

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 the eleven (11) relevant Quality Staff measurements identified by the Board.

Data: Data sources include the annual Staff Survey with 30+ respondents and information contained within 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.

Measurements 1 and 2: Percent of teachers achieving professional growth goals and student growth goals. (See attached evaluation rubric and framework)

Measurement	2012-13	2013-14	2014-15	2015-16 Goal	2016-17 Goal
Percent of teachers achieving professional growth goals	Unreported	Unreported	Unreported	It is recommended the metric be teacher evaluation ratings (below).	
Percent of teachers achieving student growth goals	Unreported	Unreported	Unreported		

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%	

Successes

- Principal learning teams are conducted through the lens of the 5D framework, aligning coaching with supervision.
- Professional development for the English Language Arts (ELA) adoption is aligned with the 5D framework.

District Goal:

WE empower all students to achieve post-high school success

Issues

- Time for professional development is limited and often requires the use of substitutes, impacting the continuity of instruction for students.

Action Plan

- Future adoptions will be implemented through the lens of 5D, aligning evaluation with practice.
- Increase sub pool, limit PD on high use days and deploy TOSAs, pending regular collaboration time.

Measurements 3, 4 and 5: 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 Goal
Percent of teachers and staff employed by Beaverton School District 5+ years	Admin	97%	95%	97%	Goal: 98% 97%	98%
	Licensed	93%	86%	90%	Goal: 95% 97%	98%
	Classified	72%	74%	78%	Goal: 82% 83%	85%
Number of teachers and staff hired	Admin	7	17	29	TBD	TBD
	Licensed	124	168	438		
	Classified	119	125	236		
	Total	250	310	703		
Staff and administration diversity mirrors student diversity	Students	48%	49%	51%	50%	TBD
	Admin	18%	15%	19%	Goal: 22% 19%	22%
	Licensed	15%	10%	11%	Goal: 15% 11%	15%
	Classified	18%	19%	20%	Goal: 22% 21%	22%

Retention percentage of employees by ethnicity 5+ years (groups with fewer than 5 employees not included)

Year	Administrators				Licensed					Classified			
	Asian	Black	White	Hisp	Asian	Black	White	Hisp	Am N	Asian	Black	White	Hisp
2012-13	89%	100%	82%	88%	98%	95%	94%	96%	50%	71%	61%	76%	82%
2013-14	100%	100%	95%	86%	87%	86%	86%	86%	92%	72%	81%	79%	85%
2014-15	100%	100%	95%	88%	88%	95%	88%	91%	91%	72%	81%	79%	85%
2015-16	98%	99%	95%	99%	95%	92%	95%	95%	90%	79%	76%	83%	82%

Successes

- Retention rates for all employee groups remain exceptionally high.
- Retention of classified and licensed employees increased substantially, exceeding the goals for 2015-16.
- Hiring has more than doubled since 2013-14 and nearly tripled since 2012-13.

Issues

- Hiring due to added staffing close to the beginning of school or later is challenging, resulting in more teachers being “super-sized” and teaching during their planning time.
- Teacher preparation programs are not producing enough teachers to meet districts’ needs for two-way immersion, math and science teachers.
- Employee diversity is far from mirroring student diversity.

Action Plan

- Implement Teach for Beaverton teacher preparation program Fall 2016, with a focus on diverse candidates.
- Recruit and hire early.
- Pool hire for high needs areas, including special education and bilingual programs.
- Continue to communicate clear expectations by providing updated job descriptions and supervision training for supervisors.

Measurements 6 and 7: Percent of teachers reporting improved practice based on collaboration and sufficient time to do so.

Measurement	2013-14	2014-15	2015-16 Goal	2016-17 Goal
Percent of teachers reporting improved practice based on collaboration efforts	87%	Goal: 90% 79%	85%	95%
Percent of teachers reporting sufficient time to collaborate	40%	Goal: 42% 44%	85%	95%

Percentage reporting improved practice based on collaboration efforts by group

Group	2013-14	2014-15
All Teachers	87%	79%
Male	89%	73%
Female	91%	81%
Hispanic	73%	76%
White	91%	79%
Heterosexual	91%	80%
LGBTQ	82%	68%

Percentage reporting sufficient time to collaborate by group

Group	2013-14	2014-15
All Teachers	40%	44%
Male	46%	49%
Female	42%	44%
Hispanic	46%	55%
White	43%	43%
Heterosexual	45%	45%
LGBQ	30%	50%

Successes

- A large majority of teachers value collaboration time and report it improves their practice.
- Principals have had modest success increasing the amount of time available for collaboration by eliminating staff meetings and using substitutes.

Issues

- There has been an 8% 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.
- Most teachers do not report having adequate time to collaborate with their peers.
- Relying on substitutes impacts the continuity of instruction for students.

Action Plan

- The Professional Development Advisory Committee is developing a model(s) for providing additional time for teacher collaboration and student instruction.

Measurements 8, 9 and 10: 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 Goal
Percent of teachers reporting improved practice based on professional development		29%	25%	Goal: 35% 57%	70%
Percent of teachers reporting improved practice based on evaluation system			30%	Goal: 40% 44%	50%
Percent of teachers reporting they effectively provide differentiated instruction	97%	92%	93%	Goal: 95% 97%	100%

Percentage of teachers reporting improved practice based on professional development

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

Percentage of teachers reporting improved practice based on evaluation system

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Group	2013-14	2014-15
All Teachers	30%	44%
Male	34%	43%
Female	31%	48%
Hispanic	25%	36%
White	32%	46%
Heterosexual	32%	49%
LGBQ	37%	27%

Percentage of teachers reporting effective differentiated instruction

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

Successes

- Significant improvement is noted in all three measurements: 21% increase in the percentage of teachers reporting improved practice based on District professional development; 14% increase in the percentage of teachers reporting improved practice based on the evaluation system; and 4% increase in effective differentiation.
- Professional development provided through collaboration with peers is valued more than any other delivery model.
- The curricular review process and professional development has been aligned with the 5D framework and performance expectations.
- All school administrators receive ongoing research-based supervision and coaching training through administrator learning teams and principal meetings.
- Teachers continue to express confidence they effectively differentiate instruction.
- Teachers increasingly value the coaching they receive through the evaluation process.

Issues

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

Action Plan

- 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.

Measurement 11: Percent of teachers and staff reporting they contribute to decision-making.

Measurement	2011-12	2012-13	2013-14	2014-15	2015-16 Goal
Percent of teachers and staff reporting they contribute to decision-making	79%	73%	69%	Goal: 75% 71%	80%

Percentage staff reporting they contribute to decision-making by group

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

Percentage staff reporting they contribute to decision-making by school

School	2011-12	2012-13	2013-14	2014-15
Barnes	84%	80%		64%
Beaver Acres	73%			
Bonny Slope	90%			80%
Cedar Mill				93%
Chehalem				82%
Cooper Mountain				93%
Elmonica				93%
Findley	91%			
Fir Grove	87%			92%
Greenway				88%
Hiteon				74%
Jacob Wismer				70%
Raleigh Park				100%
Vose	81%			
Aloha-Huber Park	74%	57%	75%	
Cedar Park MS	85%			
Conestoga MS	61%	53%		
Five Oaks MS	64%	71%	69%	
Highland Park MS	98%			
Meadow Park MS	84%			74%
Mountain View MS	79%	72%		67%
Stoller MS	55%	57%	36%	
Whitford MS	94%	85%		
Arts and Communication				69%
International School		50%		82%
Aloha HS	87%	77%	83%	85%
Beaverton HS	82%	75%	69%	63%
Southridge HS	87%	82%	95%	79%
Sunset HS	72%	69%	54%	64%
Westview HS	74%	80%	79%	72%

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Successes

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

Issues

- While the majority of staff report they contribute to decision-making, it has declined over the past three years.

Action Plan

- Continue administrator training and coaching of inclusive practices and effective supervision and decision-making.
- Develop a leadership professional development framework for classified managers and supervisors.