



Teacher Hiring, Transfer, & Evaluation in San Francisco Unified School District

February 2009



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Summary: The recommendations of this report aim to help San Francisco meet ambitious human capital goals

We envision a system in which San Francisco:

- Hires the best new teachers in the Bay Area – and beyond
- Treats all teachers, including consolidated teachers, with respect
- Places teachers in positions that are a good fit for all concerned
- Evaluates its teachers fairly and develops them as professionals
- Sets ambitious, public goals for customer service and meets them
- Takes strategic steps to retain its high-need teachers

Getting there requires cooperation.



Purpose

The New Teacher Project (TNTP) is a national non-profit organization dedicated to ensuring that high-need students get outstanding teachers.

Our work centers on recruiting and retaining the best talent for the classroom and ensuring that all teachers work in environments that maximize their impact on student achievement.

These goals are dependent on a functioning continuum of human capital policies, processes, systems and services that have a real daily impact on teachers, principals and schools.

The purpose of this analysis is to increase the alignment of human capital systems in the district with the goal of **excellent instruction in every classroom.**

Our inquiry centers around **fundamental questions**, such as:

▶ Is the district recruiting effectively?

▶ Do placement processes facilitate strong, lasting matches between teachers and schools?

▶ Are schools creating effective instructional teams through the staffing process?

▶ Does the district have reliable mechanisms for evaluating and improving teacher performance?

▶ Is the district retaining its best teachers?



Methodology

In the spring of 2008, TNTP partnered with the San Francisco Unified School District (SFUSD) to analyze the district's current staffing practices and to make recommendations for increasing the concentration of high-quality teachers in SFUSD schools.

As the first step in this analysis, TNTP explored several key areas through interviews with central office leadership, principals and teachers. These areas included:

- **Teacher Recruitment and Supply;**
- **Teacher Hiring, Transfer, and Staffing Processes;**
- **Teacher Evaluation;** and
- **Retention of Teachers.**





Using the information gained through these stakeholder interviews, TNTP then identified areas for further investigation and conducted a detailed data analysis of:

- 1 District teacher transaction data,** including records on hiring, transfer, non re-election, retirement and resignation.
- 2 Survey data** collected from district principals and teachers, and recent applicants for teaching positions, in spring 2008. Overall response rates:
 - **952** teachers: 31% of 3,114
 - **89** principals: 79% of 112
 - **1,440** applicants: 32% of 4,508

* For more detailed information about methodology, see Appendix.








Summary of Findings

-  Despite successful recruitment efforts, SFUSD loses strong applicants because of late hiring – which may be attributable to many factors.
-  Teacher placements made through a process of mutual consent are more successful for teachers and principals alike.
-  Teachers and principals generally support the evaluation process, but it appears to have limited use in improving instruction, differentiating performance, or transitioning poor performers out of the classroom.
-  Recruitment and retention of teachers could both be enhanced through the improvement of Human Resources practices and services.

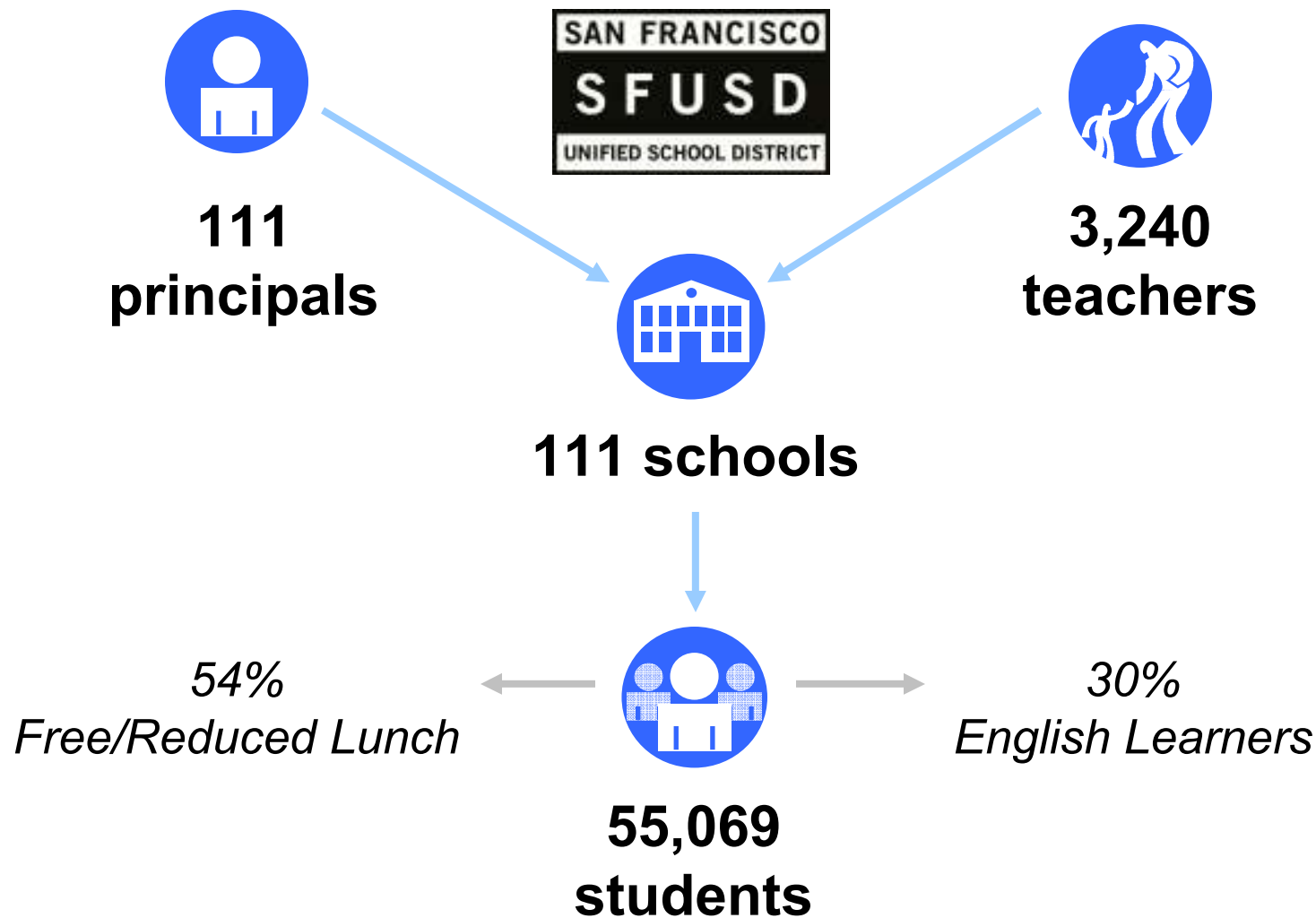


The recommendations in this report will benefit both UESF and SFUSD.

	Benefits to SFUSD	Benefits to UESF
 Earlier Hiring of New Teachers	Access to more top recruits. Fewer teachers lacking proper credentials.	Financial benefits for members who notify early of intention to retire. Smoother starts to the school year.
 Mutual Consent Hiring	Compliance with state law. Decreased teacher turnover. Principal cooperation with staffing systems.	Increased job satisfaction and longevity for membership. Reduction of negative stigma on members who have been consolidated.
 Overhauled Evaluation	Tailored teacher development leading to higher quality. Greater accuracy and transparency. More rigor.	Increased fairness and consistency. Opportunities for teachers to improve their practice as professionals.
 Improved HR Communication	Better retention of current teachers and recruitment of new hires. More positive relations with employees.	More responsiveness from HR to needs of membership, more respectful interactions.
 Overall Impact	For all, a public image of cooperation and common-sense reform. Higher-quality teaching for the students of San Francisco.	



Background: Overview of San Francisco Unified School District, 2007-08



Source: Ed-Data (<http://www.ed-data.k12.ca.us/>), 2/09.

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Background: School staffing processes in SFUSD

Consolidated preference period

- Consolidated teachers can be interviewed for vacancies for two weeks.
- Those not selected after interviewing are assigned by HR into one of their five preferred schools, by seniority.
- Teachers returning from leave (RFLs) who provide notice of their return to SFUSD by Feb 1 use a similar process.

Timing: Late April/May

Time required: 2 weeks of interviewing before assignment by HR

Voluntary transfer period

- Teachers can interview for open positions in other schools; if the transfer is not approved by either the receiving or sending principal, teachers remain in their current positions.
- Principals may not consider external candidates during the voluntary transfer period.

Timing: May

Time required: 1-2 weeks of interviewing

Regular staffing (incl. new hires)

- Principals can interview and consider internal and external candidates equally, including any remaining voluntary transfers.
- Unplaced consolidated teachers may still be placed by HR, regardless of their preferred schools. These teachers have priority over voluntary transfers and new hires.

Timing: Late May-August

Time required: Continuous until all vacancies are filled



Background: New exceptions to the school staffing process

Priority Staffing Program

As a pilot program in the 2007-2010 collective bargaining agreement for teachers, vacancies at “Hard-to-Staff” schools and in “Hard-to-Fill” subjects can be filled outside of the school staffing process detailed in the previous slide:

- All vacancies are posted and filled as they occur.
- Postings are open for 10 days for voluntary transfers, then for all applicants including new hires.
- Positions are normally filled by mutual consent, but vacancies that occur during the consolidated preference period may be filled by HR placement.
- Participating are:
 - **25 hard-to-staff schools** (selection criteria include: Low API, PI5, STAR, Dream, etc.)
 - **3 hard-to-fill subject areas** (math, special ed, counselors)



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#1

Despite successful recruitment efforts, SFUSD loses strong applicants because of late hiring - which may be attributable to many factors.



The SFUSD applicant pool is robust in many aspects, but subject area shortages are a serious challenge for the district.

The applicant pool is large, well-educated, and diverse...

- o SFUSD attracted more than **1,500 applicants** each year for about 360 new hire positions.
- o Almost half of all applicants (45%) have **advanced degrees**.
- o SFUSD has a strong presence **nationwide**; every year, 15% of applications are received from out of state.
- o Higher **minority** representation than current teaching staff: 6% African-American; 11% Hispanic.
- o Annually, more than 100 candidates apply to SFUSD from **Stanford** and **UC Berkeley**.

...but attracting teachers certified in certain subject areas still presents a problem.

- o Although 41 percent of vacancies are in math, science, special education, and bilingual, **only 31 percent** of applications are in these areas.
- o 71 percent of principals say the pool of available new hires has NOT included enough teachers in these **high-need subject areas**.

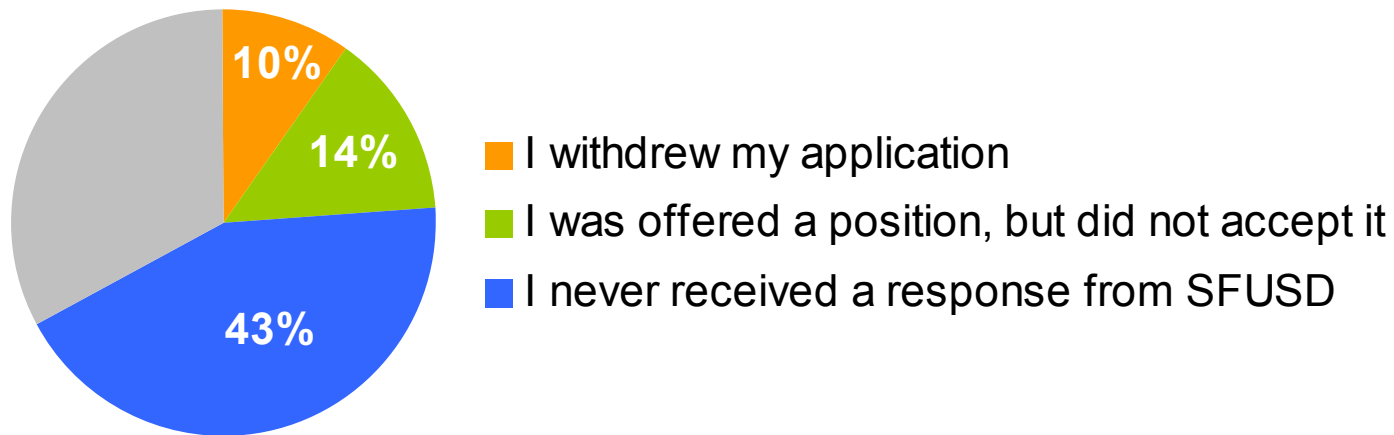


71%



SFUSD is losing out on applicants who withdraw or decline offers, and many applicants report never hearing back from the district.

**Outcome of most recent application to SFUSD,
according to unhired applicants**



Of the ~1,500 yearly applicants to SFUSD, of whom ~360 are subsequently hired, there may be*:

- **~115 who withdraw**
- **~158 who decline an offer from SFUSD**
- **~489 who never hear back from the district**

* Estimated

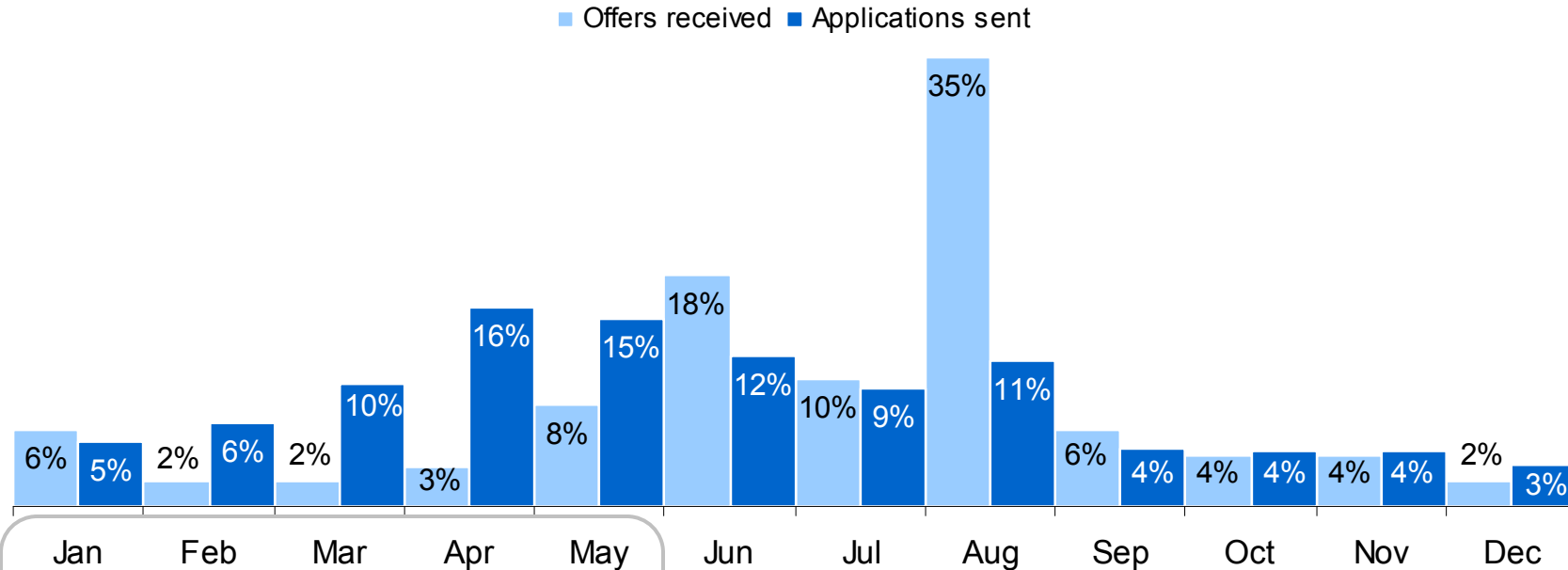
Source: Interviews with HR staff; TNTP survey of 1,440 recent applicants, conducted June/July 2008

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Despite receiving the bulk of applications in the spring, most new hires report not receiving job offers until the late summer.

Percent of Applications* and Offers by Month



51% of applications to SFUSD were received by the end of May, but only

22% of offers were given in that timeframe.

Over 1/3 of the new hires to SFUSD in the past two years reported receiving an offer in August.

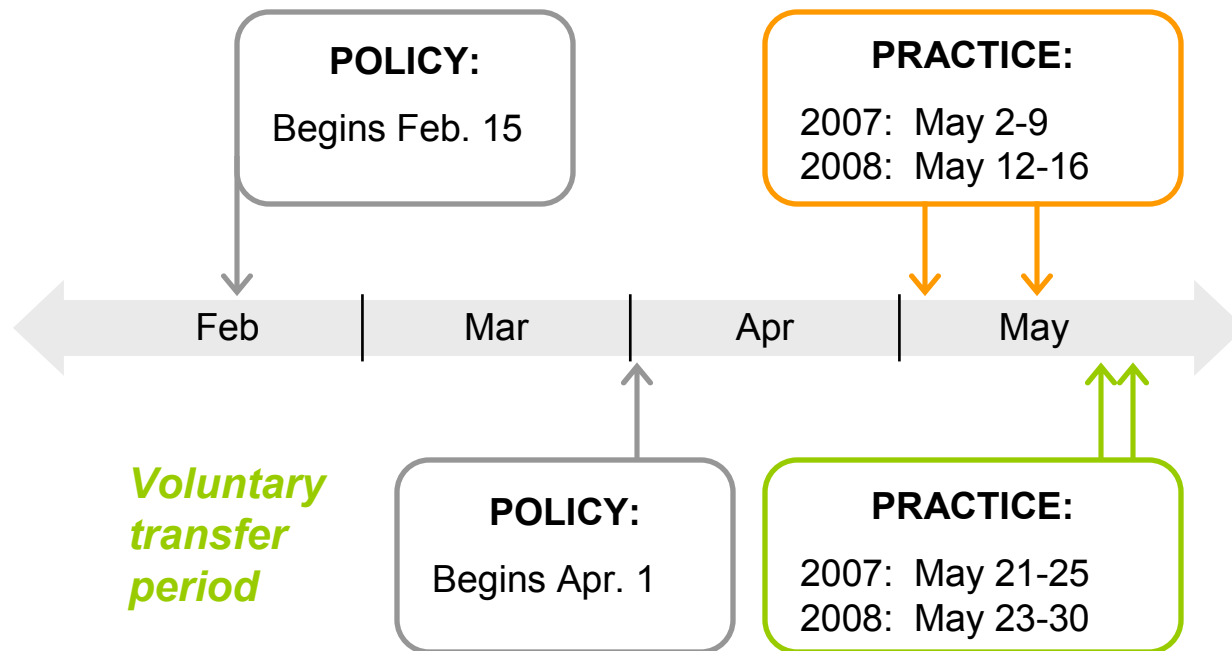
* Includes only applications from candidates who were not subsequently hired.

Source: SFUSD HR data; TNTP survey of 952 SFUSD teachers, conducted June/July 2008



SFUSD's internal transfer processes occur weeks later than planned, delaying the hiring of external candidates.

Consolidated preference period



72%

of principals report that the **consolidation process timeline** contributes to delays in hiring new external candidates.

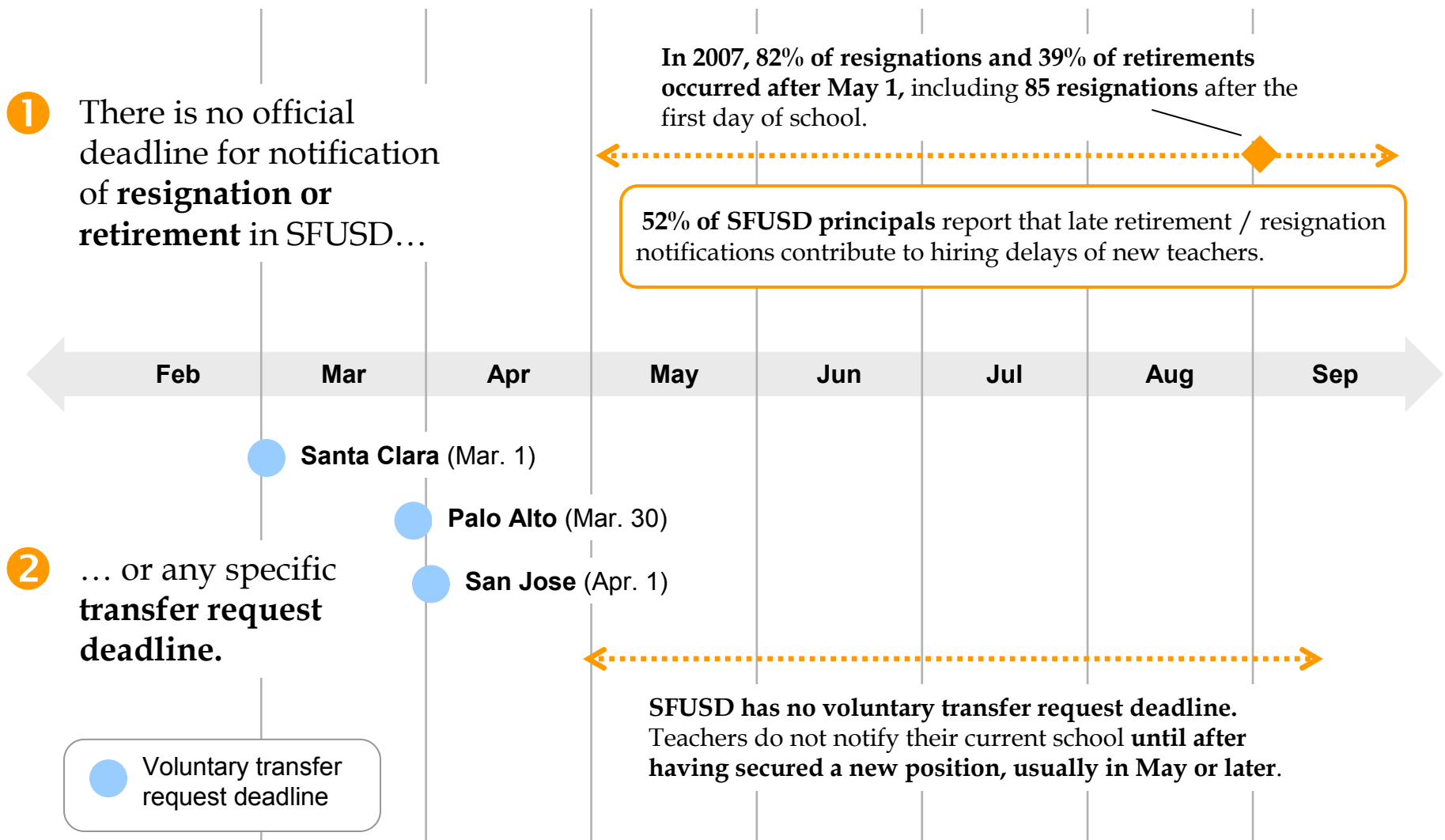
47%

of principals report that the **voluntary transfer process timeline** contributes to delays in hiring new external candidates.

These transfer and hiring processes cannot begin before the Site Plan review and budgeting process has been completed. Especially in difficult budgetary years, this may not occur until late March. **More than a third (37%) of principals report that the approval of school budgets / site plans contributes to hiring delays of new teachers.**



Earlier hiring is further limited by difficulties in forecasting vacancies, due to a lack of deadlines for retirement, resignation and transfer notification.



Source: SFUSD HR data; Interviews with HR staff; Palo Alto Unified, San Jose Unified, and Santa Clara Unified teacher collective bargaining agreements.



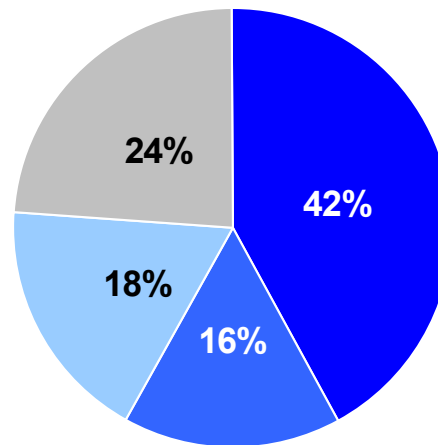
Survey results suggest that the hiring timeline is the primary reason why applicants withdraw and decline offers.

65%

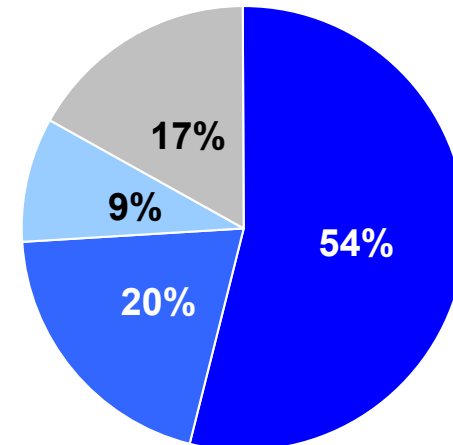
of teachers who declined an offer or withdrew from the application process cited the interviewing and hiring timeline as **important or very important** to their decision.

Importance of the interviewing and hiring timeline in applicants' decisions to:

Withdraw



Decline an offer



■ Very Important ■ Somewhat important
■ Important ■ Not important

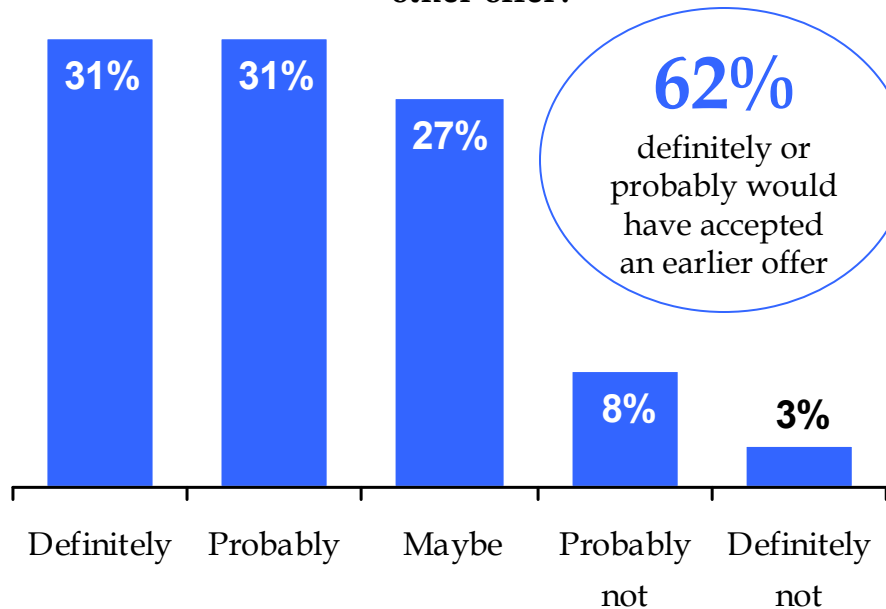
Source: SFUSD HR data; TNTP survey of 1,440 recent applicants, conducted June/July 2008. Withdrawers n=67; Decliners n=93.

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SFUSD is losing applicants who say they would have taken a job with the district if one had been offered earlier.

Would you have accepted a teaching position with SFUSD if you had received an offer from them at the same time you received your other offer?



42%

of withdrawers made their decisions based on receiving an earlier job offer elsewhere.*

56%

of principals believe the staffing timeline **does not allow them to hire early enough** to capture the highest quality new teacher applicants.

* "Most important" factor.

Source: TNTP survey of 1,440 recent applicants, conducted June/July 2008

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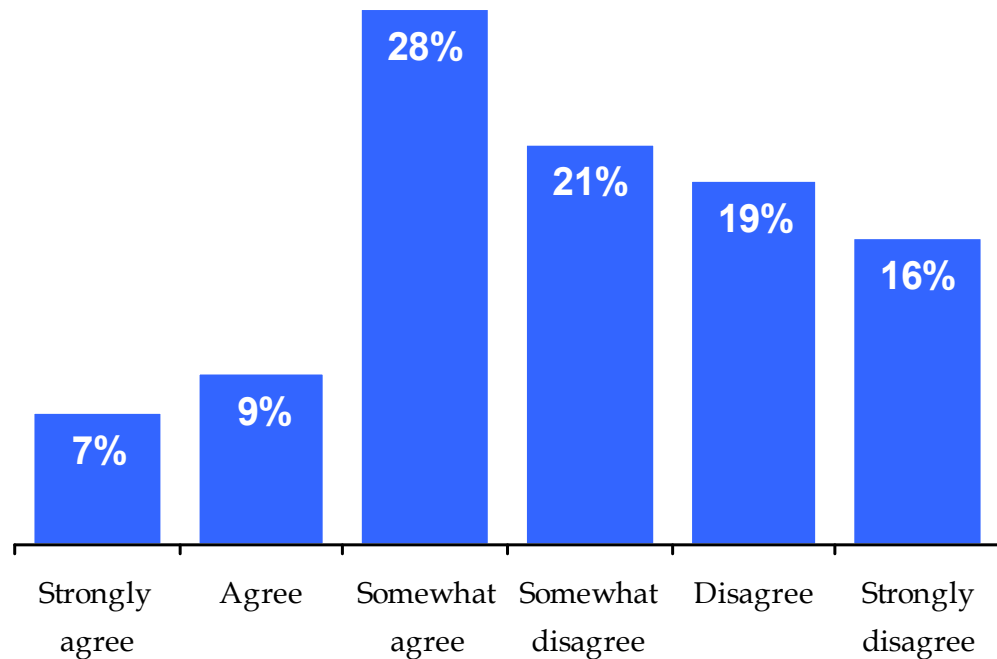


Principals report that the hiring timeline hampers their ability to add new talent to their instructional teams.

76%

of principals say they have lost a **desirable new hire** because they were unable to make an offer **in a timely fashion.**

“The staffing timeline in SFUSD allows me to hire early enough to capture the highest quality new teacher applicants.”



“We need to complete the contract process in May for new hires. Otherwise, we lose them to other districts who are faster in sending out contracts.”

– SFUSD Principal



Anecdotal evidence suggests that late hiring causes SFUSD to lose out on high-quality candidates.

Not Hired



Credentialed in Math and Mandarin, Masters degree, 3.8 undergrad GPA. Applied April, would “probably” have accepted a timely offer with SFUSD, but became “frustrated” with the process. **Now teaching in Lafayette.**



Engineering degree (3.8 GPA), Math credential, Masters degree. “Very satisfied” with SFUSD student teaching, applied February, but hiring timeline was “very important” in decision to withdraw. **Now teaching in Ravenswood.**

Hired



Bachelors degree in Interdisciplinary Studies of Health Science from U of Texas - Arlington, with no advanced degree, applied August, now teaching Special Education.

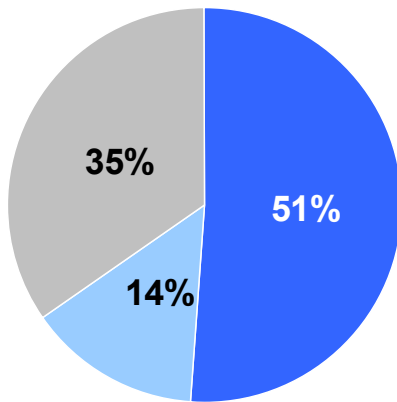


Philosophy graduate from Florida International, with graduate degrees in Digital Media and Buddhist Studies, applied August, now teaching Math and Chemistry.



Applicants to SFUSD – including withdrawers – often end up serving in other Bay Area public schools.

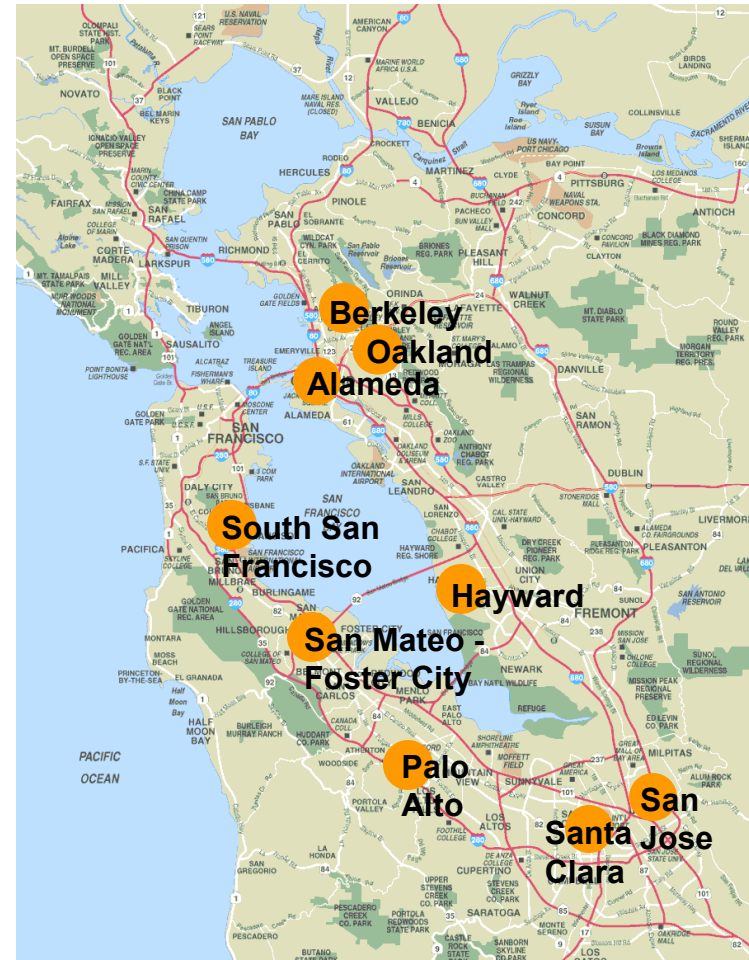
Locations of SFUSD applicants who are currently teaching elsewhere



- Bay Area public schools
- Bay Area private schools
- Schools outside of Bay Area

Most popular districts among overall applicants – and among withdrawers:

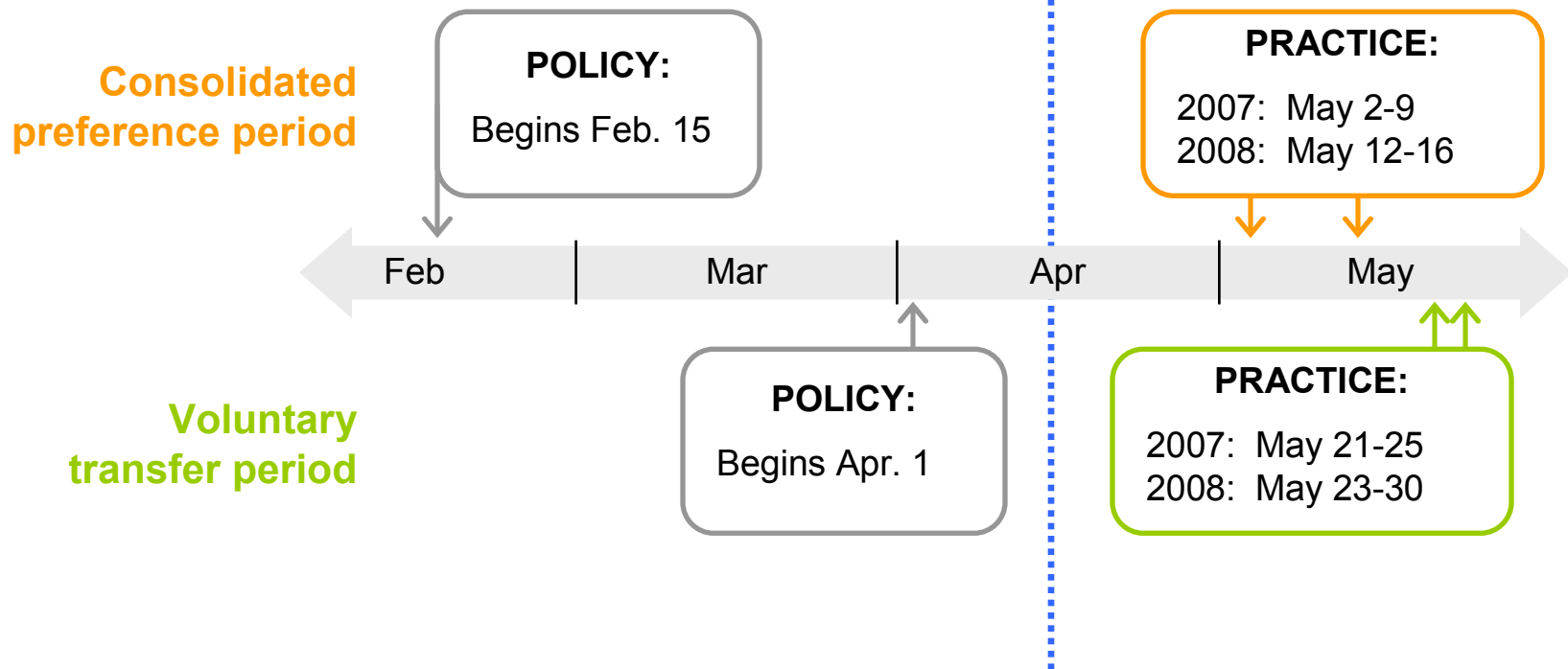
<i>Alameda</i>	<i>Oakland</i>	<i>San Mateo – Foster City</i>
<i>Berkeley</i>	<i>Palo Alto</i>	<i>Santa Clara</i>
<i>Hayward</i>	<i>San Jose</i>	<i>South San Francisco</i>





Although the SFUSD contract with the teachers union does not stipulate a late voluntary transfer timeline,* delays in practice may be out of compliance with state law.

SB 1655 (CA Education Code 35036) states that **internal candidates may not receive priority for any position after April 15.**



* However, the contract includes description of a second internal “posting period,” beginning May 5, for voluntary transfers, consolidated teachers, and RFLs (15.1.5 and 15.3.4). This provision appears to be out of compliance with state ed code.

Source: California Education Code, Section 35036

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Findings: Teacher Supply

Findings

- SFUSD attracts large numbers of applicants and tends to fill its vacancies, but it is unclear whether the district is hiring the highest-quality teachers available in its pool.
- The district's hiring timeline in recent years has not occurred on the timeline laid out in internal policies and agreements.
- Delays appear to be related to multiple factors, including budget timelines, vacancy notification requirements, and an internal-only transfer period.
- The late hiring timeline is costing SFUSD a significant number of candidates who are being hired elsewhere.
- Principals report that they lose desirable candidates due to the late hiring timeline.
- SFUSD's late transfer process may be out of compliance with CA Education Code 35036.



Recommendations: Teacher Supply

Recommendations

- Complete at least 50 percent of new teacher hires (80 percent of new hires in shortage subjects) by May 1. Hire teachers in February to fill at least 10 percent of projected vacancies by giving “early contracts,” especially to highly recommended student teachers.
- Facilitate earlier hiring by allowing consideration of external candidates during the internal transfer periods.
- Move up the timing of processes that hinder earlier hiring:
 - o Provide small financial incentives for notification by Feb. 1 of intent to resign or retire, and protect teachers’ benefits through the summer;
 - o Make school closure announcements, administrator staffing changes, budgetary projections, and School Site Council procedures on a timeline that supports completing internal transfers by April 15;
 - o Set publicly shared customer service goals and timelines for new hire contracts and processing, and streamline HR processes to meet them.
- Expand the Priority Staffing Program to support earlier filling of hard-to-staff vacancies.
- Continue current efforts to create an applicant/teacher tracking system to better understand the quality of new hires and those who were not hired.



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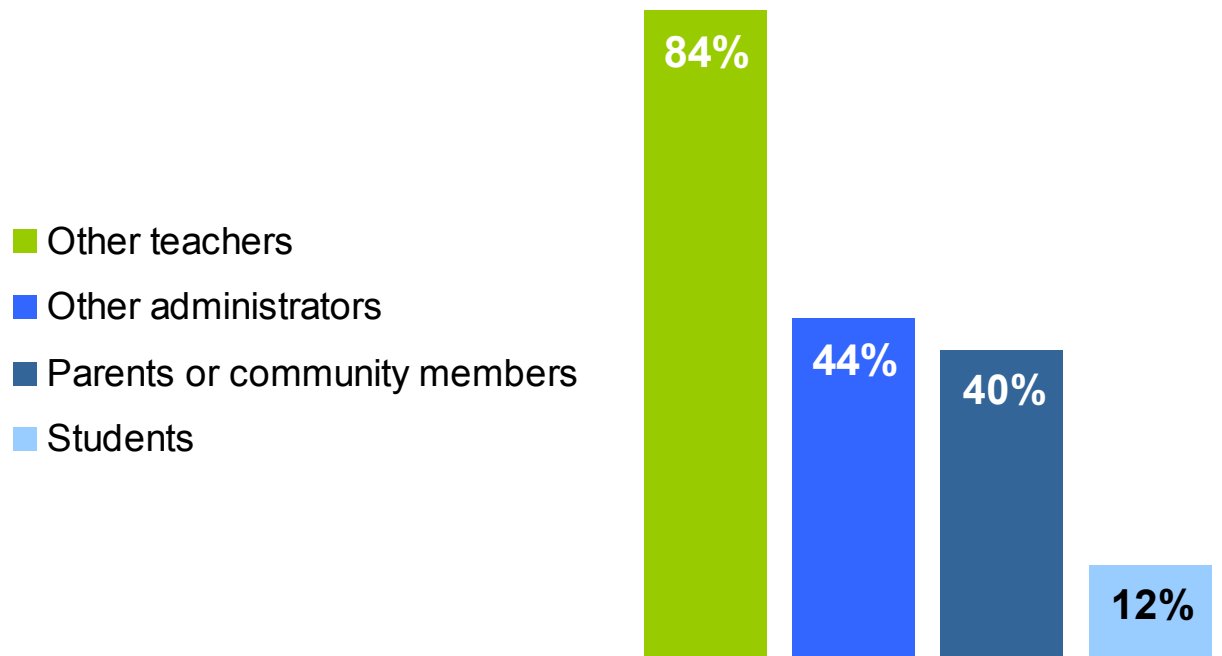
#2

Teacher placements made through a process of mutual consent are more successful for teachers and principals alike.



Unlike schools in many other districts, the majority of SFUSD schools include teachers and others in interviewing and selecting new teachers to their school.

“Who, if any, of the following participates in the teacher interview and selection process at your school?”*



* Multiple responses possible.

Source: TNTP survey of 89 SFUSD principals, conducted June/July 2008.

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Teachers who have changed schools in recent years strongly support the concept of mutual consent.

“It was important to me when changing schools that my new site administrator wanted me to move to his/her school.”

84%

and

90%

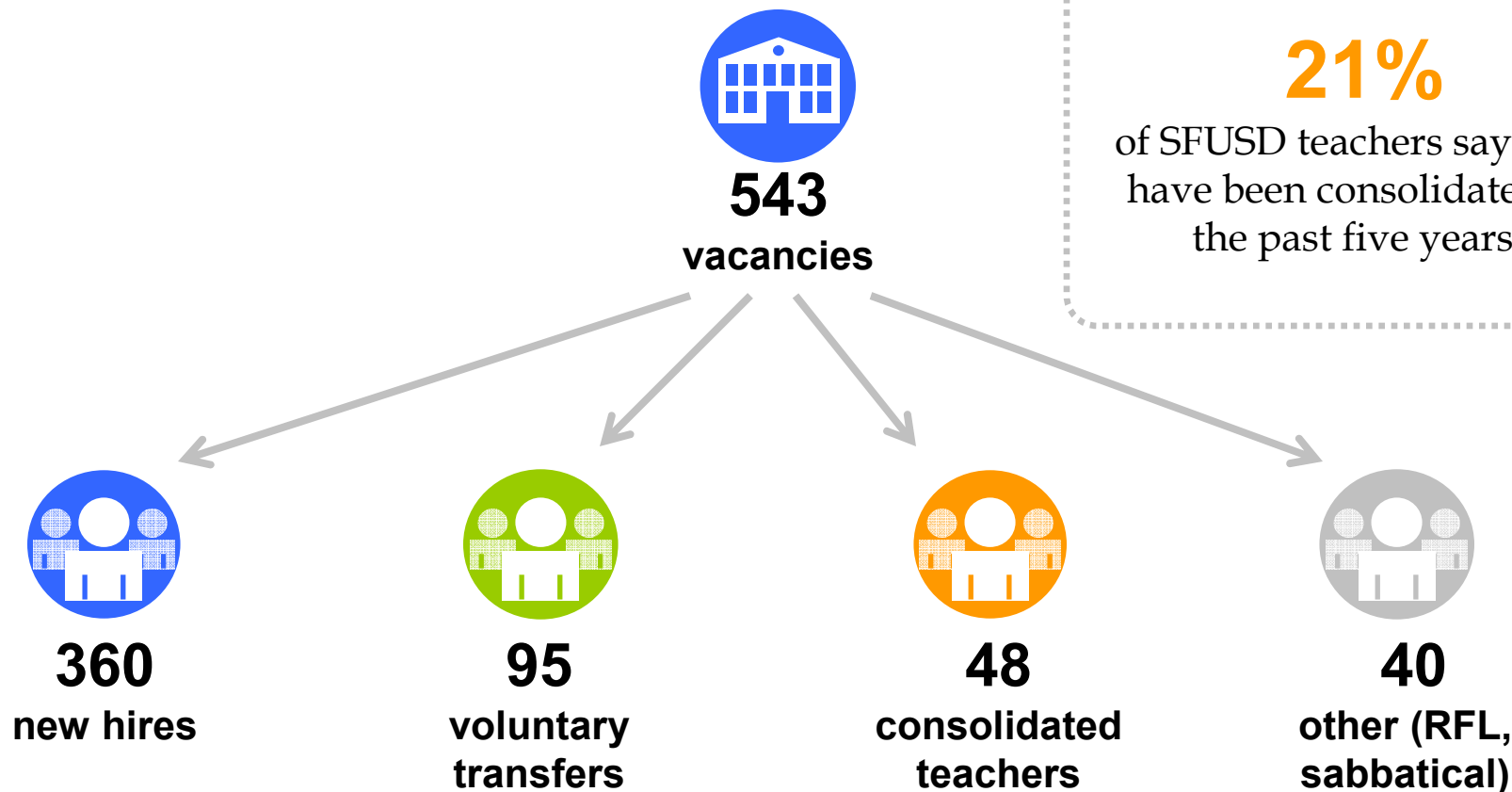
**of
consolidated
teachers agreed***

**of
voluntary transfer
teachers agreed***

* Responded “Strongly agreed”, “Agreed”, or “Somewhat agreed”
Source: TNTP survey of 952 SFUSD teachers, conducted June/July 2008
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SFUSD teaching positions filled, 2008 (approx.)



21%
of SFUSD teachers say they have been consolidated in the past five years.

*According to consolidated teachers who were placed into new schools and responded to the survey:**

- 49%** interviewed with their new school;
- 27%** were placed by HR into a preferred school; and
- 17%** were placed by HR without preferences.

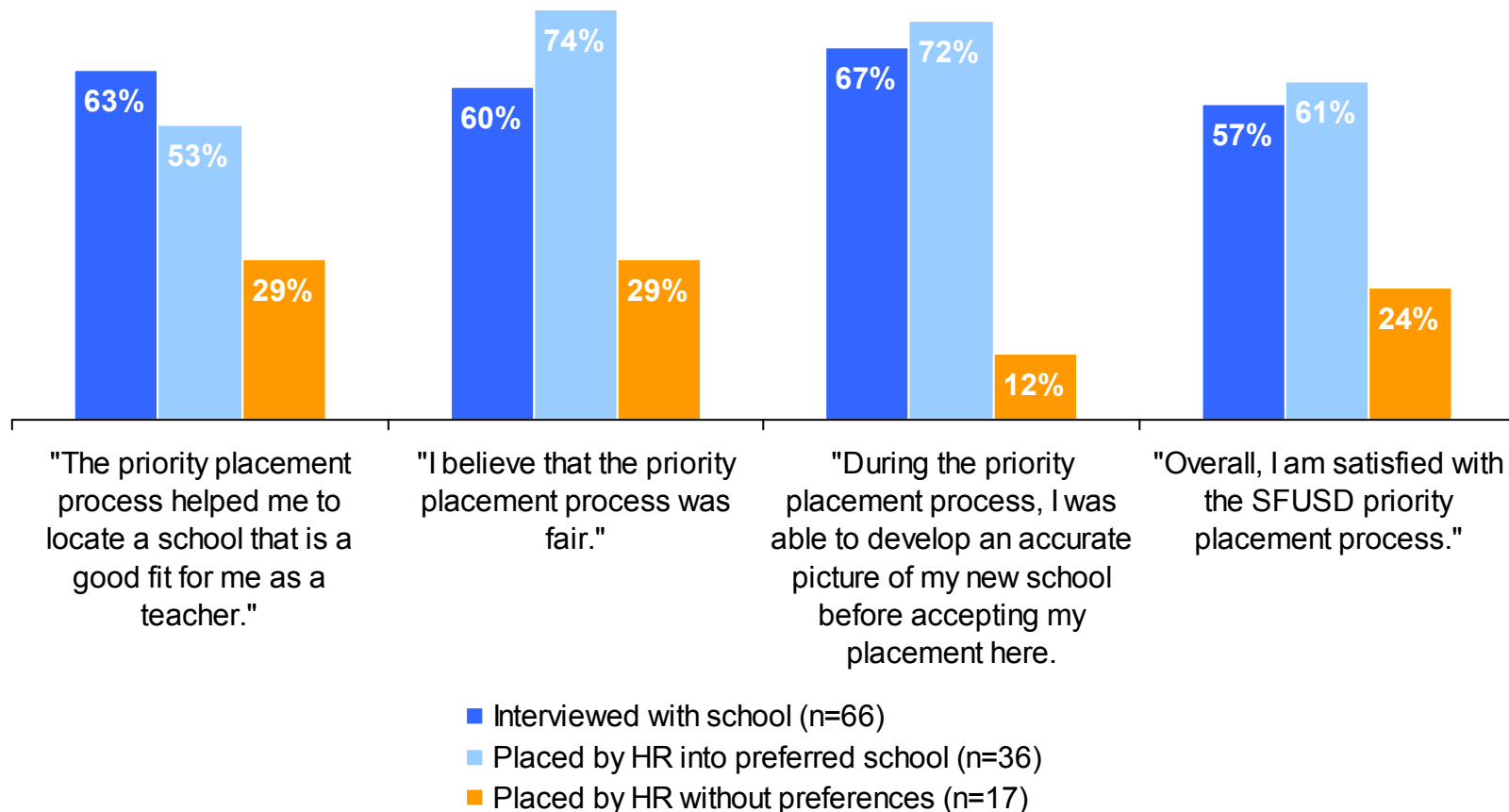
* For historical distribution, see Appendix. Data include some recoded open responses.

Source: SFUSD HR data; Interviews with HR staff; TNTP survey of 952 teachers, conducted June/July 2008. Consolidated n=168.



Consolidated teachers who were placed by HR without preferences believe that the placement process was less helpful and less fair than those who were able to interview or provide preferences.

Consolidated teachers' agreement with the following statements*

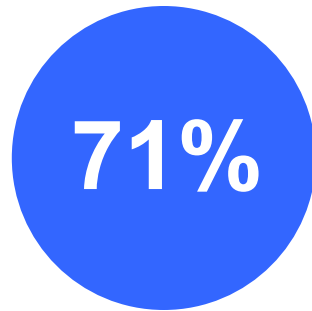


* Responded "Strongly agree," "Agree," or "Somewhat agree"
Source: TNTP survey of 952 teachers, conducted June/July 2008

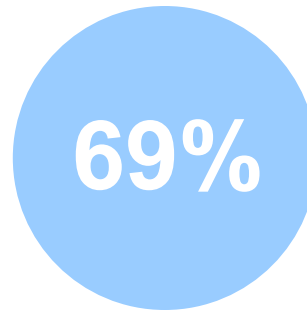


Consolidated teachers who were placed by HR without preferences are seldom happy with their new school.

Percent of consolidated teachers who were “satisfied” or “very satisfied” with their new school



**of consolidated teachers
who were INTERVIEWED
(n=66)**



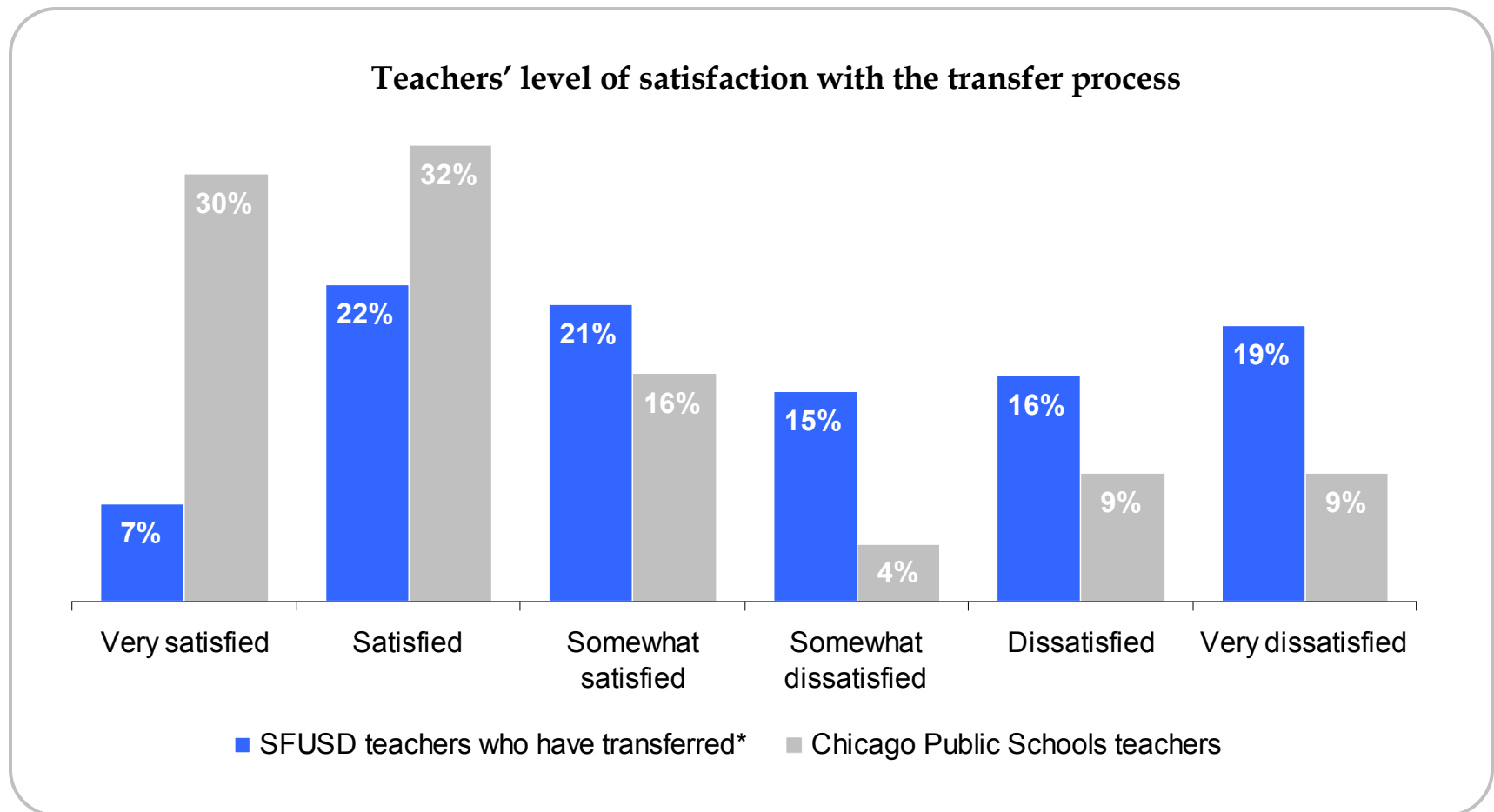
**of consolidated teachers
who were PLACED into a
preferred school (n=36)**



**of consolidated teachers
who were PLACED without
preferences (n=17)**



SFUSD teachers who have transferred are much less satisfied with the process than are teachers in Chicago Public Schools, where all vacancies are filled by mutual consent.



* Includes consolidated teachers and voluntary transfers, n=278.

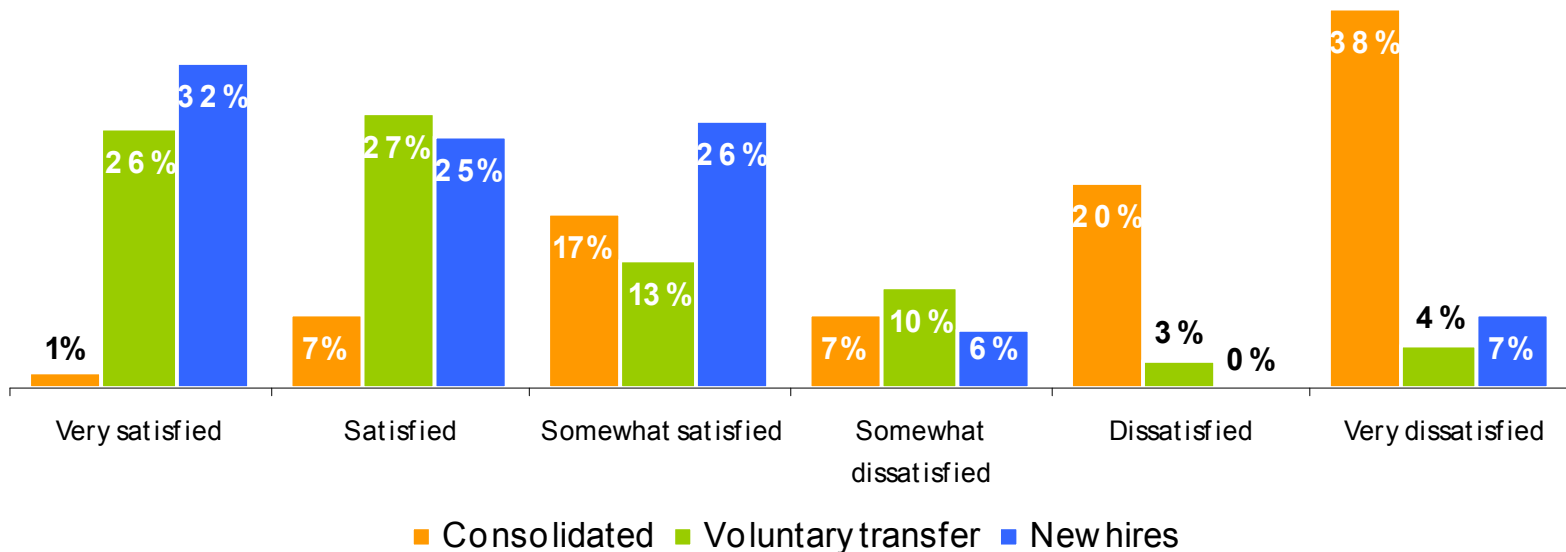
Source: TNTP survey of 952 SFUSD teachers, conducted June/July 2008; TNTP survey of 1,446 CPS teachers, conducted March 2007

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SFUSD principals are satisfied with the discretion afforded them in the voluntary transfer and new hire processes, which utilize mutual consent.

Principals' satisfaction with their discretion over selecting consolidated teachers, voluntary transfers, and new hires*



ALL voluntary transfers and new hires are able to interview with principals before agreeing to placement, but **only half** of consolidated teachers report having interviewed before accepting their positions.

* Chart does not include "N/A" responses: 10% for consolidated, 17% for voluntary transfer, and 4% for new hires.

Source: TNTP survey of 89 SFUSD principals, conducted June/July 2008; TNTP survey of 952 teachers, conducted June/July 2008



Principals report that the Priority Staffing Program enables them to shape their teaching staffs in the best interests of their schools, while the standard system does not.

The twenty-five Priority Staffing Program schools are able to hire year-round as vacancies occur, and almost always select teachers through mutual consent.

“The hiring and transfer process allows me to hire the teachers that create the best possible instructional team for my school.”

50%

of Priority Staffing principals “agree” or “strongly agree”*

VS.

9%

of other principals “agree” or “strongly agree”

* n=14.

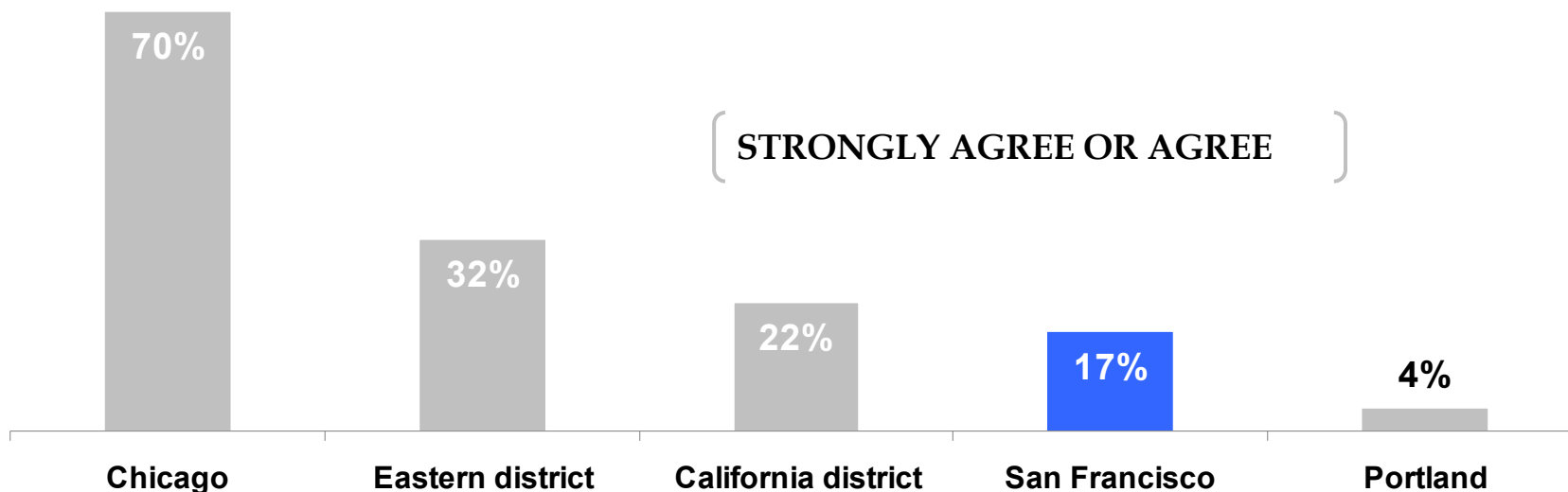
Source: TNTP survey of 89 SFUSD principals, conducted June/July 2008.

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Only a small minority of SFUSD principals strongly believes that the hiring process allows them to build strong instructional teams.

“The hiring and transfer process allows me to hire the teachers that create the best possible instructional team for my school.”



Source: TNTP survey of 89 SFUSD principals, conducted June/July 2008

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Most principals report that, under current staffing rules, they are required to accept teachers for whom they have not given consent.

“Have you ever had to hire an internal candidate over an external candidate for a position, even though you felt the external candidate was more desirable for the job?”

67%

of principals replied “Yes.”

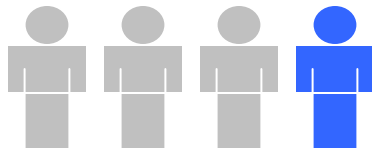
“In the past three years, have you had any teacher(s) placed in your school whom you did not want?”

70%

of principals replied “Yes.”



Faced with the possibility of non-consensual hires, some principals resort to concealing vacancies...



One of every four principals (25%) admits having concealed or postponed notifying HR of a known vacancy. Open responses reveal that most did so to avoid being forced to accept a teacher placement.



Why have you concealed a known vacancy or postponed notifying HR of a known vacancy?

"To avoid having a consolidated teacher assigned to fill the position."

"Fear of having to receive an undesirable teacher."

"Didn't want to get stuck with a terrible teacher who would reverse the positive direction of the staff and school."

"So we don't get assigned a lemon."



...and teachers lose out because they are unable to pursue the openings.

Unprompted, in an open response question, 15% of teachers mentioned principals hiding or withholding vacancies as a barrier to improving the priority placement process:

- “Because of this bias against consolidated teachers, I know that many (not all) principals conceal positions until the time has expired, after which they can pick / choose their staff. This is somewhat understandable on their part, but it does make things even harder on a teacher who's already in a difficult situation. “
- “Schools do not reveal open positions because they do not want consolidated teachers. “
- “It would help if principals were honest about ALL their vacancies and they posted them early on so that teachers have more options and time to research them and rank their preferences. “
- “Not all schools will list openings early on to avoid consolidated teachers. “
- “Another way they ‘game’ the process is to set up an opening that no one might have the credentials for, knowing that they will rearrange the classes to be taught later to ‘chose’ [sic] someone they already have in mind who has a specific credential that will work for the realigned classes. “



Findings: Transfer and Selection

Findings

- Teachers and principals support mutual consent staffing, and placements that occur with mutual consent appear to be more satisfactory for all stakeholders involved.
- There are significant problems associated with the process of placing consolidated teachers without interviews or preferences, including reduced job satisfaction.
- Many principals associate the pool of consolidated teachers with poor performance.
- A subset of principals conceals vacancies from HR in order to avoid forced placement of consolidated teachers.
- Principals of Priority Staffing schools, which are able to make more hires based on mutual consent, believe they are better able to shape strong instructional teams for their schools.



Recommendations: Transfer and Selection

Recommendations

- Reformulate staffing rules to base all selection on the mutual consent of the teacher and the receiving principal.
- Allow schools to interview and select from all eligible teacher candidates, internal and external, for any vacancy.
- Create an online vacancy management system that allows new and incumbent teachers to apply for any school-level openings. The system should support direct communication between candidates and administrators. An applicant's current status (consolidated, voluntary transfer, external) should not be made apparent.
- Provide increased job search support to consolidated teachers in the interview/hiring process. Create SFUSD/UESF partnership to address district teachers who cannot find mutual consent placements.
- Provide administrators with increased training on how to interview and select teachers who will best fit their schools; emphasize how to attract experienced and accomplished teachers.
- Analyze results from Priority Staffing Program schools, including satisfaction, mobility, and evaluations, to identify successful elements that can be applied systemwide through funding or policy changes.



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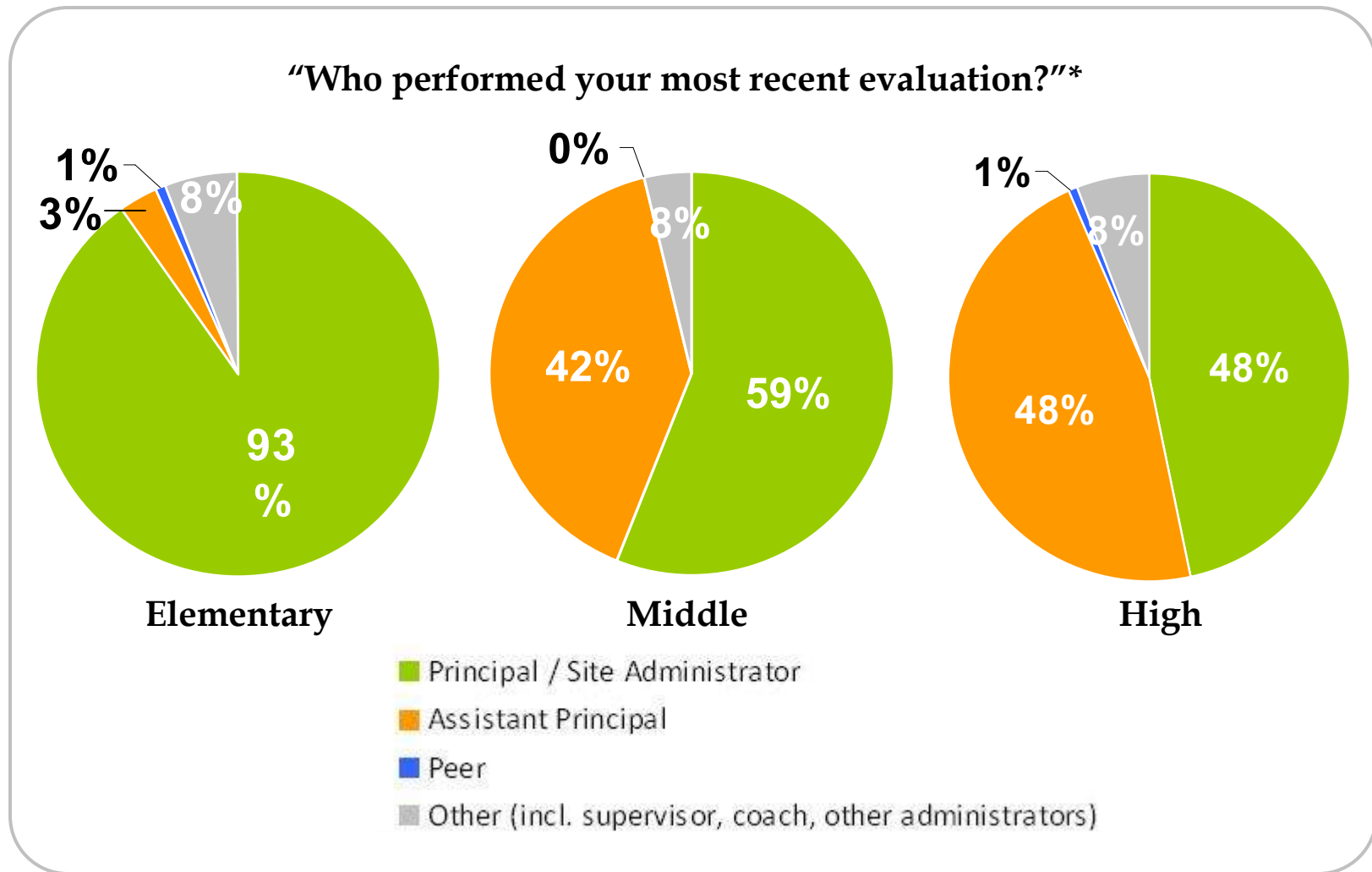
Appendix

#3

Teachers and principals generally support the evaluation process, but it appears to have limited use in improving instruction, differentiating performance, or transitioning poor performers out of the classroom.



Principals and assistant principals share responsibility for teacher evaluations in middle and high schools.



* Multiple responses possible. Elementary n=336; Middle n=135; High n=258.

Source: TNTP survey of 952 SFUSD teachers, conducted June/July 2008.

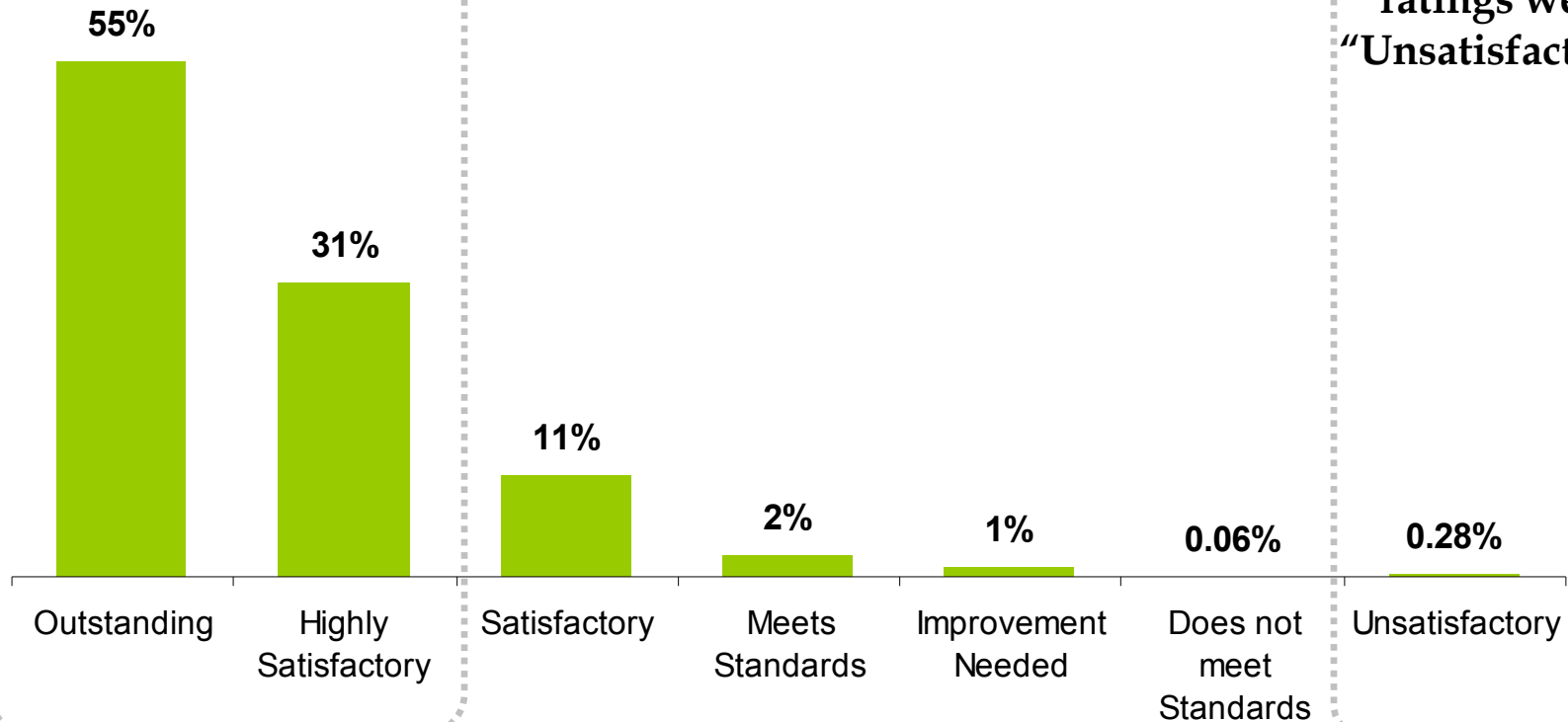
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Evaluations of SFUSD teachers rarely identify unsatisfactory performance.

Distribution of SFUSD Evaluation Ratings, 2005-07

86% receive one of the top two ratings



Only **5 of 1,804** ratings were "Unsatisfactory"

Source: SFUSD HR data.

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Despite the overall scarcity of unsatisfactory ratings, most principals report assigning the lowest rating to teachers who do not meet expectations, although some admit to inflating evaluations.

94%

of principals at least somewhat agree that teachers who are not performing “up to standards” receive Improvement Needed or Unsatisfactory ratings.

Percent of principals who report **always or frequently assigning an “Improvement Needed” or “Unsatisfactory” rating** to teachers who do not meet expectations:

71% for probationary teachers

62% for tenured teachers

38%

38% of principals admit to having assigned higher evaluation ratings to tenured teachers than their performance warranted.

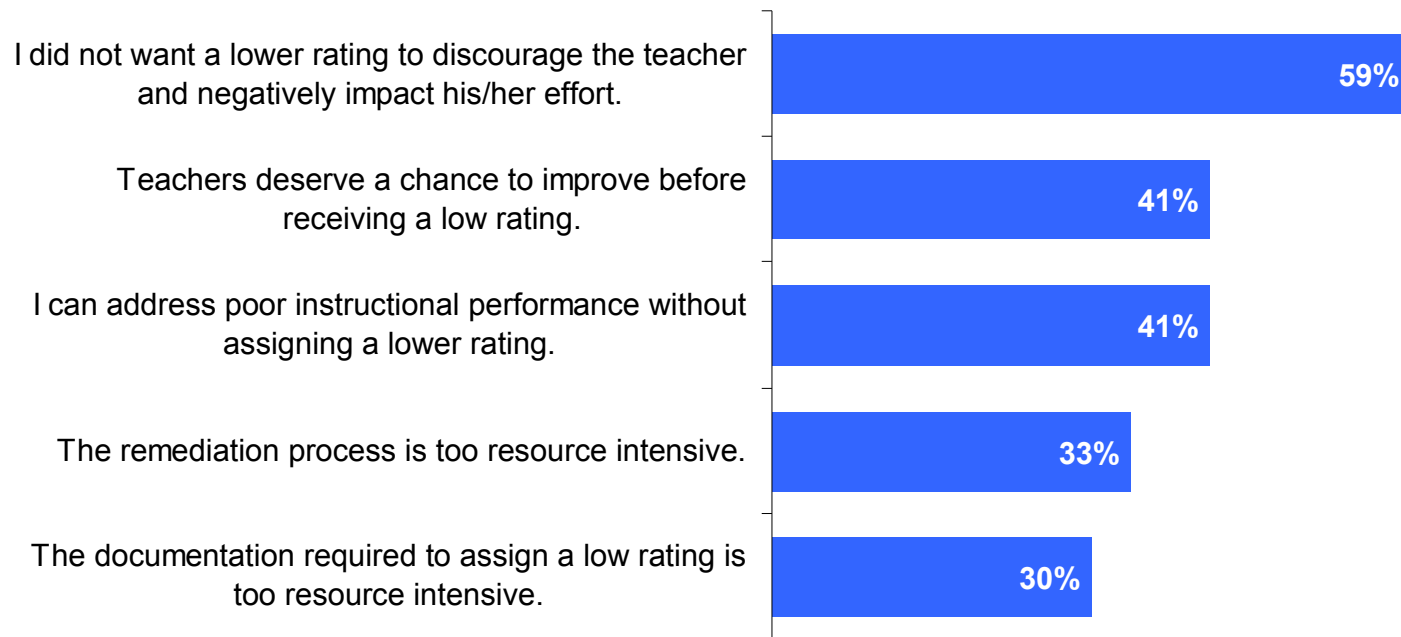
However, when assigning the ratings that they think they should have received, **34% of teachers gave themselves higher ratings.**

34%



When principals assign inflated ratings, it may be because they are hesitant to confront poor performance, believing instead that the teachers will improve without receiving low ratings.

Factors influencing principals' decision to assign higher evaluation ratings than a teacher's performance warranted





Teachers and principals agree that the evaluation process is fair and rigorous,* but they disagree about whether it improves the quality of instruction.

TEACHERS	PRINCIPALS
“I was evaluated fairly. ” 68%	84% “I feel confident in my ability to evaluate teachers fairly. ”
“I was evaluated rigorously. ” 57%	“I feel confident in my ability to evaluate teachers rigorously. ”
“My evaluator provided me with information and strategies that I could use to improve instruction.” 41%	“I feel confident in my ability to provide teachers with information and strategies to improve their instruction.” 93%

64% of teachers agree:

“The evaluation process helped me improve my teaching practice.”

60% of principals agree:

“Overall, the SFUSD teacher evaluation system allows me to adequately address instances of poor teacher performance.”

* Responded “Strongly agree”, “Agree”, or “Somewhat agree”

Source: TNTP survey of 89 SFUSD principals and TNTP survey of 952 SFUSD teachers, conducted June/July 2008

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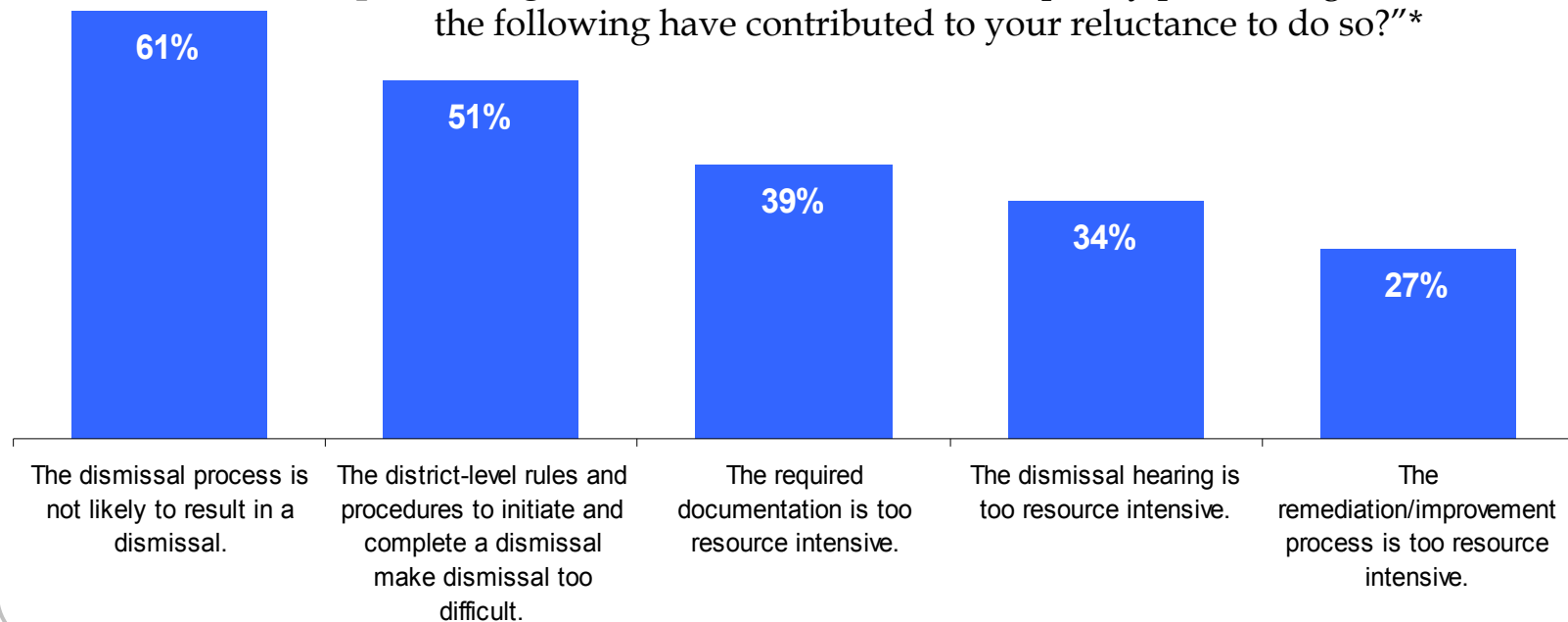


Teachers and principals agree that poorly performing teachers are sometimes permitted to continue teaching.

50% of SFUSD teachers say that there are tenured teachers in their schools who **should have been dismissed** for poor performance, but have not been.

11% of SFUSD teachers say that there are tenured teachers in their schools who **should NOT have been dismissed** for poor performance, but have been.

“As a principal, if you do **not always seek the initiation of dismissal proceedings** for tenured teachers who are poorly performing, which of the following have contributed to your reluctance to do so?”*



* Multiple responses possible, n=59.

Source: TNTP survey of 89 SFUSD principals and TNTP survey of 952 SFUSD teachers, conducted June/July 2008

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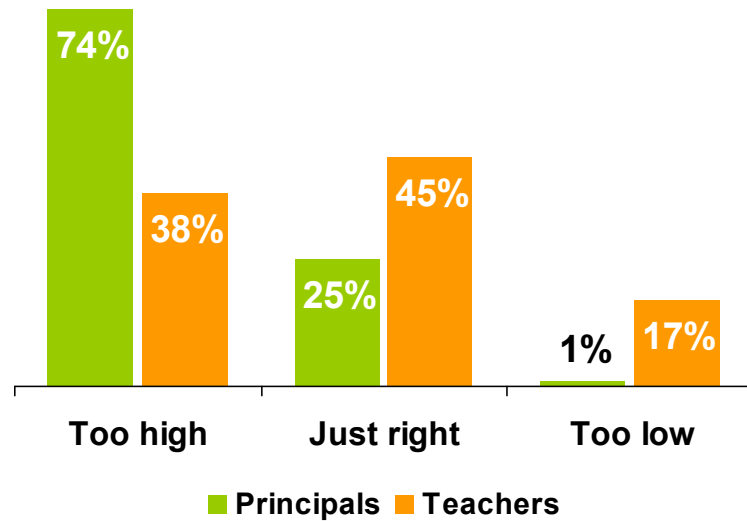
Second-year probationary teachers are sometimes rehired – and granted tenure – even if they are not performing well.

“When you renew a teacher’s contract after his/her second year, do you consider the fact that you are effectively granting him/her tenure?”

97%

of SFUSD principals replied:
“always” or “frequently”

“How would you describe the level of protection from unfair termination afforded to tenured teachers by the dismissal process?”



73%

of principals **always or frequently non-reelect** a second-year probationary teacher who has not demonstrated performance worthy of tenure.

68%

of principals **always or frequently non-reelect** poorly-performing probationary teachers who do not improve.

36%

of principals have non re-elected a poor-performing probationary teacher and then **learned that the teacher had been hired by another SFUSD school.**

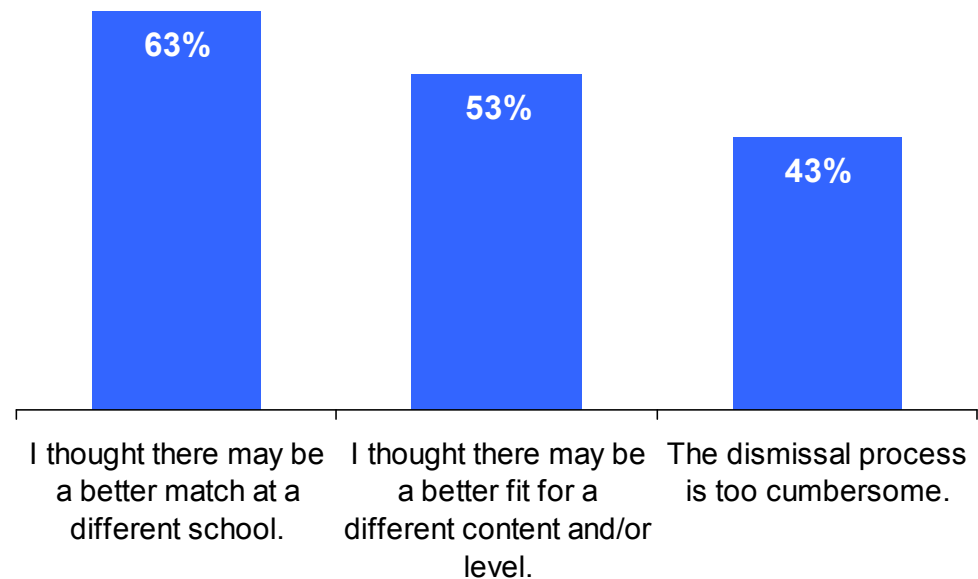


Instead of pursuing dismissal or in-school remediation, some principals report using the consolidation and transfer processes to move teachers they perceive to be poor performers.

56%

of SFUSD principals said that they had consolidated a teacher or encouraged him/her to transfer when that teacher was not performing well.

Reasons why principals have consolidated or encouraged transfer for poorly-performing teachers*



* Multiple responses possible, n=40.

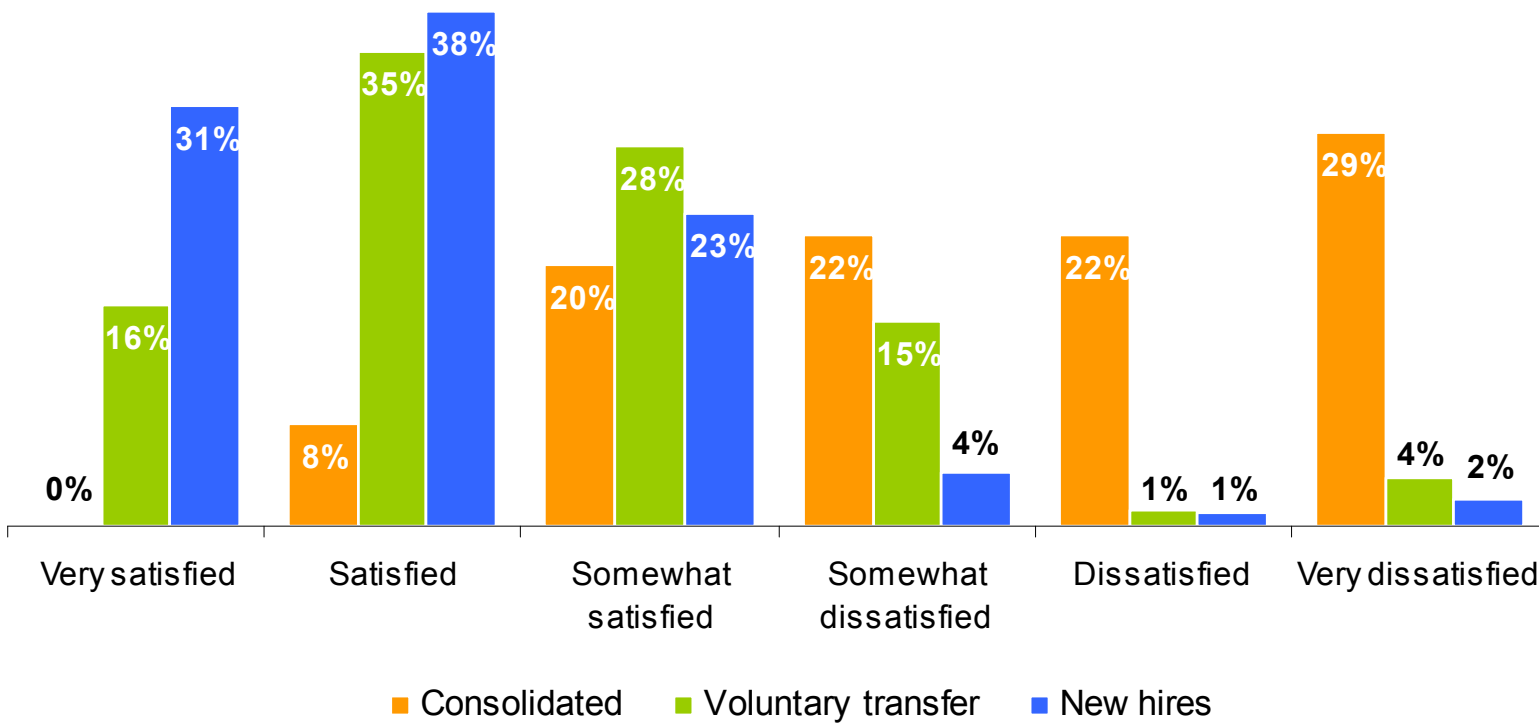
Source: TNTP survey of 89 SFUSD principals, conducted June/July 2008

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The result is a pool of consolidated teachers who, regardless of actual effectiveness, carry the stigma of poor performance.

Principals' satisfaction with the QUALITY of applicants in each group





Findings: Evaluation

Findings

- SFUSD's teacher evaluation system confers highly positive ratings on the vast majority of teachers and very rarely labels teachers as unsatisfactory.
- There is a disconnect between principals and teachers: one-third of teachers feel that their ratings are too low, while principals tend to believe that their ratings are too generous, not too harsh.
- Teachers and principals agree that the evaluation process is rigorous and fair, but do not believe that it is useful in improving teaching practice and addressing poor performance.
- Principals believe that they give good feedback to teachers that improves their performance; teachers tend to disagree.
- Principals hesitate to confront poor performance for a number of reasons, and both principals and teachers agree about the impact: poor performers continue to teach in SFUSD.
- Some principals improperly use consolidation to transfer poorly performing teachers from their schools, negatively stigmatizing the pool of consolidated teachers as a whole.



Recommendations: Evaluation

Recommendations

- Partner with an independent team to design a rigorous teacher evaluation process with the primary goal of helping teachers improve performance. Possible elements:
 - Evaluation outcomes tied to clear development targets, professional development resources, and benchmarks for measuring success;
 - Increased frequency and duration of observations;
 - Peer-review evaluation pilot, to which SFUSD schools may opt-in;
 - Substantial re-training for principals and teachers;
 - Additional external evaluations for second-year probationary teachers, who are approaching tenure.
- Provide administrators with support and training so they can better use the evaluation and remediation systems rather than consolidate struggling teachers.
- Hold principals accountable for teachers who transfer from their school and receive an “Unsatisfactory” rating the first year in their new school by recording the instance on the principal’s own evaluation.
- Incorporate evaluation data into online applicant tracking system so principals may consider past performance indicators in hiring decisions.



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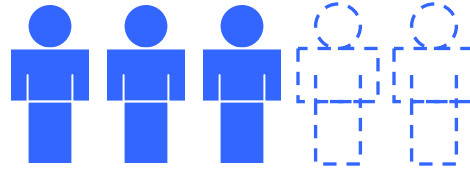
Appendix

#4

Recruitment and retention of teachers could both be enhanced through the improvement of Human Resources practices and services.



Many survey respondents say they will not be in SFUSD five years from now... but they may continue to teach elsewhere.



Two of every five SFUSD teachers plan to leave the district in the next five years, including 11% after the 2008-09 school year.

Probationary teachers:*

48%

Plan to leave in five years

13%

Plan to leave this year

Permanent (tenured) teachers:**

38%

10%

Of those who plan to leave within five years:†

41% plan to continue teaching elsewhere;

19% plan to retire; and

16% plan to move into another profession.

*n=168 **n=644 †n=356; data include recoded open responses.

Source: TNTP survey of 952 SFUSD teachers, conducted June/July 2008

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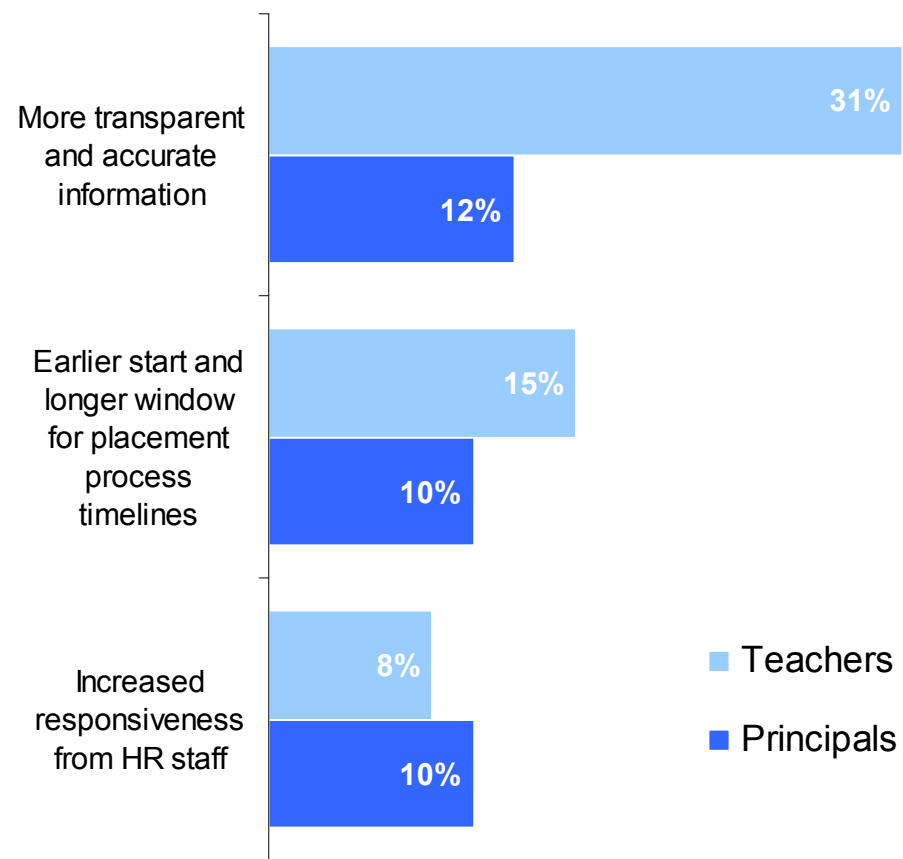
SFUSD may be able to increase retention by improving its HR services.

Although “Pay/Benefits” (53%) and “Cost of living” (53%) are the most popular reasons for planning to leave SFUSD,

36%

of teachers planning to leave the district cite **HR services / administration** as a factor in their decision.*

Principal and teacher open-ended responses regarding how HR services could be improved



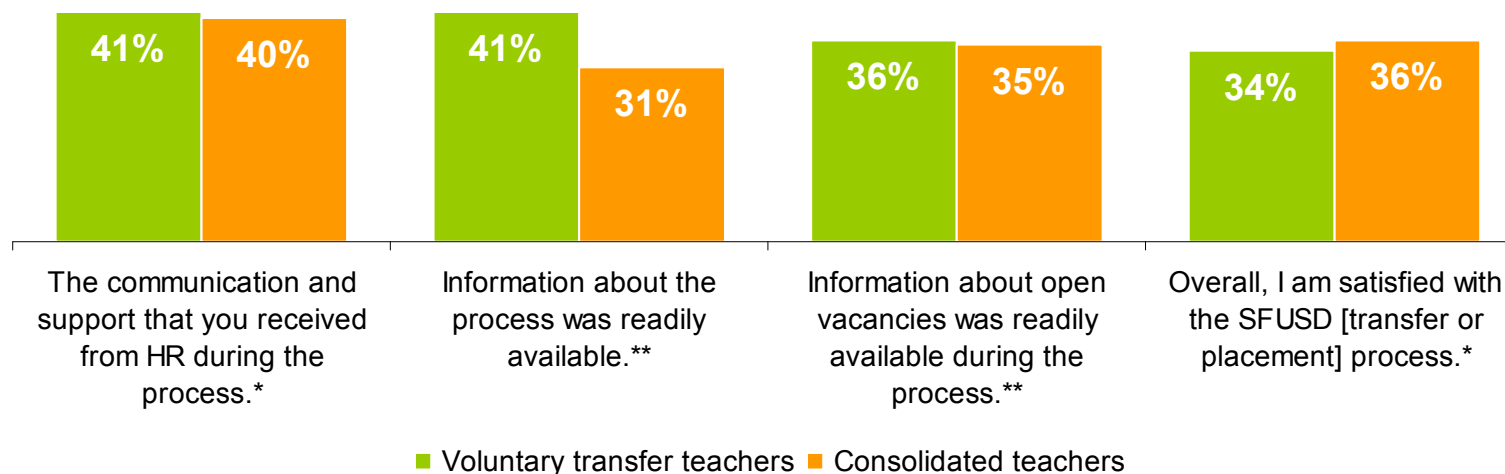
*See Appendix for more detail.

Source: TNTP survey of 952 SFUSD teachers, conducted June/July 2008.



Whether discussing the voluntary transfer or priority placement process, teachers report low satisfaction rates with HR processes and communication.

Transferring teachers' satisfaction with Human Resources



Principals' satisfaction with Human Resources

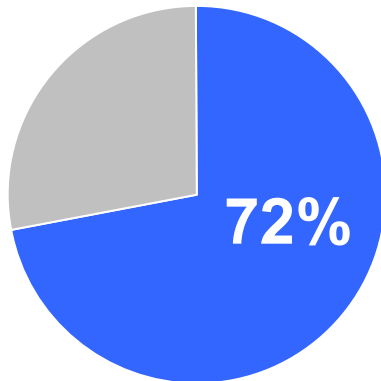
64 percent are **satisfied with the communication** about the transfer and hiring processes from Human Resources.*

68 percent agree that **"SFUSD Human Resources is helpful to me in staffing my school with high quality teachers."****

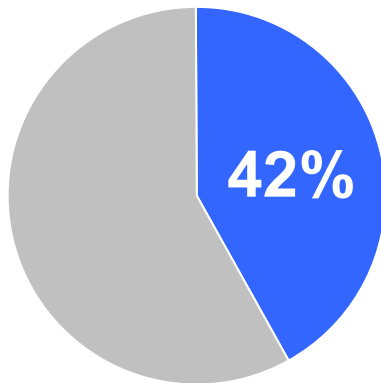
* Responded "Very satisfied", "Satisfied", or "Somewhat satisfied" ** Responded "Strongly agree", "Agree", or "Somewhat agree"
Source: TNTP survey of 952 SFUSD teachers, conducted June/July 2008.



SFUSD enjoys a desirable geographic location that attracts many teacher candidates. Unfortunately, many applicants never receive responses from HR.



of new hires over the past four years were **attracted to SFUSD because of "geographic location,"** indicating a strong natural recruiting advantage for the district.*



of non-hired applicants to the district from 2004-07 who responded to the survey reported that they **"never received a response from SFUSD."****

* n=72 ** n=597

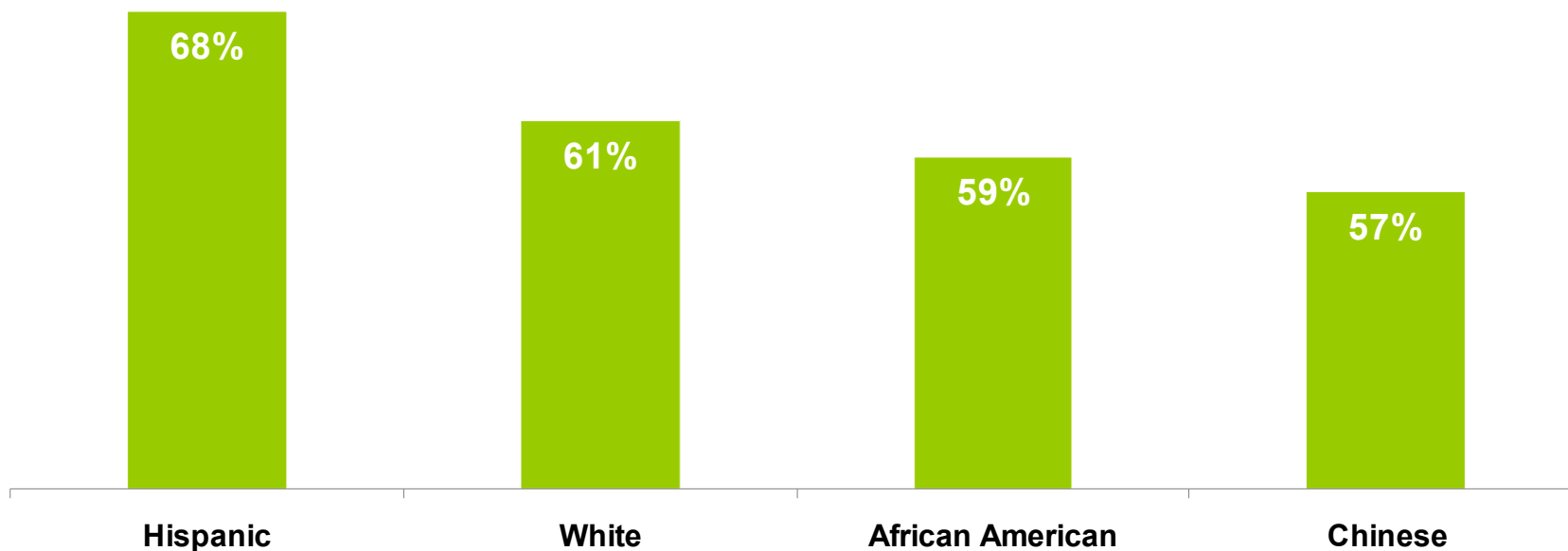
Source: TNTP survey of 952 SFUSD teachers (new hires n=72) and survey of 1,440 recent applicants, conducted June/July 2008.

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Hispanic teachers are more likely to plan to stay in the district than their colleagues of other ethnicities.

Percent of teachers planning to continue teaching in SFUSD for at least six more years, by ethnicity*



* Hispanic n=65; Chinese n=77; White n=356; African American n=27.

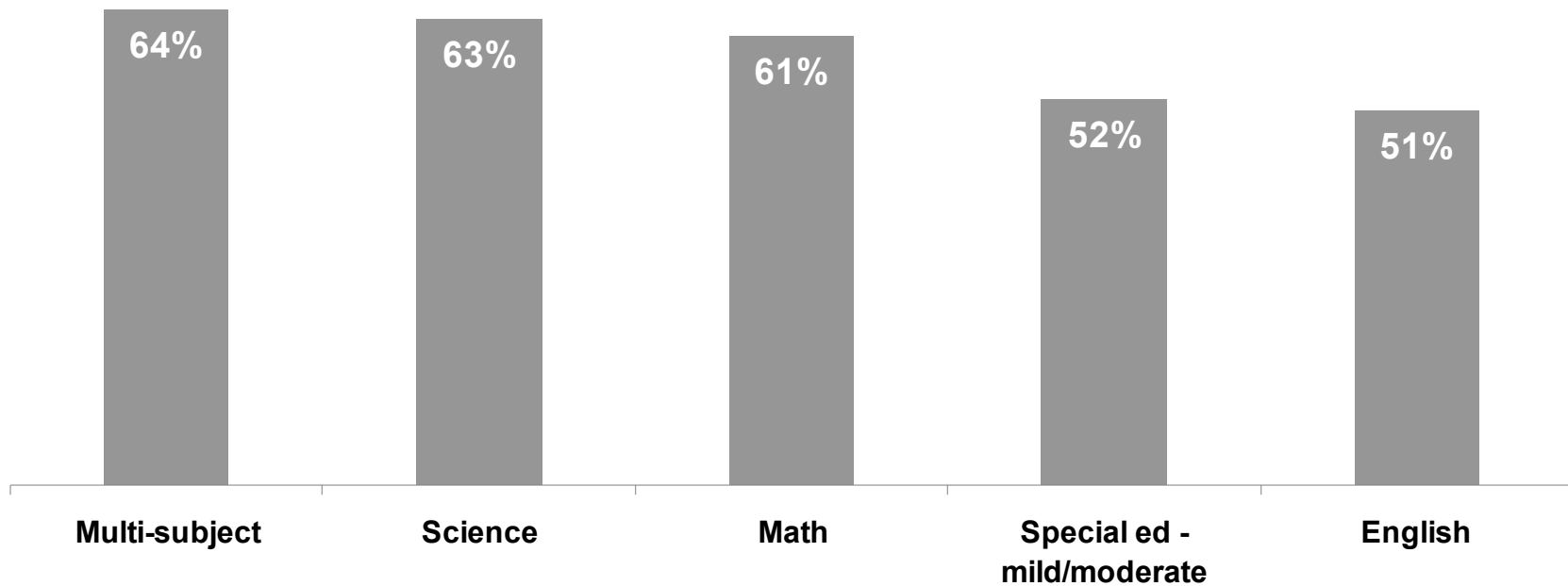
Source: TNTP survey of 952 SFUSD teachers, conducted June/July 2008.

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Among major subject areas, English and SPED teachers appear to present the greatest risk for attrition.

Percent of teachers planning to continue teaching in SFUSD for at least six more years, by credential area



* Multi-subject n=1,719; Math n=298; English n=519; SPED-mild/moderate n=443; Science n=231.

Source: TNTP survey of 952 SFUSD teachers, conducted June/July 2008.

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Findings: HR and Retention

Findings

- Over the next five years, SFUSD may lose two out of every five teachers, many of whom will go to other districts.
- Impending teacher attrition will place renewed pressure on teacher recruitment systems.
- Teachers who participate in the transfer process are largely dissatisfied with communication and responsiveness from HR around internal processes. Indeed, such “district-level services and administration” are the major non-financial factor in teachers’ decisions to leave the district.
- Many applicants never hear back from the district, which not only causes teachers to have a negative impression of the district but – most importantly – causes SFUSD to lose out on high-quality teachers who are subsequently hired elsewhere.
- Hispanic teachers plan to stay in the district longer than their colleagues of other races. English and SPED teachers are planning to leave at higher rates than teachers in the other major subjects.



Recommendations: HR and Retention

Recommendations

- Expand and improve communication for consolidated teachers and voluntary transfer candidates, to ensure that all teachers have the information they need as quickly as possible. Ensure that all external applicants have access to real-time information about the status of their application.
- Create a strategic labor-management taskforce that will be held accountable for improving teacher retention in SFUSD. This group will identify at-risk teacher populations and spearhead targeted interventions, e.g.:
 - Identify and increase specific school- and district-level administrative support elements that are factors in teacher attrition, especially in hard-to-staff schools, including working conditions and administrator quality;
 - Further explore methods for mitigating the high cost of living in San Francisco, such as housing assistance, transportation allowances, etc.;
 - Re-examine the teacher salary scale and benefits packages.
- Set specific retention goals for targeted groups and report publicly on results.
- Introduce a system of mutual consent in teacher placements to improve school fit and overall satisfaction, ultimately leading to better retention.



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Appendix A: Methodology

The data presented in this report were gathered from five sources:

1. Review of the district collective bargaining agreement, followed by interviews with district staff in March 2008.
2. Data collected from the HR department on current teachers, teacher movements and separations, applicants to the district, evaluation, and school demographics
3. An online survey of district teachers, distributed electronically via Surveymonkey.com during June and July 2008. The teacher survey response rate was about 31% (952 out of 3,114).
4. An online survey of district principals, distributed electronically via Surveymonkey.com during June and July 2008. The principal survey response rate was about 79% (89 out of 112).
5. An online survey of teacher applicants to the district from the previous four years, distributed electronically via Surveymonkey.com during June and July 2008. The applicant survey response rate was about 32% (1,440 out of 4,508).



Appendix B: Reasons for transfer and school preference*

Consolidated teachers: “What criteria did you use to decide which schools to consider or place on your priority list?”

	Check all**	Most important
Student demographics	23%	6%
Geographic location	34%	9%
The principal	30%	16%
Other teachers at that school	19%	8%
School program	28%	12%
Opportunity for different assignment	20%	11%
Quality of facility	15%	3%
School reputation	32%	13%
Student academic performance	15%	6%
Other	27%	17%

Voluntary Transfers: “Why did you apply for your most recent voluntary transfer?”

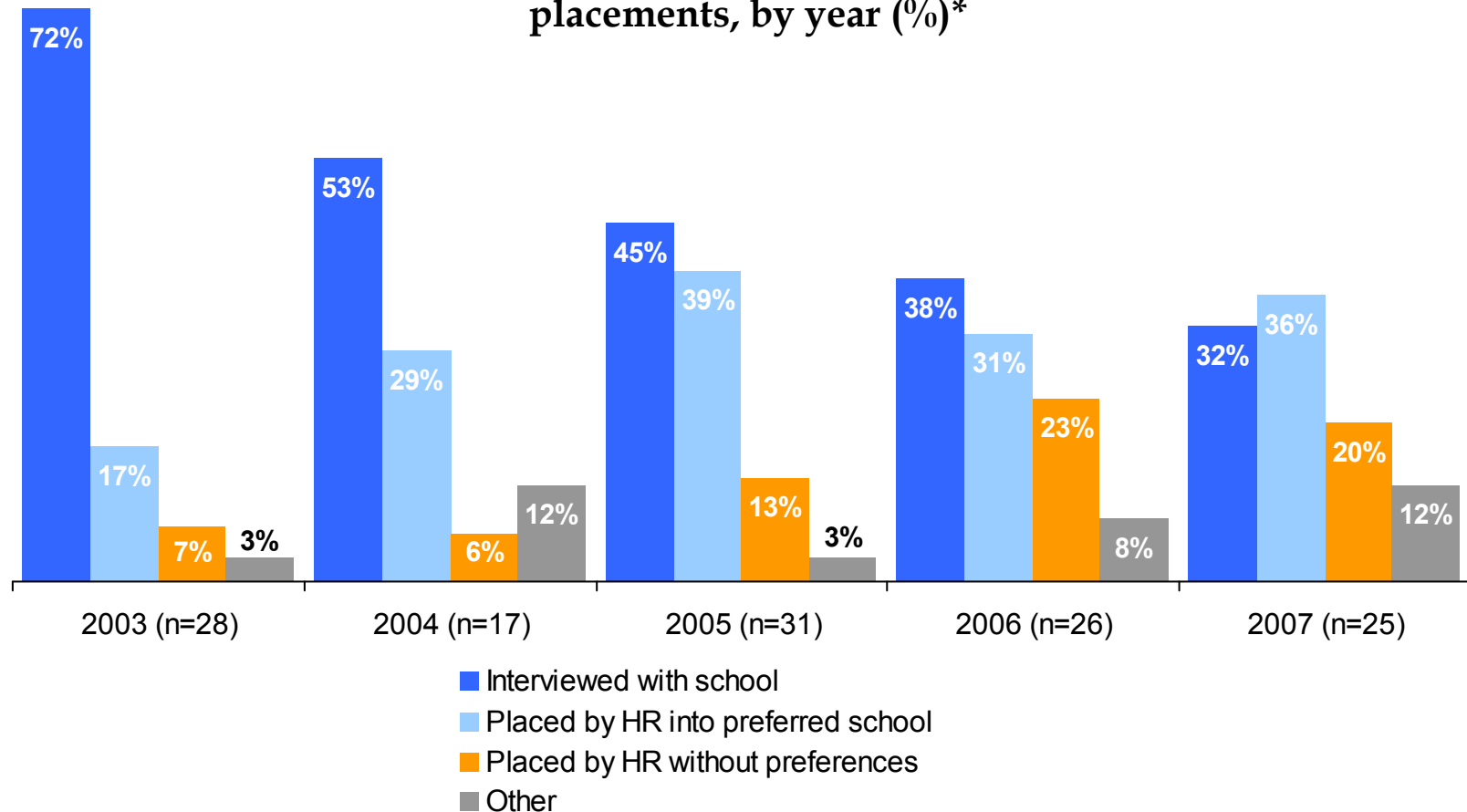
	Check all**	Most important
Desire for different geographic location	11%	2%
Dissatisfaction with administration	50%	24%
Desire for different subject area or grade level	19%	14%
Dissatisfaction with school facility	12%	1%
Dissatisfaction with surrounding neighborhood	6%	1%
Administrative changes at my old school	20%	7%
My school was not performing well academically	6%	0%
Student behavior issues	27%	11%
Poor relationship with colleagues	7%	1%
I had been at my old school long enough and needed a change	21%	4%
School was closing or phasing out	12%	6%
Administration at my old school encouraged me to transfer	6%	1%
Desire for shorter work hours	9%	3%
Not enough parent/community involvement	10%	0%
Too much parent/community involvement	3%	0%
Not enough opportunity for leadership	10%	1%
Other	34%	25%

* Order of response options randomized for each respondent. Consolidated n=166; Vol. transfer n=143. ** Multiple responses possible. Source: TNTP survey of 952 SFUSD teachers, conducted June/July 2008.



Appendix C: Historical trends may suggest decreased interviewing and increased HR placement of consolidated teachers.

Methods by which consolidated teachers received new placements, by year (%)*



* Data include some recoded open responses.

Source: TNTP survey of 952 SFUSD teachers, conducted June/July 2008.

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Appendix D: Responses to retention questions*

“Why do you plan to [stay in / leave] teaching in SFUSD...?”

	in ≤5 years	in >6 years	until retire
Amount of testing and accountability	21%	3%	0%
Class size	20%	12%	15%
Cost of living	53%	12%	13%
Curricular support tools	13%	9%	7%
District-level services and administration	36%	5%	4%
Empowerment to make decisions	26%	21%	16%
Facilities	15%	5%	10%
Involvement and culture of larger school community	9%	28%	30%
My subject area or grade-level assignment	4%	44%	40%
Pay / Benefits / Financial incentives	53%	37%	36%
Peer support – informal, mentoring, or coaching	9%	30%	25%
Planning or collaboration time	24%	12%	8%
Professional development	17%	15%	14%
Respect and acknowledgement from school leadership	29%	25%	25%
School climate and safety	20%	24%	25%
School-level administrative support for teachers	29%	24%	21%
Student behavior and motivation	24%	17%	21%
Other (please specify)	34%	43%	46%

* Multiple responses possible. Order of response options randomized in survey. ≤5 yrs n=279; >6 yrs n=192; until retire n=387.

Source: TNTP survey of 952 SFUSD teachers, conducted June/July 2008.

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The New Teacher Project

The New Teacher Project (TNTP) is a national nonprofit dedicated to closing the achievement gap by ensuring that poor and minority students get outstanding teachers.

www.TNTP.org

- Founded by teachers in 1997
- Partners with school districts, state education agencies, and charter schools
- Targets acute teacher quality challenges
- Delivers a range of customized services and solutions on a fee-for-service basis
- Approx. 185 employees, most embedded in school district offices; majority are former teachers
- Past and present clients include:

Districts: Baltimore, Chicago, Denver, Memphis, New Orleans, New York, Oakland, Philadelphia, San Antonio, Washington, DC

States: Alaska, Louisiana, Texas, Virginia