



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Employee Survey Retention Data



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www.ousd.org

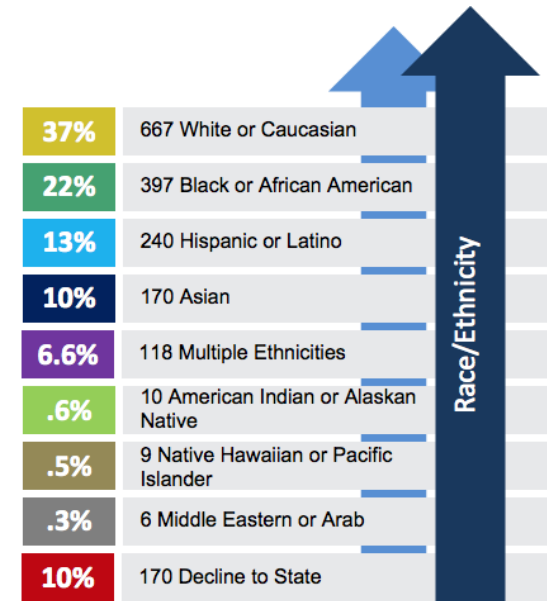
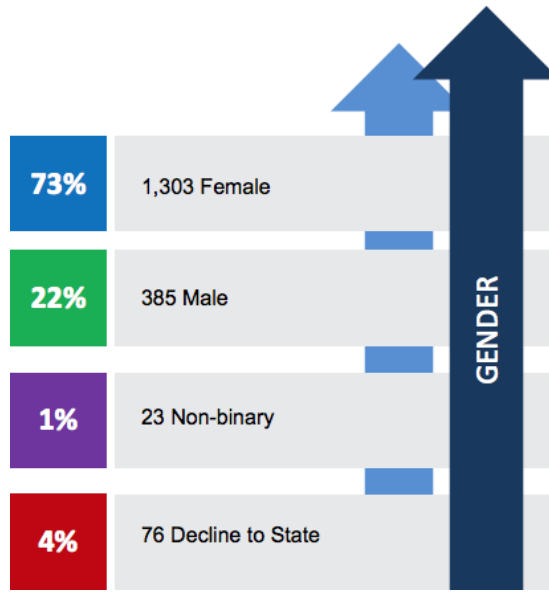
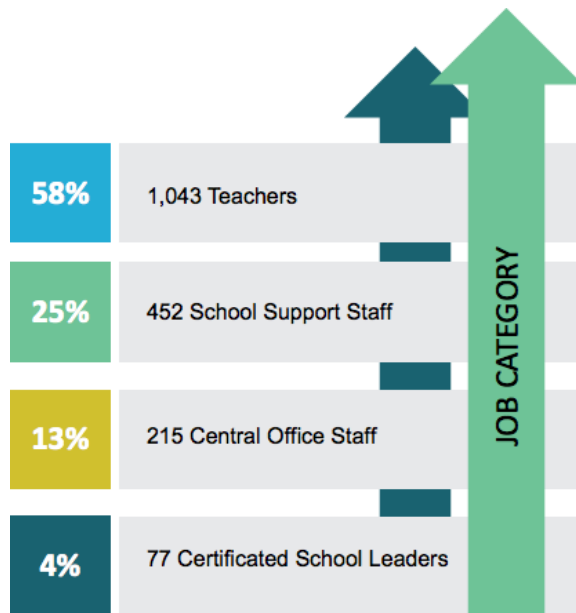


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Employee Retention Survey* Respondents



1,787 Completed Responses

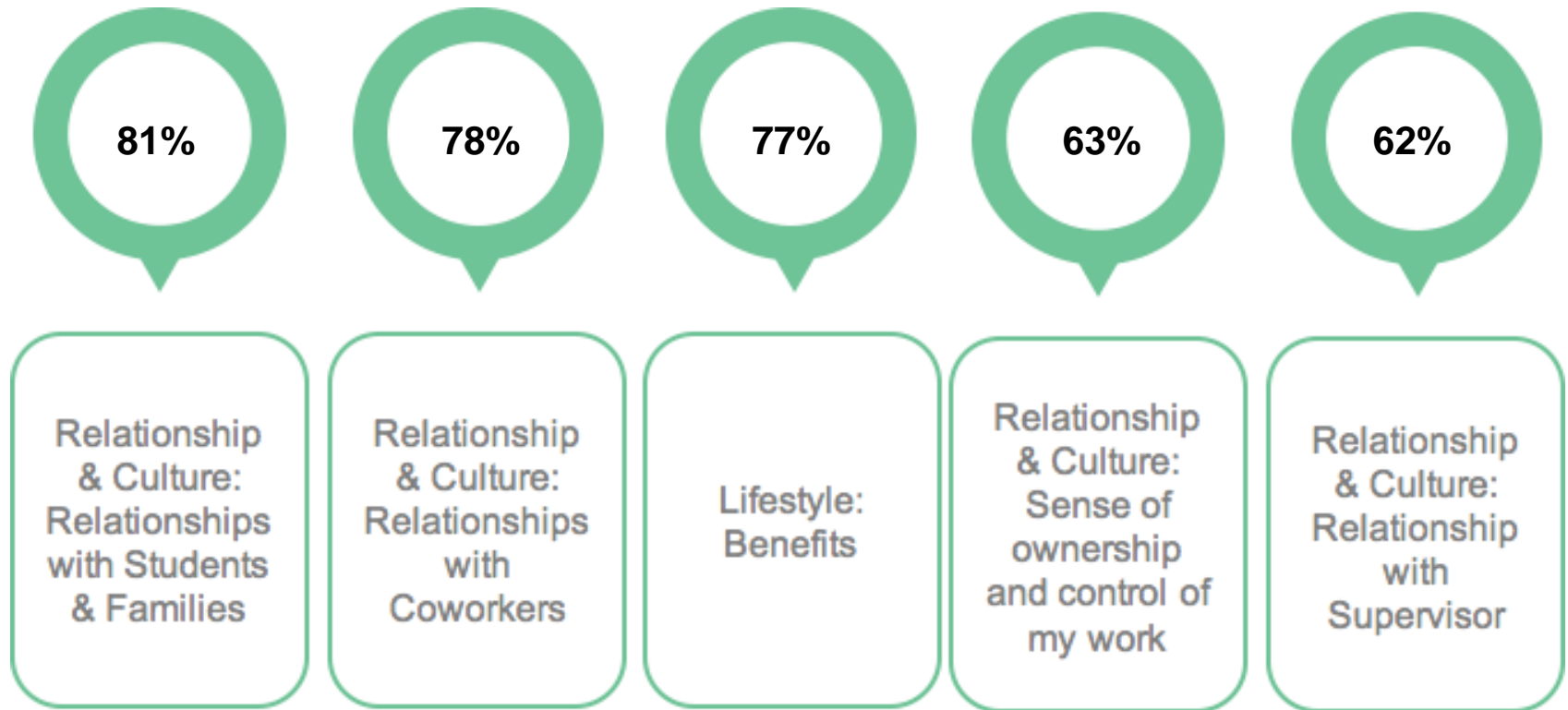


*[Survey internally developed & funded by a cross functional team with union leaders. Entirely anonymous & confidential]



Top 5 Stay Factors: All Employee Groups

The survey contained a series of questions that began "How much do the following factors make you want to stay or leave?" The questions were divided into categories (such as "Lifestyle Factors") and then specific factors (such as "Benefits" and "Salary").



Teachers Voice: *“So many disadvantaged students, who captured my heart has made me committed to OUSD, because they need to have good staff, teachers, leaders, training, and role models they can respect and see themselves in us, i. e. people of Color”.*



Top 5 Leave Factors: All Employee Groups

The survey contained a series of questions that began "How much do the following factors make you want to stay or leave?" The questions were divided into categories (such as "Lifestyle Factors") and then specific factors (such as "Benefits" and "Salary").



Teacher's Voice: *"Terrible management affects the health/safety/work life balance at my site. We already serve extreme trauma from our kids. Nobody else wants this job. Why does the district keep trying to get administrators to "fix" our school by working us into the grave? The only thing the district should be doing at a site like mine is asking, "what could we do to make life more bearable so we don't have 60% turnover every year?"*





What are the major stressors you face at work? (All Employee Groups)

Teacher's Voice: *“There are so many traumatized students, which makes teaching very stressful because my students are stressed and there is little professional relief for them.”*

| | | | |
|-----|--|---|----|
| 56% | Workload – too much work | ↓ | 1% |
| 39% | Exposure to Trauma | ↑ | 6% |
| 31% | Uncertain or undefined job expectations | — | 0% |
| 30% | Lack of opportunity for growth and development | ↓ | 1% |
| 21% | Other | ↓ | 3% |
| 22% | Pressures and responsibilities outside of work | ↑ | 1% |
| 16% | Relationships with students and families | — | 0% |
| 17% | Relationships with co-workers | ↑ | 1% |
| 15% | Feeling unsafe at my school or workplace | — | 0% |
| 10% | Facing discrimination/harassment at work | ↓ | 1% |

98% responded they have not experienced any of the above stressors at work

School Support Staff, actual drivers

School Support Staff responses based on whether they indicated they planned to stay or leave and the top three related reasons.

Stay Factors from School support staff who said they are staying

- *Plan to retire*
- *Personal factors (family responsibilities, health, work-life balance, etc.)*
- *School/department culture*

Leave Factors from School support staff who said they are leaving

- *Personal factors (family responsibilities, health, work-life balance, etc.)*
- *Level of work-related stress*
- *Meaningful professional development, growth opportunities*

Certificated School Leaders, actual drivers

Certificated School Leaders responses based on whether they indicated they planned to stay or leave and the top three related reasons.

Stay Factors from School support staff who said they are staying

- *Sense of ownership and control of my work*
- *Meaningful professional development opportunities/training*
- *Extent of feedback about how you are doing at your job*

Leave Factors from School support staff who said they are leaving

- *Meaningful professional development opportunities/training*
- *Opportunity for advancement/career ladder*
- *Extent of racial/ethnic conflict*

Teachers, actual drivers

Teacher responses based on whether they indicated they planned to stay or leave and the top three related reasons.

Stay Factors from Teachers who said they are staying

- *Sense of ownership and control of my work*
- *School/Department Culture*
- *Sense of Valued, Respected & Trusted*

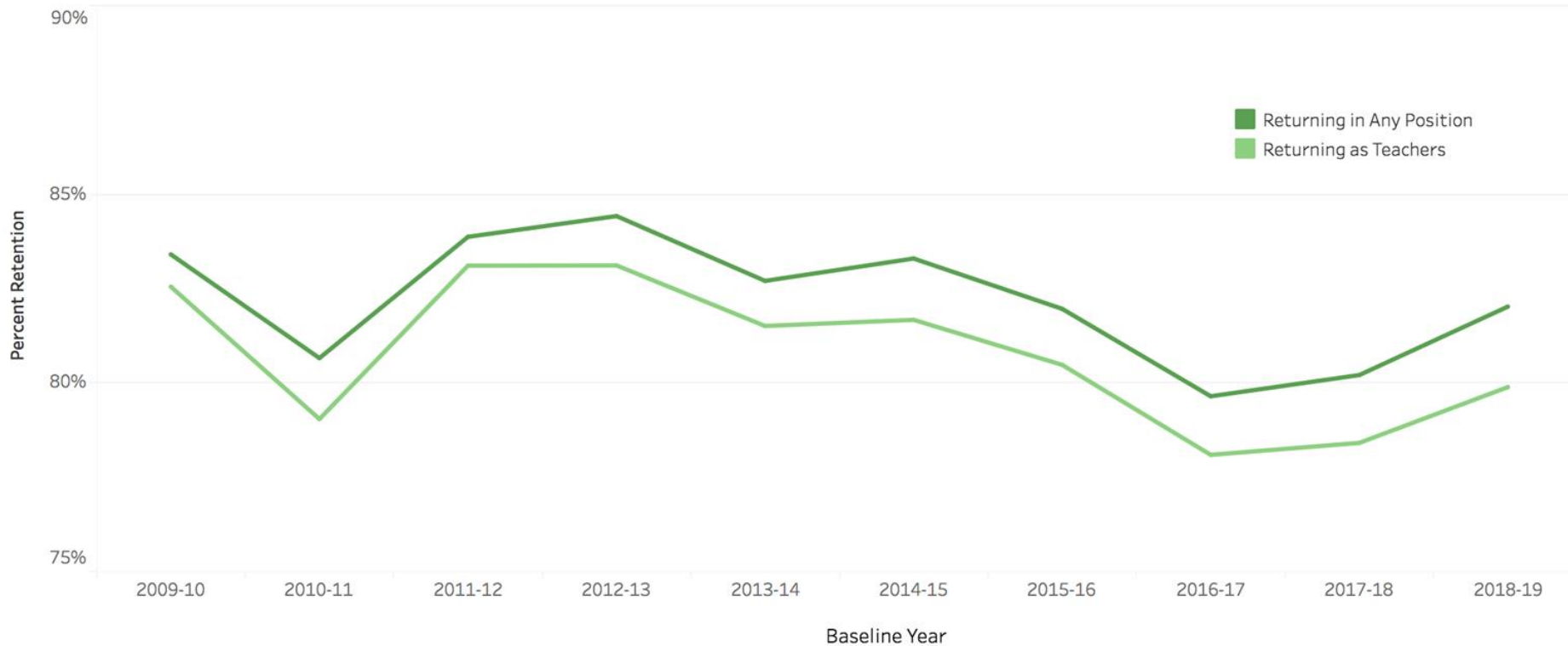
Leave Factors from Teachers who said they are leaving

- *Personal factors (family responsibilities, health, work-life balance, etc.)*
- *School/Department Culture*
- *Sense of Valued, Respected & Trusted*

Retention of Teachers in OUSD

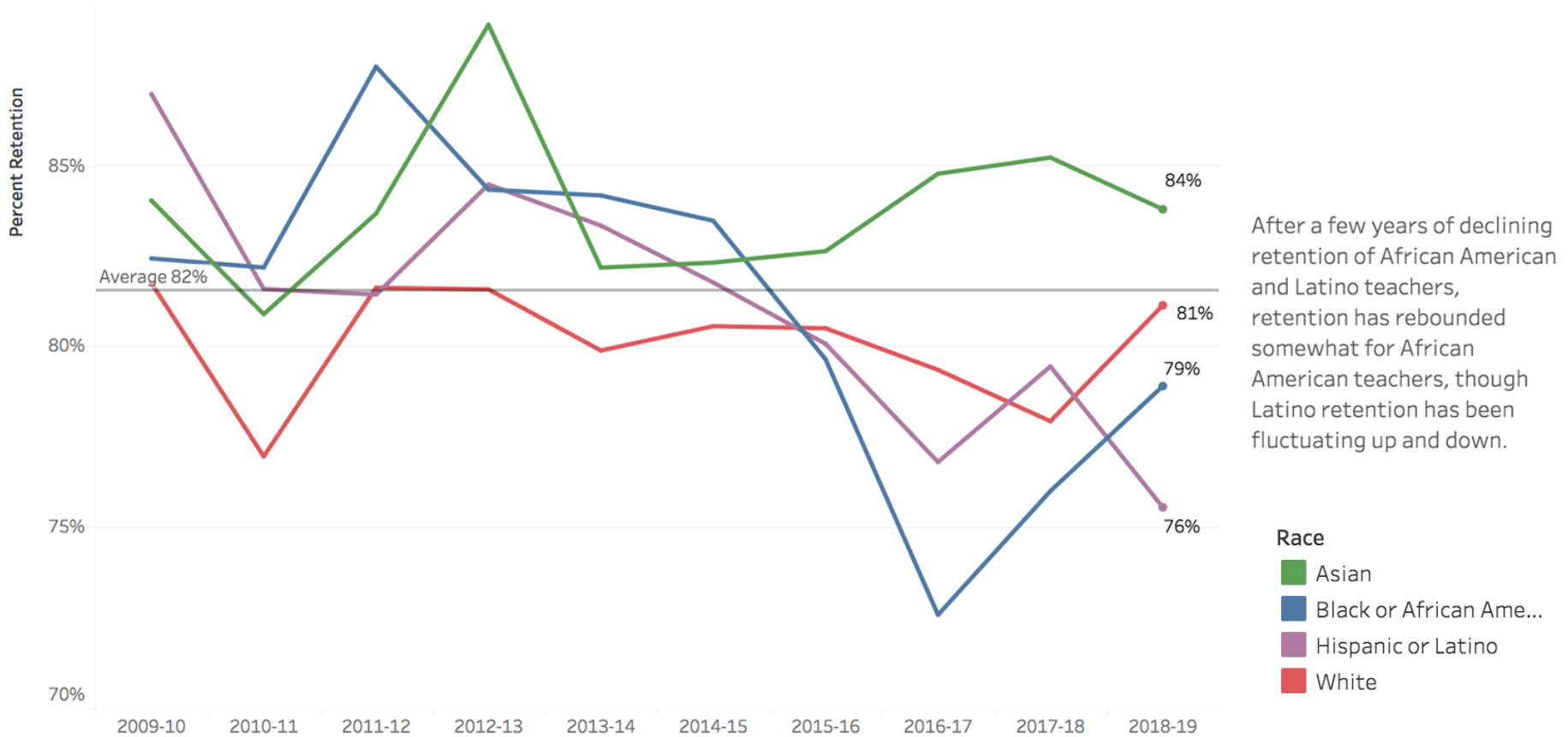
Retention of Teachers in OUSD

Over the past 10 years, OUSD has had on average **2,303 teachers** each year. The yearly retention rate has averaged **82.2%** returning in any position and **80.8%** returning as teachers each year.



*This data is in draft form - official results will be posted publicly at <http://www.ousddata.org/public-dashboards.html>

Retention of Teachers in OUSD (by Race)



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Employee Survey Driving Improvements

| 2018-19 Presentation (Survey Driving Improvements) | 2019-20 Update |
|---|--|
| <p>Organizational Resilience: In 2018-19, we will build a Five Year Recruitment & Retention Strategic Plan in a cross-functional group of stakeholders: Teachers, Leaders, Students, Families, District Leaders, Community Orgs, & other interested parties</p> | <p>Organizational wellness. Completed <i>listening campaign</i> to understand what are the biggest barriers to staff wellness Identified 6 strategies to be nested under broader Organizational Wellness Plan. Convened <i>cross-departmental committee</i> to draft foundational management skills.</p> |
| <p>We are seeking funding to invest in employees on multiple fronts: teacher residencies in STEM and Special Education, high quality PD at the middle school level, developing grow our own programs to support career ladder development</p> | <p>Launched the Classified to Teacher Program (40), the Oakland Teacher Residency (8), the Local Solutions Grant for Recruitment & Retention of Special Education Teachers (50+) and Salesforce Recruitment & Retention Initiative for Middle Schools (175).</p> |
| <p>We are working with the Alma Advisory Group, experts in HR, to improve practices within the hiring and employee management process, with a focus on retention and support for early hiring</p> | <p>Completed deep analysis of work in Talent including, Operations, Recruitment/Retention and Strategic Support</p> |
| <p>Affinity groups</p> | <p>Work to begin 2020</p> |
| <p>Rewards & Recognition</p> | <p>Honoring our Own, service recognition and tenure recognition</p> |
| <p>Review of supplies resource spending</p> | <p>Work to begin 2020</p> |
| <p>Targeted meetings with high retention schools to inform best practices</p> | <p>Met with identified high retention schools and discussed best practices</p> |
| <p>Teacher induction program</p> | <p>New Teacher Center Mentor Training Pilot has scaled up supporting approximately 360 early career teachers across OUSD. Teachers with emergency permits are matched with a mentor at their school site.</p> |



Dive into the Retention Survey Data

HUMAN CAPITAL ANALYTICS

Staff data and analyses, including retention analyses of bargaining units, school leaders, and teachers as well as a basic teacher data dashboard.

Public dashboards are accessible at:

<http://www.ousddata.org/public-dashboards.html>

