

THRIVE

2011 HUMAN RESOURCE ANNUAL BOARD REPORT

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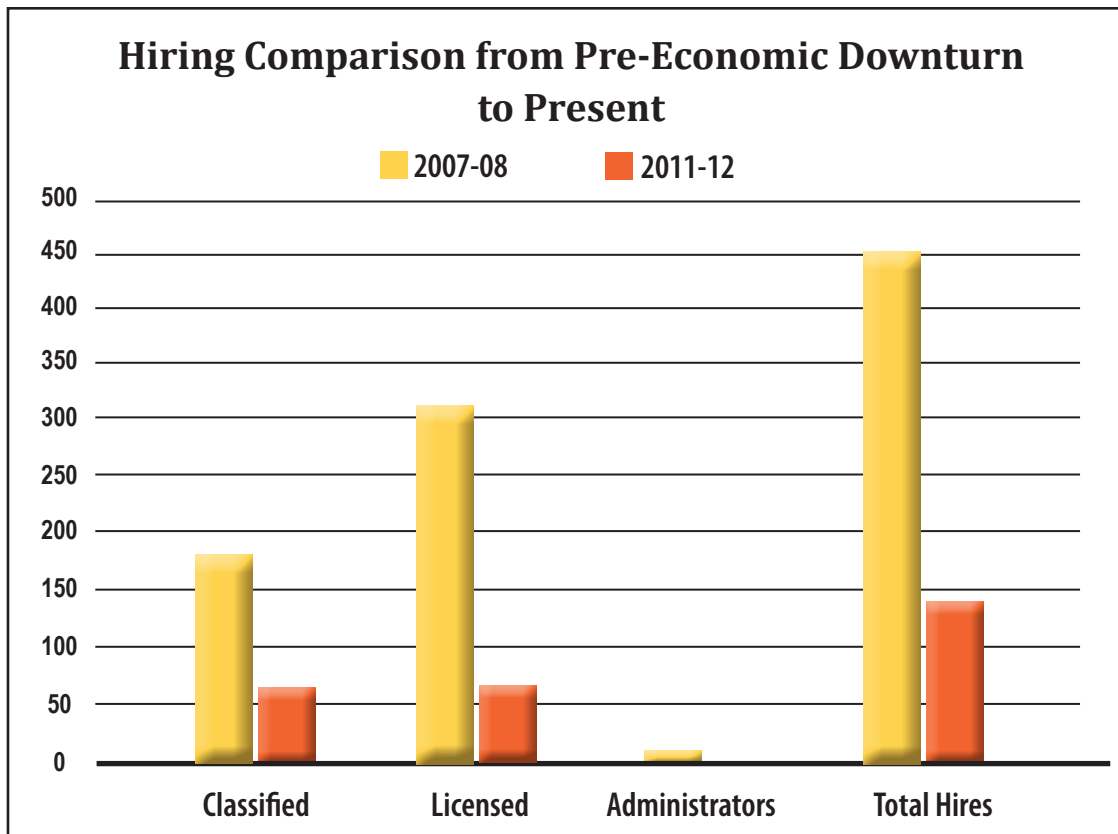
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INTRODUCTION

A key strategy for ensuring all students are college and career ready is to maintain a high quality empowered staff. Hiring, developing and retaining a qualified, committed and diverse staff is at the heart of student success. Support and development is critical to retaining employees and to becoming a culturally competent organization that reflects the needs of our changing community.

Key 2011-2012 Hiring Statistics

The Beaverton School District continues to experience increased enrollment while hiring fewer employees. In 2007-08, the District hired 307 new licensed employees, 132 new classified employees and 13 new administrators. In 2011-12, hiring was one-third of the 2007 level, while student enrollment has increased by 584 students.



2010-12 Staffing Statistics

	Number of 2010 11 Employees	Number of 2011 12 Employees	Difference	Layoff	Recall
Classified	1,757	1,687	-70	6	2
Licensed	2,427	2,368	-59	0	0
Administrators	115	109	-6	0	0
Total	4,299	4,164	-135	6	2

Progress on District Outcomes

- 1. Employee Demographics:** The District has 39,135 students, of whom 45% identify as people of color. Nearly 14% are English Language Learners, representing 93 different languages. The District has made a concerted effort to hire or promote candidates of color into leadership positions, as evidenced by the *Aspiring Administrators / Leaders* partnership with Nike and other “grow our own” strategies.

Percentages of Minority Employees 2010 to Present

	Employees	Minority 2010-11	Minority 2011-12
Classified	1,687	17%	18%
Licensed	2,368	10%	10%
Administrators	109	14%	16%
District Total	4,164	14%	14%

Recommendations for continued progress:

- Post positions early in the hiring season, both internally and externally.
- Provide opportunities for employees to improve their application and interviewing skills.
- Support “grow our own” initiatives, targeting diverse students and employees.
- Grow the District equity work, raising awareness and increasing employee cultural competency.

- 2. Employee Retention:** Retention of employees is a key component of student success. Nationally, almost a third of all new teachers leave the classroom after three years and close to 50% after five years. Amounting to nearly 20% of a teacher’s salary to recruit and train, teacher turnover is costly and undermines our ability to meet the District goal.

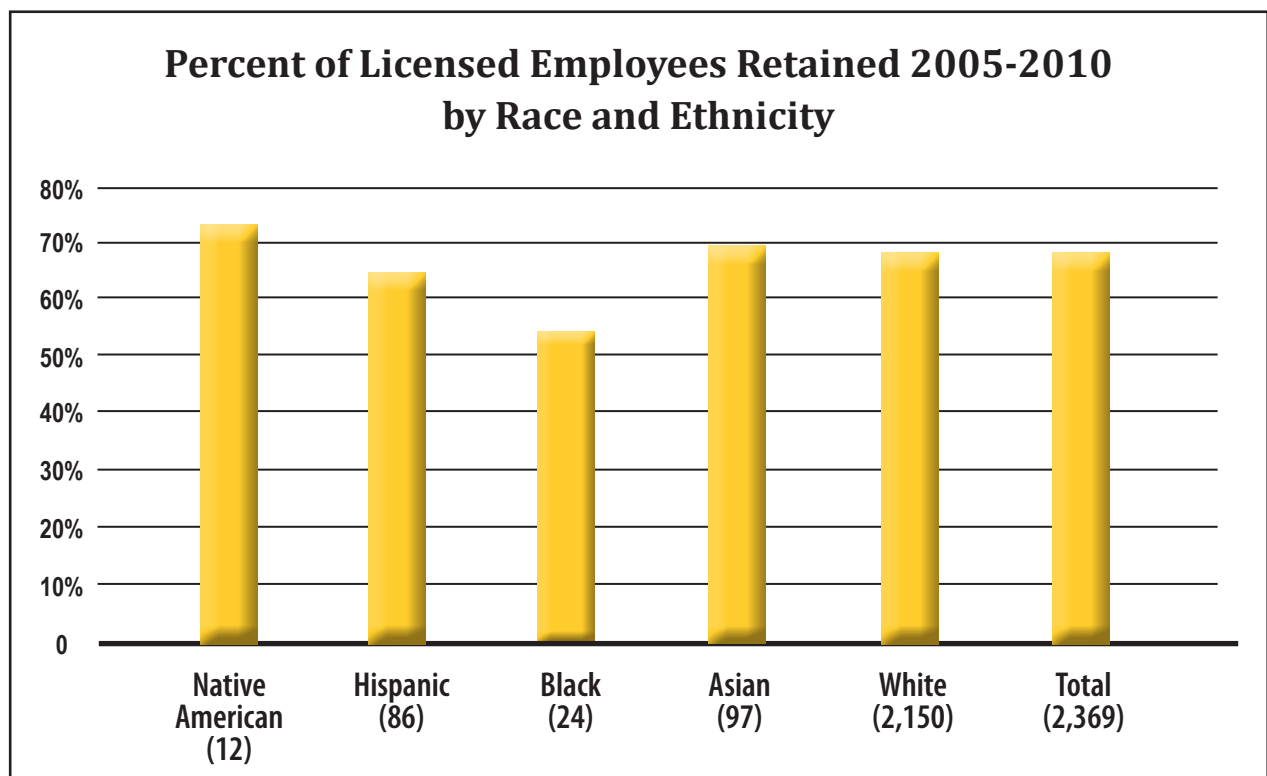
The Beaverton School District experiences significantly better results than the national averages. Some of the factors affecting the District’s high retention rates include compensation and benefit packages, supports provided to new teachers in the form of mentors, strong administrative support, a focus on teacher collaboration and professional development, the reputation of the District and an emphasis on equity.

In 2007, the District began to track the retention rates of new licensed hires, differentiating between “raw” retention and “adjusted” retention. “Raw” retention identifies all those who left their positions, regardless of the reasons. “Adjusted” retention takes into account the reasons for leaving a position and whether the employee remained in the District in another capacity.

Retention of Licensed Employees Hired in 2007 to Present

Number of New Hires	"Raw" Retention	"Adjusted" Retention	Reason for Leaving
307	70%	86%	4 on leave, 1 deceased, 51 became subs, 2 retired, 1 returned to classified

Efforts have been made to hire and retain a diverse teaching force that more closely reflects student demographics. The District is striving to build a culturally competent organization through Equity Leadership Teams (ELTs), *Courageous Conversations* book groups and through information gathered from employee focus groups.



Since 2008, retention data has been impacted by budgetary decisions resulting in fewer positions across all employee groups. Approximately 93 employees took advantage of the Early Retirement Incentive (ERI) offered last spring.

Retention by Employee Group from 2006-Present

	Retention
Licensed	71%
Classified	62%
Administrator	57%

Recommendations for continued progress:

- Continue to provide a structured mentor program for all new teachers.
- Ensure all employees complete a new employee orientation program.
- Develop employee leadership training programs.
- Grow the District equity work.
- Support “grow our own” recruiting strategies.

3. *Employee Safety:* Employees need a physically and emotionally safe work environment to maximize their productivity. According to the 2011 Annual District Survey:

- 96% of employees indicated they generally feel safe.
- 79% of employees indicated if they don't feel safe, they know appropriate steps will be taken to address their concerns.
- 88% of employees indicated they are satisfied with their work environment (down 1% from 2010).
- 90% of employees indicated they are treated well no matter their gender, race, language, religion or socio-economic status.
- 81% of employees feel they are treated well whether they are, or perceived to be, straight, gay, lesbian, bisexual or questioning.

Recommendations for continued progress:

- Continue to support and expand the District's equity work.
- Collect workers' compensation data by employee group and work site to identify physical safety trends.

4. **Teacher Collaboration:** The District has identified teacher collaboration, otherwise known as professional learning communities (PLCs), as the key strategy for achieving the District goal. In 2010-2011 teachers reported the following:

- 91% said they collaborate with their colleagues, an increase of 29% since 2010.
- 87% indicated collaboration has improved their teaching.
- 82% reported increased student achievement as a direct result of the ability to collaborate with colleagues.

Recommendations for continued progress:

- Develop consistent expectations, vocabulary, definitions and understandings related to collaboration time throughout the system.
- Achieve common agreements regarding how the impact of collaboration time on student achievement will be measured.
- Implement consistent teacher collaboration time.

5. **Grow Our Own:** There is no doubt the classroom teacher is the single most important factor in student achievement. However districts around the country struggle with attracting and retaining the best and the brightest into the profession. Too often teachers enter the profession feeling unprepared to meet the enormous challenges they face in the classroom. Their field experience is limited and poorly aligned to their university coursework. The quality and effectiveness of master teachers varies, and they may have little or no training in supervising interns. We must look at new and effective ways of selecting and preparing teachers for this work. The following is a brief summary of how the Beaverton School District is ensuring students have highly effective teachers that mirror student demographics.

Teach for Beaverton: This partnership with Oregon State University is entering its fourth year. It is intended to be a pathway for District students to enter the teaching profession, with an emphasis on mirroring student demographics. The partnership is seeking to expand to other area universities and is focusing on the following key preparation components:

- Strong subject matter and pedagogical preparation
- Extensive clinical experience with a goal of full-year internships
- Regular observations of peers with time to discuss and reflect on their practice
- Focused training that connects methods courses to field experience
- Subject-area mentors, common planning time and ongoing coaching
- Highly effective supervising teachers

Currently, there are three *Teach for Beaverton* interns at Kinnaman Elementary. They are District graduates from diverse backgrounds. A program evaluation is being conducted by Education Northwest, and the District will use the evaluation to inform next steps and seek funding. The 2011 Legislature created a fund for Educator Preparation Improvement that requires TSPC to develop grant applications for school district and university partnerships. Grants of up to \$10,000 will be available.

Alternative Pathways to Teaching (APT): This longstanding partnership with Pacific University is an accelerated pathway targeting second career adults seeking careers in special education. They receive paid internships that provide them benefits and 75% of their salary while they complete their university program. The remaining 25% of salary pays for a District mentor that provides them individualized support during their first year in the classroom.

Bilingual Teachers Program (BPT): The District partners with Portland State University to identify and select bilingual classified employees who aspire to be teachers.

Aspiring Administrators / Leaders: This program is funded by the Nike School Innovation Fund (NSIF) to support the hiring, developing and retaining of qualified, committed and diverse staff. Implemented in 2007, the program has developed internship opportunities for culturally competent teacher leaders to prepared for successful transitions into administrative positions. Currently, there are two aspiring administrators in the program. Since its inception, five teacher leaders have participated. Three have secured administrative assignments, two having been promoted to principal positions. Two have continued to serve as teacher leaders in the District, making a significant impact on improving the success of language minority staff and students.

Future Teachers Partnership (FTP): The District is in its first year of a partnership with Pacific University that provides reduced tuition for selected classified employees aspiring to be teachers. Two employees were selected last spring to participate in the first cohort.

Recommendations for continued progress:

- Continue to develop pathways for students and employees to enter teaching careers.
- Expand university partnerships.
- Utilize the Metro Education Partnership group to improve teacher preparation programs. This group is comprised of leaders seeking to improve collaboration between universities and districts with the goal of improving teacher preparation.

6. ***2010-2011 New Teacher Chats:*** Personnel specialists conduct annual New Teacher Chats to gather qualitative data regarding the experiences of new teachers. The reputation of the District was the top reason for selecting Beaverton, followed by the hiring process and having had experience as an intern or former employee. The pay and benefit package was not identified as a factor in selecting the District.

Commendations: New teachers gave high marks for the hiring process, interactions with their mentors and the support they received at their sites.

Areas for Improvement: New teachers most often expressed concerns about the online application system, lack of adequate technology for students and lack of relevant staff development at their work sites.

Recommendations for continued progress:

- Improve the online application system.
- Continue New Employee Orientation.
- Work with principals to ensure professional development is relevant and differentiated.
- Adequately fund technology.

7. Mentoring Program: Trained through University of California Santa Cruz's New Teacher Center model, there are six full-time mentors who work with first and second year teachers in Beaverton, Banks, Gaston and St. Helens as part of the ODE Mentor Grant. Mentors receive 24 days of training in: formative assessment, coaching and observation strategies, analysis of student work and planning and designing professional development for new teachers.

Each mentor supports 14-16 teachers (92 total) and is matched to the content areas of the beginning teachers. Teachers in their second year have made a choice to participate. Full-time teachers of core content subjects (math, language arts, science, social science, world language, and the arts) have priority for receiving mentors.

Mentors meet with the beginning teachers approximately once a week for about 90 minutes. A minimum of 90 contact hours is a requirement of the grant. Mentors are not involved in teacher evaluation.

Recommendations for continued progress:

- Increase the number of District mentors.
- Plan for mentoring support to continue regardless of outside funding. Mentors play a critical role in retaining new teachers and increasing student achievement.

Overall, the District is meeting its goal of a high quality workforce. As resources have diminished, it is increasingly important that supports be provided for all employees that enable them to focus on ensuring each student is college and career ready.