

Wordle based on teacher responses to one question on FCPS Employee Engagement Survey 2017-18

HRAC Membership List, page 2

Report Overview, page 3

Goal A: Employ Best Practices for Teacher Retention, page 5

Goal B: Study and Address Disparities in Retention Outcomes, page 9

Goal C: Restructure Data Collection and Usage, page 12

Goal D: Establish HRAC Process, page 16

Appendix 1: Research considered by HRAC members, page 18

Appendix 2: Call to action for improved teacher retention at FCPS, page 18

Appendix 3: Summary of HRAC meetings 2018-19, page 20

Appendix 4: HRAC Data Report Narrative, page 22

Appendix 5: Table: R Squared Data Analysis of Teacher Retention Data (February 2019), page 25

Forthcoming Appendix: ORSI Report of Teacher Retention Data (February 2019); *prepared by Lidi Hruda*

Forthcoming Appendix: Chart identifying variables possibly affecting retention (November 2018); *prepared by Sean MacDonald*

Staff Liaisons:

Helen Nixon, Ed.D., Assistant Superintendent, Department of Human Resources, Fairfax County Public Schools
Sean McDonald, Director, Office of Talent Acquisition and Management, Department of Human Resources, FCPS

Members:

Leonard Bumbaca, Mason District Representative
Howard Dwyer, At Large Representative (McElveen)
Steve Fiumano, Springfield District Representative
Mia Giaon, Student Representative
Melanie Kadlic Meren, Hunter Mill Representative, Co-chair
Cheri Larkins, At Large Representative (Keys-Gamarra)
Alicia Plerhoples, Dranesville District Representative
Tiffany Pryce, Lee District Representative
Abrar Omeish, Providence District Representative, Co-chair
Lisa Raj, Student Representative
Robert Walter, At Large Representative (Moon)
Brian Willey, Braddock District Representative

Regular visitors: Tina Williams, Fairfax County Federation of Teachers chair and Patricia Kremer, former At Large representative

A special thank you to Lisa Raj for taking notes during meetings and Leonard Bumbaca for conducting independent data analysis.

Overview

Teacher Retention is a Priority

As is understood by the Fairfax County School Board and has been emphasized in information evaluated by HRAC, teacher retention is a priority for:

- Student achievement
- Teacher morale and effectiveness
- Cost reduction, particularly related to hiring and training

HRAC's Work Approach: 2017-2019

HRAC was formed in Fall 2017. The Committee received the data ([here](#)) as a starting point - a spreadsheet of resignations, terminations, and transfers by FCPS schools from 2010-2017. Each Region has a tab in the workbook, each with between 200-300 lines of data. Committee members were intrigued yet confused by this data. The volume of data, questions about whether it had ever been analyzed by FCPS, and how it relates to other school demographics and data points would become recurring questions and themes in the Committee's work over the next two years. (See Appendix 4)

The first year of work was limited due to an unclear work charge, insufficient data, and the departure of the key responsible staff member (the Assistant Superintendent for Human Resources). As such, the committee did not submit a report nor deliver a presentation in Spring 2018.

In Fall 2018, HRAC was charged with advising the School Board on "teacher retention within caring culture". HRAC Liaison Meghan McLaughlin took to the Board the Committee's need for a more specific charge. Ultimately, HRAC was charged to:

1. Understand the current FCPS retention policies and collect information about the opportunities to increase retention in FCPS
2. Identify what factors contribute to retention challenges
3. Identify practices that improve retention

HRAC decided on a plan to invite guest speakers from FCPS to gather input about teacher retention data and experiences. HRAC developed specific questions that were shared with speakers beforehand. The speakers were, in order of attendance:

- Luke Miller, Research Assistant Professor, EdPolicyWorks in partnership with University of Virginia Curry School of Education
- Mark Greenfelder, FCPS Project Momentum
- Lidi Hruda, FCPS Office of Research and Strategic Improvement
- Dr. Frances Ivey, FCPS Deputy Superintendent; and Dr. Fabio Zuluaga, FCPS Region 2 Assistant Superintendent

Details on this year's meetings are available on the HRAC's webpage [here](https://www.fcps.edu/committee/human-resources-advisory-committee) (<https://www.fcps.edu/committee/human-resources-advisory-committee>).

HRAC's Recommendations to the School Board:

Through the information shared by these speakers, the Committee's own expertise and experience, and the Committee's deliberations, HRAC concludes that:

Human resources-related work in FCPS is broad and far-reaching, necessitating collaboration across departments to achieve progress and accomplish goals.

However, the systems for and outcomes of such cross-office work have not been observed by the HRAC. Consequently, there are significant shortcomings regarding intentional efforts for teacher retention as it relates to (i) process, (ii) data-driven inquiry, (iii) follow-through, and (iv) consistency.

HRAC recommends that the School Board adopt the following four recommended goals to address systemic challenges and improve teacher retention:

- A. Employ Best Practices for Teacher Retention
- B. Study and Address Disparities in Retention Outcomes
- C. Restructure Data Collection and Usage
- D. Establish HRAC Process

This report contains HRAC’s recommendations, with steps to accomplish each. Nonetheless, the School Board and FCPS should consult other stakeholders, including teacher unions, to fully realize these goals for teacher retention and ultimately, student success.

Goal A: Employ Best Practices for Teacher Retention

- 1. Implement specific measures that empower and respect the teacher voice
- 2. Assess the degree of directed/encumbered teacher time compared to self-directed/unencumbered time, and link it to specific targets that optimize the learning environment
- 3. Modify corrective measures of administrators towards teachers
- 4. Foster a more conducive work environment that establishes administrative trust in teachers to carry out their work
- a. Dedicate particular attention to diversity and the unique needs of nontraditional teachers
- 5. Institute reporting processes for teachers
- 6. Protect teachers and staff from abuse
- 7. Take specific steps towards teacher and staff appreciation
- 8. Ensure administrative understanding of realities on the ground

Recommendation	What does this look like?	Rationale
Implement specific measures that empower and respect the teacher voice	<ul style="list-style-type: none"> • Put in place collaborative teams and support groups for teachers that serve as launching 	--Engagement survey questions with highest discrepancies between low and high turnover schools involve

	<p>points for self-guided instructional planning; make CLT agendas teacher-led.</p> <ul style="list-style-type: none"> • Implement the existing mandate from the Faculty Staff Advisory Committee to implement a teacher advisory forum in each school. • Improve autonomy over: <ul style="list-style-type: none"> ○ Time: see recommendation number 2, below ○ Instruction: benchmarks/goals for teachers rather than specific teaching strategies; teacher-guided instruction and scheduling ○ Resources: minimum/expected turnaround time for requests on materials, field trips, equipment, furniture, etc. • Include teachers in discussion of the leadership’s vision and implementation; give them a mission to get behind and leverage their input during administrative decision-making. 	<p>questions about communication between teachers and school leadership</p> <p>--Project Momentum identifies “collaborative teams on curricula,” “multi-tiered systems of support,” “collaboration for lesson plans,” and “team-developed assessments of performance” as four of five drivers for school improvement</p> <p>--Employee engagement survey results in 2017-18 demonstrate almost 40% disagree/strongly disagree with “high staff morale in my school” in high turnover schools</p> <p>--Schools lack consistency in how they include teacher input; unions voice that FAC’s do not set agenda</p> <p>--Teachers lack a venue where their voice and input is solicited while having needs and suggestions to support students in the building</p> <p>--Input from teachers suggests that exit rates are due to many factors unrelated to pay, with respect being on the top of the list</p> <p>--Research demonstrates the effectiveness of focus groups to solicit feedback</p>
<p>Assess the degree of directed/unencumbered teacher time compared to self-directed/unencumbered time, and link it to specific targets that optimize the learning environment</p>	<ul style="list-style-type: none"> • Prevent issuance of “additional duties” to first-year teachers. • Reduce use of teacher planning time for teacher development and other required functions. 	<p>--Surveys and a listening session indicated that staff frustration stems from a sense of lacking respect for teacher time and contribution</p>

	<ul style="list-style-type: none"> • Refer to quantification project in retention recommendations (see recommendation number 2) 	<p>--Research demonstrates that first-year teachers are more susceptible to exit</p>
<p>Modify corrective measures of administrators towards teachers</p>	<ul style="list-style-type: none"> • Nurture emotional intelligence/communication abilities among administrators; train 2-3 person deep to avoid failure • Use peer review boards for incidents before corrective action is taken or judgements are made <ul style="list-style-type: none"> ◦ "Mediation first:" Implement restorative justice for teachers • Provide opportunities for redress and appeal to peer evaluation boards when claims are delayed or denied • Peer review mechanisms of teacher behavior before corrective action or determinations are made • Clarify explicitly teacher rights and minimum expectations (e.g. minimum touch points before report) • Establish minimum feedback points for teachers (prior to corrective action), ideally every seven days (best practice), utilizing the 12 questions of engagement 	<p>--Hattie research as well as 2017-18 FCPS employee engagement surveys reveal relationships with administrators and school climate to be major indicators of teacher retention and student outcomes</p> <p>--Unions have suggested notable presence of administrative bullying, which studies demonstrate hinders performance</p> <p>--Data demonstrate that frequent feedback and coaching conversations every seven days are a best practice</p> <p>--The examined Gallup study demonstrates coaching conversations as critical to retaining employees</p> <p>--Gallup study lists 12 effective engagement questions based on retention data</p> <p>--Unions indicate a lack of clarity on teacher rights</p>
<p>Foster a more conducive work culture that establishes administrative trust in teachers to carry out their work</p>	<ul style="list-style-type: none"> • Recognition by administrators that every adult in the building is an educator; appreciation for all levels of staff • Administrative bullying prevention (below recommendation) • Determining recourse for situations that do not uphold congeniality and comity in the workplace among colleagues 	<p>-- When every staff member is a teacher to every student, not only is it empowering, but it also professionalizes the expectations on every adult. See Appendix 2, <i>Teacher's Bill of Rights</i>.</p> <p>--Reports exist of unprofessional teacher-to-teacher encounters that</p>

	<ul style="list-style-type: none"> • Provide clear ways for teachers to move if management is not a fit without leaving the school system • Foster a culture of improvement rather than correction or discipline 	<p>leave teachers unsure how to respond</p> <p>--Data demonstrating concerns over minorities in the workplace and reports of inconsistent treatment</p> <p>--Over 25% staff in high turnover schools (versus 11% in low turnover) disagree/strongly disagree that "actions of school leadership team are consistent with their words."</p>
<p>Dedicate particular attention to diversity and the unique needs of nontraditional teachers</p>	<ul style="list-style-type: none"> • Devote attention to matters of diversity and examining best practices for nurturing environments for minorities <ul style="list-style-type: none"> ○ Facilitate collaborative support groups among employees • Standardize requirements around administrative recognition of particular holidays among staff • Encourage hiring of underrepresented communities • Incentivize hiring of teachers equipped to work in environments with high levels of overlapping needs (ESOL, SPED, FRM, mobility, etc). Once hired, have a plan to support these teachers. 	<p>--Over half of FCPS students are minorities</p> <p>--Research demonstrates that increased relatability leads to higher satisfaction and loyalty (retention)</p> <p>--Union voices and studies convey the effectiveness of support groups for minority teachers/teachers of color</p> <p>--Hattie research shows that classroom cohesion, trust, and student-teacher liking are key factors that support student achievement</p> <p>--Teachers seek a "sense of community"</p>
<p>Institute reporting processes that work for teachers</p>	<ul style="list-style-type: none"> • Designate an ombudsman for teachers and staff • Use feedback mechanisms that protect the anonymity of teachers • Initiate the process of resolving complaints in a teacher review board • Ensure all surveys are double-blind, truly independent, and conducted on a regular basis, mandating room for comments 	<p>--Despite FCPS efforts and culture, teachers still fear retaliation and report violations of complaint privacy</p> <p>--Teachers report administrative "bullying," retaliation, and lack of fair expectation/treatment</p> <p>--FCPS observed drops in the percentage of respondents to staff surveys in 2016</p>

	<ul style="list-style-type: none"> • Soliciting an independent external body for feedback collection • Follow up mechanism for complaints within a minimum timeframe and a regular internal tracking of resolution rates • Consider sending survey segments of no more than 15 questions to individual teachers (for subsequent aggregation) to increase participation and completion. 	<p>--Unions point to under-reporting and lack of follow up on teacher complaints and concerns in FCPS</p>
<p>Protect teachers and staff from abuse</p>	<ul style="list-style-type: none"> • Strengthen teacher defenses against retaliation • Prohibit threats of teachers being placed in corrective action as retaliation or to ensure teacher compliance under duress. • Provide teachers with opportunities to improve/respond to feedback in a different location • Require 360 reviews of principals, APs, and other leadership • Institute a complaint tracking system to avoid underreporting • Support Administrators in setting a culture of respect toward teachers, and obtaining respectful behavior from students and parents. • Encourage reporting and open communication that is polite, non threatening and professional; all administrators/ supervisors must receive ongoing training. • Enstate specific measures to protect pregnant teachers • Inform teachers annually - in writing and verbally - of their rights 	<p>--Hattie research demonstrates considerable effects of school climate and administrator leadership on student performance</p> <p>--About 20% of teachers in high turnover schools (versus 7% in low turnover) disagree/strongly disagree that they “enjoy working with school leadership.”</p> <p>--Local report of multiple discrimination allegations resulting from pregnancy status</p>
<p>Take specific steps towards teachers and staff appreciation</p>	<ul style="list-style-type: none"> • Easy quality of life adjustments (e.g. free coffee) 	<p>--“Overwhelmed” was consistently the most frequent word in teacher</p>

	<ul style="list-style-type: none"> • Better flexibility for maternity/paternity circumstances • Student loan payment • More publicity around recognition efforts • Particular attention to first-year teachers • Support for custodial/cafeteria/transportation staff as well; include their names and pictures on school sites as well • Cyclical recognition of all staff, teacher appreciation day, and recognition of employees for key milestones (and 1, 5, 10, 15, etc. years of service) 	<p>engagement surveys of both high and low turnover schools</p> <p>--Proposals and legislative recommendations from unions included return to old loan payment programs for teacher retention purposes</p> <p>--The research suggests that first-year teachers and new hires generally are the most likely to exit</p>
Ensure administrative understanding of realities on the ground	<ul style="list-style-type: none"> • Introduce a pilot program in which principals and AP's teach or substitute a class regularly (i.e., monthly, quarterly, twice annually, etc.); identify an equivalent experience for understanding other school roles under their supervision • Avoid non-working manager situations 	<p>--Teachers and support staff especially have voiced concerns regarding administrator credibility related to understanding them and showing appreciation for what their roles entail; respect as professionals</p>

Goal B: Study and Address Disparities in Retention Outcomes

1. Provide additional support for teachers of susceptible groups
2. Hire and nurture talent equipped to handle high exit challenges
3. Properly conduct regression analyses to determine causal factors in retention disparities
4. Identify critical thresholds and organize an intensive intervention program
5. Cyclically review and put to use data collected on these disparities
6. Set in place system to quantify teacher input and compensate fairly*

Recommendation	What does this look like?	Rationale
Provide additional support for teachers of susceptible groups	<ul style="list-style-type: none"> • Conduct thorough research and address teacher needs in: special education, ELL, title I/FRM, diverse communities 	<p>--From the Greenfelder presentation, HRAC learned that Hattie research demonstrates a 5-7 percent negative effect of poverty on performance</p>

	<ul style="list-style-type: none"> • Make available social and emotional training to teachers, especially those in high needs areas • Explore the possibility of employing in shifts and organizing teacher schedules in ways that match today's needs • Provide clear and effective measures for teachers who worry about their safety • Streamline/systematize site visits and follow up 	<p>--The spreadsheet prepared by Mr. MacDonald as well as the regression analysis conducted by Mr. Bumbaca demonstrate a need to look more deeply into the impacts of these categories</p> <p>--EdPolicyWorks reports and the literature reveal that these affect retention statewide</p>
<p>Hire and nurture talent equipped to handle high exit challenges</p>	<ul style="list-style-type: none"> • Reevaluate professional entrance/qualification exams • In job descriptions, include as desirable or required skills, the ability to work with students living in poverty, English Language Learners, students with disabilities, and more. Tailor job descriptions and searches. • Hire in ways that represent school communities and cultures • Increase diversity recruitment for all schools • Demonstrate full transparency in teacher promotion decisions to administration • Open the promotion process to all staff and provide necessary supports • Train all teachers in ELL and special education, including for high intensity work that emphasizes inclusion and proven instructional strategies that meet specific learning needs. 	<p>--Reports demonstrate that existing professional readiness exams as well as standardized testing disenfranchise particular groups</p> <p>--Within FCPS, turnover appears generally higher in schools with unique challenges and special programs</p> <p>--Teachers report lack of transparency and communication failures with administration more frequently in high turnover schools</p> <p>--FCPS remains without requirements for social and emotional development of teachers, in contrast to other divisions across the country</p> <p>--Unions report cases of unfair and unqualified promotion</p>
<p>Properly conduct regression analyses to determine causal factors in retention disparities</p>	<ul style="list-style-type: none"> • Include retention data as part of a regularly-updated public data dashboard • Delineate clear cyclical expectations on retention data collection and synthesis for ORSI • Evaluate teacher exit along race and other categories to evaluate bias component 	<p>--HRAC received no clear reports of synthesized data despite multiple requests and a specific data investigation</p> <p>--HRAC received insufficient answers from top leadership regarding these disparities; found that retention is mostly addressed on an ad hoc basis</p>

<p>Identify critical thresholds and organize an intensive intervention program</p>	<ul style="list-style-type: none"> • Consider retention a performance measure of administrators by identifying minimum expected responses to particular outcomes from data (e.g. climate surveys) • Model “Project Momentum” for schools that exhibit high teacher exit rates <ul style="list-style-type: none"> ○ Establish number/percentage threshold for intervention 	<p>--HRAC identified schools with significantly high exit rates, some of which approach half, without notice and with no clear response or course of action from administration --FCPS does not have “a global retention problem” but has shown to lack consistency and to have localized problem areas</p>
<p>Cyclically review and put to use data collected on these disparities</p>	<ul style="list-style-type: none"> • Conduct internal audits on the use/implementation of feedback • Put in place accountability procedures for exit surveys • Review hiring assessments to match desired criteria/behaviors • Re-envision data collection and analysis (see Goal C) • Compensate for disparities in school funding/zoning issues 	<p>--HRAC found no existing mechanism to hold staff accountable for teacher retention failures --HRAC was disappointed to receive no explanations for questions regarding specific measures taken on glaring exit rates --Decisions to address HR deficiencies exhibit no formal structure or routine</p>
<p>Set in place system(s) to quantify teacher input and compensate fairly *</p>	<ul style="list-style-type: none"> • Launch an investigation to quantify “unencumbered teacher time” and determine necessary compensation/reforms accordingly • Contextualize teacher time as a resource for stewardship, just like other resources FCPS tries to steward (technology, facilities, funding, etc). • Measure hours put in against hours paid reasonably • Compare results across schools and analyze findings • Consider different payment structures for more intensive demands 	<p>--Statewide research consolidates findings into three top recommendations, one of which is strong encouragement of differentiated pay --Inconsistencies appear to exist in resources expended vs compensation afforded --Analyzing and creating visibility of time resource data will signal a major step forward in regaining teachers’ faith in a system that many feel does not value their time.</p>

* Further detailed recommendations:

- Assess system wide, the non-contact, non-lunch time available to teachers in the contract day, and extrapolate that over a 196 day contract. For example, in High Schools, this amounts to 375 hours. At approximately \$40 per hour, this represents a

staff total of almost \$3 million. The right mix of encumbered (administration directed: meetings, professional development, duties, etc.) and unencumbered (teacher directed: grading, planning, materials development, unstructured collaboration, etc.) needs to be deliberately determined, reported, and respected.

- Form, through assessment and teacher input, a standard list of how long tasks that are unencumbered should generally take. I.e., completing forms related to meeting IEP requirements, responding to parent and student emails; attending staff meetings; administrative classroom work like managing back-to-school and field trip forms; etc.
- Include quantifiable “teacher time” as a resource to be stewarded by budgets, administrators, teachers, and assignments, - used in management and planning for teachers, administrators, and Leadership Team members .

Goal C: Restructure Data Collection and Usage

1. Examine and evaluate current data structures
2. Designate or employ specific staff responsible for centralizing data
3. Form a central data collection, analysis, and monitoring system
4. Identify existing and new reporting parameters and data points needed to make decisions to support retention
5. Put in place a timeline to synthesize data effectively to plan for action in a cyclical manner
6. Improve transparency and accountability of this data and its analyses
7. Study particular patterns and concerns related to teacher retention

Although FCPS has a dedicated office for Human Resources, the services and supports that others consider to be “human resources” - or connected with “human resources” - are either not part of the actual Human Resources office nor connected from other offices. For example, HRAC observed that:

- Data is being collected by the Human Resources office, but not necessarily aggregated, assembled, or analyzed in a way that identifies problems; nor is such data being shared systemically with other FCPS offices that have a role to play in addressing problems.
- Data is being collected by other FCPS offices, but not provided to HR nor compiled with other data that could tell a more complete picture and identify areas of need.
- The five Regions do not have a clear system for interactivity of work, including data collection and use, or of conducting site visits and providing support. HRAC did not observe a formal structure and framework for collaboration from the RAS on down.
- No structures or protocols exist for HR staff to work cross-departmentally, and on-the-ground in schools like with principals.
- Until a specific school analysis or site visit is conducted, it remains unknown why teachers are leaving - such as levels of student poverty, class size, compensation, quality of work environment, or other life matters. By this time, a problem may have arisen to a larger challenge to be addressed.
- Stated individual experiences describe situations counter to policies as relayed by FCPS guest presenters at HRAC meetings.

In summary of the past year, information that has been provided and presented to HRAC delivered segmented perspectives on issues of importance to the individual or specific office. Not only is much of the reporting ad hoc but, in many cases, conclusions are buried by pages of overwhelming data. Quantity supplants quality and can make conclusions difficult to make or critique. Furthermore, when the provided FCPS information is not available electronically, it is impossible to search, sort, or reorganize. Absent are the data, information, and knowledge progression essential for cogent interpretation. This seems more a matter of under-resourced and un-integrated data collection processes, than systematic obfuscation.

Recommendation	What does this look like?	Rationale
Examine and evaluate current data structures	<ul style="list-style-type: none"> • Review the quality of data collection vehicles to examine who is designing them and who is most suited to do so • Form a list of all data collection vehicles used and how each collects and synthesizes information, including frequency of use • Have longitudinal data studies where needed, and ensure FCPS has needed data • Understand the frequency of data collection and data usage, and how people act upon the data 	<p>--HRAC received no data analysis up front --Upon requesting analysis and investigation of data numerous times, HRAC received incomplete information and minimally directive information --HRAC conducted its own voluntary analysis to arrive at some deductions --Requests and responses by and to HRAC suggested a deeper problem</p>

<p>Designate or employ specific staff responsible for centralizing data</p>	<ul style="list-style-type: none"> • Establish a system of ownership by a Chief Data Scientist or Office of Data Science to manage the analysis and application of findings • Determine clear research directives on a timetable with School Board accountability and follow up • Define problems and outcomes of goals sought; hold staff accountable 	<p>--HRAC wonders if ORSI is the only data analysis group in FCPS, and who / what office is synthesizing information and turning it back out for use between verticals and horizontals? --Need for all staff relying on and working from the same data set</p>
<p>Form a central data collection, analysis, and monitoring system</p>	<ul style="list-style-type: none"> • Use coordinated and unified data collection resources to address FCPS challenges with capacity issues and transparency • Determine regular reports useful to retention, among other HR priorities, and schedule data check-ins based on these timelines • Provide resources of personnel, equipment, training, etc. for these goals • Ensure retention efforts are measurable and accountable 	<p>--Teacher retention disparities and challenges cannot be addressed without proper understanding of the issue itself, requiring data investigation --HRAC anticipates the need for thorough data analysis to solve problems in addition to teacher retention</p>
<p>Identify existing and new reporting parameters and data points needed to make decisions to support retention</p>	<ul style="list-style-type: none"> • Categories: <ul style="list-style-type: none"> ○ Second Language Program (ESOL) participation rates ○ Special Education Program participation rates ○ Free and Reduced Lunch participation rates ○ Student Mobility rates ○ School climate (with questions that are probing, curious, direct and pertinent. I.e., "Have you been bullied or coerced by administrators or others?") ○ Test scores 	<p>--Research and studies suggest impacts on teacher retention and, by extension, student performance along these variables --Informed policies cannot be crafted without thorough understanding --Trends do appear from superficial presentations of FCPS data that suggest markers for high/low turnover</p>

	<ul style="list-style-type: none"> ○ Disaggregated (by type) student infraction rates especially those related to personal space and safety (threats, assaults, and weapons) ○ Gender proportion statistics ○ *New: Administrative experience (total, and on-site) and styles of leadership ○ *New: Time Resource data (percentage encumbered, unencumbered) ● Seek a pareto analysis of lower and high turnover schools for retention 	
<p>Put in place a timeline to synthesize data effectively to plan for action in a cyclical manner</p>	<ul style="list-style-type: none"> ● Use data inputs identified to generate a multi-year index using regression analysis to provide a retrospective model of the retention environment ● Develop a timeline of data usage for senior administrative work groups and for adjustment of priorities based on available analysis ● Identify schools above and below the trend to ascertain best practices ● Institute regular (e.g. quarterly) data check-ins on HR data 	<p>--Given no such structure exists, specificity will be necessary for accountability --Addressing gaps in retention requires long-term proactive thinking to anticipate the many contributing factors --HR challenges are multi-departmental and require intentional collaboration among many groups</p>
<p>Improve transparency and accountability of this data and its analyses</p>	<ul style="list-style-type: none"> ● Work proactively against self-selecting bias to seek communities underrepresented in surveys and similar requests for input ● Maintain a data dashboard for internal and external usage; make data and analyses available electronically to staff and the public 	<p>--HRAC identified many areas of inconsistent policy/procedure during its work and found little explanation --Making this data available will improve community accountability and open avenues for comparison and external analysis to support the teacher retention mission</p>

	<ul style="list-style-type: none"> • Ensure this is done in a timely fashion by providing a clear and public reporting timeline • Provide timely and effective responses to data-related questions • Review inconsistencies between policies and procedures and their implementation 	
<p>Study particular patterns and concerns related to teacher retention</p>	<ul style="list-style-type: none"> • Examine Goal B for variables to study • Overlay boundary-related issues data with student population information • Study teacher surveys of all kinds (climate, exit, etc) and isolate top offenders • Delineate specifically who is responsible for which responses (ORSI, RAS's, other offices, a new connective role?) • Return teacher-focused questions to climate surveys 	<p>--Specifying responsible parties facilitates better accountability of outcomes --HRAC found itself "bouncing" from one party to the next soliciting answers to questions --Feedback on teachers themselves is limited and can inform policy that supports retention</p>

Goal D: Establish HRAC Process

1. Define a specific charge with clear expectations
2. Explain advisory committee best practices
3. Specify relationships between appointees and members
4. Identify critical expertise and voices to ensure stakeholder presence
5. Provide necessary staff and administrative support

Recommendation	What does this look like?	Rationale
Define a specific charge with clear expectations	<ul style="list-style-type: none"> • Communicate expectations between the School Board and appointees about work content • Provide a starting framework with a defined charge/question to explore • Define whether the charge is for one year or long-term • Clarify public meeting requirements and what options exist • Apply guidance manual recommendations 	<p>--Relationships and responsiveness levels between appointees and School Board members were inconsistent</p> <p>--A specific charge was not provided to HRAC until much later</p> <p>--Communications were without clarity on whether they were permitted (e.g. Google documents); posting delayed</p> <p>--Guidance from the manual was not applied</p>
Explain advisory committee best practices	<ul style="list-style-type: none"> • Facilitate an orientation and/or provide an initial walk-through with essential information* • Suggest tools and collaborative meeting models (e.g. group breakouts, rotations, gallery walks) • Specify whether site visits, work sessions, etc. would be appropriate and what proper procedures would be • Provide committee ground rules 	<p>--Basic data/information on the topic was not provided to the committee</p> <p>--Questions arose regarding permissions for steps committee members deemed useful without a clear reference or source of guidance</p> <p>--The absence of ground rules limited initial productivity</p> <p>--Committee members are not necessarily experienced</p>

Specify relationships between appointees and members	<ul style="list-style-type: none"> • Establish a plan of regular communications between each School Board member and their appointee, and for the full School Board and the full HRAC • Clarify what information the School Board wants to receive, and what HRAC needs in order to do the work • Identify who is responsible for summer planning and set action steps for transition to the following year 	<p>--The committee stands to benefit from more perspectives from School Board members</p> <p>--HRAC struggled to determine the appropriate plan to pass along important information for continuity to incoming members</p> <p>--Productivity is wasted without proper transition</p>
Identify critical expertise and voices to ensure stakeholder presence	<ul style="list-style-type: none"> • Have an established list of selection criteria that includes experience, perspective, etc for robust work • List responsible members of FCPS staff who can be invited and engaged on relevant issues of committee work • Set staff expectation requirements for prep and answered questions; put in place an accountability mechanism • Involve all stakeholders (principals, AP's, other employees, HR staff, unions, civil rights organizations, etc.) 	<p>--Attendance and commitment levels from committee members was inconsistent</p> <p>--Conversations among members and between members and guests would be more useful with teacher particular voices/representation present</p> <p>--Absence of accountable voices hindered productivity and efficiency of committee work</p>
Provide necessary staff and administrative support	<ul style="list-style-type: none"> • Clarify staff roles and duties to the committee • Designate (an) individual(s) to prepare agendas (perhaps to be prepared by the committee in advance), take notes, update the site with materials, make a group email/cloud etc. • Schedule regular meetings among staff, committee members, and others 	<p>--Volunteer members of the committee were required to put in hours beyond meeting times to plan and prepare (especially for this report)</p> <p>--Notetaking is disruptive to committee participation</p>

*Samples of this information

- Introduction about how School Advisory Committees are a meaningful part of the School Board's work (how the work is used)
- Introduction to how the charge relates to the FCPS budget, especially specific expenditures related to the committee's work
- Introduction to baseline best practices in HR in general, in school districts and/or FCPS specifically

- The clear charge and directive for the upcoming year
- Initial data package to begin the work and clarity over what our role is regarding data analysis
- Clarity of the resources available to the committee from the beginning (i.e., ORSI in FCPS, Society of HR Management)
- Expectations for meeting hours and work to be done outside of that
- Ground rules on what information will be shared and what won't
- Clarify if members are expected to do work between meetings

Appendix 1: Research considered by HRAC members:

1) UVA Curry School Analysis of Teacher Retention in Virginia and Fairfax (November 2018). Delivered to HRAC via webcast by Luke Miller.

<https://www.fcps.edu/sites/default/files/media/pdf/teacher-retention-3-hrac-11-26-18.pdf>

2) Report: “Teacher Retention: Evidence to Inform Policy.” Summary of data provided for the Virginia Teacher Retention Summit, held in Charlottesville on October 23, 2018.

<https://curry.virginia.edu/sites/default/files/uploads/epw/Teacher%20Retention%20Policy%20Brief.pdf>

Appendix 2: Call to action for improved teacher retention in FCPS

Authored by HRAC member Steve Fiumano

Ignite “FCPS strategic plan”: Student Success; Caring Culture; Premier Workforce; Resource Stewardship

FCPS tenets for a “A rewarding workplace environment”

a.k.a. Teacher’s common sense “Bill-of-Rights”

- Teachers will be treated as professionals with respect & dignity and can ply their trade as they believe best to attain successful outcomes
- Teachers have autonomy to make decisions and provide input into the school’s decision-making process
- Teachers are not talked down to nor kept out of the decision-making loop
- Teachers can speak truth to power and provide their perspective without fear of retribution and retaliation
- Teachers are encouraged to “See something – say something” if things don’t seem right or can be improved
- FCPS policies & procedures apply to all employees equally and impartially

- FCPS leadership & management team will not be autocratic nor micromanage
- FCPS management is a supporting resource for coaching and guidance
- FCPS management views teachers as colleagues and will solicit their input for recommendations on topics that affect their school & classroom
- FCPS management will be held accountable for misuse of their authority
- Management and labor differences will be reviewed in a fair manner
- Bullying will not be tolerated among employees, students, etc.
- Continuous improvement in procedures, processes, teaching methods, etc. is encouraged
- Favoritism, taking undue credit for others work and other types of unethical behavior will not be tolerated
- Initiative and leading at all levels is encouraged and bureaucracy is to be minimized
- Underreporting of incidents and lack of investigations will be not be tolerated

Ombudsman point-of-contact: _____

School Board point-of-contact: _____

Appendix 3: Summary of HRAC meetings 2018-19

June 2019

- Examined study on teachers of color and professional requirements/standardized testing.
- Finalized Committee report and presentation.

May 2019

- Reviewed policy write-ups and examined other presentation slides to model after.
- Drafted the report for Committee review.

April 2019 (extended three-hour meeting)

- Interactive policy brainstorming session: proposed changes and consolidated top three for each of the four categories, which would guide creation of final report to the School Board.

March 2019

- Meeting with Dr. Ivey and Dr. Zuluaga.

February 2019

- Reviewed regression of datasets along gender, program intensity, FRM, absenteeism, mobility, and weapons/offenses (prepared by Leonard Bumbaca).
- Lidi Hruda's (ORSI) presentation on teacher retention; find the presentation [here](#), accompanied by the report [here](#).

--Finalized questions to be sent to Dr. Ivey and Dr. Zuluaga for March presentation, found [here](#), in advance of that meeting.

January 2109

--Dr. Nixon's [presentation](#) on best practices in HR, Gallup study, and work with the Society for Human Resources Management.

--Formulated research directives for ORSI and began formulating questions for Dr. Zuluaga and Dr. Ivey, found [here](#).

December 2018

--Sean McDonald presents on existing HR processes and policies; find the slides [here](#), and review of exit survey.

--Mark Greenfelder's presentation on Project Momentum, find the slides [here](#).

--Formed two subcommittees (were later merged): best practices and retention disparities.

--Finalized work plan for the rest of the year.

November 2018

--Virginia DOE Teacher Retention Summit summary and presentation by Dr. Miller of EdPolicyWorks (UVA Curry School of Education) on Virginia/Fairfax teacher retention trends. Find the Virginia slides [here](#) and the Fairfax supplement [here](#).

--Examined chart identifying low/high turnover along FRM, Title I, Project Momentum, principal changes, diversity, ELL, special education, found [here](#).

--Formulated questions for Mark Greenfelder for December presentation, found [here](#).

October 2018

--Reviewed initial data spreadsheets provided.

--Recapitulated the previous year's work and devised a plan for the new year.

May 2018

--Listening session with leadership from the three teachers' unions, finding from which are [here](#).

- Kevin Hickerson, Fairfax Education Association
- Tina Williams, Fairfax County Federation of Teachers
- Rebecca Ferrick, Association of Fairfax Professional Educators

Appendix 4: HRAC Data Report Narrative

Prepared by HRAC Member Leonard Bumbaca

In Fall 2017, the HRAC received a MS Excel Spreadsheet file titled **HRAC School_Turnover_2010-**

2016_July2017_Termed Transfer. Authored by Meg Calderwood (HR) and compiled on July 14, 2017, it provided a detailed six year site specific report of retention. It was separated by region and school type, and it enumerated departures for reasons listed as:

- Demoted
- Promoted
- Retired
- Termed
- Transferred

Steve Fiumano (HRAC) and Patricia Kremer (HRAC in 2017-18) took the initiative to sort and quantify school-by-school results to provide a ranking of retention percentages. This was presented at the January 2018 HRAC meeting. The data collated by Steve and Pat was very helpful. It allowed HRAC to observe, at a glance, schools that had exceptional retention experiences. Greater disaggregation was accomplished by Leonard Bumbaca (HRAC) who sought to identify trends within school types and account for other factors. At the March 2018 meeting, an updated report was presented by Leonard to the HRAC. It listed schools for closer identification; specifically those with higher and lower retention experiences compared to their peers.

At the time, a case study approach was being considered by HRAC seeking to identify best practices and the feasibility of fostering those practices in other schools. There was a concern, however, that principals of schools with lower than expected retention might be unfairly singled out. Conversations regarding these sites might be clouded by defensiveness and/or (potentially) personnel matters. For this reason, the 2017-18 HRAC ended its year anticipating a discussion with the high outliers to identify best practices and focus on those. Those with lower retention figures than expected would be left to regional Superintendents and HR to address as necessary.

The HRAC reconvened in September 2018 and reorganized itself (governance, operating procedures, timelines) to accomplish a clear product by the end of the 2018-19 school year. Case study approaches and multiple interviews were no longer considered feasible given the “bandwidth” of HRAC’s capacity.

Sean McDonald (HR) made presentations based on data of key pressures on school personnel, and school environment surveys. While useful in a general sense, they were difficult to work with because the data was too voluminous, it was not site specific (site names were replaced with generic numbers), and it was provided in print, unaccompanied by an electronic data file. Further analysis for trends was not feasible.

In January 2019, Leonard revisited the original ***HRAC School_Turnover_2010-2016_July2017_Termed Transfer*** file and added publically available data to perform a regression analysis of High Schools. Categories further explored were:

- Gender Imbalance
- Program Intensity (ESOL and SPED)
- Free and Reduced Lunch
- Absentee Rate
- Mobility Rate
- Weapons, and Offenses against People

The report seemed to provide a better analysis of anticipated retention with a blended r^2 value of .602. While of little predictive value, it did provide a strong explanatory model for the retention experience between the years 2010 and 2016. Using this, schools with adjusted exceptional retention rates stood out in high relief. The limitation of this method was that the data was already three years old, and compiling the inputs took many hours of manual entering. Thus, it is was out-of-date, inefficient, and subject to error.

This January interim analysis was shared with the chairs of HRAC and representatives of HR in the hope that a more systematic approach could be accomplished. Lidi Hruda, Director, Office of Research and Strategic Improvement conducted her own analysis and presented this to HRAC on February 4, 2019. The report used a summary of the factors that research indicates are related to teacher turnover. It filtered those that seemed to have a lower correlation, rather than incorporating all inputs into a blended r^2 value.

Lidi's work corroborated the previously identified distinctions between retention values and factors in Elementary, and Middle/High Schools, but was unable to replicate the definitive trends of Leonard's report. It was a more cautiously prepared report, but was not helpful for trend analysis because its filtering looked at factors in isolation and it covered a single year (rather than five or six). HRAC discussed but did not pursue a follow up report that would have also included data with the same specificity (and electronic access) of the original 2017 report.

The FCPS School Board and its representatives on HRAC can do much to work with HR to use existing data (as well as easily collected data related to administrative experience and time encumbrance rates) to generate models that identify exceptional staff retention rates in every school. This data can and should inform exploration of best practices and identification of areas for development on a school by school basis.

Appendix 5: Table: R Squared Data Analysis of Teacher Retention Data (February 2019)

Conducted by HRAC Member Leonard Bumbaca

<https://drive.google.com/file/d/0ByyICGFUqcugX2VMX1hzYXpZVXBnVUFJdkttQ19NaXNfdC1j/view?usp=sharing>

Appendix: Forthcoming:

Appendix: ORSI Report of Teacher Retention Data (February 2019)

Prepared by Lidi Hruda

Appendix: Chart identifying variables possibly affecting retention (November 2018)

Prepared by Sean MacDonald

Appendix: Raw Report of Teachers' Union Concerns (February 2019)