT AND DIVERSE CAREER ASPIRATIONS

- How can your school better support long-term teacher tenure by aligning development opportunities with their career pathways and aspirations?

KEY FINDING #2: SCHOOL NPS IS UP AND MEMPHIS NPS SHOWED SLIGHT RECOVERY

- What does your school's NPS reveal about staff retention and overall satisfaction? How might you unpack the underlying causes and identify key areas for focus?

KEY FINDING #3: SCHOOL MISSION & EDUCATION PHILOSOPHY REMAINS THE TOP FACTOR DRIVING TEACHER RECRUITMENT

- How clearly and consistently is your mission and education philosophy communicated to current and prospective staff?

KEY FINDING #4: FRIEND NETWORKS REMAIN THE TOP DRIVER IN RECRUITMENT

- Who within your team can you intentionally leverage to strengthen and grow your referral pipeline and increase recruitment success?

KEY FINDING #5: LEADERSHIP VISIBILITY IN CLASSROOMS IS ASSOCIATED WITH HIGHER LEADERSHIP RATINGS

- What steps can your school take to ensure leaders are consistently and meaningfully present in classrooms? Are there any leadership practices or routines that may need adjusting as you head into 2026?

TEACH901.COM

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CITY LEADERSHIP
RECRUIT · DEVELOP · CATALYZE