



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Employee Survey Retention Data



Presented by Tara Gard and Sarah Glasband

Presented to OUSD School Board

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www.ousd.org



@OUSDnews

Retention must be a collectively owned priority across the district & city



“Employers must embrace the employee-in-control marketplace and understand conditions that must change in their workplace if they want to reduce costly turnover, keep workers and expand their businesses in a time of economic growth” - Work Institute 2018 National Retention Report

Context of Oakland

- Surrounded by competitive urban districts, all offering different salaries, incentives and benefits packages to employees
- Teacher shortage and need for diversity

Changing Workforce

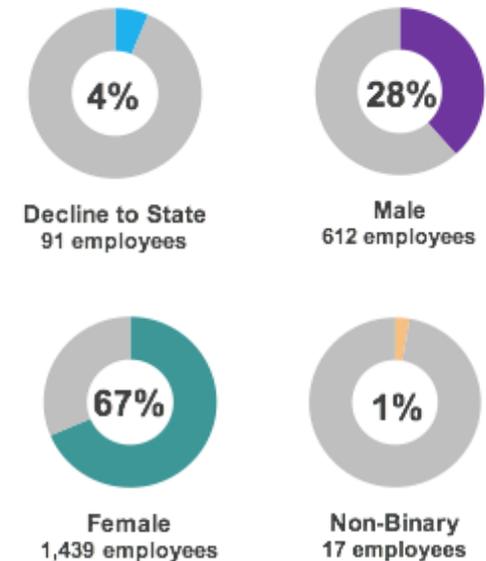
- Deloitte, which surveyed thousands of millennials worldwide, says two-thirds of them expect to have a new job by 2020
- According to the 2018 National Workforce Retention Report, 13 % of employees are leaving employment for better work-life balance including schedule flexibility.

Employee Retention Survey* Respondents

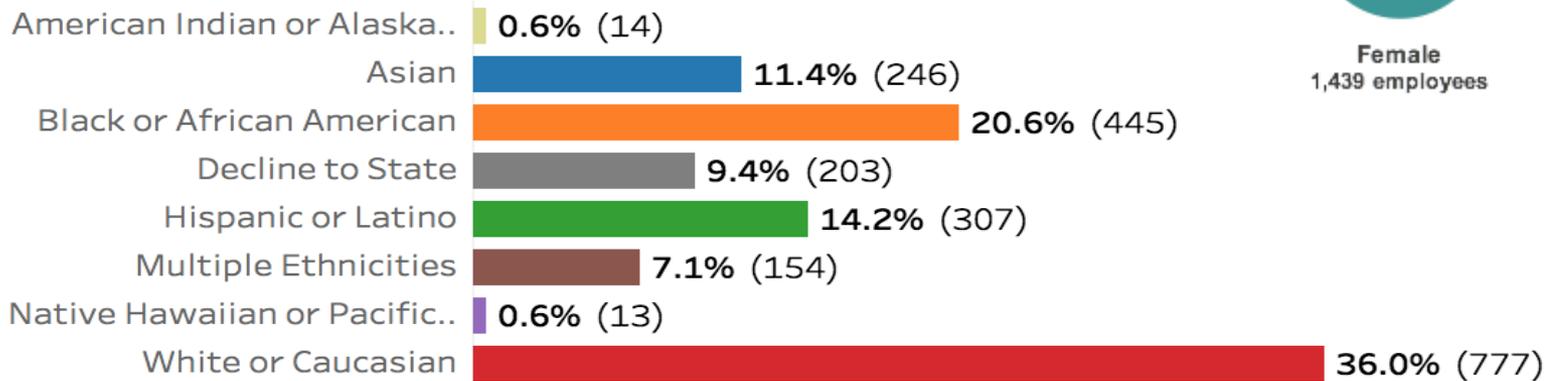
Employee Job Category



Gender



Race/Ethnicity

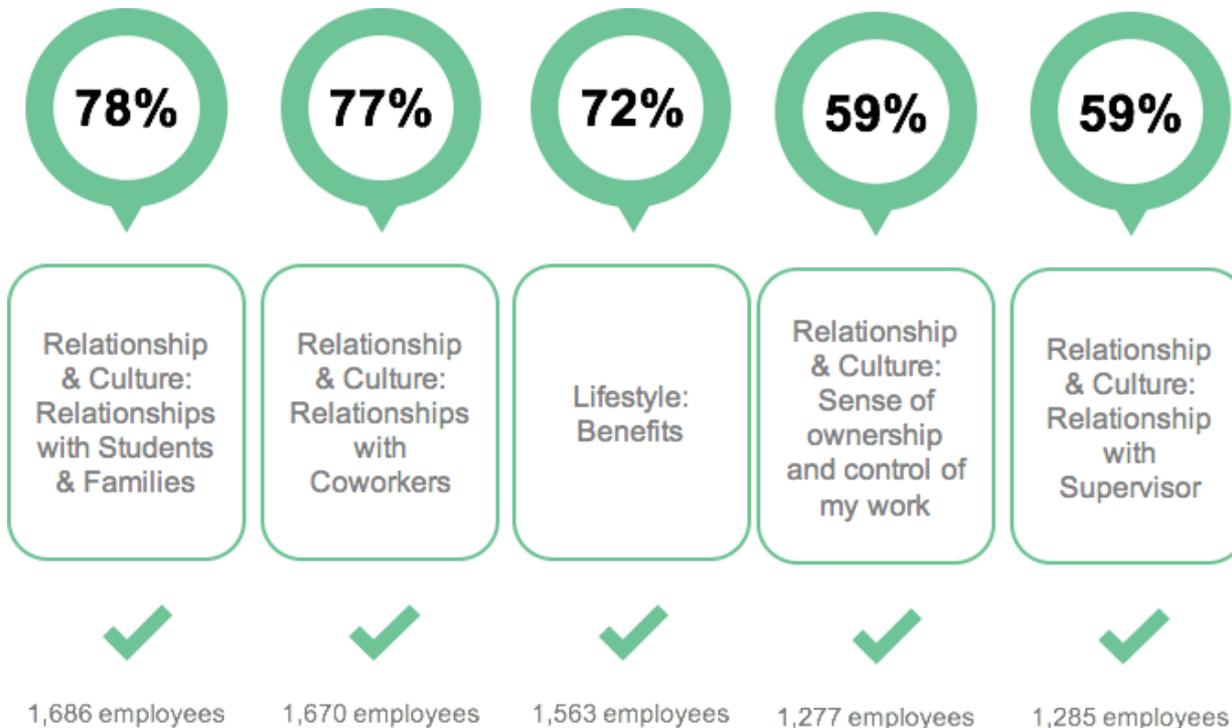


*[Survey internally developed & funded by a cross functional team with union leaders. Entirely anonymous & confidential]



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").



Teacher Voices:

"I absolutely love my students and they are what will hopefully make me stay in OUSD for most of my career."

"I love the students in Oakland! I really enjoy the staff at my school. I feel like they take the student's education to heart!"



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 Voice:

“The salary schedule is a factor that makes me want to leave given the cost of living in the area. There are nearby districts that do pay much more than OUSD. As much as I love the school and community that I work for, eventually I will probably have to leave to be able to afford to continue to live in the area and potentially to raise a family of my own.”





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

“We are constantly surrounded by trauma, stress, and more trauma. We expect teachers, admin, support staff to model a cool, calm and collected approach to dealing with this trauma while increasing the demands of work and decreasing the resources every single year. This is not sustainable.”

“The fighting amongst ourselves, between the OUSD bureaucracy, school sites, parents, is the most depressing factor for me now. i hear one stakeholder group blame another, resist or judge another, etc. accountability to each other is crucial, but our problems are structural and systemic--we ought to be unified in our efforts to heal and overcome.

57%	Workload – too much work
33%	Exposure to Trauma
31%	Uncertain or undefined job expectations
31%	Lack of opportunity for growth and development
24%	Other
21%	Pressures and responsibilities outside of work
16%	Relationships with students and families
16%	Relationships with co-workers
15%	Feeling unsafe at my school or workplace
11%	Facing discrimination/ harassment at work

9 % responded they have not experienced any of the above stressors at work



Housing Affordability and Access to Adequate Resources & Supplies (All Employee Groups)

Housing Affordability

- **67%** (1,446 employees) reported they anticipate needing to leave or are unsure whether they will need to leave their current position within the next 5 years due to the cost of living in the Bay Area.
- **42%** (914 employees) of employees who rent or own a home spend 31-50% of their monthly income on their rent or mortgage.
- **24%** (509 employees) of employees who rent or own a home spend over 50% of their monthly income on their rent or mortgage.
- For all employees, housing and affordability is a key leave factor, ranging from **35%** for Central Office staff to **61%** for teachers.

Access to Adequate Resources & Supplies - Teacher Voice:

*“I might have stayed **if OUSD could provide enough basic supplies like copier paper, pencils, and janitorial staff.**”*

*“I **spend at least \$200 a month to supply my classroom** with art materials, paper towels, soap, and other cleaning supplies because **there is no support from my site.** I have rarely had that experience prior to coming to my school. I pride myself in managing asset materials like scissors, rulers, technology, but **I rarely received consistent consumable supplies** that are needed to teach my courses - i.e. art paper, paint, brushes, updated technology, soap, paper towels...”*

Teachers, actual drivers

Teachers who indicated in the survey that they were planning to leave OUSD responded to the survey questions differently than teachers who indicated they were planning to stay.

Stay Factors from Teachers who said they are staying

- *Sense of ownership and control of my work*
- *Sense of feeling valued, respected, and trusted*
- *Fair and equitable place to work*

Leave Factors from Teachers who said they are leaving

- *Sense of feeling valued, respected, and trusted*
- *School/Department Culture*
- *Sense of Ownership and Control of my work*



Teacher Support, Induction Program

2017-18 Program Completion (as measured by sufficient to exemplary engagement in data-driven inquiry, focused on growth in teacher practice and student learning):

- 89% Year 1 Participating Teachers
- 97.5% Year 2 Participating Teachers and Early Completion Option Candidates

2018-19 Enrollment of Preliminary Credential Teachers

- 294 teachers enrolled in the CTC-accredited, 2-year Induction Program (58% in Year 1, 42% in Year 2)
- 79.5% of Year 1 Participating Teachers from 2017-18 are enrolled in Year 2

2018-19 Teacher Induction Coaches

- 155 Induction Coaches (includes ITLs, TSAs, Central Office Instructional Leaders, Full-Time Teachers, and Retired Teachers) providing weekly, individualized, job-embedded coaching and mentorship to 294 teachers with Preliminary Credentials
- 72% returned/continued as Coaches from 2017-18 school year

School Support Staff, actual drivers

School support staff who indicated in the survey that they were planning to leave OUSD responded to the survey questions differently than teachers who indicated they were planning to stay.

Stay Factors from School support staff who said they are staying

- *Extent of feedback about how you are doing at your job*
- *Personal factors (family responsibilities, health, work-life balance, etc.)*
- *Sense of feeling valued, respected & trusted*

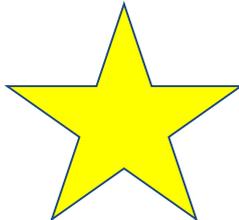
Leave Factors from School support staff who said they are leaving

- *Meaningful professional development opportunities/training*
- *Opportunity for advancement/career ladder*
- *Systems/processes that support you to do your job*

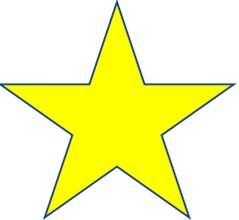
Employee Survey Driving Improvements: 2018-19 Work Plan

- 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
- 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
- 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
- Affinity groups
- Rewards, recognition
- Review of supplies resource spending
- Targeted meetings with high retention schools to inform best practices
- Teacher Induction program

Name	Location	Current Position	Years of Service
Arvella Hayden	Martin Luther King Jr.	Teacher	53
Ruth Quezada	Markham	STIP Substitute	50
Lupaulette Taylor	McClymonds	Teacher	48
Mildred Bellow	Oakland Tech	Para Educator	45
Cheryl Gray-Newman	United Nations CDC	Instructional Aide CDC	45
Juanita Matthews	Emerson CDC	Teacher CDC	45
Ashlee Sherman	Oakland Tech	Teacher	45
Annette Starks	Student Services	Counselor	45
Nina Gardner-Meeks	Student Services	Counselor	44
Jacquelyne Hall	Lockwood CDC	Teacher CDC	44
Bettie Reed Smith	Markham	Instructional Aide Special Ed	44
Renita Brooks-Pines	Oakland Tech	Teacher	43
Cynthia McMillian	Allendale	Instructional Supp Specialist	43
Charlotte Ritter	Oakland High	TEACHER	43
Irene Chandler	Emerson	Teacher	42
Maria Lascon	Bridges	Clerk Bilingual	42
Lincoln Lee	Print and Mail Services	Lead Duplicating Equipment Operator	42
Sandra Neal	Centro Infantil CDC	Instructional Aide CDC	42
Colleen Shepherd	Howard	Teacher on Special Assignment	42
Katie Bowie	Early Childhood	Specialist Enrollment ECE	41
Glenda Harris	Burbank State CDC	Para Educator	41
Kenneth O'Keith	Oakland Tech	Teacher	41
Barbara Parker	Community Schools & Student Services	Coordinator Health Services	41
Patricia Bryant	Markham	Instructional Aide	40
Ofelia Jimenez	Howard	Para Educator	40
Imelda Ojeda	Franklin	Teacher Bilingual	40
Ann Rugtiv	Bella Vista CDC	Instructional Aide CDC	40



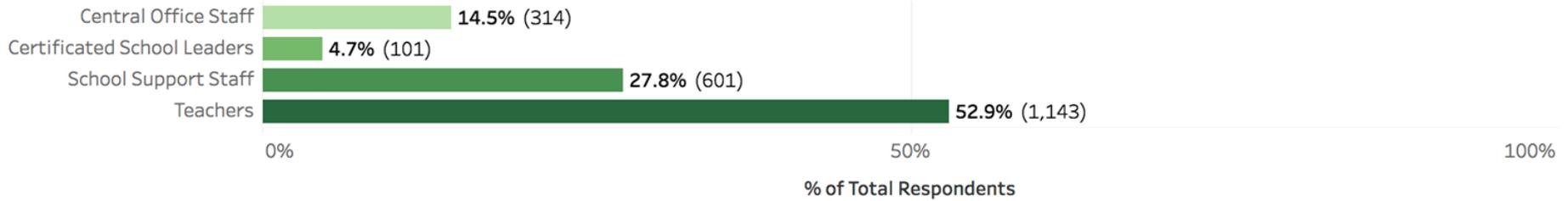
**40 Years
of
Continuous
Service
to
OUSD
Students
and
Families**



Appendix



Employee Group Detail: Demographics

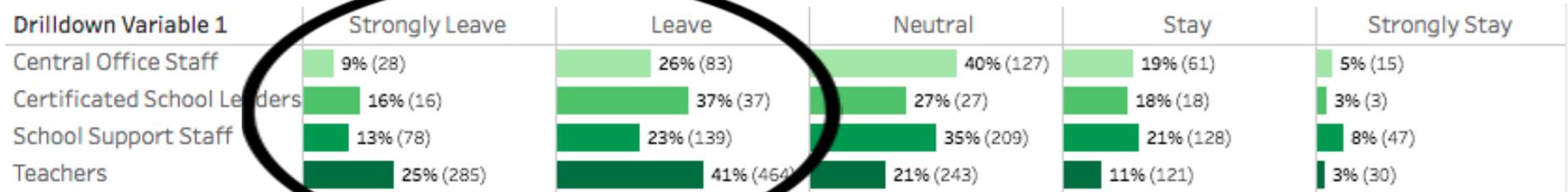


Drilldown Variable 1	Decline to State	Female	Male	Non-binary
Central Office Staff	4% (12)	59% (184)	37% (116)	1% (2)
Certificated School Leaders	3% (3)	68% (69)	29% (29)	0%
School Support Staff	4% (25)	73% (441)	22% (133)	0% (2)
Teachers	4% (51)	65% (745)	29% (334)	1% (13)

Drilldown Variable 1	American Indian or Alaskan Native	Asian	Black or African American	Decline to State	Hispanic or Latino	Multiple Ethnicities	Native Hawaiian or Pacific Islander	White or Caucasian
Central Office Staff	1% (2)	18% (55)	24% (75)	8% (24)	14% (43)	7% (23)	0%	29% (92)
Certificated School Leaders	1% (1)	10% (10)	33% (33)	6% (6)	15% (15)	7% (7)	1% (1)	28% (28)
School Support Staff	1% (4)	10% (61)	33% (197)	9% (53)	21% (124)	5% (28)	1% (6)	21% (128)
Teachers	1% (7)	10% (120)	12% (140)	10% (120)	11% (125)	8% (96)	1% (6)	46% (529)



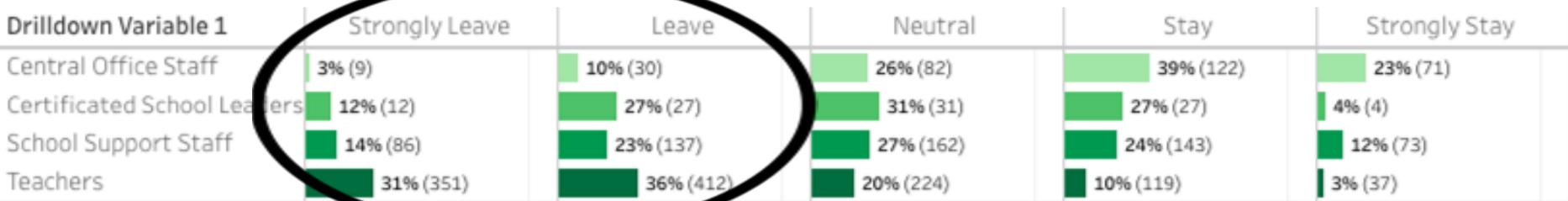
Employee Group Detail: Access to Adequate Resources/Supplies



School leaders and teachers name the lack of access to adequate resources and supplies as one of their top three push factors.

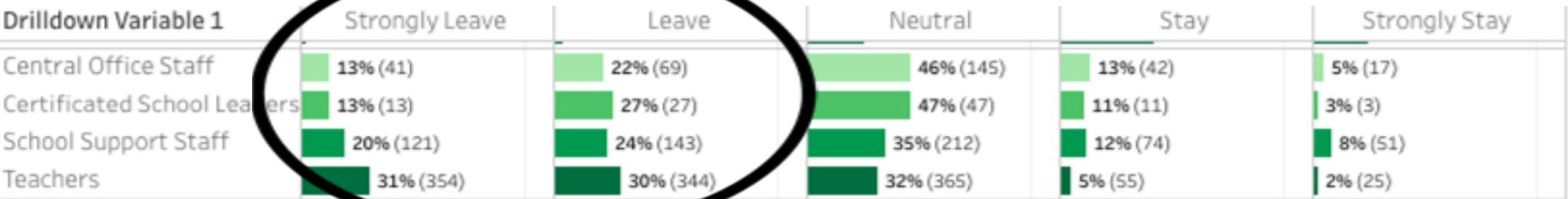
Employee Group Detail: Salary & Housing/Affordability for Staff

How does salary factor into your desire to stay or leave?



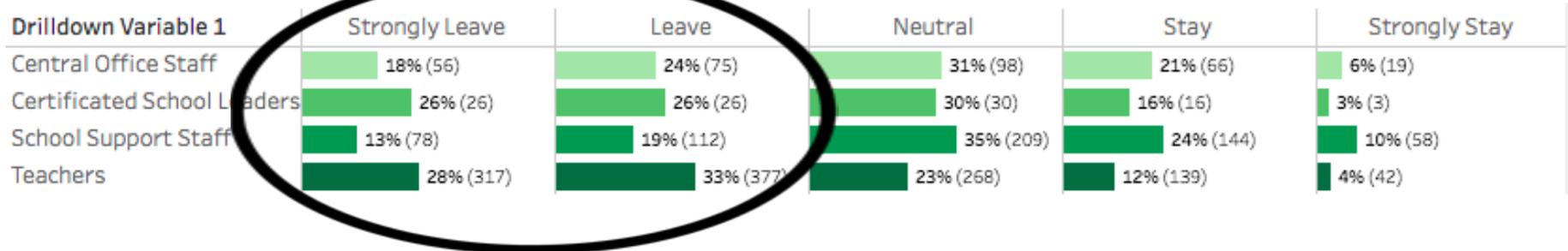
Salary is a strong leave factor 67% of teachers and is a stay factor 62% of central office respondents.

How does affordability & housing in the bay area factor into your desire to stay or leave?



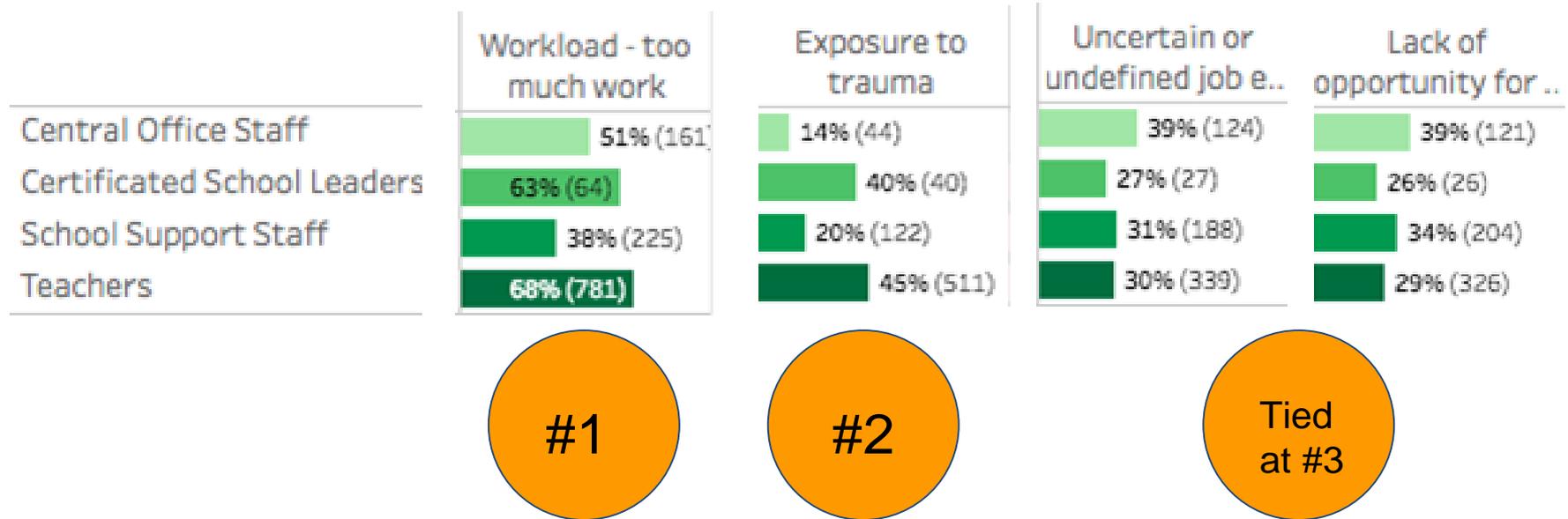
For all employees, housing and affordability is a key leave factor, ranging from 35% for Central Office staff to 61% for teachers.

Employee Group Detail: Level of Work Related Stress



For school leaders and teachers, level of work related stress one of the top three driving leave factors.

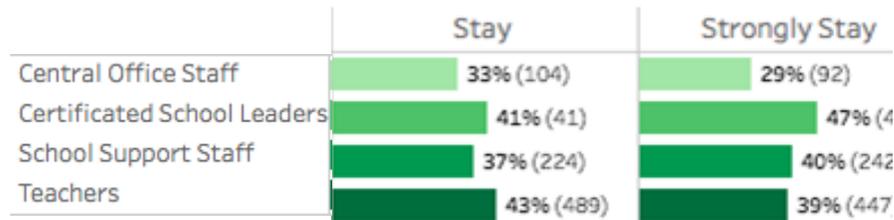
Employee Group Detail: What are the major stressors you face at work?



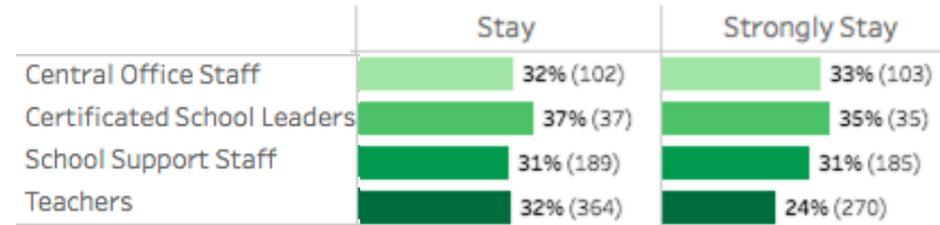
1. Workload (too much work) is the leading stressor for all employees, and it is particularly acute for teachers and school leaders.
2. Exposure to trauma is the second leading stressor for teachers and school leaders.
3. Uncertain or undefined job expectations, as well as lack of opportunity for advancement, are the third leading stressors.

Employee Group Detail: What We Value

Relationships with Students and Families

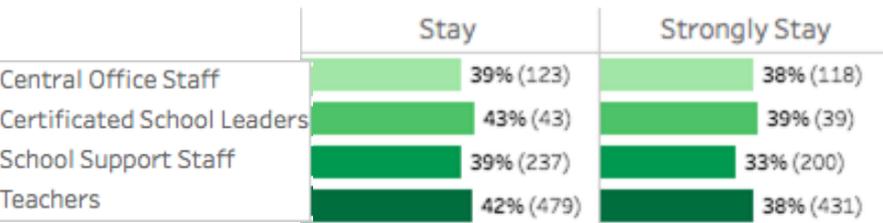


Relationships with Supervisor

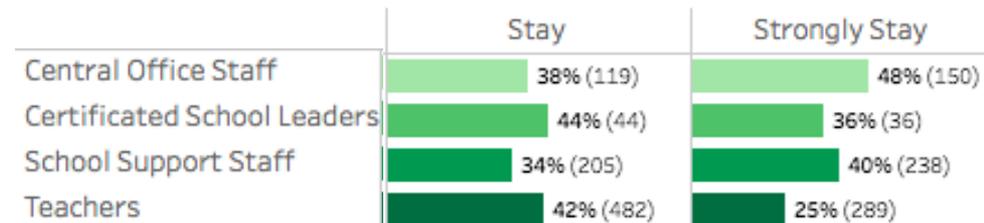


Across employee subgroups, staff most value relationships: with students and families, coworkers, and supervisors. Also, staff note that health benefits are a strong stay factor.

Relationships with Coworkers



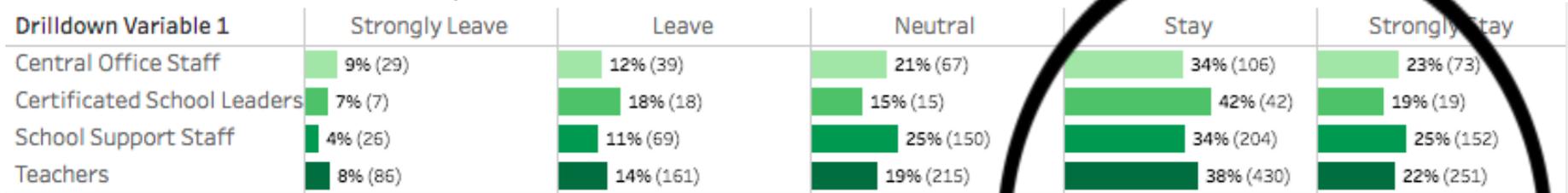
Benefits



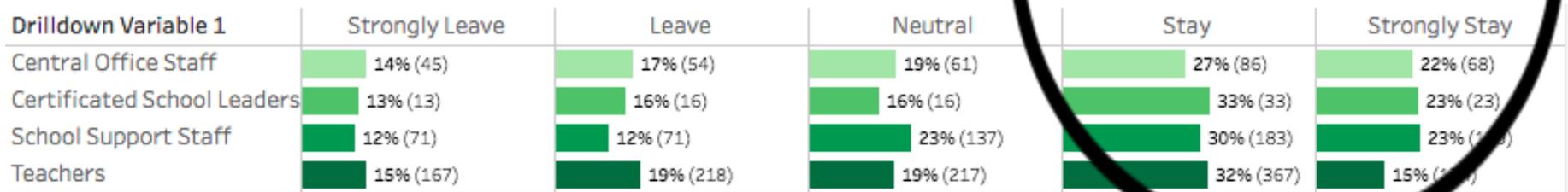


Employee Group Detail: What We Value, continued

Sense of Ownership & Control Over Work



Sense of Feeling Valued, Trusted, & Respected



- Across employee types, people stay because of a sense of ownership and control over their work, and their sense of feeling valued, trusted & respected.

Current Research & Trends



Why Do Teachers Leave?

Increasing the number of teachers entering the profession is one strategy for reducing the teacher shortage, but we also need to address the persistent problem of teacher turnover. Each year, more than 200,000 teachers leave the profession, with nearly two out of three leaving for reasons other than retirement.

What is contributing to the teacher exodus?

Source:
https://learningpolicyinstitute.org/sites/default/files/Teacher_Exodus_Infographic.pdf

Complete source information available in: Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L. (2016). *Solving the Teacher Shortage: How to Attract and Retain Excellent Educators*. Palo Alto, CA: Learning Policy Institute.

Additional Staff Voices

“I'd like to express that **most of the strong "stay factors" in my job are due to a highly competent school principal** who has created a special, well resourced school environment with **consistent leadership within OUSD**. My interactions with district-level officials, policies, and PDs have been much **more of a mixed bag** in the ten years I've worked here. **OUSD exerts little pull on me to stay; my school, under its current leadership, does.**”



New Teacher Center Partnership

2017-18 NTC-OUSD Study, Data Highlights:

- The majority of teachers believe having a coach has improved their teaching practice (76%) and student learning (73%)
 - *Observation/debrief* and *discussing instructional strategies* were chosen by both teachers and coaches as the most impactful coaching activities.
- Teachers have great trust and confidence in their coaches
 - 96% have confidence in their coach's expertise, 98% trust their coach, 99% feel respected by their coach
- The majority of teachers enjoy working at their school site (82%) and believe their school is a good place to work and learn (82%).
- **77% of teachers say they plan to continue teaching and 51% say their coach specifically influenced their decision to stay in teaching**



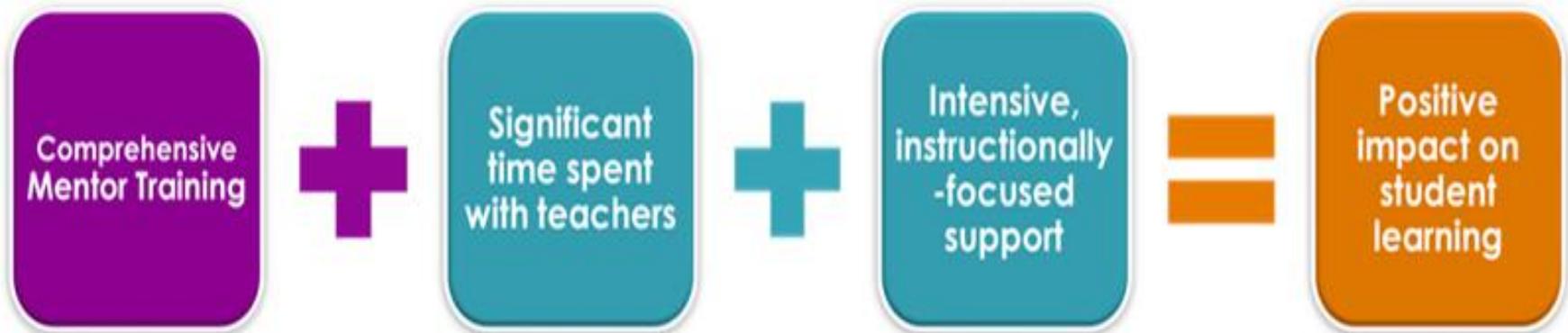
New Teacher Center Partnership

2017-18 NTC-OUSD Study, Data Highlights:

- **94% of Induction Coaches** report feeling effective at establishing relational trust with their new teachers
- **Between 40-50% of Induction Coaches** report feeling effective in their utilization of high-leverage mentoring practices (including observation & debrief, data-driven reflection, coaching language, coaching stems, and coaching stances)
- Observations of Coach practice reflected a range in skill and effectiveness in relation to NTC's mentoring standards
- **Key Finding: ***Increase the frequency and duration of research-based coach professional development, including in-field observation of coaching practice and formative feedback to coaches on their work, to develop coach knowledge and consistent application of continuous teaching-coaching cycles***

NTC Theory of Action

2 years of continuous, instructionally focused, one-on-one, job-embedded coaching results in improved student learning



Evidence of Outcomes

Students gain up to **five months of additional learning** when new teachers participate in NTC induction model





New Teacher Center Partnership

2018-19 NTC Pilot Implementation:

- **62 Coaches** (ITLs, TSAs, Early Literacy Coaches, and Central Office SpEd Instructional Coaches)
- Implement NTC's research-based new teacher coaching model with **63 Induction Teachers and 24 non-Induction Teachers**
- Participate in a 2-year intensive professional learning sequence on instructional coaching, beginning with **80 hours of training in 2018-19**
- Provide Coaches with **formative feedback** on their coaching practice through **in-field observation cycles**
- Monitor and assess impact through consistent data collection, reflection, and program revision





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>

