Educator Effectiveness Systems

Superintendent Work Plan Progress Report

May 14, 2014

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Educator Effectiveness Systems

Superintendent's Work Plan Goal 2a	Progress Report Guiding Questions
Establish a comprehensive teacher and leader training, collaboration, and evaluation system that effectively: • Informs and enhances teaching and leadership practice; • Informs and enhances District support to schools and classrooms; and • Contributes to the increased retention and professional growth of teachers and leaders.	<u>Human Capital Data Management System</u> 1. What data management functions can OUSD now perform that we could not perform this time last year? 2. What are the key activities, deadlines, and budgets needed to complete the Human Capital Data Management project? <u>Teacher Growth & Development System</u> 1. What have we learned from this year's implementation of the three teacher evaluation pilot projects and the principal evaluation pilot project? 2. What will we do in 2014-2015 with the three teacher evaluation pilot projects and the principal evaluation pilot project, and how much will these activities cost?

Teacher Growth and Development System:
Voices from the Field

Developing and Sustaining Effective Instruction & Leadership

High Quality Effective Instruction & Leadership

Infrastructure — Human Capital Data Management System

Frameworks — Oakland Effective Teaching Framework Oakland Leadership Dimensions

Measures — Teacher and Leader Growth and Development Systems

Supports — Aligned Professional Learning and Collaboration

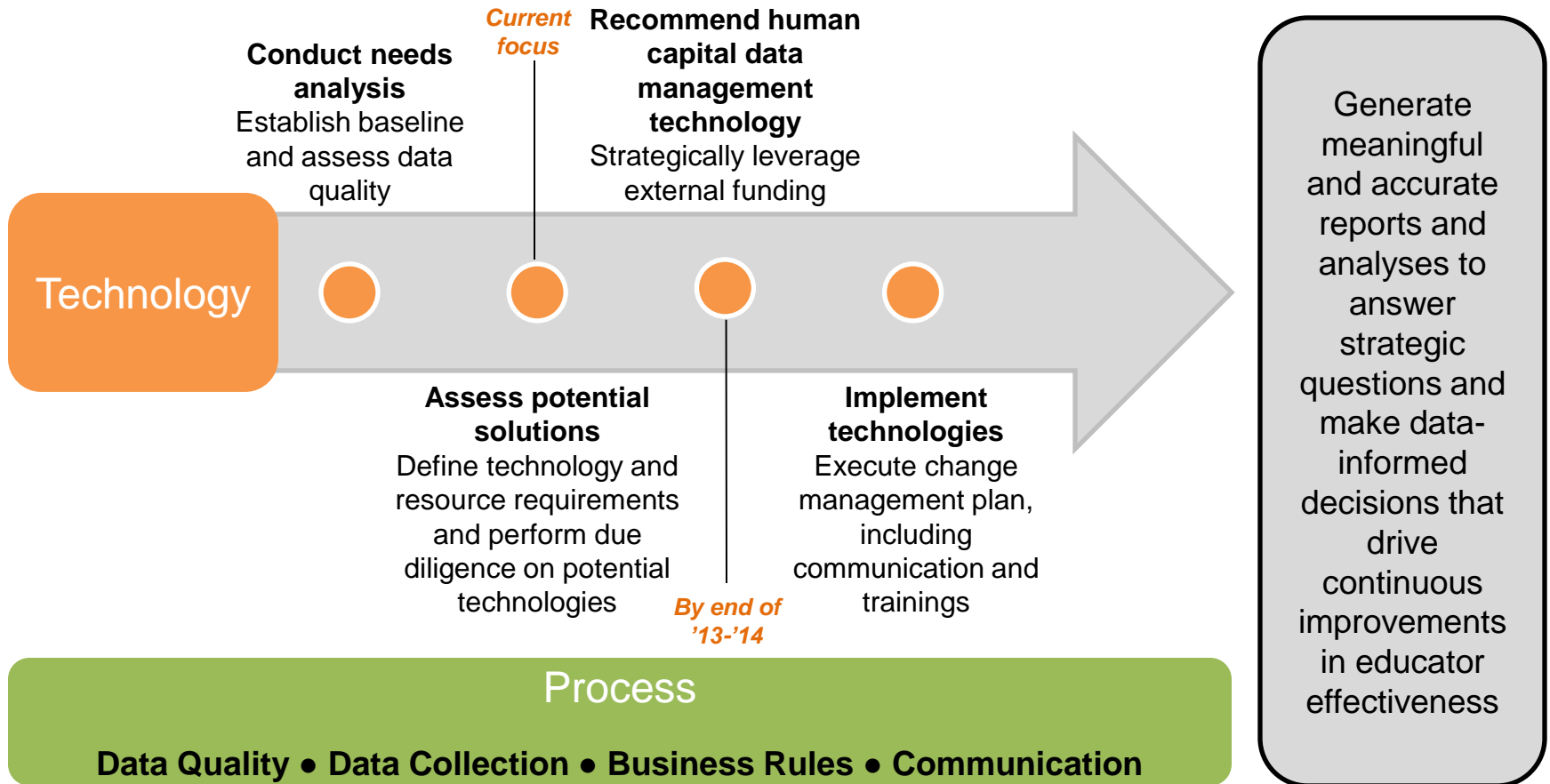# Progress Report: Human Capital Data Management System

Guiding Questions

1. What data management functions can OUSD now perform that we could not perform this time last year?

2. What are the key activities, deadlines, and budgets needed to complete the Human Capital Data Management project?
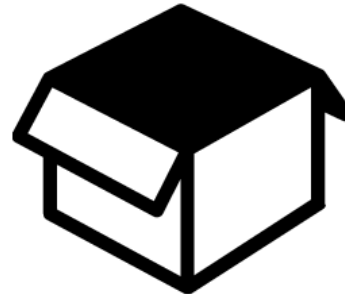
Creating a Sustainable Human Capital Data Infrastructure

Improving our human capital data infrastructure is a multi-year endeavor. As such, HR has taken a two-pronged approach to the human capital data work, with an understanding that long term, sustainable change is only possible when we approach technology and process improvements in tandem. Significant strides have been made this year, and we are confident that, with sufficient funding, the foundation laid will position HR for success next year and beyond.

Technology

Conduct needs analysis
Establish baseline and assess data quality

Current focus

Recommend human capital data management technology
Strategically leverage external funding

Assess potential solutions
Define technology and resource requirements and perform due diligence on potential technologies

Implement technologies
Execute change management plan, including communication and trainings

By end of '13-'14

Generate meaningful and accurate reports and analyses to answer strategic questions and make data-informed decisions that drive continuous improvements in educator effectiveness

Process

Data Quality ● Data Collection ● Business Rules ● Communication

What data management functions can we now perform?

Report	Collect	Identify
Report on high leverage human capital areas, like: • Teacher turnover and retention rates • Teachers' undergraduate degree institution • Probationary and temporary employee demographics and outcomes	Collect key employee information, like: • Personnel issues and progressive discipline outcomes • Probationary employee retention recommendations and outcomes	Identify critical data points in a consistent way over time, like: • Teachers as a distinct group of OUSD employees • Employee school site or central office department • Active employees at OUSD

Drilling Down on an Example: Calculating Teacher Retention Rates

To calculate teacher and staff retention rates using data from OUSD's employee information system (IFAS), HR had to overcome data and technology challenges. With analytic building blocks now in place, producing more granular analyses, like turnover by teacher prep program, is reliant on continued efforts to clean-up existing data and begin collecting strategic information that is not currently tracked.

| Definition of a Teacher	Definition of Turnover	Tracking Teacher School Site	Access to Data
✓ Develop the definition of a teacher for reporting purposes ✓ Ascertain how to identify teachers in the employee information system (IFAS) ✓ Understand how to capture that group of teachers in IFAS over time	✓ Develop a definition of turnover ✓ Decide how many days a teacher would have to teach to count as a teacher in a given year ✓ Decide how to account for teachers who teach at multiple schools in school-level turnover ✓ Decide how to remove extraneous data that might impact analysis, like summer positions	✓ Document methods used to track teacher school site in the employee information system (IFAS) ✓ Identify parts of OUSD's financial processes that maintain historic school site data for teachers ✓ Partner with Financial Services to vet site data use and understand limitations	✓ Initiate nightly extracts of relevant IFAS tables ✓ Create a data structure conducive to longitudinal analysis ✓ Address data quality issues and business rule changes over time

On average, 82% of OUSD teachers return to the district as a teacher in the following year; an additional 1% return to OUSD in another capacity.

What's Next: Key Activities for 2014-15

Long-term improvement in human capital data management requires the appropriate team and technologies in place to support ongoing efforts.
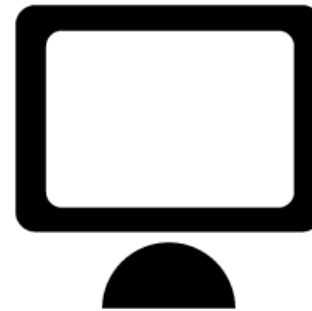
Team	Technology
Expand and resource the Human Capital Data Team to a team of four	Identify and resource a human capital technology for purchase and implementation

Projected Funding Needs 2014-2015—Summary

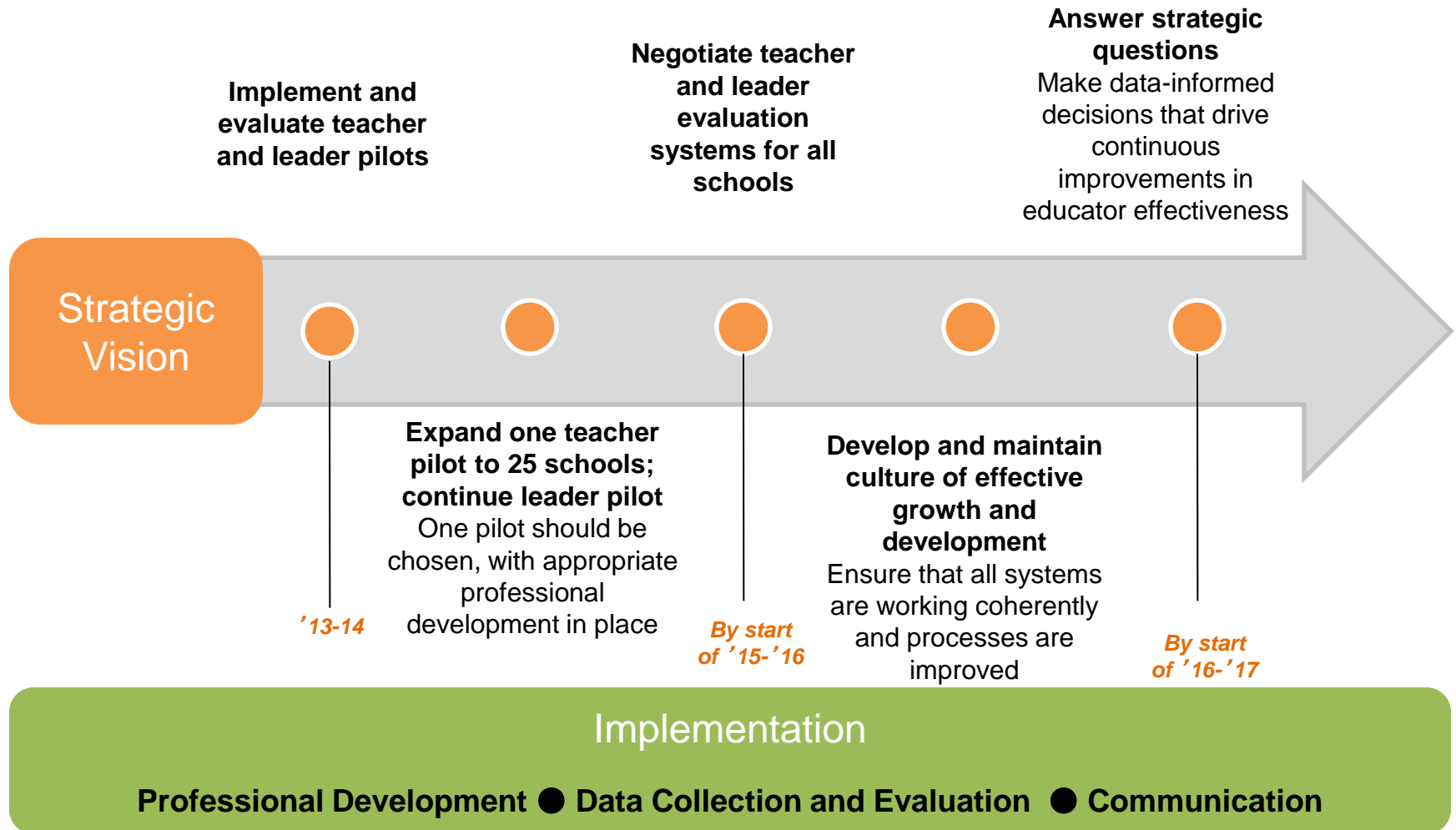|	
Funding Required for Human Capital Data Team	$400,000
Current Allocation	$140,000
Total Not Yet Funded for Team	$260,000
Funding Required for Human Capital Technology	$1,400,000
Current Allocation	$0
Total Not Yet Funded for Technology	$1,400,000
Total Funding Required	$1,800,000
Total Current Allocation	$140,000
Total Not Yet Funded	**$1,660,000**

Progress Report:
Teacher and Leader Growth and Development Systems

Guiding Questions

1. What have we learned from this year's implementation of the three teacher evaluation pilot projects and the principal evaluation pilot project?

2. What will we do in 2014-2015 with the three teacher evaluation pilot projects and the principal evaluation pilot project, and how much will these activities cost?

Supporting High Quality and Effective Instruction and Leadership

Implement and evaluate teacher and leader pilots

Negotiate teacher and leader evaluation systems for all schools

Answer strategic questions
Make data-informed decisions that drive continuous improvements in educator effectiveness

Strategic Vision

Expand one teacher pilot to 25 schools; continue leader pilot
One pilot should be chosen, with appropriate professional development in place

Develop and maintain culture of effective growth and development
Ensure that all systems are working coherently and processes are improved

'13-14

By start of '15-'16

By start of '16-'17

Implementation

Professional Development ● Data Collection and Evaluation ● Communication

Joint Study Committee Findings

The Joint Study Committee, comprised equally of union and district members, has monitored the implementation of the three different teaching pilot programs. During January, they released a mid-year report, and they will release an end-of year summary by the end of May.
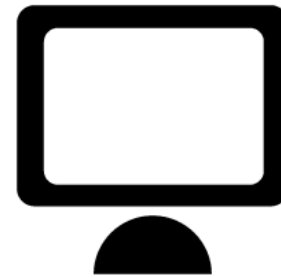
New evaluation systems have positive aspects	Implementation has been rushed	Further piloting is needed
Teachers participants in each pilot system reported different positive aspects. Some of the elements recognized by teachers were: student surveys, peer observations, evidence based observations, and clear & developmental framework.	Launching just a week before school started made it difficult to incorporate new evaluations into pre-existing school calendars.	The mid-year report notes that a second year of an expanded pilot is needed before an informed decision can be made about making improvements to our teacher evaluation process at scale.

Teacher Growth and Development System

The Teacher Growth and Development System (TGDS) is a homegrown teacher evaluation system based on research and national best practices, developed by Oakland teachers, students, parents, principals and community members to support effective teaching.

Professional Learning	School Sites	Online
Professional learning linked to current needs (e.g. classroom management) and career advancement (e.g. teacher leader, specialist) through site based coaching and central supports.	School leaders and other observers receive training on OETF and best practices for classroom observation (scripting, scheduling, etc.) by Teaching Effectiveness Specialists.	Digital library of tools aligned to the OETF is connected to teacher observation cycles to provide immediate resources and support for growth.

Performance Evaluation Pilots 2013-2014

Successes

- Frameworks support educator growth
- Meaningful engagement in professional practice
- Increased role of student and staff feedback

Learning

- Launch requirements—time and resources—changing practices and culture
- Observer certification and capacity building
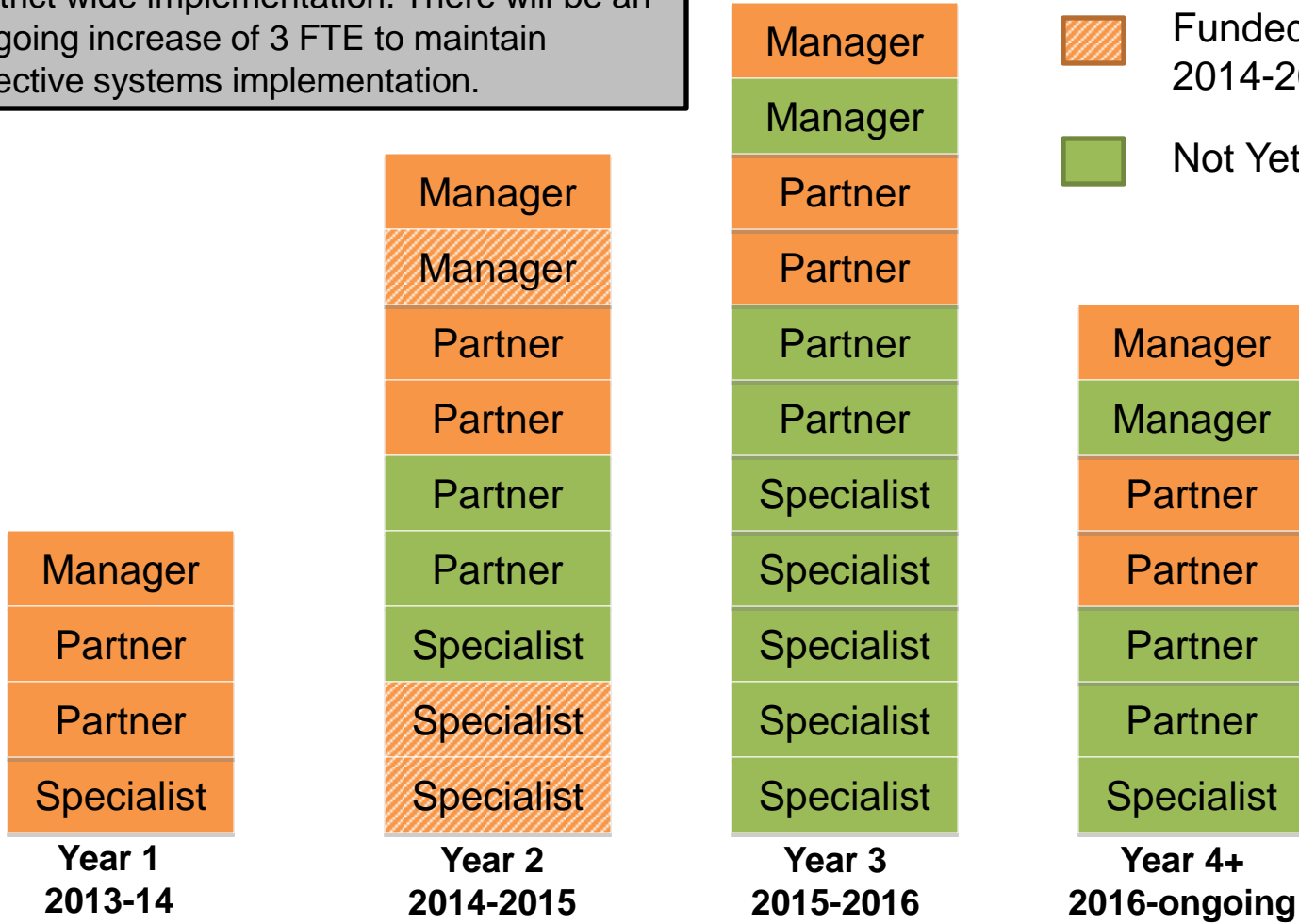- Conditions to focus on growth and development

Next Steps

- Build capacity across all central departments to align to the frameworks
- Determine sufficient site and central staffing to support a focus on educator effectiveness

Resourcing the Educator Effectiveness Team Over Time

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The team will grow in size over the next two years, peaking with the 2015-16 year of district wide implementation. There will be an ongoing increase of 3 FTE to maintain effective systems implementation.

Legend:
- Funded Position
- Funded Position for 2014-2015 only
- Not Yet Funded Position

Year 1 — 2013-14
- Manager
- Partner
- Partner
- Specialist

Year 2 — 2014-2015
- Manager
- Manager
- Partner
- Partner
- Partner
- Partner
- Specialist
- Specialist
- Specialist

Year 3 — 2015-2016
- Manager
- Manager
- Partner
- Partner
- Partner
- Partner
- Specialist
- Specialist
- Specialist
- Specialist
- Specialist

Year 4+ — 2016-ongoing
- Manager
- Manager
- Partner
- Partner
- Partner
- Partner
- Specialist

Note: Further details regarding expected position salaries and responsibilities can be found in the appendix.

Projected Funding Needs 2014-2015—Summary

Funding Required for Central Supports	$1,252,600
Current Allocation	$885,000
Total Not Yet Funded for Central Supports	$367,600
Funding Required for Site Based Staffing	$3,600,000
Current Allocation	$3,025,000
Total Not Yet Funded for Site Based Supports	$575,000
Total Funding Required	$4,852,600
Total Current Allocation	$3,910,000
Total Not Yet Funded	**$942,600**

Executive Summary

Human Capital Data Management System:

- Through work completed this year, HR can now report on key human capital data points, like annual teacher retention rates, which will ultimately help to inform strategy and decision-making. We are starting to produce data that will help us find, keep and grow the most effective employees in service of Oakland's children.

- HR's efforts to expand data management capacity require the appropriate team and technologies to support it. HR has unfunded needs of $1,660,000 to continue this work next year: $260,000 to expand the human capital data team and $1,400,000 to procure and implement a high quality HR technology.

Teacher and Leader Growth and Development Systems:

- The teacher and leader performance evaluation pilots have shown promising results to improve our systems of educator effectiveness. We should continue to develop capacity through an additional year of piloting to ensure that these systems are refined and the district systems are prepared for full scale implementation.

- The implementation of new performance evaluation systems requires changes in practice and culture within our district. Consequently, there is a need to invest adequate time and resources to support this level of system change.

Unfunded 2014-15 Need: $1,660,000

Unfunded 2014-15 Need: $942,600

Appendix A:
Human Capital Data Management

- 2013-14 Detailed Outcomes
- Human Capital Data Team Details
  - Job Descriptions
- Projected Funding Details
- Update on Recent Work
  - Turnover and Retention Rate Details
  - Human Capital Technology Process
  - Education Info Data Clean-up Outcomes

Adopting Technologies that Support Strategic Work

This year HR, in partnership with Technology Services, gained a deep understanding of its core HR technology needs and the HR technology market, positioning the department to make an informed decision that will serve the district in the long term.

Last Year	Now
• Partial view of OUSD employee information due to limitations of IFAS user interface and reporting tools • Data quality hindered by inability to put in place data entry validation rules • Unintuitive and difficult front end for user navigation • Unable to perform longitudinal analyses, like producing turnover and retention rates, due to data structure • Conducted several processes with informal technology structures and controls, using tools like Google docs • Completed time-intensive strategies to work around limitations of IFAS and complete personnel processes	• Conducted in-depth technology needs assessment to pinpoint where OUSD's HR needs are being met by IFAS and where gaps exist • Issued Request for Information to research how existing human capital technologies could meet OUSD's needs • Developed understanding and knowledge of human capital technology landscape • Worked with vendors to estimate resourcing requirements to purchase and implement a human capital technology • Pursuing conversations and demonstrations with most promising vendors • Initiated nightly extracts of relevant IFAS tables to a database to allow longitudinal analysis

Last year's technology challenges will continue to be problematic until HR has the resources to purchase and implement a new core HR technology.

Shifting Practice to Support Human Capital Data Analysis

In order for HR to produce strategic analyses, the department must have access to clean and complete data sets across all stages of the employee lifecycle. This year, HR has taken the first step to clean and analyze existing data, define consistent business rules and expand data collection.

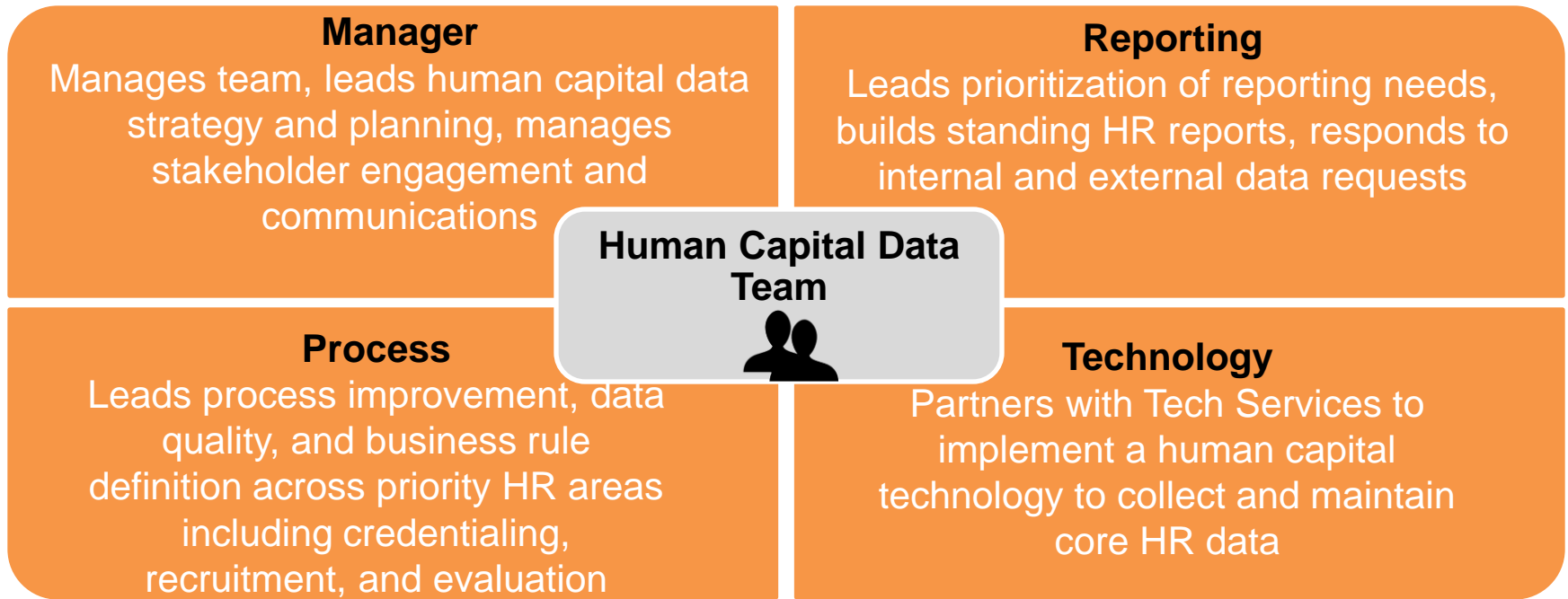| Last Year, HR was unable to...	Now, HR is able to…
• Calculate teacher turnover and retention rates, so OUSD did not have insight into which teachers were leaving the district each year. • Track employee school site or central office department over time, which created obstacles for all longitudinal analysis. • Consistently delineate teachers as a subset of employees, which created data quality issues in tracking the size of the district's teaching force. • Accurately identify active employees by looking at their status in IFAS, which necessitated further work to look at pay records and confirm status. • Report on education information for OUSD teachers due to data quality issues, which prevented the development of targeted recruitment strategies. • Systematically track probationary and temporary release recommendations and outcomes. • Systematically track personnel issues, which created challenges in reporting the outcomes of progressive discipline. • Produce proactive reports, so all information shared was through information requests.	• Calculate annual teacher turnover and retention rates, giving OUSD insight into which teachers are leaving the district (details later in appendix). • Track employee school site or central office department over time by developing business rules that align with OUSD's financial processes, which allows OUSD to track turnover by site. • Delineate teachers as a consistent staff category through clear business rule definition, which ensures HR is tracking the right group of employees from year to year. • Accurately identify active employees by looking at their status in IFAS, reducing duplicative work. • Report on teachers' undergraduate degree-granting institutions, which will help inform recruitment strategies (details later in appendix). • Systematically track probationary release recommendations through the development of a data collection tool for the tenure affirmation process. • Systematically track personnel issue data with a tool that imposes a data structure conducive to analysis. • Produce a number of proactive reports focused on vacancies, probationary, and temporary releases.

What's Next: Building a Team to Support Sustainable Change

Long term improvement in human capital data use will necessitate ongoing investment in HR positions dedicated to process, technology, reporting, and management. Next year, the Human Capital Data Team plans to expand from a team of two to a team of four to undertake further process improvement work, to build reporting capacity, and to implement a human capital technology.

Manager
Manages team, leads human capital data strategy and planning, manages stakeholder engagement and communications

Reporting
Leads prioritization of reporting needs, builds standing HR reports, responds to internal and external data requests

Human Capital Data Team

Process
Leads process improvement, data quality, and business rule definition across priority HR areas including credentialing, recruitment, and evaluation

Technology
Partners with Tech Services to implement a human capital technology to collect and maintain core HR data

Urban Schools Human Capital Academy (USHCA)
We are excited to share that in June HR is partnering with USHCA to evaluate current HR practices and identify priority areas of growth to expand the capacity of HR to support teacher and principal quality. We are eager to build this partnership and learn from USHCA's experience working with 15 urban districts over the last three years.

Human Capital Data Team Position Detail: Year 1 2013-14

Process Position: *Human Capital Analytics Specialist*

Annual Salary: $79,000   **Total Funding:** $111,000

Primary Responsibilities:

- Document all HR processes
- Identify and map all data collected and maintained outside of existing technology solutions
- Redesign processes to improve data availability, quality and security
- Create and conduct training/communications related to new data collection/management practices
- Work with QAA and HR leadership to identify key questions that will inform policy and practice
- Create reports and conduct analyses that address key questions
- Coordinate responses to external data requests
- Work with the Education Pioneers Analyst Fellow to build strong internal practices around data use

Technology Position: *Education Pioneers Analyst Fellow*

10 Mth Salary: $45,000   **Total Funding:** $70,000

Primary Responsibilities:

- Conduct assessment of current HR systems to identify the following:
  - Data we collect and is easily accessible
  - Data we collect and is not easily accessible
  - Data we do not collect and would inform policy and practice
- Examine current OUSD HR technologies to identify both system limitations and opportunities for growth within these systems
- Work in partnership with Tech Services to identify and research alternate technologies that could potentially replace current systems.
- Work with the Human Capital Analytics Specialist to build strong internal practices around data use, including training and communications

Note: Total funding includes an assumed cost for taxes and benefits equal to 40% of an employee's annual salary and any direct fees associated with hiring an employee.

Human Capital Data Team Position Detail: Year 2 2014-15

Manager Position: *Human Capital Manager*

Annual Salary: $76-98,000 **Total Funding:** $107-137,000

Primary Responsibilities:
- Manage Human Capital team and activities, including reporting, process improvement and technology
- Partner with Tech Services to lead implementation of human capital data management technology
- Lead human capital strategy and planning
- Manage human capital communications

Reporting Position: *Human Capital Reporting Specialist*

Annual Salary: $66-88,000 **Total Funding:** $93-123,000

Primary Responsibilities:
- Develop vision for HR reporting, taking into account increased data collection and improved systems over time
- Produce standing reports to track critical HR functions and answer key questions to inform policy and practice
- Ensure timely distribution of reports to key stakeholders
- Perform ad hoc analyses to answer specific HR questions as required
- Coordinate responses to external and internal data requests

Technology Position: *Human Capital Technology Specialist (Education Pioneers Analyst Fellow)*

10 Mth Salary: $45,000   **Total Funding:** $70,000

Primary Responsibilities:
- Work with Human Capital Manager to implement human capital technology
- Facilitate trainings for technology users
- Assess legacy HR technologies for possible improvements

Process Position: *Human Capital Process Specialist (Education Pioneers Analyst Fellow)*

10 Mth Salary: $45,000   **Total Funding:** $70,000

Primary Responsibilities:
- Redesign processes to improve data availability, quality and security
- Create and conduct training/communications related to new data collection/management practices
- Support Human Capital Reporting Specialist to develop reports and conduct analyses that address key questions
- Work to continue building strong internal practices around data use

Note: Total funding includes an assumed cost for taxes and benefits equal to 40% of an employee's annual salary and any direct fees associated with hiring an employee.

Human Capital Data Team Position Detail: Years 3-5

Manager Position: *Human Capital Manager*

Annual Salary: $76-98,000 **Total Funding:** $107-137,000

Primary Responsibilities:
- Manage Human Capital team and activities, including reporting, process improvement and technology
- Partner with Tech Services to lead implementation of human capital data management technology
- Lead human capital strategy and planning
- Manage human capital communications

Reporting Position: *Human Capital Reporting Specialist*

Annual Salary: $66-88,000 **Total Funding:** $93-123,000

Primary Responsibilities:
- Develop vision for HR reporting, taking into account increased data collection and improved systems over time
- Produce standing reports to track critical HR functions and answer key questions to inform policy and practice
- Ensure timely distribution of reports to key stakeholders
- Perform ad hoc analyses to answer specific HR questions as required
- Coordinate responses to external and internal data requests

Technology Position: *Human Capital Technology Specialist*

Annual Salary: $66-88,000 **Total Funding:** $93-123,000

Primary Responsibilities:
- Work with Human Capital Manager to implement human capital technology
- Facilitate trainings for technology users
- Assess legacy HR technologies for possible improvements

Process Position: *Human Capital Process Specialist*

Annual Salary: $66-88,000 **Total Funding:** $93-123,000

Primary Responsibilities:
- Redesign processes to improve data availability, quality and security
- Create and conduct training/communications related to new data collection/management practices
- Support Human Capital Reporting Specialist to develop reports and conduct analyses that address key questions
- Work to continue building strong internal practices around data use

Note: Total funding includes an assumed cost for taxes and benefits equal to 40% of an employee's annual salary and any direct fees associated with hiring an employee.

Resourcing for Success: Projected Funding Needs

Improving human capital data management will help us ensure that we are providing our students with the most effective teaching, leadership, and support and providing our employees with the most effective professional growth and learning opportunities. This effort requires the appropriate team and technologies to support it. The chart below summarizes projected funding needs for the Human Capital Data Team as well as for technologies over coming years.

	Human Capital Data Team		Human Capital Technology		Total Projected Funding Need per Year
	Projected Resources	*Projected Funding Need (including benefits)*	*Projected Resources*	*Projected Funding Need*	
Year 1: *2013-14*	1 FTE + 1 FTE on loan	$181,000 (Funded)	None	$0	$181,000 (Funded)
Year 2: *2014-15*	4 FTE (Total) 2 FTE* (Funded) **2 FTE (Unfunded)**	$400,000 (Total) $140,000 (Funded) **$260,000 (Unfunded)**	One time implementation and user training	**$800,000 (Unfunded)**	$1,800,000 (Total) $140,000 (Funded) **$1,660,000 (Unfunded)**
			On-going subscription	**$600,000 (Unfunded)**	
Years 3+: *2015-16+*	4 FTE (All full-time emps)	$500,000	On-going subscription	$600,000	$1,100,000

Projected resourcing needs for a human capital technology are based on estimates from a leading vendor at this point in the process.

* 2 FTE represent 2 Education Pioneers Analyst Fellows.

Drilling Down on an Example: Tracking Organizational Structure

Since organizational structure and managerial relationships cannot be tracked in OUSD's current employee information system, HR staff spends a significant amount of time determining and confirming central and site-based organizational structures, a process which diminishes the cost-effectiveness and quality of HR's services. HR estimates that implementing a human capital technology with the ability to maintain managerial relationships would increase HR's capacity, efficiency and service to school sites and departments.

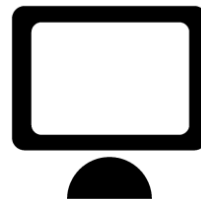|	
Department Reorganizations	Last year, 8 OUSD central office departments completed reorganizations, and 3 are planned for next year. Without current and reliable org structures in place, they must be manually constructed or updated to accurately inform the reorganization.
Employee Evaluations & Personnel Issues	Without systematized documentation of managerial relationships, monitoring the evaluation process of central office staff becomes a test of tracking down the right supervisor to talk to. The same is true for employee personnel issues, where identifying an employee's supervisor and direct reports is critical.
Creating Organizational Charts	Currently, HR manually builds central office org charts, a practice which takes significant time away from more strategic functions and requires interviewing department leaders to confirm positional relationships and manually editing the charts. Employees are constantly joining and leaving OUSD, so accurate org charts become out of date almost as quickly as they are made.
Manager-Focused PL	Offering professional learning opportunities specifically to OUSD supervisors, requires that HR have the ability to accurately and systematically identify which employees are managers and how many employees they are managing.
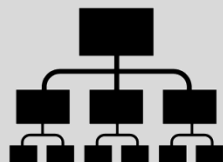
One of Many Examples
This is merely one out of hundreds of features that would contribute to cost-saving efficiencies in HR while advancing strategic goals.

Progress in Human Capital Data Management

As you know, HR is developing a comprehensive and integrated group of high quality technologies and processes, supported by a strong data culture, designed to collect and maintain staff-related data. This work plays an important role in helping us understand who our employees are, where they are coming from, and what makes them successful. Without this information, it is difficult to ensure that we are providing our students with the most effective teaching, leadership, and support and that we are providing our employees with the most effective professional growth and learning opportunities.

We'd like to share with you a few areas of high leverage work that we have been most focused on recently:

Turnover & Retention	Technology	Education info
By defining clear business rules and creating a data structure conducive to analysis, HR has been able to begin calculating teacher turnover and retention metrics. Since 2006, OUSD has retained an average of 82% of teachers per year. We're continuing work to look at these metrics more granularly.	Significant strides have been made in HR, but without a modern technology that meets OUSD's needs, work continues to be more manual and time consuming than it should be. HR has researched potential solutions through an RFI but purchase and implementation of a technology is currently unfunded.	By cleaning over 3,500 employee education records in IFAS, including looking at paper files for approximately 400 employees, HR has documented the college or university where every teacher received his/her bachelor's degree. UC Berkeley, Cal State East Bay, and San Francisco State University are the most common institutions.

Why Turnover Matters

A number of studies have shown a correlation between high teacher turnover and low student performance. Some studies even indicate that the relationship is causal, and that high teacher turnover disproportionally affects low-performing schools and schools with a high proportion of African American students.
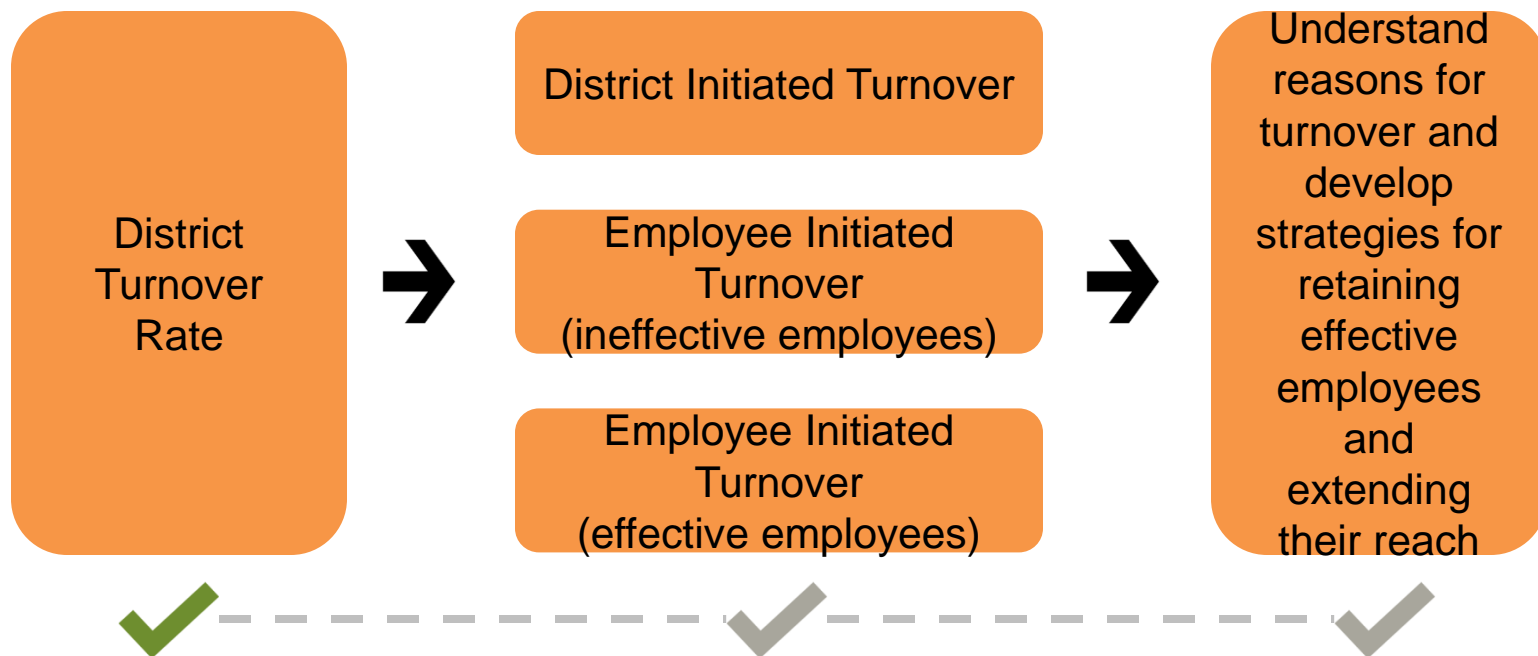
Students	School	District
Student achievement is negatively affected if individual students have a new teacher who is less effective than the teacher they would have had, who left the school.	Students of the leaving teacher are not the only ones affected. Even students taught by retained teachers see their performance suffer.	Replacing teachers costs the district as a whole, financially and academically.

How Turnover Data Informs Strategy

A district teacher retention rate is an important first step in addressing the problem of teacher turnover, but more detail is needed about the types of turnover the district is experiencing in order to guide strategy. Turnover can be district or employee initiated, and can be more or less harmful depending on the effectiveness of the employee leaving the district.

District Turnover Rate → District Initiated Turnover

Employee Initiated Turnover (ineffective employees)

Employee Initiated Turnover (effective employees)

→ Understand reasons for turnover and develop strategies for retaining effective employees and extending their reach

✔ ✔ ✔

? Is our goal 100% retention?
No, our goal is to retain the greatest number of effective teachers and extend their reach. Goals for retention will be based on baseline data after we are able to disaggregate the district turnover rate into the above categories.

What's Next

In addition to calculating the overall district teacher turnover rate, HR is working toward being able to produce retention/turnover data that answers a number of different questions. This level of granularity will provide us greater insight into our staff and help inform retention strategies. We will be working to address the questions below and others related to teachers and other staff.

What is the teacher retention rate by site/region?

What is the teacher retention rate by ethnicity?

What is OUSD's retention rate by bargaining unit?

What is the cohort teacher retention rate?

What is the teacher retention rate by subject?

What is OUSD's principal retention rate?

District Teacher Retention 2006-2012

Base School Year	Number of Unique Teachers in Base School Year	Total Teacher FTE in Base School Year	Teachers Returning to OUSD in the Subsequent Year as Teachers (by FTE)		Teachers Returning to OUSD in the Subsequent Year in Any Position (by FTE)	
			Total Teacher FTE in Subsequent Year	Percent of Total Teacher FTE in Subsequent Year	Total Teacher FTE in Subsequent Year	Percent of Total Teacher FTE in Subsequent Year
2006-07	2450	2418	1913	79.1%	1963	81.2%
2007-08	2467	2438	1988	81.5%	2022	82.9%
2008-09	2415	2391	2034	85.1%	2056	86.0%
2009-10	2396	2362	1931	81.8%	1951	82.6%
2010-11	2280	2246	1771	78.9%	1808	80.5%
2011-12	2137	2105	1748	83.1%	1765	83.9%
2012-13	2191	2150	1772	82.4%	1807	84.0%

On average, 82% of OUSD teachers return to the district as a teacher in the following year; an additional 1% return to OUSD in another capacity.

Current State of HR Technologies

While we're excited about the progress being made, accomplishing this work – like calculating turnover metrics – continues to be more manual and time consuming than it should be. Currently, HR is reliant on a patchwork of technology solutions with informal structures and controls that require time-intensive workarounds, and provide only a partial view into information about OUSD employees. With a modern HR system that meets the District's needs in place, employee information would be maintained in a secure and sustainable way, letting HR efficiently and effectively complete personnel processes and answer strategic questions about OUSD staff.

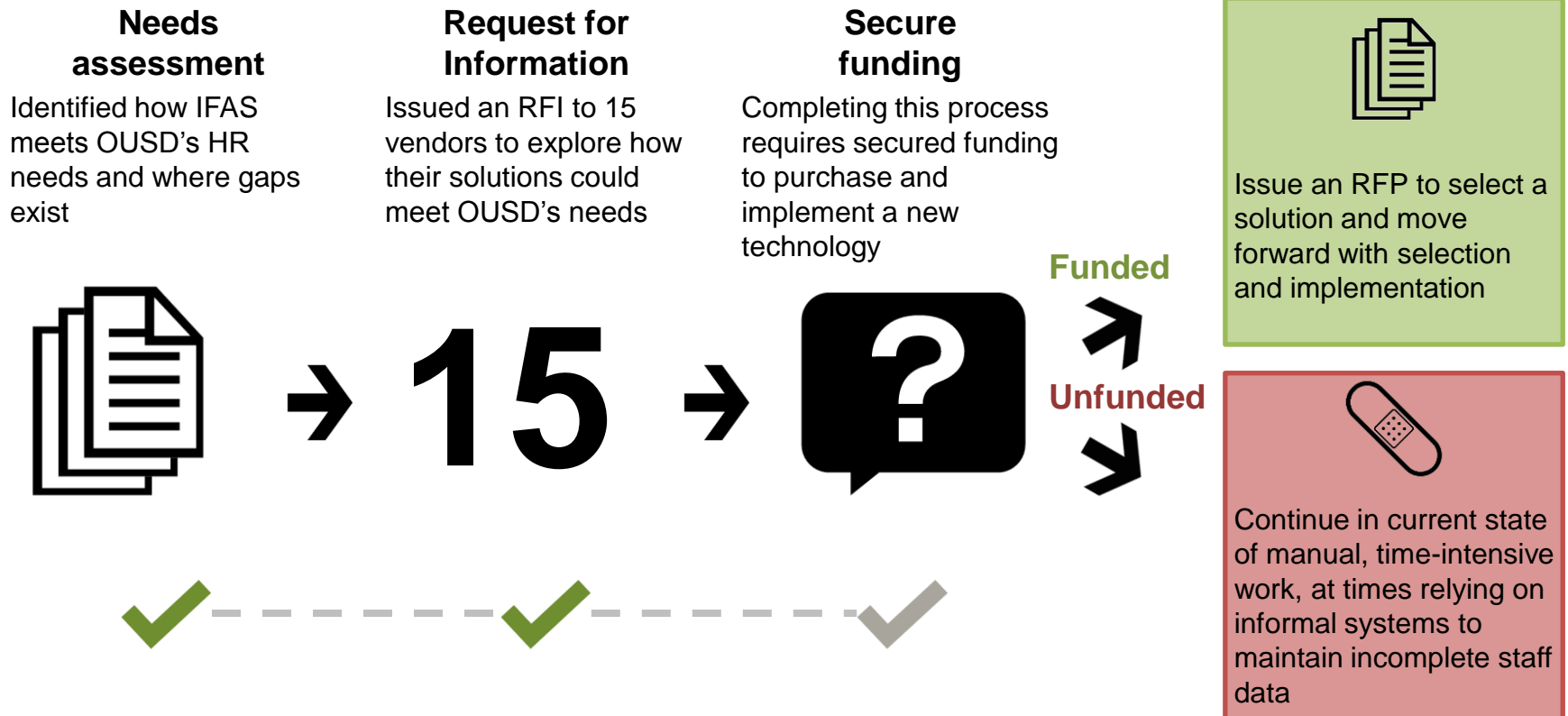|	Informal Structures & Controls	Time-Intensive Workarounds	Incomplete Information
Example of current state	Applicant information is maintained in a Google doc spreadsheet, a solution that is not designed to capture this information and has few controls in place to ensure a complete and high quality dataset	An HR team member builds OUSD's organizational chart manually by using information provided by each department	HR's current technology is unable to maintain data related to the reason for position-level turnover (i.e. when an employee changes positions within OUSD)
	⬇	⬇	⬇
After implementation of a modern HR system that meets OUSD's needs	Applicant information will be captured in a structured system which flows into core HR data when an applicant is hired	Maintaining positions in a relational structure within an HR technology will allow org charts to be generated without manual work	With a technology that does not perform destructive overwrites, it will be possible to maintain and access longitudinal employee data

Technology Selection Process

HR has approached assessing and selecting a technology through a structured and intentional process. After completing a technology needs assessment to identify how current systems meet OUSD's HR needs and where gaps exist, we issued a Request for Information to 15 vendors to better understand how those solutions could satisfy needs in the district. If funding is secured to implement a new technology, we will continue this process by issuing an RFP to select a solution.

Needs assessment

Identified how IFAS meets OUSD's HR needs and where gaps exist

Request for Information

Issued an RFI to 15 vendors to explore how their solutions could meet OUSD's needs

Secure funding

Completing this process requires secured funding to purchase and implement a new technology

Funded

Unfunded

Issue an RFP to select a solution and move forward with selection and implementation

Continue in current state of manual, time-intensive work, at times relying on informal systems to maintain incomplete staff data

Education Info

Clean employee education data give will give us insight into what institutions are producing our most effective certificated and classified employees, enabling OUSD to target strategically our recruiting efforts. After our first round of data clean-up, we're able to share data on teacher bachelor's degrees:

5 Most Common Colleges/Universities of Current OUSD Teachers

1 • University of California Berkeley (263 Teachers)

2 • California State University East Bay (188 Teachers)

3 • San Francisco State University (175 Teachers)

4 • University of California Santa Cruz (73 Teachers)

5 • University of California Davis (62 Teachers)

118 current OUSD teachers earned their bachelor's degree at an international college or university

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What's next?
- Connect teacher education data to retention rates and effectiveness data
- Add teacher preparation program data and connect to retention rates and effectiveness data
- Complete data collection and clean-up for other certificated and classified staff

Appendix B:
Teacher and Leader Evaluation Pilots

Teacher Evaluation Pilot Comparisons
Detailed Work Completed to Date
Educator Effectiveness Team Position Descriptions

Performance Evaluation Pilots

The goals of the performance evaluation pilots are to develop systems that support the professional growth of teachers and leaders and that provide valid and reliable data about the performance of teachers and leaders.

Current OUSD Evaluation Systems	Best Practices for Evaluation Systems
Lack criteria for rating performance	Research based frameworks
Singular measure of performance	Multiple Measures
No observer training	Observer certification training
Paper based—lagging data	Online—real time data
Varied Implementation	Consistent Implementation

Process Leading to This Year's Work

OAKLAND UNIFIED SCHOOL DISTRICT | *Community Schools, Thriving Students*

2010-2011
Convened Effective Teaching and Leadership Task Forces

2011-2012
Continued Oakland Effective Teaching and Leadership Task Forces

Produced first draft of Oakland Effective Teaching Framework and Leadership Dimensions
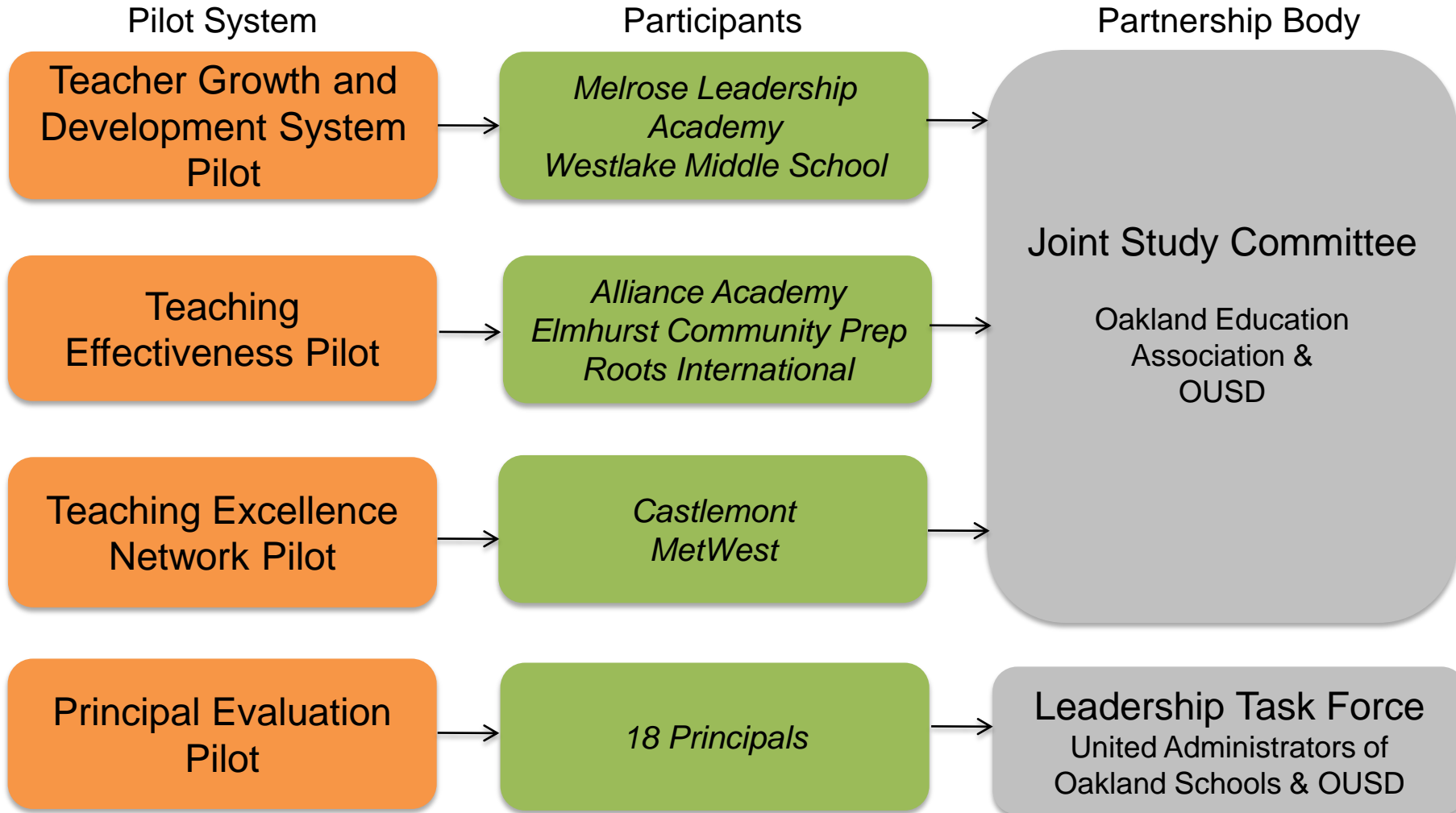
2012-2013
Continued task forces

Refined Oakland Effective Teaching Framework and Leadership Dimensions

Developed teacher and leader evaluation pilots

2013-2014
Implement teacher and leader evaluation pilots

Align and calibrate Oakland Effective Teaching Framework and Dimensions

Develop and implement communications plan
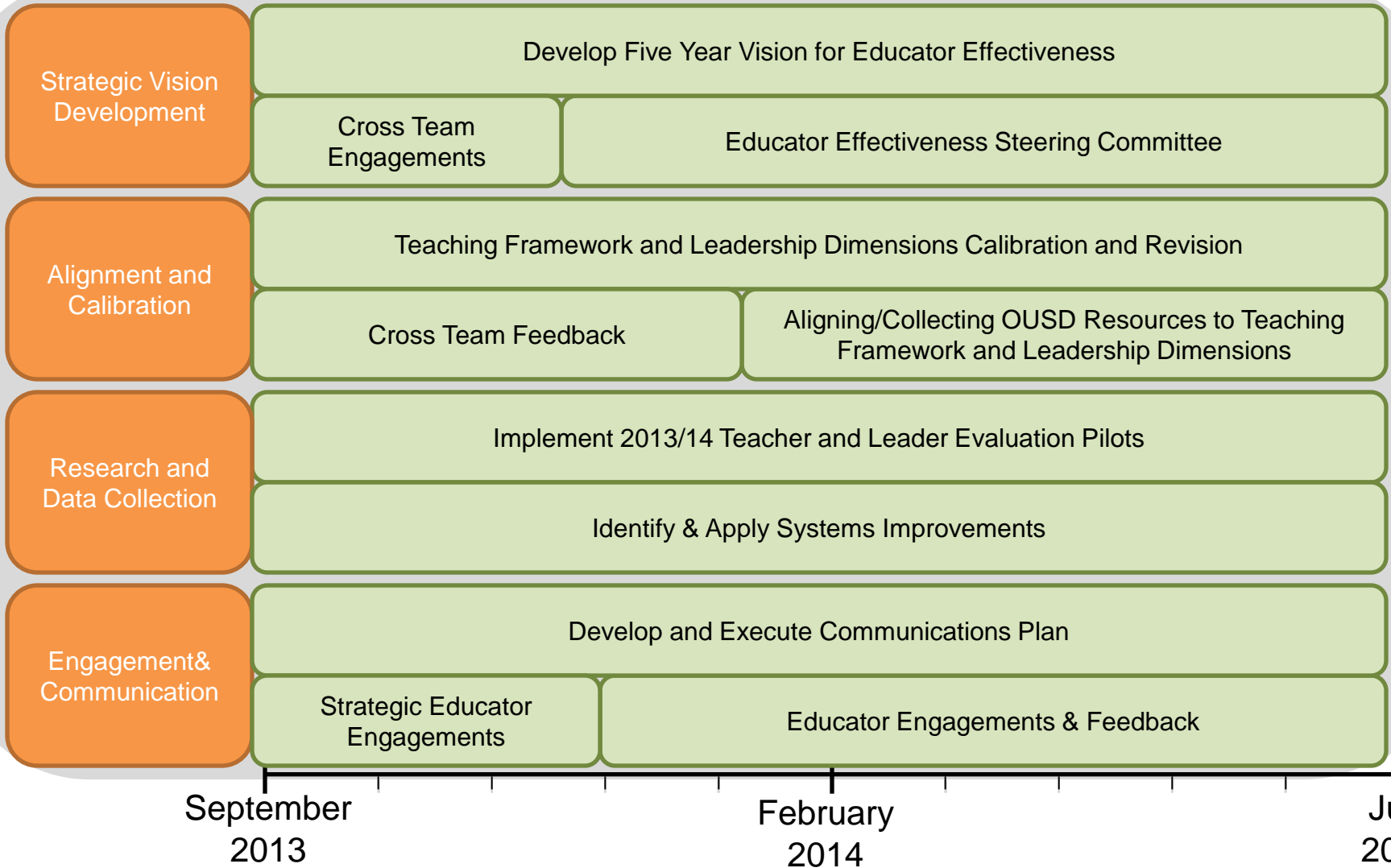
Performance Evaluation Pilots 2013-2014

Pilot System	Participants	Partnership Body
Teacher Growth and Development System Pilot	*Melrose Leadership Academy* *Westlake Middle School*	**Joint Study Committee** Oakland Education Association & OUSD
Teaching Effectiveness Pilot	*Alliance Academy Elmhurst Community Prep Roots International*	
Teaching Excellence Network Pilot	*Castlemont MetWest*	
Principal Evaluation Pilot	*18 Principals*	**Leadership Task Force** United Administrators of Oakland Schools & OUSD

Teacher Evaluation Pilot Comparison

	Current OUSD/OEA Evaluation Process	Teaching Effectiveness Pilot	Teaching Excellence Network	OUSD Teaching Growth and Development System
Evaluator	• Administrator	• Administrator • Trained Observer	• Administrator	• Administrator • Trained Observer
Measures	• Observations	• Observations • Student Survey • Peer Survey • Student Achievement	• Teacher Practice • Teacher Relationships • Teacher Growth • Student Survey • Family Survey • Peer Survey	• Observations • Teacher Growth (SMARTe Goals) • Student Growth (SMARTe Goals) • Professional Practice Portfolio • Student Survey
Student Learning Measures	• n/a	• Teacher-assessed student achievement data • Student Growth Percentile	• n/a	• Teacher-assessed student achievement data
Teaching Standards	• California Standards for Teaching Profession	• The College Ready Promise Framework	• Urban Teaching Quality Index	• OUSD Effective Teaching Framework
# of observations	• 3-5	• 6	• n/a	• 6-10
Length of observations	• 30+ minutes	• 2 long • 4 short	• n/a	• 2 long (30 minutes) • 4+ short (15 minutes)
Professional development/support	• n/a	• Professional Development Plan • Individualized coaching • TCRP Framework certification/training	• Professional Development Plan (based on survey results) • TEN online resource bank	• SMART Goals and Professional Action Plan (based on preliminary observation and student data) • Peer Observation Cycle (non-evaluative) • OET Framework certification/training

Teacher and Leader Evaluation Systems: 2013-2014 Work Plan

Strategic Vision Development

- Develop Five Year Vision for Educator Effectiveness
- Cross Team Engagements
- Educator Effectiveness Steering Committee

Alignment and Calibration

- Teaching Framework and Leadership Dimensions Calibration and Revision
- Cross Team Feedback
- Aligning/Collecting OUSD Resources to Teaching Framework and Leadership Dimensions

Research and Data Collection

- Implement 2013/14 Teacher and Leader Evaluation Pilots
- Identify & Apply Systems Improvements

Engagement& Communication

- Develop and Execute Communications Plan
- Strategic Educator Engagements
- Educator Engagements & Feedback

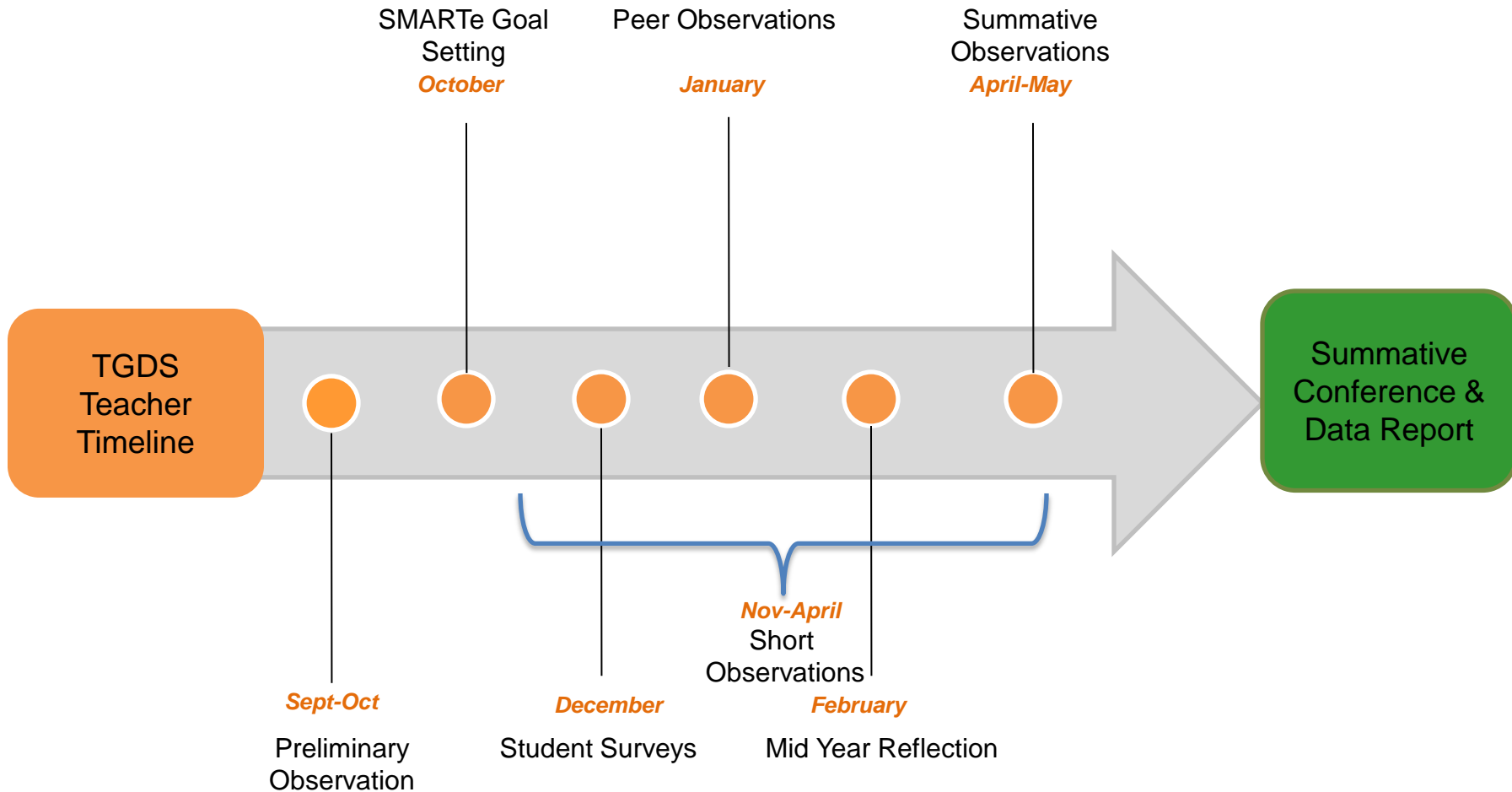September 2013   February 2014   July 2014

Educator Effectiveness Mid-Year Outcomes

The Educator Effectiveness Team has been working together since late September 2013. Since then, we have made significant progress towards a strategic vision, while simultaneously implementing and evaluating three distinct teacher pilots and the leader evaluation pilot. We have worked to generate effective professional development opportunities and provide the Joint Study Committee with meaningful data for the evaluation and recommendation.

Created meaningful professional development	Resolved technology concerns	Researched work for the Joint Study Committee	Communications and stakeholder engagement
Current evaluations have multiple steps and are very different from the current system. All material for professional development must be created. Teams have provided: •Certification and re-certification services for all TEP schools •6 on-site professional developments for teachers •Completed a handbook/user's guide for TGDS	As of 1/10/2014: •139 new users have been created in our online platform, Bloomboard •43 individual tech questions have been answered •Customized Bloomboard with OUSD-specific programs •Engaged 5 other tech companies for fiscal responsibility/due diligence	The Joint Study Committee, comprised of union and OUSD members, made several data requests, including: •Control school selection •Demographics of all teachers •Previous research done on OUSD evaluation system •Implementation Evaluations •Best Practices in Site Visits/Surveys	•Developed communications plan to facilitate stakeholder feedback and communicate ongoing work and developments •Facilitated lunches and engagement sessions for schools sites to collect feedback for JSC

Teacher Growth and Development System

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SMARTe Goal Setting
October

Peer Observations
January

Summative Observations
April-May

TGDS Teacher Timeline

Summative Conference & Data Report

Nov-April
Short Observations

Sept-Oct
Preliminary Observation

December
Student Surveys

February
Mid Year Reflection

Principal Evaluation Pilot

Asset Cycle of Inquiry and Goal Development + **Leadership Practices** = **Professional Practice Rating**

Asset Cycle of Inquiry and Goal Development

- Based on Oakland Leadership Dimensions
- Rated on process and attainment
- Focus of 2013-2014 Pilot

Leadership Practices

- Based on Oakland Leadership Practices Rubric
- Rated on multiple sources of evidence
- Expand 2014-2015 Pilot to include goals and practices (*pending negotiations)

OEA and OUSD: Continued Collaboration

3 → → **1**

3 Pilots Implemented

An MOU between union and district representatives allow for the piloting of three different teacher evaluation programs. TEN, TEP, and TGDS are piloted in the 13-14 and monitored by a Joint Study Committee (JSC).

JSC monitors pilots

The Joint Study Committee between union and district representatives monitored progress; mid year report finds the early results promising and encourages a second year of piloting.

TGDS Expanded

Union and district representatives adopt the TGDS pilot and expands to 25 schools in the 2014- 2015 school year.

Educator Effectiveness Work to Date

Certifications
- 100% of TEP administration and coaches completed process (n=15)

Long Observations
- 100% of TEP/TGDS teachers on evaluation received first observation (n=70)

Short Observation
- 100% of teachers received at least one short observation; 54% of Westlake teachers received 3 or more

Coaching
- Professional learning around scripting, observation bias, and education technology provided to leaders, teachers, and coaches

Student Survey
- Over 1,000 student surveys are completed with results sent to teachers

Strategic Vision Development

Project Workstreams	Work to Date	Next Steps
Five year vision	•Identified 3 year vision •Identified guiding principals for improving teacher and leader effectiveness	•Extend planning through 5 years •Identify necessary resources for implementation
Cross team engagements	•Weekly LCI collaboration meeting •Participation in AD Working Group •QAA Work Alignment Meeting	•Continue regular updates
Educator Effectiveness Steering Committee		•Identify /invite participation from workgroup members •Convene winter meeting launch of workgroup

Alignment and Calibration

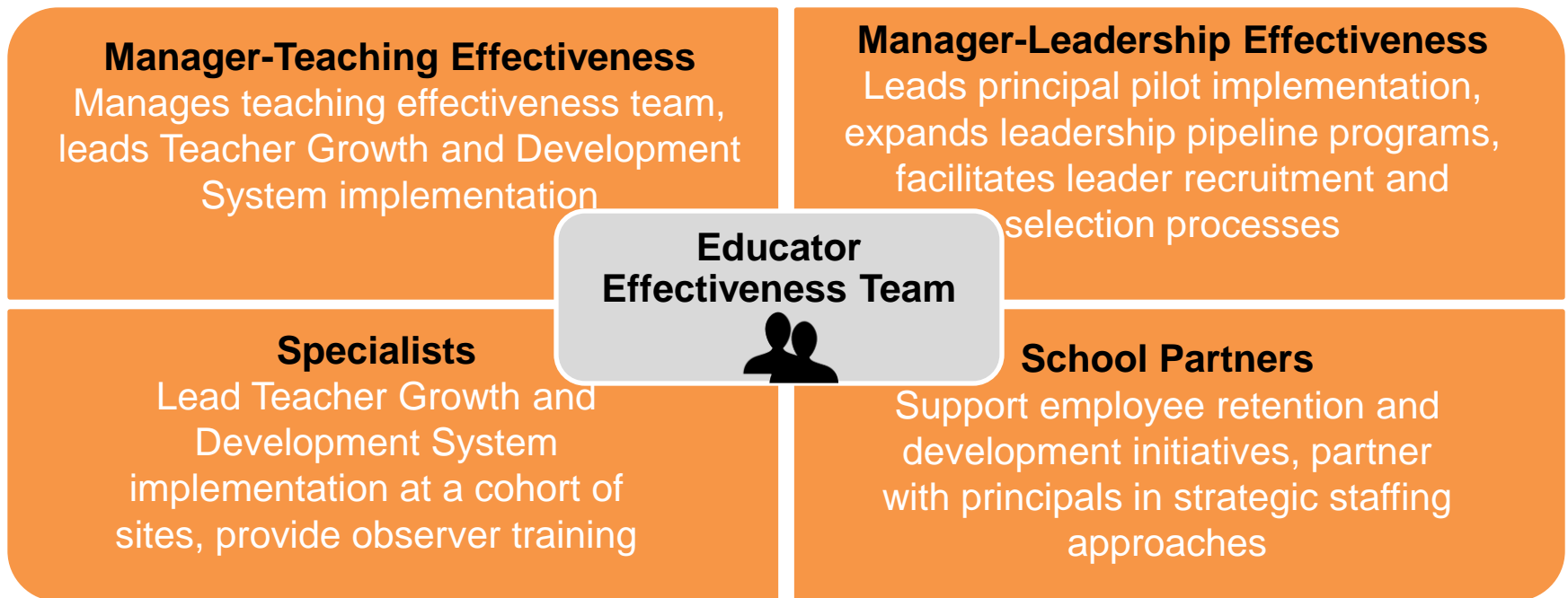| Project Workstreams	Work to Date	Next Steps
Framework and Dimensions calibration and alignment	•Framework Tuning Team launched in October 16 members from across teams/functions at OUSD (AAMA, FSCP, LCI, etc) •FTT to meet monthly to calibrate and tune the Oakland Effective Teaching Framework •Leadership Task Force launched in October; will meet monthly to refine Dimensions	•Confirm participant from PEC for FTT •Continue monthly engagements
Cross team feedback	•QAA feedback session •FTT members expected to engage mini teams and bring back mini-team feedback on the framework •HR and Executive Officer monthly meetings	•Collect and synthesize framework feedback to look for patterns for revision •Schedule 1-1 meetings to solicit feedback on OUSD priorities (AAMA, ELL, AD, Common Core Shifts) •Collaborate with Nicole Knight on alignment between OETF and rubric for teacher performance/support in Academic Discussion

Research and Data Collection

Project Workstreams	Work to Date	Next Steps
Launch 2013/2014 Teacher and Leader Evaluation Pilots	•Pilot introductory presentations given at school sites and administrators institute •Pilot sites and principals identified •Pilots launched	•Manage pilot implementation steps
Develop & Implement Pilot Research Plan	•Pilot research plans developed •Baseline survey sent to teachers at TEP/TGDS site	•Conduct initial principal survey •Schedule Winter focus groups •Schedule 1-1 teacher interviews
Research Alternative Technology Platforms	•Met with representatives from two companies	•Schedule f/up demo with Teachscape
Launch Joint Study Committee and Leadership Task Force	•JSC Launched in September and will meet monthly •Developed JSC work plan •Identified control schools •Leadership Task Force launched in October and meets monthly	•Finalize research plan •Develop interim and final reports

What's Next: Building a Team to Support Sustainable Change

High quality implementation of educator effectiveness systems will necessitate an up-front investment in HR positions dedicated to building site and system capacity. Next year, the Educator Effectiveness Team plans to expand from a team of four to a team of nine to support the changes in culture and practice necessary for successful implementation of our new systems.

Manager-Teaching Effectiveness
Manages teaching effectiveness team, leads Teacher Growth and Development System implementation

Manager-Leadership Effectiveness
Leads principal pilot implementation, expands leadership pipeline programs, facilitates leader recruitment and selection processes

Educator Effectiveness Team

Specialists
Lead Teacher Growth and Development System implementation at a cohort of sites, provide observer training

School Partners
Support employee retention and development initiatives, partner with principals in strategic staffing approaches

Bloomboard
The Teacher Growth and Development System has utilized an innovative online platform to support the evaluation process. Bloomboard connects teachers' goals and their data from the observation cycles with extensive resources aligned to the Oakland Effective Teaching Framework to help teachers take charge of their growth.

Projected Funding Needs—Central Supports

	Educator Effectiveness Team		Educator Effectiveness Training and Support		Total Projected Funding Need per Year
	Projected Resources	*Projected Funding Need [1]*	*Projected Resources*	*Projected Funding Need*	
Year 1 2013-2014	4 FTE Funded	Already Funded	Observation Tool and Training	$10,000 (Funded)	Funded
Year 2 2014-2015	9 FTE Requested *6 FTE Funded* *3 FTE Unfunded*	$1,167,600 (Total) *$800,000 (Funded)* *$367,600 (Unfunded)*	Observation Tool and Training	$85,000 (Funded)	$1,252,600 (Total) *$885,000 (Funded)* ***$367,600 (Unfunded)***
Year 3 2015-2016	11 FTE	$1,414,000	Observation Tool and Training	$200,000	$1,614,000
Year 4+ 2016-ongoing	7 FTE	$921,200	Observation Tool and Training	$120,000	$1,041,200

Notes: (1) Projected funding for employees includes an assumed cost for benefits equal to 40% of employees' annual salaries.

Projected Funding Needs 2014-2015—Site Based Staffing

Positions	Cost	Funding Source	Total Projected Funding Need
Alternative Observer .2 FTE for every 20 teachers ($11,000); approx 35-50 observers needed	$550,000	Not Yet Funded	$550,000
Instructional Coach Staffed by site based TSAs or LCI Specialists; at least one coach per site	$2,275,000	Site and LCI Budgets	NA
STIP Substitute Supports release time for teachers for observation cycles and collaboration; at least one STIP per site	$750,000	Site and Central Budget (Final costs determined by site selection)	TBD
Implementation Lead Teacher to engage with teachers in pilot; one per site; $1000 stipend	$25,000	Not Yet Funded	$25,000

Notes: (1) Projected funding for employees includes an assumed cost for benefits equal to 40% of employees' annual salaries.

Shifting Priorities Requires New Roles 2013-2016

		Program Manager	Evaluation	Implementation	TOTAL
Year 1: 2013-14	*Responsibilities:*	Sets strategic vision of educator effectiveness within district and leads change management	Researches all three pilot program and offers recommendation of work	N/A	
	FTE:	1	1	0	2
	Funding Source:	HR allocation	One time board allocation for human capital and educator effectiveness	N/A	
Year 2: 2014-15	*Responsibilities:*	Process improvement, strategic leadership, change management	Data quality, business rule definition, generate standing reports, answers technological questions	Coordinates and supports the site-based training of administrators and teachers, provides detailed reports	
	FTE:	1	1	3	5
	Funding Source:	HR allocation	TBD	TBD	
Year 3 2015-16	*Responsibilities:*	Process improvement, strategic leadership, change management	Data quality, business rule definition, generate standing reports, answers technological questions	Coordinates and supports the site-based training of administrators and teachers, provides detailed reports	
	FTE:	1	1	6	8
	Funding Source:	HR allocation	TBD	TBD	
Year 4- 5 2016-17	*Responsibilities*	Process improvement, strategic leadership, change management	N/A	Coordinate and supports the site-based training of administrators and teachers, provides reports	
	FTE	1	0	2	3
	Funding Source	HR allocation	N/A	TBD	

Unfunded Job Descriptions

Evaluation Position: Evaluation Specialist

Annual Salary: $66-88,000 **Total Funding:** $93-123,000

Primary Responsibilities

- Support HR associates such as the Coordinator of HR Systems for evaluation support, reporting, systems governance, maintenance and data cleansing
- Develop strong partnerships to understand evaluation business processes fully, discover needs and translate requirements to functional and technical specifications
- Evaluate pilots and provide strategic recommendations for process improvement based on data-driven choices
- Analyze and report data to internal and external stakeholders
- Develop and refine training for teacher and leader coordinators

Implementation Position: *Teacher Eval Coordinator*

Annual Salary: $66-88,000 **Total Funding:** $93-123,000

Primary Responsibilities:

- Coordinate and report all evaluation site logistics
- Facilitate training to teachers and site-based admin regarding process
- Generate reports for HR partners
- Communicate with site-based staff to ensure timely completion of goals

Implementation Position(s): *Leader Eval Coordinator*

Annual Salary: $66-88,000 **Total Funding:** $93-246,000

Primary Responsibilities:

- Coordinate and report all evaluation site logistics
- Facilitate training for evaluators and admin regarding process
- Generate reports for HR partners
- Communicate with site-based staff to ensure timely completion of goals
- Support leadership development and recruitment

Note: Total funding includes an assumed cost for taxes and benefits equal to 40% of an employee's annual salary and any direct fees associated with hiring an employee.