

To: Commissioners, SFUSD Board of Education

From: Kathy Fleming, Supervisor, Public Education Enrichment Fund

CC: Carols Garcia, Superintendent
Myong Leigh, Deputy Superintendent, Policy & Operations
Richard Carranza, Deputy Superintendent, Instruction, Innovation & Social Justice
Chris Armentrout, Director of Development & Local Government Relations
Roger Buschmann, Chief, Administrative Services, Human Resources
David Goldin, Chief Facilities Officer
Ritu Khanna, Assistant Superintendent for Research, Planning and Accountability

Date: January 23, 2012

Re: District Response to PEEF CAC 2012-13 PEEF Recommendations

At the Committee of the Whole meeting on January 17, 2012, the PEEF CAC presented their recommendations for the 2012-13 PEEF Plan budget and future PEEF activities. This memo is a response to the PEEF CAC's recommendations and is intended to provide detailed information for your consideration.

PEEF CAC Recommendations followed by district responses:

Recommendation #1:

As a guiding principle that should inform current and future spending decisions, the priority of PEEF should be enrichment programs and services that have positive direct student impact AND that contribute toward the district goals of Access and Equity, Student Achievement and/or Accountability.

District staff response to recommendation #1: This recommendation is consistent with the purpose and intent of PEEF as well as with the Superintendent's Strategic Plan.

Recommendation #2:

Applying the guiding principle as stated in Recommendation #1, the PEEF CAC determined, by simple majority votes, that the following programs that have previously been funded by PEEF meet this criterion and should continue to be funded by PEEF in 2012-2013:

- *SLAM (Sports, Libraries, Arts and Music)*
- *Career Technical Education*
- *Peer Resources*
- *Reserve Fund*
- *Restorative Practices*
- *Student Support Professionals*
- *Student Wellness*
- *Teacher Academy*
- *Translation and Interpretation Services*

District staff response to recommendation #2: District staff recognizes the importance of continued funding for these programs as shown in our submitted spending proposal for 2012-13 and appreciates CAC support of these programs.

Recommendation #3:

Applying the guiding principle as stated in Recommendation #1, the PEEF CAC elected, by simple majority vote, that the following programs that have previously been funded by PEEF do not meet this criterion and should not be funded by PEEF in 2012-2013. The PEEF CAC, though, strongly feels that these expenditures have merit and that the district should find other sources of funding to maintain them.

- *Teacher Recruitment*
- *Formative Assessment*
- *Custodial Services*

District staff response to recommendation #3: The CAC has expressed support for each of these programs but has recommended eliminating funding based solely on the appropriateness of the source. District staff considers PEEF the appropriate funding source for these programs. Each of these programs impacts student learning and achievement and supports the goals of the Strategic Plan. Please refer to the following attachments for detailed program information and evaluation results:

- Document 1 – Teacher Recruitment
- Document 2 – Formative Assessments
- Document 3 – Custodial Services

Recommendation #4:

The savings from removing programs from PEEF funding (approximately \$1,090,000) can be applied to the existing PEEF programs to move them closer to meeting their program goals, with emphasis on increasing access and equity for all SFUSD students, increasing student achievement, and improving accountability to stakeholders.

District staff response to recommendation #4: Funds from the three programs could be allocated to other Third-Third programs which could potentially benefit from the additional resources, however, these programs are already sufficiently funded in order to support and meet their stated objectives.

Recommendation #5:

The district should ensure the updated Student Information System and other available technical support provides PEEF programs with the ability to collect student demographic data in order to show student use and link it to student achievement, attendance, and other measures of impact.

District staff response to recommendation #5: In response to the recommendations included in SRI International's PEEF Evaluation Technical Assistance Report, the district will support program managers' collection of high quality program and student level data as well as streamline data collection processes to data collection methods. In addition, work will soon begin development of a PEEF data management system that will allow consistent data tracking across programs.

Recommendation #6:

The district should move forward with using the District Wide Logic Model as a more effective way to demonstrate the synergistic effect and impact of the PEEF funded programs on students.

District staff has implemented the use of the PEEF District Wide Logic Model to communicate PEEF impact as reflected in the PEEF Interim Evaluation Report presented at the January 17 Committee of the Whole meeting.

Attachments:

- Document 1 – Teacher Recruitment
- Document 2 – Formative Assessments
- Document 3 – Custodial Services

The responses to questions 1-6 for each of the following documents were provided by PEEF Program managers.

Document 1: Teacher Recruitment

Program Information

1. What does your program do/provide?

Beyond the core work of the teacher recruitment and credentialing supporting, the Human Capital Team (aka Teacher Recruitment) conducts the following activities:

- Assigned single point of contact for certificated staffing-related matters for school sites and central office administrators
- Manages all technical aspects of our database (SearchSoft), as well as conducting pre-screens of all applications
- Professional development workshop series offered to administrators related to effectively staffing schools and central office departments
- 3 strategic staffing school visits to each Targeted School (Hard to Staff schools plus an additional 23 low-performing sites) during the school year to get to know the unique culture of each school, support administrators in managing their human capital, and project future vacancies

2. What is the positive impact on students?

Although neither the Human Capital Specialist nor the Credential Technician (members of the Human Capital Team) works directly with students, their work directly impacts the quality of the individuals who most directly work with our students each day: our teachers. Their work ensures that our students have access to rigorous and joyful learning through teachers who are diverse and highly qualified to teach their subject matter. Empirical evidence proves that teacher quality is the critical determinant of student achievement, particularly in underachieving areas.

The Human Capital Team boasts numerous data points that demonstrate the effectiveness of the team, the return on investment from PEEF, and the positive impact on our students. Since receiving funding in 2007:

- There were 2.0 classroom vacancies on the first day of school in FTEs (including none at our Hard to Staff schools) in 2011-12, down from 46.4 in 2007-08
- 98% of new hires were highly qualified according to No Child Left Behind the standards in 2010-11, up from 90% in 2007-08
- The percentage of new teachers who are African American and Latino/Hispanic has increased to 5% and 17% in 2010-11 from 3% and 6% in 2007-08

In 2010-11, 94% of our principals (n=64) were satisfied with the customer service they received from their Human Capital Specialist, and 100% of principals (n=114) were satisfied with the quality of the human capital workshop they attended.

**3. How does your program contribute to the District Goals?
Access and Equity:**

The Human Capital Specialist and Education Credentials Analyst funded by PEEF ensures that every student has access to quality teaching and learning regardless of background, neighborhood, and income level through differentiated support offered to the schools serving the students who need it most. The Human Capital Team has implemented a tiered support structure in which the district's highest need schools (roughly 50 schools) receive high-touch "Targeted" support. Comprised of all the schools in the Superintendent's Zone and 5 to 7 schools in each of the other Areas, these schools were identified to receive high-touch support because they have the largest concentration of students who are English Language Learners and are on Free or Reduced Lunch. They are also Title I schools, STAR Schools, most are in Program Improvement, and include all of the schools recognized as Hard-to-Staff and Tier 1 by the district. The differentiated support includes at least 3 school visits per year and proactively recruiting and sending referrals for all open vacancies.

Achievement:

The most important lever for student achievement is the classroom teacher. The need for good teachers is particularly acute in under-performing schools where students lag behind their counterparts in more affluent areas and where teacher turnover tends to be the highest. According to work compiled by the Policy Studies Associates (PSA) for the Center for Public Education, the positive effects associated with being taught by a highly effective teacher, (defined by PSA as a teacher whose average student score gain is in the top 25 percent), were stronger for poor and minority students than for their white and affluent counterparts. Research by Sanders (1998) and Sanders and Rivers (1996) found that the single most important factor affecting student achievement is the teacher and lower achieving students are the most likely to benefit from increases in teacher effectiveness. These findings echo work done by Hanushek in 1992 that contended that the difference between having a good teacher and having a bad teacher can exceed one grade-level equivalent in annual achievement growth. Collectively, this research shows that teacher quality is the critical determinant of student achievement, particularly in underachieving areas.

Accountability:

The Human Capital Specialist will have hiring goals in place throughout the season—working backwards from the ultimate goal of 100% of the classroom goals being filled by the first day of school—that are monitored by the Director of Recruitment. This as well as progress towards other goals, including diversity goals, are reviewed in weekly check-ins with the Director of Recruitment. Weekly Vacancy Reports are also compiled throughout the year and are reviewed by the Chief Administrative Office and then distributed to the Leadership Cabinet of the District. Administrators are surveyed after each workshop, at the end of the school year, and after the hiring season.

The Education Credentials Technician is supervised by the Executive Director of Certificated Staffing and Recruitment and has regular check-ins. The Executive Director of Certificated Staffing actively monitors the percentage of teachers who are Highly Qualified and action plans to bring teachers into compliance who are not. The district's compliance with credentialing policies is also monitored by the California Commission on Teacher Credentialing and the California Department of Education.

4. What does PEEF fund?

PEEF currently provides:

- One 0.86 FTE Human Capital Specialist (1241 Personnel Analyst), salary and benefits
- One 0.20 FTE Education Credentials Technician (1486), salary and benefits

5. How would the elimination of funding impact sites and students?

In the worst case scenario, classroom vacancies on the first day of school will increase, in particular at our Hard to Staff schools and in Hard to Fill subject areas. Even in layoff years, our demand for new teachers has still been high (evidenced by the district needing to hire over 350 new teachers for 2011-12). Less of our new teachers will be highly qualified according to No Child Left Behind. Our principals' workloads pertaining to staffing will increase as a result of receiving less support from Human Resources. All of these trends would lead to a lower quality of education for our students, especially those who need the very best teachers.

6. What will you do if this funding is cut?

The \$110,000 for the Teacher Recruitment team represents 1 person of a 4 person Human Capital Specialist team. We will seek funding elsewhere but based on the District's current fiscal situation, it will be challenging to restore this funding. If we are unable to access funds elsewhere, one person from the team would be laid off.

Program Evaluation

Measures:

PEEF presented the following measures in the PEEF interim evaluation report to the Board of Education on 1.17.2012:

- Percent of newly hired teachers who are highly qualified according to the No Child Left Behind standards
- Percent of newly hired teachers who are Hispanic
- Percent of newly hired teachers who are African American
- Percent of classroom teacher positions filled on the first day of school
- Results from Teacher Recruitment satisfaction survey for principals

Results:

- Increasing percent of highly qualified teacher in SFUSD
- A more diverse teaching force
- A higher percentage of positions filled on first day of school
- Principal satisfaction with services

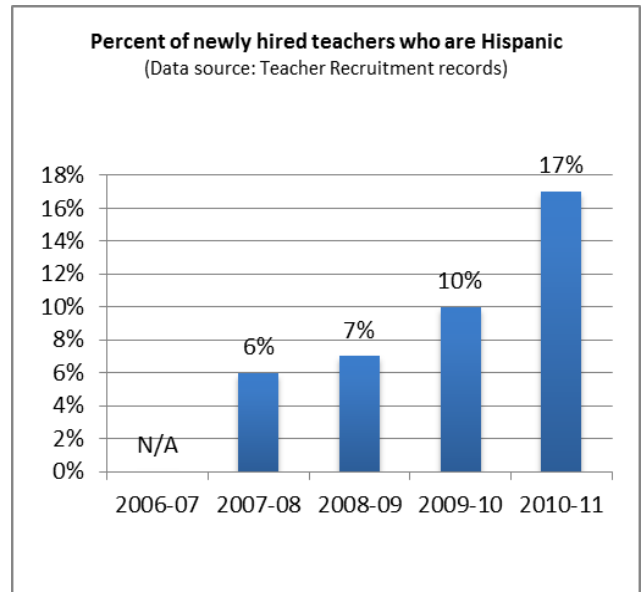
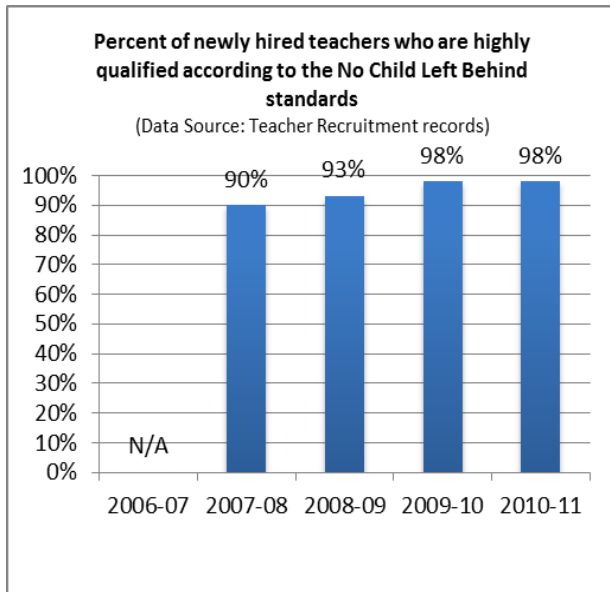
The Teacher Recruitment program in SFUSD is responsible for recruiting, selecting, and placing new teachers. PEEF has funded the Teacher Recruitment program in SFUSD since 2007-08. A main reason for funding the program was the lack of qualified staff to fill the FTE positions funded by PEEF. The Teacher Recruitment program helped recruit certified and certificated staff for the open positions for arts teachers, librarians, Physical Education Specialists etc. Though the Teacher Recruitment team still recruits educators with these credentials, the work of the team has expanded over time towards recruiting for all credential areas, with a particular focus on Hard to Fill subjects and all positions at Hard to Staff schools.

Since PEEF started funding Teacher Recruitment in 2007-08, the quality of newly hired teachers has increased: in 2007-08, 90% of new hires met the No Child Left Behind standards; in 2010-11, 98% of new hires met the standards. At the same time, the number of classroom teacher positions filled on the first day of school has increased from 98.55% to 99.94%. The diversity of newly hired teachers has

improved: since 2007-08, the percentage of new hires who were African Americans has increased from 3% to 5%, and the portion of new hires who were Latinos has increased from 6% to 17%.

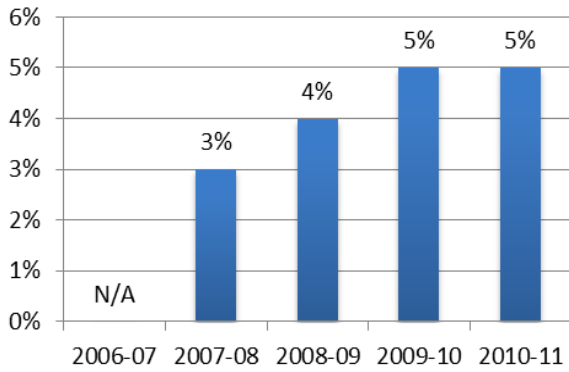
Survey results from 2010-11 show high levels of satisfaction with the services provided by the Teacher Recruitment program. 94% of principals (n=64) were satisfied with the customer service they received from the human capital specialist, and 100% of principals (n=114) were satisfied with the quality of the human capital workshop they attended.

Data Charts



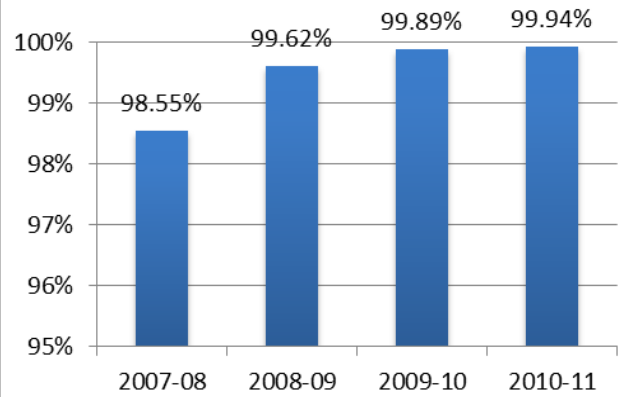
Percent of newly hired teachers who are African American

(Data source: Teacher Recruitment records)



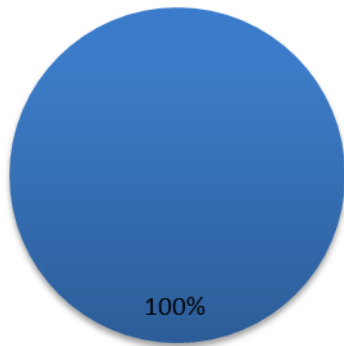
Percent of classroom teacher positions filled on the first day of school

(Data source: Teacher Recruitment records)



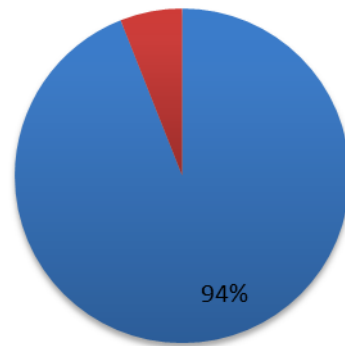
% of SFUSD principals who were satisfied with the quality of the human capital workshop sponsored by the Teacher Recruitment department (n=114)

(Teacher Recruitment satisfaction survey)



% of SFUSD principals who were satisfied with the overall customer services provided by their human capital specialist (n=64)

(Teacher Recruitment satisfaction survey)



Document 2: Formative Assessment

Program Information

1. What does your program do/provide?

The District Formative Assessment program gives ALL SFUSD teachers tools to monitor student learning in an ongoing way throughout the academic year and the resources and supports necessary to use the data collected to adjust instruction immediately to ensure every student is making significant academic progress.

2. What is the positive impact on students?

For the first time, the District has a systematic district-wide approach to monitoring and supporting student learning. The data collected through our formative assessment program is processed centrally, thanks to PEEF funding, and made available to sites within 72 hours, allowing teachers and administrators to make significant, meaningful adjustments to curriculum and programs in real-time to meet the academic needs of ALL students. This program also provides direct needs-driven professional development, resources, tools and full-time help line support to teachers and administrators to assist them in making use of formative assessment data.

3. How does your program contribute to the District Goals?

In alignment with the PEEF CAC Recommendation #1, Formative Assessment contributes to the District goal of Access and Equity as PEEF funding has ensured that all resources have been made available equitably to all sites; additionally, access for students in Special Education programs has been increased through the creation of modified assessment options. The District Formative Assessment program directly contributes toward the district goals of Student Achievement by providing sites with student achievement data that is measurable, transparent and actionable. The transparency and broad access to formative assessment data contributes to the goal of Accountability by facilitating honest, data-based conversations about student achievement at many levels within the district.

4. What does PEEF fund?

PEEF provides funds for the following aspect of the Formative Assessment program:

- Salary and benefits for 1.0 FTE Researcher
- A portion of the salary and benefits for a Program Administrator of Formative Assessment
- DataDirector Data Base costs
- Reproduction, supplies, and database software

5. How would the elimination of funding impact sites and students?

Elimination of PEEF funding for formative assessment would have an immediate detrimental impact felt by students, families, teachers and administrators by doing the following:

- Cut funding for staffing that provides regular direct support and trainings to sites.
- Impede the ability to provide teachers and administrators with immediate access to formative assessment data on their students.
- Hinder the ability to respond to site requests for tools and supports to analyze and use student achievement data.

- Eliminate the DataDirector Database system which, in direct alignment with PEEF CAC Recommendation #5, has the ability to collect student demographic data in order to show student use and link it to student achievement, attendance, and other measures of impact. DataDirector is used widely across all district sites and many programs to gain information about and monitor academic progress of students; plan educational intervention; and, direct resources to the highest needs populations.

6. What will you do if this funding is cut?

If this funding is cut we will have to remove a formative assessment position and drastically scale back the resources, tools and support currently provided to sites, including the much used DataDirector Data Base system.

Program Evaluation

Measures

From the PEEF Interim Evaluation Report:

- Number of students participating in common assessments
- Number of teachers using at least one of the district's common assessments for math or ELA to assess student achievement
- Number of teachers, principals, school site and district wide personnel with at least 1 log-in to Data Director
- Average number of log-ins to Data Director per teacher/principal/school site/district personnel
- Results from SFUSD MAP assessment survey, spring 2011

Results

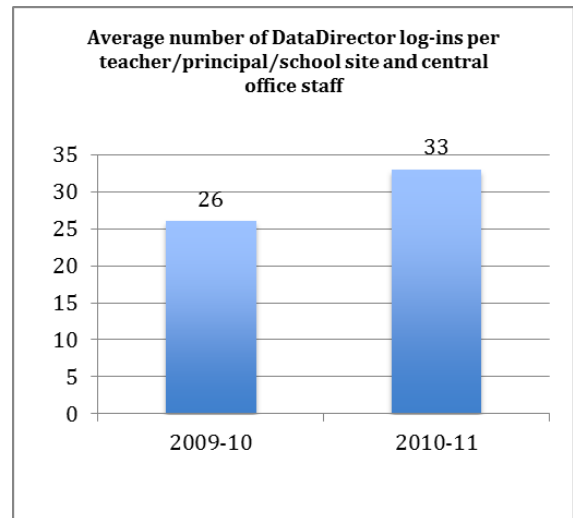
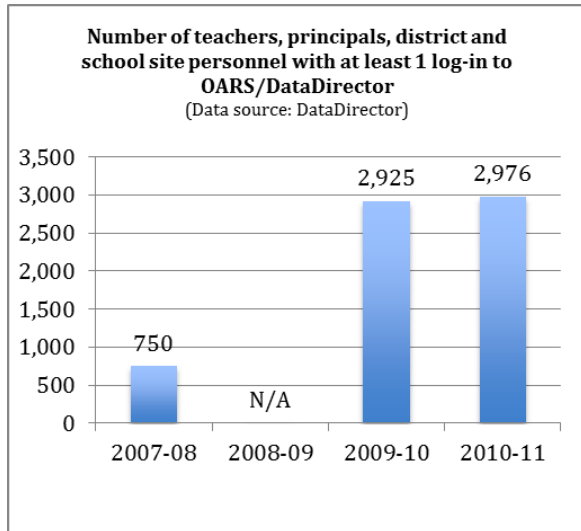
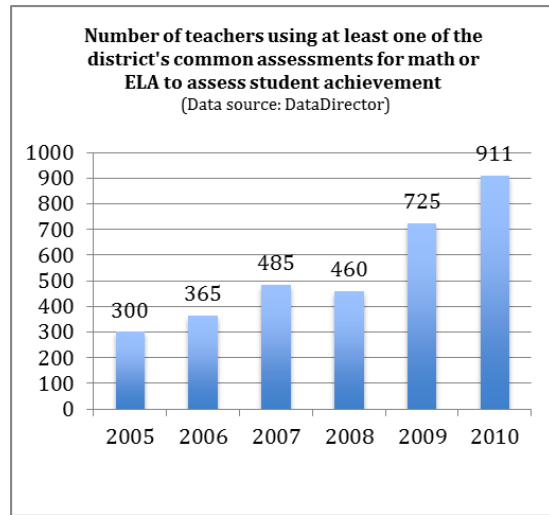
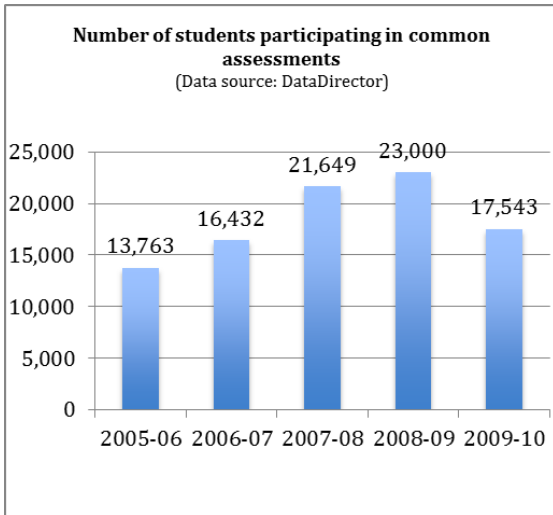
- More students are participating in ELA and math common assessments
- More teachers are using common assessments to assess student achievement
- More staff are using Data Director

PEEF started funding Formative Assessments in 2007-08. Since the initiation of PEEF funding for this program, all available measures show a positive growth. Number of students participating in common assessments has increased from 16,432 in 2006-07 to 17,543 in 2010-11. Number of teachers using common assessments for ELA and math has increased from 365 in 2006-07 to 911 in 2010-11 (a 150% increase). These numbers indicate a growing use of common assessments to assess student achievement through the year, which gives students a chance to get feedback on their progress and teachers tools to inform instruction.

Number of teachers, principals, school site and district staff using Data Director has increased from 750 in 2007-08 to 2,976 in 2010-11 (a 297% increase), while the average number of log ins per staff has increased from 26 to 33 in just one year (from 2009-10 to 2010-11).

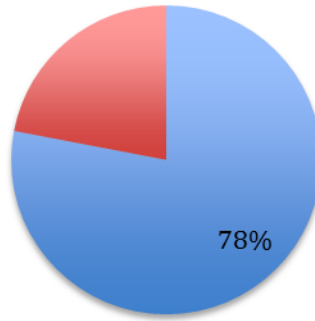
In a spring 2011 MAP assessments survey, teachers were asked about their use of Data Director and MAP results. 78% of respondents reported that they know how to access MAP results on Data Director and make meaning of the results. 45% of respondents reported that they use the MAP assessments to inform instruction and planning.

Data Charts



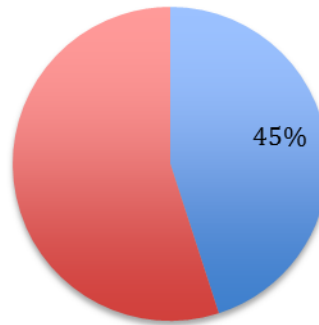
% of teachers surveyed reporting that they know how to access MAP results on Data Director and make meaning of the results (n=343)

(SFUSD MAP assessment feedback survey, spring 2011)



% of teachers surveyed who report using the MAP assessments results to inform instruction and planning (n=343)

(SFUSD MAP assessment feedback survey, spring 2011)



Document 3: Custodial Services

Program Information

1. What does your program do/provide?

Custodial Services receives PEEF funding that provide additional cleaning services for all Early Education Department school sites (37) and night-time custodial staffing at 11 elementary and K-8 schools. PEEF supports a year-round crew for the Early Education Department (EED) school sites to perform deep cleanings and additional FTE custodians assigned to approximately 11 understaffed elementary schools.

2. What is the positive impact on students?

An important factor in increasing student achievement and family participation at schools is by having school sites open and accessible beyond the instructional day. This additional time provides space for additional activities such as after-school programs and school related meetings and events. However, it is not enough to just increase access but to maintain the quality of the site throughout this time. This additional use of the school site requires increased care of the facility and these custodians provide that necessary maintenance.

3. How does your program contribute to the District Goals?

Students and their families will be more engaged in their schools when they are safe, clean, and responsive to their needs. Creating safer and more welcoming schools addresses the Balanced Scorecard Access and Equity Goal 1.3: *Create an environment for students to flourish; creating a safe, affirming, and enriched environment for participatory and inclusive learning for every subgroup of students.* By providing this cleaning we can ensure that schools remain clean and welcoming even with the additional use of a longer day. This further allows for additional activities on campus, such as after school programs and school related meetings and events.

4. What does PEEF fund?

Custodial Services receives PEEF funding that provide additional cleaning services for all of the (EED) Schools (37) and night-time custodial staffing of an additional 0.5 FTE at 11 elementary and K-8 schools including Carver, Clarendon, Cobb, Lilienthal- Madison Campus, Mission Educational Center, New Traditions, Sutro, Ulloa, Yick Wo, Yu, and McCoppin.

5. How would the elimination of funding impact sites and students?

The 11 elementary sites would no longer each receive an additional 0.5 FTE custodial support. These 11 sites will be understaffed thus impacting campus cleanliness and safety during after school hours. In addition, the 37 Early Education Department Schools would not receive their annual deep cleaning. The cleanliness of both the 11 elementary and the 37 EED sites all of the sites would all be significantly affected.

6. What will you do if this funding is cut?

The loss of PEEF funding to this program would be devastating to our mission of providing safe, clean and healthy teaching and learning environments. We would have to change work schedules from a complete daily cleaning to a modified or alternating cleaning schedule. The result will be an immediate degradation in cleanliness of 48 sites which will directly affect more than 5,000 students.

Program Evaluation

Measures

- Number of elementary schools receiving an additional 0.5 custodian
- Number of hours that elementary schools are open after the school day as a result of PEEF funding
- Number of Early Education Department Centers receiving annual deep cleaning
- Results from Custodial survey administered to all elementary school principals receiving an additional 0.5 FTE PEEF funded custodian.

Results

- Cleaner and safer Early Education Department Centers
- Cleaner and safer elementary schools

PEEF started funding Custodial Services in 2007-08. The data available shows that since that year, each of the 37 Early Education Department (EED) Centers in SFUSD has received deep cleaning annually. Before PEEF started funding Custodial Services, there was no consistent cleaning of the centers. Because of PEEF funding to Custodial Services, the EED centers provide a cleaner and safer space for children in SFUSD.

Since 2007-08, PEEF has funded additional custodians to elementary schools. In 2010-11, 11 elementary schools received an additional 0.5 FTE custodian, keeping the schools they serve open for an additional four hours daily to ensure increased cleanliness and safety at these schools. In a survey administered to principals at schools receiving additional 0.5 FTE PEEF funded custodian in 2010-11, 100% of respondents (n=11) reported that they were satisfied or very satisfied with the cleanliness at their school site.

Data Charts

