

**Title:** Quality Staff

**Objective:** The objective of this report is to describe progress toward hiring, supporting and retaining excellent and accountable staff. This report is based on relevant Quality Staff measurements identified by the Board and those identified by HR.

**Data:** Data sources include the annual Staff Survey with 30+ respondents and information contained within Synergy and the HR/Payroll system known as Integrated Financial and Accounting Solutions (IFAS).

With the exception of the category “Percent of teachers and staff reporting they contribute to decision-making,” analysis by the school level has been suppressed due to too few results. There were less than ten schools that met the threshold for analysis because the staff surveys have the option to select “Prefer not to say” when asked where they work. In addition, the data does not include administrators who were not asked where they worked due to the low numbers and inability to maintain anonymity.

**Percent of teachers identified as Distinguished, Proficient and Basic.** (See attached evaluation rubric and framework)

*Teacher evaluation ratings*

	Distinguished	Proficient	Basic	Unsatisfactory
2013-14	27%	68%	4%	0% (Continuation of employment requires at least a rating of Basic.)
2014-15	12%	77%	11%	
2015-16	16%	75%	9%	

*Successes*

- Adding assistant principals, particularly at the elementary level, has increased the ability of administrators to provide teachers with feedback.

*Issues*

- Administrators report they struggle to spend adequate time in classrooms due to increasing student behavioral issues, particularly at the elementary level.

*Action Plan*

- The implementation of weekly Early Release in September 2017 is anticipated to further increase teacher effectiveness.

District Goal:

WE empower all students to achieve post-high school success

- Teaching and Learning is providing temporary support to schools struggling with behavioral issues until students are assessed for alternative placements or other supports are available.

**Percent of teachers and staff employed by BSD 5+ years, hiring statistics and diversity.**

Measurement		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18 Goal
Percent of teachers and staff employed by Beaverton School District 5+ years	Admin	90%	90%	92%	91%	Goal: 98% Actual: 88%	90%
	Licensed	93%	86%	90%	97%	Goal: 98% Actual: 95%	98%
	Classified	72%	74%	78%	83%	Goal: 85% Actual: 90%	93%
Number of teachers and staff hired	Admin	7	17	29	32	NA	NA
	Licensed	124	168	438	426		
	Classified	119	125	236	365		
	Total	250	310	703	823		
Staff and administration diversity mirrors student diversity	Students	48%	49%	51%	50%	50.5%	NA
	Admin	18%	15%	19%	19%	Goal: 22% Actual: 17%	22%
	Licensed	15%	10%	11%	11%	Goal: 15% Actual: 11%	15%
	Classified	18%	19%	20%	21%	Goal: 22% Actual: 23%	28%

*Retention percentage of employees by ethnicity 5+ years*

Year	Administrators		Licensed					Classified			
	Non-White	White	Asian	Black	White	Hisp	Am N	Asian	Black	White	Hisp
2012-13	94%	82%	98%	95%	94%	96%	50%	71%	61%	76%	82%
2013-14	87%	95%	87%	86%	86%	86%	92%	72%	81%	79%	85%
2014-15	94%	95%	88%	95%	88%	91%	91%	72%	81%	79%	85%
2015-16	89%	95%	95%	92%	95%	95%	90%	79%	76%	83%	82%
2016-17	82%	93%	86%	70%	99%	87%	75%	77%	83%	83%	83%

Notes: 1) Administrators are listed as White/Non-White due to small numbers in ethnic groups. 2) Retirees and deceased are removed from retention data. 3) Employees who move between employee groups are counted as retained. 4) 2016-17 is the five-year mark following the 2012-13 layoffs.

*Successes*

- Retention rates for all employee groups remain high.
- Hiring has more than doubled since 2013-14 and more than tripled since 2012-13.
- The first cohort of practicum students and clinical teachers is completing their first year of Teach for Beaverton. Four of the eleven participants are students of color. A new cohort is in the process of being identified with over 250 expressing interest and at least twenty-three classified staff attending a recent informational event.

*Issues*

- Employee diversity remains relatively flat and does not reflect student diversity.
- There has been a recent trend of elementary principals requesting assignments in assistant principal or non-administrative positions.

District Goal:

WE empower all students to achieve post-high school success

- Current budget reductions may impact retention rates.

*Action Plan*

- Implement second cohort of Teach for Beaverton practicum teachers, with a focus on diverse candidates.
- Conduct Support Services Career Day for high school students interested in BSD careers.
- Pool hire for high needs areas, including special education and bilingual programs.
- Continue partnership with Portland Teachers’ Program and PSU’s Bilingual Teacher Pathway
- Conduct spring Teacher Chats with new hires
- Provide mentors for first and second year teachers and administrators

**Percent of teachers reporting improved practice based on collaboration and sufficient time to do so.**

Measurement	2013-14	2014-15	2015-16	2016-17 Goal
Percent of teachers reporting improved practice based on collaboration efforts	87%	79%	Goal: 85% Actual: 62%	Goal: 80%
Percent of teachers reporting sufficient time to collaborate	40%	44%	Goal: 85% Actual: 51%	Goal: 80%

*Percentage reporting improved practice based on collaboration efforts by group*

Group	2013-14	2014-15	2015-16
All Teachers	87%	79%	62%
Male	89%	73%	66%
Female	91%	81%	64%
Other	NA	NA	62%
Hispanic	73%	76%	65%
White	91%	79%	64%
Heterosexual	91%	80%	66%
LGBTQ	82%	68%	54%

*Percentage reporting sufficient time to collaborate by group*

Group	2013-14	2014-15	2015-16
All Teachers	40%	44%	51%
Male	46%	49%	58%
Female	42%	44%	51%
Hispanic	46%	55%	49%
White	43%	43%	53%
Heterosexual	45%	45%	53%
LGBT	30%	50%	44%

*Successes*

- Most teachers confirm collaboration with colleagues improves their practice.

*Issues*

- Since 2013-14, there has been an 25% drop in the percent of teachers reporting improved practice based on collaboration efforts. This may reflect frustration over ongoing lack of time or dissatisfaction with implementation.

**Action Plan**

- Beginning September 2017, teachers will have weekly collaboration time without reliance on substitutes. Principals will regain their contractual meeting time.
- The Professional Development Advisory Committee is developing a model(s) for implementing differentiated professional development.
- Teaching and Learning is working with principals to ensure weekly collaboration time will be valued and used effectively.

**Percent of teachers reporting improved practice based on professional development and the evaluation system and the percent of teachers reporting they effectively differentiate instruction.**

Measurement	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17 Goal
Percent of teachers reporting improved practice based on professional development	NA	29%	25%	57%	Goal: 70% Actual: 74%	Goal: 85%
Percent of teachers reporting improved practice based on evaluation system	NA	NA	30%	44%	Goal: 50% Actual: 45%	Goal: 70%
Percent of teachers reporting they effectively provide differentiated instruction	97%	92%	93%	97%	Goal: 100% Actual: 96%	Goal: 100%

*Percentage of teachers reporting improved practice based on professional development (Note: Only the 2014-15 survey distinguished between school and District professional development.)*

Group	2012-13	2013-14	2014-15				2015-16
			District	Learning Team	School	All Levels	
All Teachers	29%	25%	57%	74%	66%	50%	62%
Male	27%	23%	47%	75%	57%	42%	66%
Female	30%	29%	64%	77%	73%	57%	64%
Hispanic	33%	30%	NA	NA	NA	NA	64%
White	30%	27%	59%	77%	69%	53%	64%
Heterosexual	29%	26%	61%	79%	70%	55%	66%
LGBTQ	37%	39%	37%	63%		37%	63%

*Percentage of teachers reporting improved practice based on evaluation system*

Group	2013-14	2014-15	2015-16
All Teachers	30%	44%	45%
Male	34%	43%	43%
Female	31%	48%	48%
Hispanic	25%	36%	43%
White	32%	46%	47%
Heterosexual	32%	49%	47%
LGBTQ	37%	27%	35%

*Percentage of teachers reporting effective differentiated instruction*

Group	2011-12	2012-13	2013-14	2014-15	2015-16
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All Teachers	97%	92%	93%	97%	96%
Male	96%	89%	90%	94%	96%
Female	97%	93%	95%	97%	97%
Hispanic	97%	91%	84%	NA	98%
White	97%	92%	94%	97%	96%
Heterosexual	97%	92%	94%	96%	97%
LGBTQ	100%	93%	94%	100%	96%

*Successes*

- Improvement or high percentages continues in all three measures, most notably in teachers' reporting improved practice as a result of professional development.
- Teachers continue to express confidence they effectively differentiate instruction.

*Issues*

- Relying on substitutes so teachers can receive professional development disrupts continuity of student instruction.
- Staff perception of their ability to differentiate instruction does not align with student sub-group results.

*Action Plan*

- There will be less reliance on substitutes for professional development upon implementation of weekly early release in September 2017.
- The Professional Advisory Committee will advise the District on professional development needs and models for teachers.
- Curricular review will occur through the lens of the 5D framework.

**Percent of teachers and staff reporting they contribute to decision-making.**

Measurement	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17 Goal
Percent of teachers and staff reporting they contribute to decision-making	79%	73%	69%	71%	Goal: 80% Actual: 77%	80%

*Percentage staff reporting they contribute to decision-making by group*

Group	2011-12	2012-13	2013-14	2014-15	2015-16
All Staff	79%	73%	69%	71%	77%
Male	85%	75%	73%	74%	84%
Female	82%	76%	74%	73%	80%
Asian	87%	68%	85%	NA	77%
Hispanic	85%	77%	70%	76%	67%
White	83%	76%	74%	75%	81%
Heterosexual	83%	77%	74%	76%	81%
LGBTQ	81%	70%	66%	70%	83%

*Percentage staff reporting they contribute to decision-making by school*

School	2011-12	2012-13	2013-14	2014-15	2015-16
Barnes	84%	80%		64%	70%

Beaver Acres	73%				83%
Bethany					
Bonny Slope	90%			80%	84%
Cedar Mill				93%	
Chehalem				82%	59%
Cooper Mountain				93%	86%
Elmonica				93%	64%
Errol Hassell					
Findley	91%				100%
Fir Grove	87%			92%	
Greenway				88%	85%
Hazeldale					
Hiteon				74%	81%
Jacob Wismer				70%	95%
Kinnaman					
McKay					83%
McKinley					83%
Montclair					91%
Nancy Ryles					87%
Oak Hills					67%
Raleigh Park				100%	91%
Ridgewood					100%
Rock Creek					
Scholls Heights					62%
Sexton Mountain					
Terra Linda					95%
Vose	81%				78%
West Tualatin View					100%
William Walker					86%
Aloha-Huber Park K-8	74%	57%	75%		83%
Raleigh Hills K-8					72%
Springville K-8					91%
Cedar Park MS	85%				87%
Conestoga MS	61%	53%			
Five Oaks MS	64%	71%	69%		65%
Highland Park MS	98%				96%
Meadow Park MS	84%			74%	97%
Mountain View MS	79%	72%		67%	
Stoller MS	55%	57%	36%		71%
Whitford MS	94%	85%			86%
Arts and Communication				69%	69%
Health and Science					82%
International School		50%		82%	
Aloha HS	87%	77%	83%	85%	80%
Beaverton HS	82%	75%	69%	63%	70%
Southridge HS	87%	82%	95%	79%	87%
Sunset HS	72%	69%	54%	64%	69%
Westview HS	74%	80%	79%	72%	85%

*Successes*

- The majority of staff in all groups/schools report they contribute to decision-making.

*Issues*

- Hispanic staff are least likely to agree they contribute to decision-making, with males most likely to agree.

*Action Plan*

- Continue administrator training and coaching of inclusive practices and effective supervision and decision-making.