

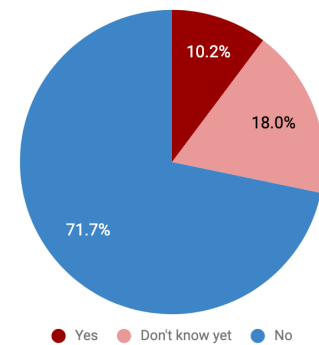
Putting Data to Work to Support OUSD Teacher Retention

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ISSUE

Since 2007, Oakland Unified School District has averaged an 81.5% teacher retention rate on their average of 2,295 teachers. This means that each year, OUSD needs to fill over 400 teaching positions. Nationally, the teacher retention rate is around 90%, and in California that number hovers at 88%. With this in mind, in January 2018, OUSD's Talent Division administered a comprehensive 74-question survey to all staff members. While this report analyzes responses only from teachers, the survey asked all employees about their work environment, their colleagues and supervisors, professional development, systems of support, and factors that push them to leave or stay at OUSD, among many others. As the district targets improved teacher retention, it plans to use insights from this survey in order to center the voices of teachers when making changes intended to improve teacher retention.

Are you planning on leaving OUSD at the end of the 2017-18 fiscal year?



Almost 30% of teachers in January 2018 were not sure they would return to OUSD the next year.

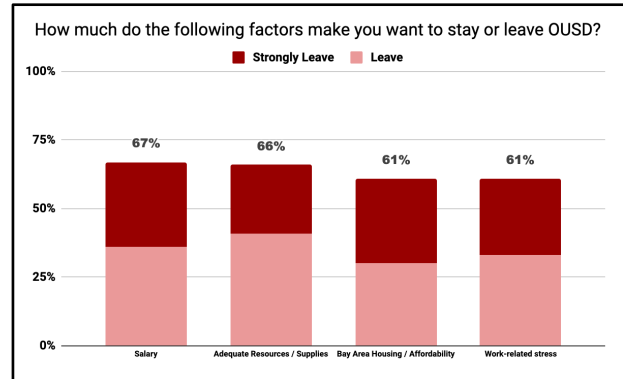
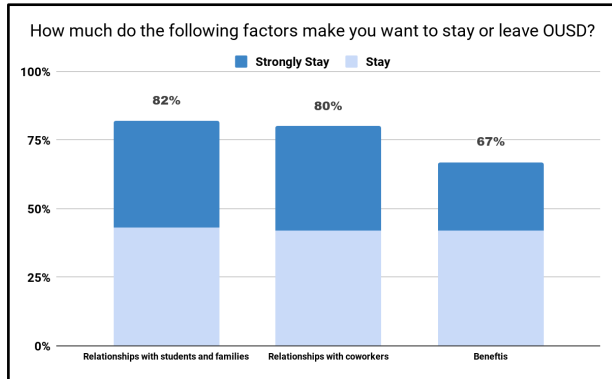
METHODS

In January of 2018, OUSD sent all employees the staff retention survey via SurveyMonkey, and 1,143 teachers completed it. OUSD staff completed initial analysis of the survey results using Tableau, the results of which are publicly available on the website of the OUSD Department of Research, Assessment & Data. This project created more appealing and versatile visualizations using the analysis from the Tableau workbook and continued analysis using R to further subset the data.

FINDINGS

Teachers place high value their relationships with students and their families as well as their relationships with coworkers, with over 80% of teachers identifying these relationships as factors keeping them at OUSD. Benefits was the third most common factor identified as keeping teachers at OUSD, with 67% of all respondents identifying it as a "stay" factor. We hypothesized that employees who have been at OUSD for longer may be skewing this result, and that benefits may be less of a factor keeping newer teachers in the district. However, breakdown of this question by length of employment at OUSD revealed that differences between these groups was minor.

The most common areas identified as driving teachers from the district were “Salary”, “Adequate resources / supplies”, “Bay Area housing / affordability”, and “Work-related stress”. Between 61% and 67% of teachers indicated that these categories were factors that make them want to leave, and fully 31% of teachers indicated that “Bay Area housing / affordability” is a “Strongly Leave” factor.



Over 70% of teachers are not confident they will be able to stay in their current position due to cost of living in the Bay Area, and over two-thirds of teachers spend more than 30% of their income on housing. The aforementioned findings reaffirm an understanding that many of the retention challenges facing teachers is outside of the control of OUSD and necessitates collaboration with both city and regional governance entities.

RECOMMENDATIONS

Look to National Models of Collective Impact

Teacher retention is a complex problem that has as much to do with forces outside of school districts as it does with aspects within the district. In order to address larger issues such as cost of living and housing, the district must work with other key stakeholders. Collective impact (CI) is an approach to addressing complex social problems that involves convening actors from across different sectors to find solutions together. National models for CI exist, but none have major initiatives around teacher retention.

Look to Local Models for Educator Housing

Despite lack of major CI initiatives around teacher retention, HOPE SF provides a model to address the intersection specifically of housing and education. Furthermore, OUSD has several years of work with the City of Oakland, housing nonprofits, and UC Berkeley that it can draw upon to become a model of Collective Impact for teacher retention.