

ANCHORAGE SCHOOL DISTRICT  
ANCHORAGE, ALASKA

ASD MEMORANDUM #57 (2009-2010)

October 12, 2009

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: SUBSTITUTE STATUS REPORT FOR 2008-09

*ASD GOAL: Establish and maintain a supportive and effective learning environment by continuing to retain, recruit and train highly qualified staff.*

PERTINENT FACTS:

The information in the attached report identifies the status of issues surrounding the district's ability to provide substitute teachers and substitute support staff during the 2008-2009 school year. The report also provides some insight into where we stand with regard to substitutes as we start the 2009-2010 school year.

The substitute dispatch team filled over 91,000 half and full day teacher and classified substitute jobs during the 2008-2009 school year! They have done a fantastic job of working with our employees to ensure that substitutes are treated with respect and that we have substitutes available and in classrooms for our students. The report also includes a section on the impact of the substitute incentive bonus and changes to the program.

Prepared by: Robb Boyer, Ph.D. Director, Certificated Staffing and Recruitment

Approved by: Eric Tollefsen, Executive Director, Human Resources

**Anchorage School District**  
**SUBSTITUTE STATUS REPORT FOR 2008-09**

Available Teacher and Classified Substitutes

As of September 22, 2009 we had a fairly significant pool of available subs in the sub dispatch system. These totals are approximate (they change daily) as we “cull” subs from the system who failed to sub at least five days during the previous year and conversely add new substitutes to the system daily.

- Total subs in the system - 2,140
  - Total teacher subs - 1,720 (some of whom indicated that they would accept classified positions as well)
  - Total classified subs - 420 (those who indicated they only wanted classified work)
    - Unlike past years most of the 1,720 teacher subs were willing to work at any site and did not limit themselves to only one or two schools.

Screening and Hiring for 2008-09

- There has been a steady increase in the size of the teacher sub pool during the last two years (last year we reported around 1,400 available teacher subs). TPD continues to report higher than normal sign-ups for the required online training of all subs and face-to-face training for those subs that had not had their “own” classroom for at least one year.
- The ASD Sub Dispatch Team who processes new sub hires has been stable for two years and has become very proficient in the positions. Their knowledge and skill base has allowed us to process new substitutes in a more timely fashion. Likewise, technology has aided in the process. The online (AppliTrack) application process allows Sub Dispatch to view references more expeditiously and the entire online tool provides for increased documentation and faster analysis. Likewise, in August of 2008 Instructional Technology was able to establish an electronic means of transmitting the data being input into IFAS by the Sub Dispatch staff to automatically auto-fill into the Sub Dispatch tool, significantly speeding up the process of adding new substitutes to the system. In the past the Sub Dispatch staff were required to enter essentially the same data into two systems, which was both time consuming and more prone to the possibility of errors. With some compensatory and overtime the substitute dispatch team was able to significantly decrease the lag time for processing, especially during the peak hiring time of early August through mid-September.

### Teacher Substitute Training

- TPD continues to do an excellent job of providing an online training/exam and face-to-face half day trainings. TPD developed (in conjunction with HR) their own online training/exam tool that has allowed us to customize the training/exam to be more specific to ASD substitute issues. For instance, we have added specific questions on the pledge requirements, political involvement, and safety issues. If a candidate misses a question they are given the feedback as to what the correct response is. In August we waived the training/exam requirement for retired ASD teacher and nurses. We still require it of former teachers who have not worked in the ASD and all other new subs.

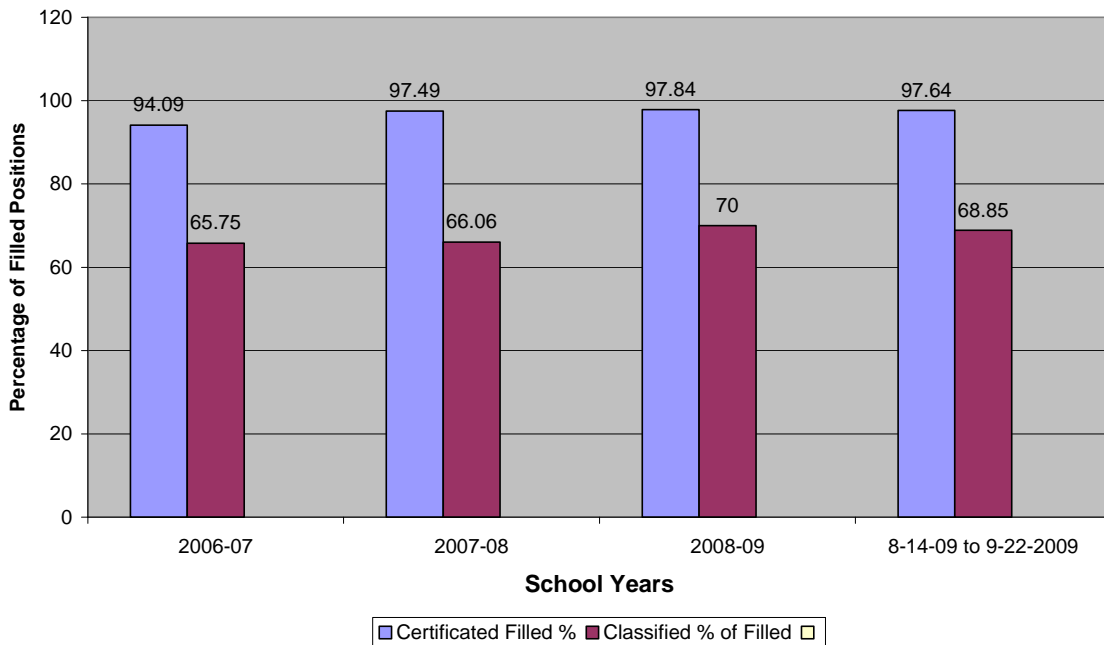
### Substitute Demand

- The “dip” in sub requests that occurred in 2007-08 disappeared in 2008-09. Substitute teacher requests in 2001-02 ran from 300 to 350 subs a day, with a steady increase to 400 to 450 in 2006-07. In 2007-08 the requests decreased - returning to a daily average of 300 to 350. The average demand for certificated subs in 2008-09 was 400+ per day.
- We have not required long-term subs to be on the “eligible for further consideration” new teacher list for over four years. However, in order to accept and fill a long term assignment the long term assignment form must be completed by the school and the substitute must possess a valid Alaskan teaching certificate (state regulation). This process allows for a long term certificated sub to have their pay rate calculated based on their submitted transcripts.
- For the fourth year. student teachers/interns may substitute for their host teacher while completing their BA/S. This agreement with the universities has been quite successful for both organizations.
- We have three substitutes working for us who do *not* have a posted BA (Immersion programs). Those hires have been approved by the Director of Human Resources working collaboratively with the school sites.

Summary of 2008-09 Substitute Report Findings

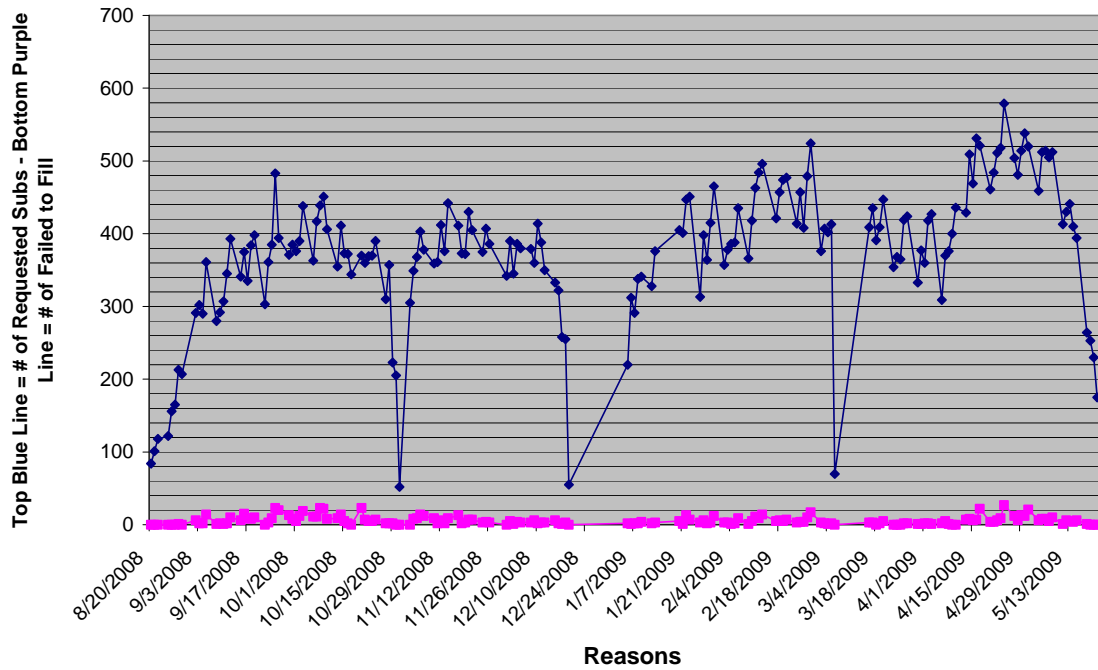
- **The number of unfilled teacher sub jobs continues to decrease from the data of 2006-07.** This appears to be due to:
  - an increased sub pool, which appears to have been at least moderately influenced by the state of the economy
  - better planning on sub usage (more balanced DRA training, fewer new teacher trainings in early months, etc.)
  - the attraction of a higher wage for substitutes (thus, larger pool)
  - consistent and effective sub dispatch staff to support schools and subs
  - consistent and effective online and face-to-face training by TPD (increases effectiveness of substitute and thus promotes greater retention)
  - decrease in "spike" days of very high sub requests
  - incentive program support for hard to fill positions/schools
- The percentages of "filled" certificated and classified sub requests can be seen in Graph A below:

**Graph A - Certificated and Classified "Filled" Sub Request Percentages 2006-07 to Date**



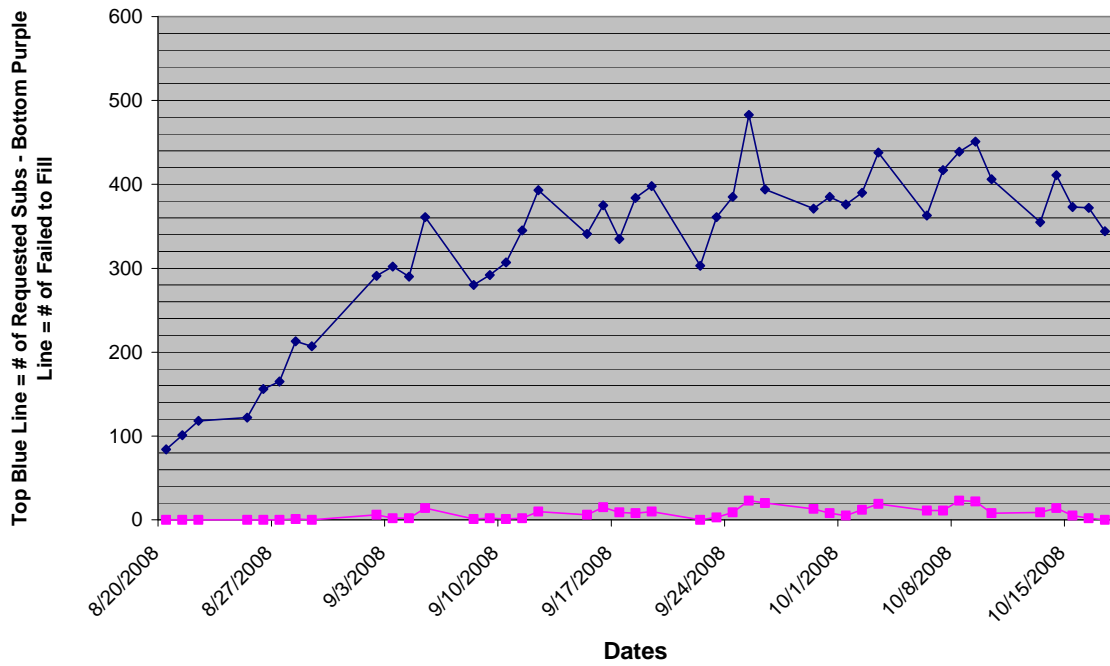
- The numbers of teacher sub request “spike” days are down significantly from 06-07. There is a much greater consistency to the patterns.
- Graph B-1 shows the Certificated Fill Rate pattern for the entire school year.

**Graph B-1 Full Year 2008-09 CERTIFICATED SUB Fill Rate**

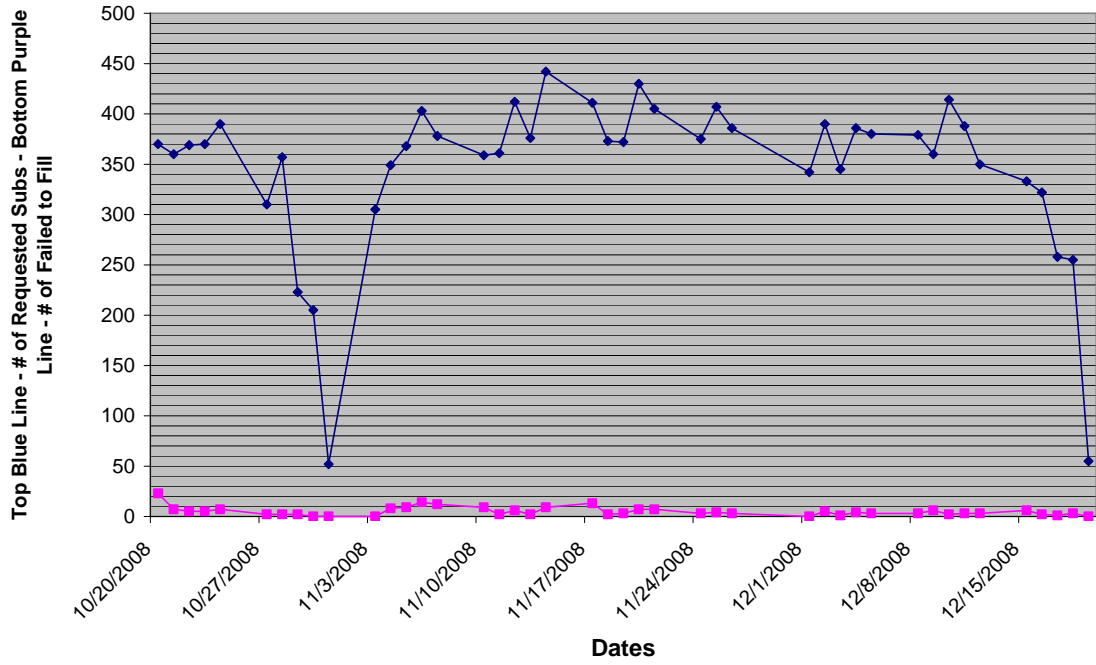


- Graphs B-2, 3, 4 and 5 shows the Certificated Fill Rate patterns by quarter.

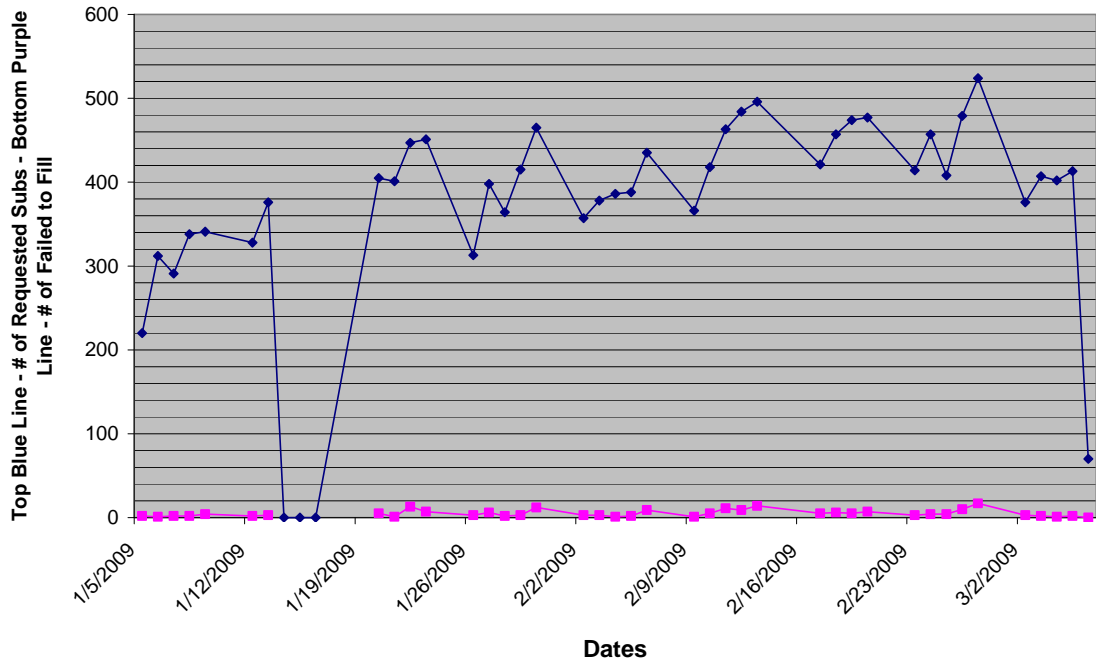
**Graph B-2 First Quarter 08-09 CERTIFICATED SUB Fill Rate**



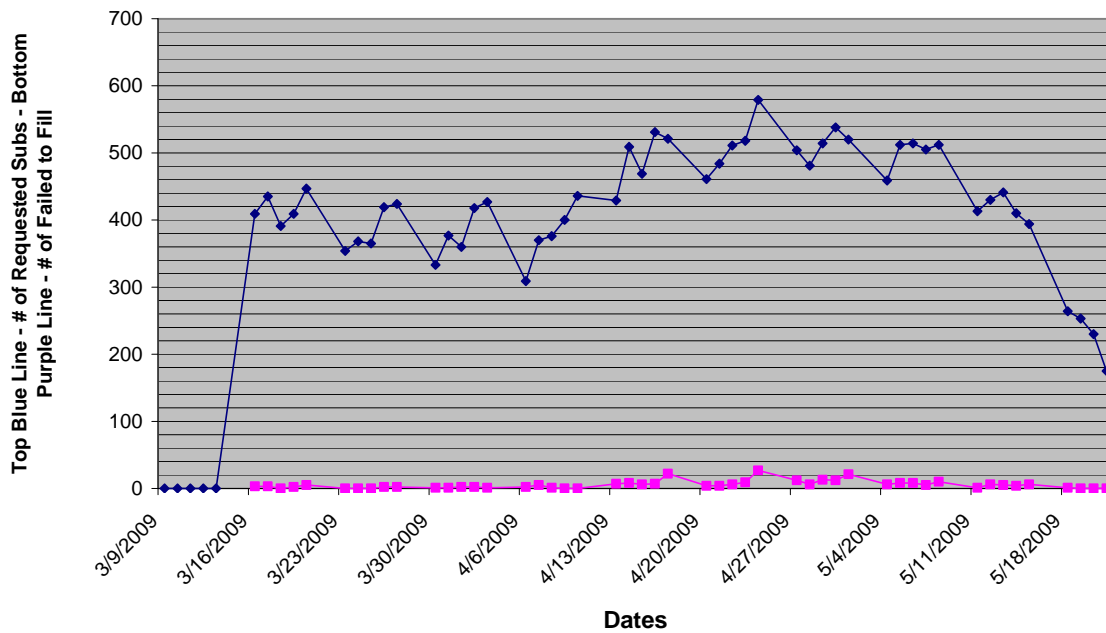
**Graph B-3 Second Quarter 08-09 CERTIFICATED SUB Fill Rate**



**Graph B-4 Third Quarter 08-09 CERTIFICATED SUB Fill Rate**

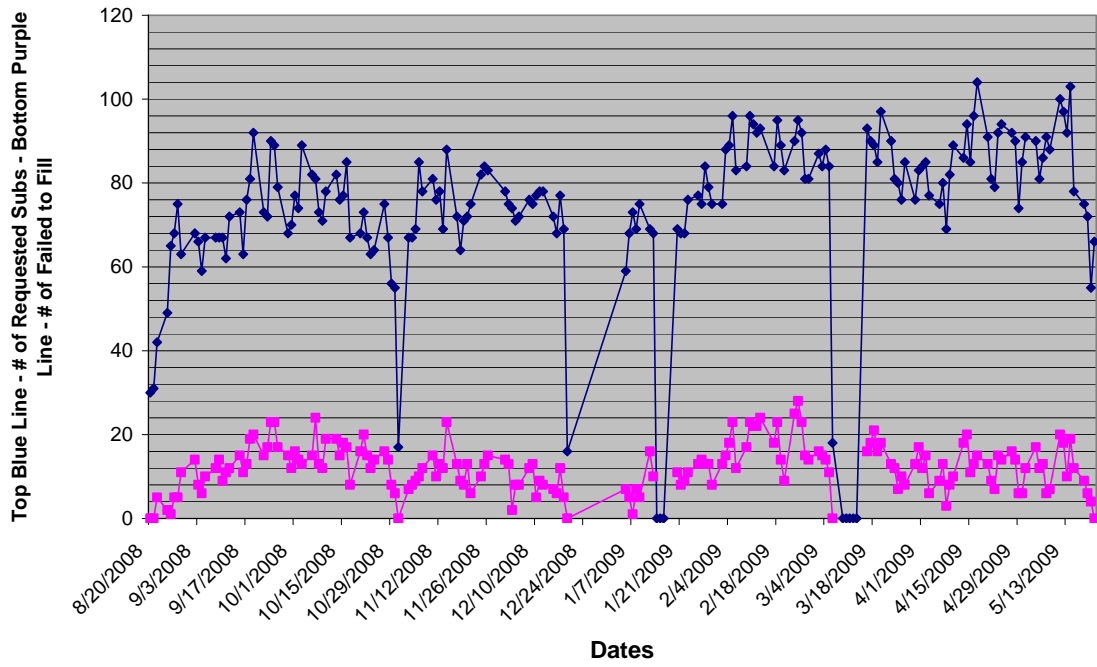


**Graph B-5 Fourth Quarter 08-09 School Year CERTIFICATED SUB Fill Rate**



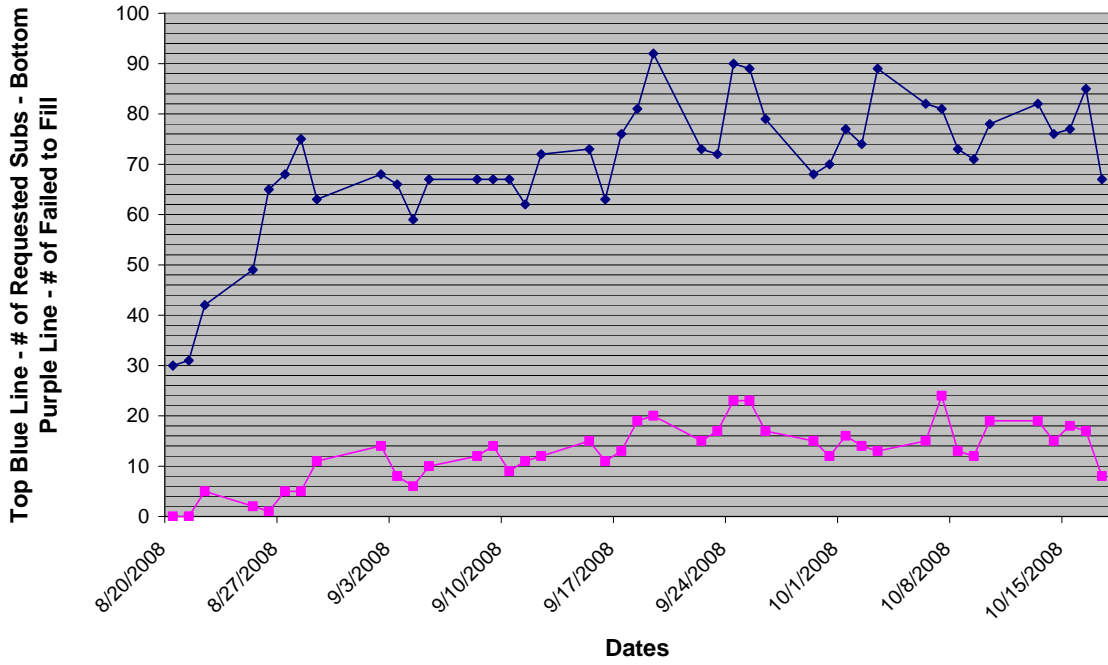
- The number of unfilled classified sub jobs have decreased since the highs of 2006-07 (sometimes as high as 50% unfilled) and early 2007-08.
- Graph C-1 shows the Classified Fill Rate pattern for the entire school year.

Graph C-1 2008-09 School Year CLASSIFIED SUB Fill Rate

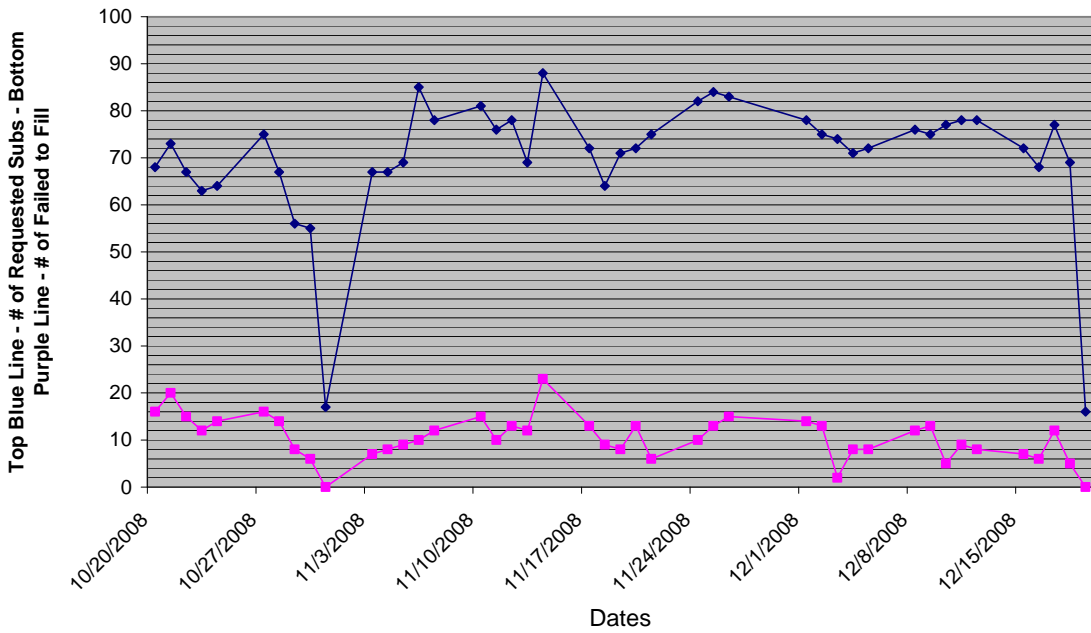


- Graphs C-2, 3, 4 and 5 shows the Classified Fill Rate patterns by quarter.

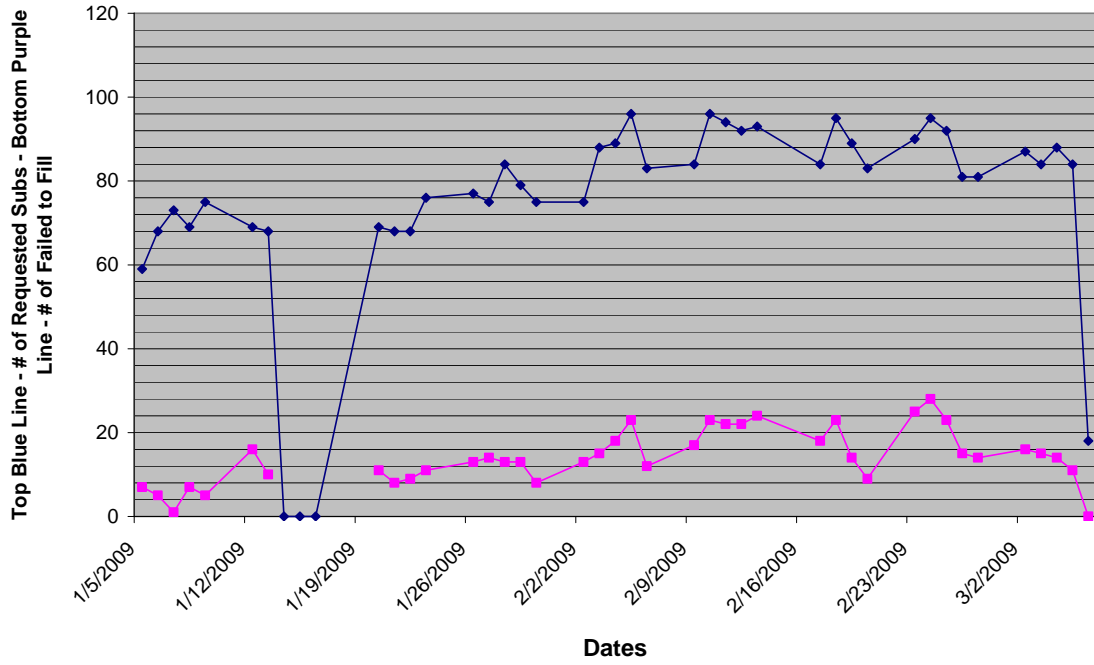
**Graph C-2 First Quarter 08-09 School Year CLASSIFIED SUB Fill Rate**



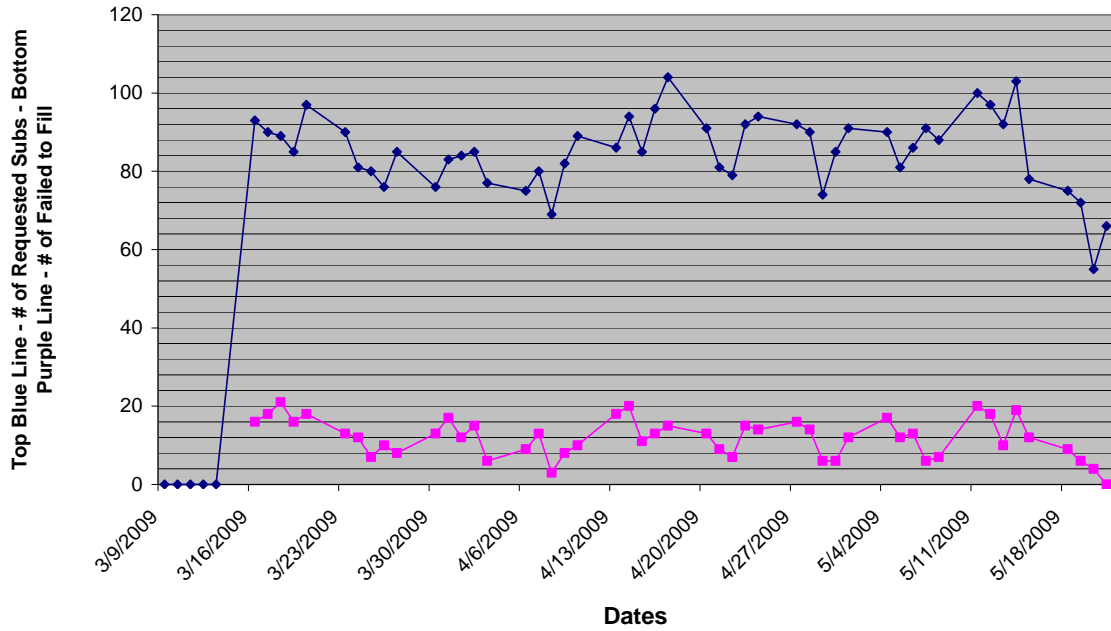
**Graph C-3 Second Quarter 08-09 School Year - CLASSIFIED SUB Fill Rate**



**Graph C-4 Third Quarter 08-09 School Year CLASSIFIED SUB Fill Rate**



**Graph C-5 Fourth Quarter 08-09 School Year CLASSIFIED SUB Fill Rate**



- **The incentive provided for hard to fill locations appears to be having a positive impact on unfilled jobs.**
- The exact degree and causality is not quantifiable, due to the large number of variables, but we were able to take some schools off the incentive list because their fill rate had increased dramatically. That allowed us to add other sites that appeared to need the assistance.
- In the first year of the program we paid over \$48,000 in incentive bonuses, in June 2008 \$71,700, and in June of 2009 \$64,000 was paid in incentive bonuses to certificated and classified substitutes.
- A Summary of the Incentive Flyer below indicates the parameters of the program.

### **Substitute Bonus Incentive**

#### **ASD will issue a \$300 bonus to any:**

- Substitute teacher who works more than 100 days during the 2009-10 school year.
- Substitute teacher who works more than 40 days at Mt. Iliamna, Whaley, Nunaka Valley, Northwood ABC, Wonder Park, Airport Heights, Tyson or Wendler during the 2009-10 school year. (The Bonus is for days worked at any one of the individual sites. Workdays cannot be combined from the eight sites; i.e., 12 days @ Whaley and 36 @ Nunaka Valley to receive the bonus.)
- Substitute nurse that works more than 40 days at any school in the district during the 2009-10 school year.
- Substitute special education TA that works more than 40 days at Mt. Iliamna or Whaley during the 2009-10 school year. (The Bonus is for days worked at any one of the individual sites. Workdays cannot be combined from the two sites; i.e., 12 days @ Whaley and 36 @ Mt Iliamna to receive the bonus.)

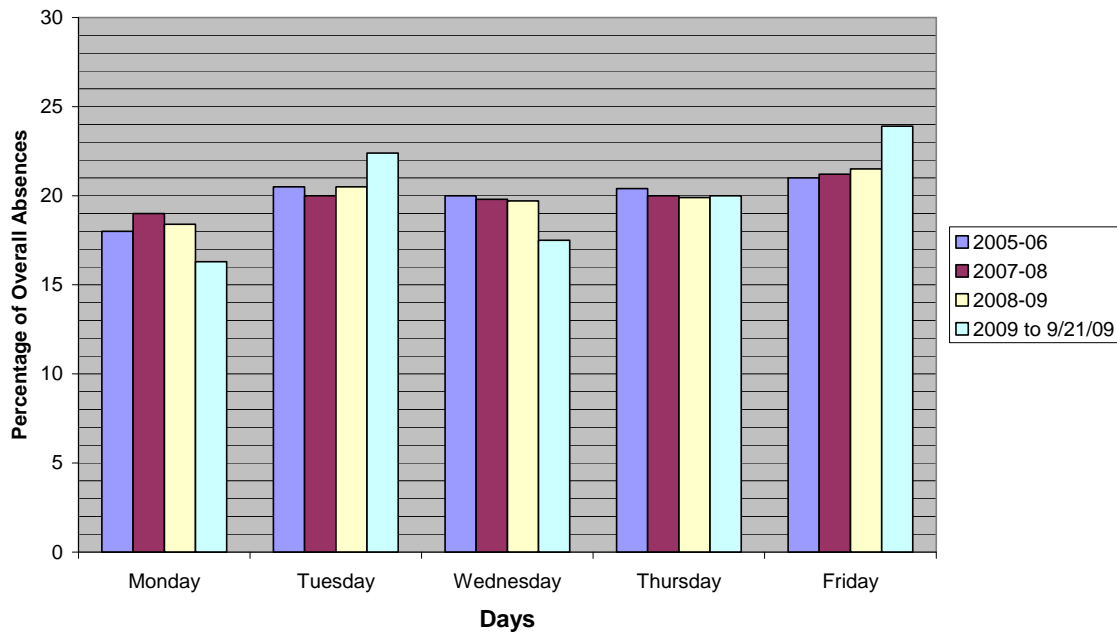
#### **Answers to frequently asked questions about the bonus:**

- The bonus will be based on sub dispatch processed jobs ONLY, with a confirmation check against ASD Payroll records to ensure the dispatched job was actually worked.
- The bonus will be issued during the middle of the month following the end of 2009-10 school year.
- Yes, it is possible for a teacher substitute to work 40+ days at Whaley, 40+ days at Nunaka Valley and 40+ days at Mt. Iliamna and receive **four** \$300 bonuses!

**For more information contact [Sandy Fillmore](#)**

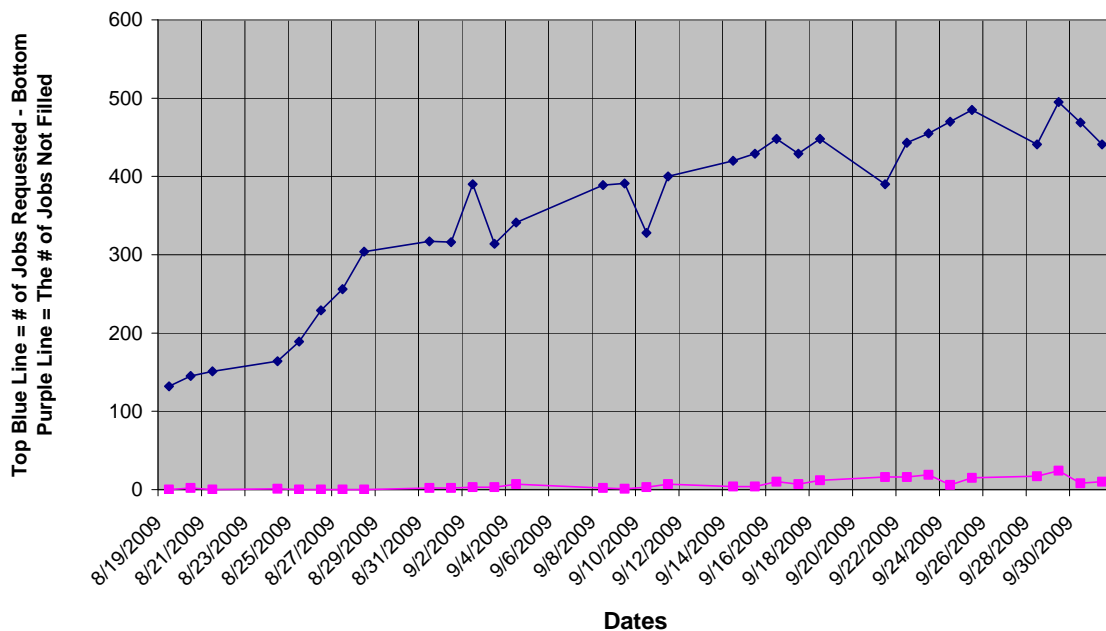
- The consistent funding that has allowed TPD to conduct teacher online and face-to-face trainings appears to have had a positive effect on our ability to maintain a well-prepared substitute pool and decrease the number of substitute complaints.
- Monday continues to be the least impacted day for substitute requests. However, the overall three+ year trend is relatively flat.
- Graph E shows the distribution of percentage of absences by the week, per day of the week for the past four years. Note the increase in sub requests for Friday during the first few weeks of the 2009-10 school year.

**Graph E - Distribution of Absences by Days of the Week  
2005 to 9/21/2009**



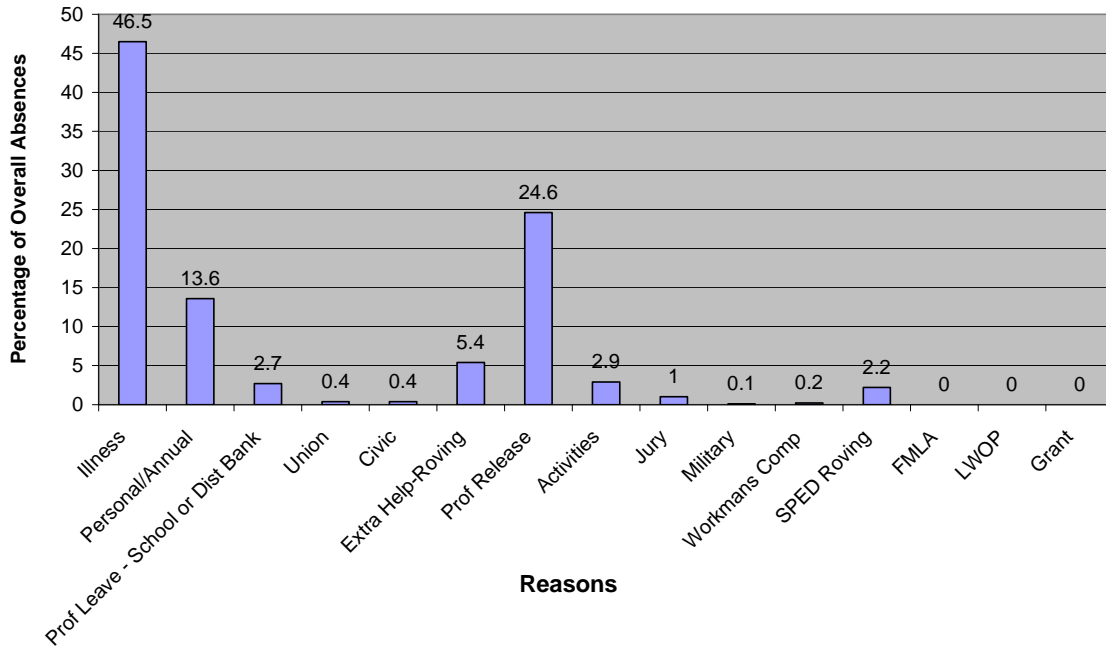
- **From September 13, 2009 we have had only one day of less than 400 certificated sub requests.** That trend – consistent demands for 400+ subs, along with the increased percentage of illness requests to date (53%), and the increased pattern of Friday absences has created a cause for concern and need for planning. It appears as though illness and the increased use of substitutes via stimulus funding have heightened the demand for certificated subs.
- Graph F graphically demonstrates that pattern of requests.

**Graph F - Number of CERTIFICATED Sub Requests and Non-Filled Jobs 8-13-2009 to 10-1-2009**



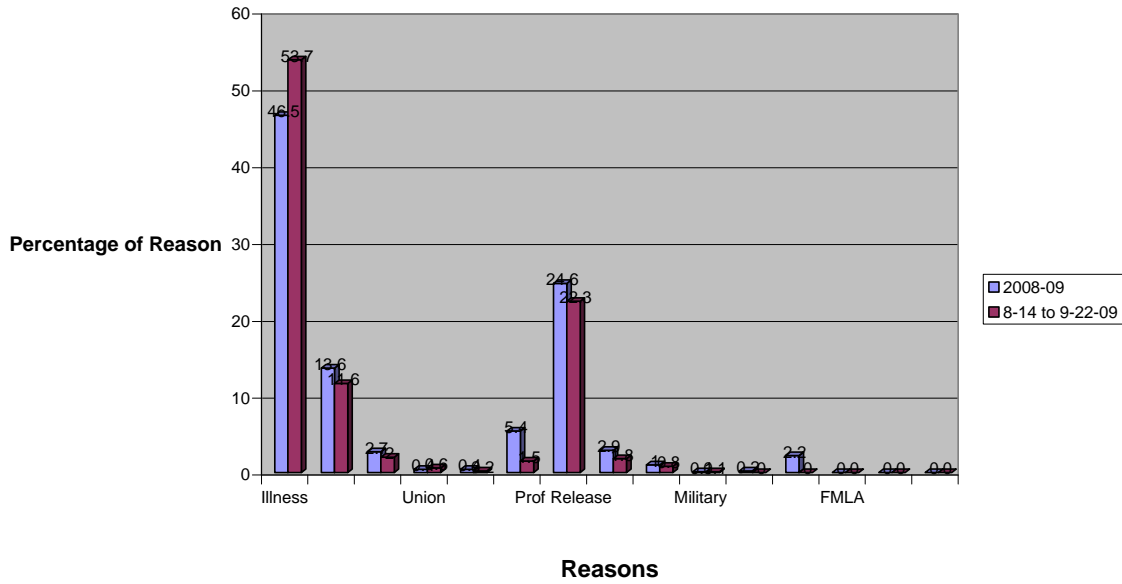
- **For the second year in a row our sub requests for the combined categories of illness and personal leave hovers around the 60% mark.**
- However, we continue to have an increase in the daily teacher sub usage requested by schools/sites for “release” time used for pre-testing, and specific district sponsored trainings.
- This is professional leave not sponsored through professional leave from the site/district bank, or site school improvement work. Those totals have increased from 13% in 2005 with a steady rise to 24.6% in 2008-09. The school and district professional leave allocations decreased from 3.5% of the overall sub requests to only 2.7% in 2008-09.
- Graph G-1 shows the percentage of overall absences (where a teacher substitute was requested) by reasons for the 2009-09 school year.

**Graph G-1 CERTIFICATED Overall Absence Analysis by Reason  
2008-2009**



- Graph G-2 Shows the “reasons” behind the certificated sub requests for 2008-09 and the reason for subs requested from the start of this school year through the September 22, 2009. Note the increase in “illness” from last year.

**2008-09 and 8-14-09 to 9-22-09 CERTIFICATED  
Overall Absence Analysis**



- Graph G-3 shows a five year pattern of the certificated substitute usage, by reason.

**Graph G-3 CERTIFICATED Overall Absence Analysis 2004 to 2009**

