

Title: Quality Staff

Objective: The objective of this report is to describe progress toward hiring, supporting and retaining excellent and accountable staff and to report on key 2017-2018 work. Information is based on relevant measurements identified by Human Resources and Quality Staff indicators identified by the Board in previous years.

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

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.

HR Focus: Human Resources will focus on the following key areas during 2017-2018.

Early Release Implementation: At the time of this report, there have been four Early Release Wednesdays. The successes and challenges identified below are based on September principal survey results and comments from parents.

Successes

- Dismissal has gone smoothly, communication has been effective, parents are supportive, teachers are engaged and there are opportunities to support classified staff.
- Parents appreciate the stories posted on the District Facebook page.

Challenges

- We need to clarify use of the time for specialists and classified staff.
- There were a few minor scheduling issues.
- There were too many reminders to parents during the first couple of weeks.

District Goal:

WE empower all students to achieve post-high school success

Action Plan

- Continue to communicate expectations and outcomes.
- Conduct monthly principal surveys.
- Bring back the parent focus groups in the spring to assess implementation.
- Add Early Release questions to the District Survey for parents, staff and students.
- Solicit teacher feedback sheets for Week 3 (professional development).
- Develop a classified professional development framework.
- Continue to tell the stories of how the time is being used.

Teach for Beaverton: This elementary teacher preparation partnership with Oregon State University (OSU) is in the second year of a two-year cohort and the first year of the second cohort. Practicum teachers are in their first year, and Resident teachers are in their second year. Principals and OSU supervisors are reporting participants are performing at significantly higher levels than their peers in other preparation programs. Overall, there are nineteen (19) graduate students in the cohort and ten (10) Clinical (supervising) teachers. Current participating schools include:

Nancy Ryles: 2 Practicum students and 1 Resident teacher
 Barnes: 2 Practicum students and 2 Resident teachers
 Vose: 4 Practicum students
 Hazeldale: 4 Practicum students and 2 Resident teachers
 Rock Creek: 2 Resident teachers

The District is interested in expanding the program to secondary math and science OSU teacher candidates.

The attached evaluation of the first year of the program was completed by Education Northwest.

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

	Distinguished	Proficient	Basic	Unsatisfactory ¹
2013-14	27%	68%	4%	0%
2014-15	12%	77%	11%	
2015-16	16%	75%	9%	
2016-17	20%	73%	6%	
				.3% (2 temporary and 3 probationary identified at end of year)

¹ Ratings of Unsatisfactory either result in non-renewal or placement on a formal Plan of Assistance.

Successes

- 93% of District teachers are considered Proficient or above.

Challenges

- We need to do a better job of identifying underperforming teachers during their probationary years.

Action Plan

- An additional administrator was hired to provide more direct support to principals.

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
Percent of teachers and staff employed by Beaverton School District 5+ years	Admin	90%	90%	92%	91%	88%	87%
	Licensed	93%	86%	90%	97%	95%	87%
	Classified	72%	74%	78%	83%	90%	85%
Number of teachers and staff hired ¹	Admin	7	17	29	32	27	19
	Licensed	124	168	438	426	420	300
	Classified	119	125	236	365	412	247
	Total	250	310	703	823	859	566
Staff and administration diversity mirrors student diversity	Students	48%	49%	51%	50%	50.3%	TBD
	Admin	18%	15%	19%	19%	17%	16%
	Licensed	15%	10%	11%	11%	11%	12%
	Classified	18%	19%	20%	21%	23%	23%

¹ Includes promotions, rehires and new hires. 66% (3,070 out of 4,677) of employees live within the District.

Retention percentage of employees by ethnicity 5+ years

Year	Administrators		Licensed					Classified			
	Non-	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%
2017-18	89%	88%	99%	77%	89%	87%	99%	85%	84%	86%	76%

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.

Challenges

- Budget fluctuation impacts retention rates.

Action Plan

- Pool hire for high needs areas, including special education and bilingual programs.
- Continue partnerships with OSU, Pacific, Portland Teachers’ Program and PSU’s Bilingual Teacher Pathway.
- Conduct spring Teacher Chats with new hires to inform hiring and retention practices.
- Continue to 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
Percent of teachers reporting improved practice based on collaboration efforts	87%	79%	62%	69%
Percent of teachers reporting sufficient time to collaborate	40%	44%	51%	55%

Percentage reporting improved practice based on collaboration efforts by group

Group	2013-14	2014-15	2015-16	2016-17
All Teachers	87%	79%	62%	69%
Male	89%	73%	66%	80%
Female	91%	81%	64%	68%
Hispanic	73%	76%	65%	65%
White	91%	79%	64%	71%
Heterosexual	91%	80%	66%	71%
LGBTQ	82%	68%	54%	66%

Percentage reporting sufficient time to collaborate by group

Group	2013-14	2014-15	2015-16	2016-17
All Teachers	40%	44%	51%	55%
Male	46%	49%	58%	59%
Female	42%	44%	51%	56%
Hispanic	46%	55%	49%	55%
White	43%	43%	53%	57%
Heterosexual	45%	45%	53%	57%
LGBT	30%	50%	44%	55%

Successes

- Most teachers confirm collaboration with colleagues improves their practice.
- The implementation of Early Release has eliminated the barrier of time.

Challenges

- We will need to be diligent in ensuring collaboration time is protected and used effectively.

Action Plan (see Key Efforts above)

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
Percent of teachers reporting improved practice based on professional development	NA	29%	25%	57%	74%	82%
Percent of teachers reporting improved practice based on evaluation system	NA	NA	30%	44%	45%	43%
Percent of teachers reporting they effectively provide differentiated instruction	97%	92%	93%	97%	96%	97%

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	2016-17
			District	Learning Team	School	All Levels		
All Teachers	29%	25%	57%	74%	66%	50%	62%	82%
Male	27%	23%	47%	75%	57%	42%	66%	84%
Female	30%	29%	64%	77%	73%	57%	64%	85%
Hispanic	33%	30%	NA	NA	NA	NA	64%	80%
White	30%	27%	59%	77%	69%	53%	64%	86%
Heterosexual	29%	26%	61%	79%	70%	55%	66%	84%
LGBTQ	37%	39%	37%	63%	NA	37%	63%	78%

Percentage of teachers reporting improved practice based on evaluation system

Group	2013-14	2014-15	2015-16	2016-17
All Teachers	30%	44%	45%	43%
Male	34%	43%	43%	44%
Female	31%	48%	48%	47%
Hispanic	25%	36%	43%	55%
White	32%	46%	47%	46%
Heterosexual	32%	49%	47%	46%
LGBTQ	37%	27%	35%	42%

Percentage of teachers reporting effective differentiated instruction

Group	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
All Teachers	97%	92%	93%	97%	96%	97%
Male	96%	89%	90%	94%	96%	98%
Female	97%	93%	95%	97%	97%	97%
Hispanic	97%	91%	84%	NA	98%	98%
White	97%	92%	94%	97%	96%	98%
Heterosexual	97%	92%	94%	96%	97%	98%
LGBTQ	100%	93%	94%	100%	96%	98%

Successes

- There has been a dramatic increase in teachers' perception of professional development.
- Teachers continue to express confidence they effectively differentiate instruction.

Challenges

- Staff perception of their ability to differentiate instruction does not align with student sub-group results.

Action Plan

- The Professional Advisory Committee will continue to advise the District on professional development needs and models for teachers.
- Evaluations of Week 3 Early Release will be used to assess future professional development needs and delivery.

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

Measurement	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent of teachers and staff reporting they contribute to decision-making	79%	73%	69%	71%	77%	74%

Percentage staff reporting they contribute to decision-making by group

Group	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
All Staff	79%	73%	69%	71%	77%	74%
Male	85%	75%	73%	74%	84%	82%
Female	82%	76%	74%	73%	80%	76%
Asian	87%	68%	85%	NA	77%	84%
Hispanic	85%	77%	70%	76%	67%	75%
White	83%	76%	74%	75%	81%	79%
Heterosexual	83%	77%	74%	76%	81%	77%
LGBTQ	81%	70%	66%	70%	83%	74%

Percentage staff reporting they contribute to decision-making by school

School	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Barnes	84%	80%		64%	70%	76%
Beaver Acres	73%				83%	80%
Bethany						
Bonny Slope	90%			80%	84%	
Cedar Mill				93%		
Chehalem				82%	59%	71%
Cooper Mountain				93%	86%	72%
Elmonica				93%	64%	75%
Errol Hassell						
Findley	91%				100%	88%
Fir Grove	87%			92%		83%
Greenway				88%	85%	79%
Hazeldale						87%
Hiteon				74%	81%	76%
Jacob Wismer				70%	95%	70%
Kinnaman						
McKay					83%	97%
McKinley					83%	65%

Montclair					91%	80%
Nancy Ryles					87%	80%
Oak Hills					67%	67%
Raleigh Park				100%	91%	95%
Ridgewood					100%	83%
Rock Creek						
Scholls Heights					62%	92%
Sexton Mountan						75%
Terra Linda					95%	91%
Vose	81%				78%	76%
West Tualatin View					100%	
William Walker					86%	77%
Aloha-Huber Park K-8	74%	57%	75%		83%	78%
Raleigh Hills K-8					72%	87%
Springville K-8					91%	73%
Cedar Park MS	85%				87%	80%
Conestoga MS	61%	53%				58%
Five Oaks MS	64%	71%	69%		65%	53%
Highland Park MS	98%				96%	88%
Meadow Park MS	84%			74%	97%	74%
Mountain View MS	79%	72%		67%		84%
Stoller MS	55%	57%	36%		71%	81%
Whitford MS	94%	85%			86%	
Arts and Communication				69%	69%	86%
Health and Science					82%	83%
International School		50%		82%		78%
Aloha HS	87%	77%	83%	85%	80%	81%
Beaverton HS	82%	75%	69%	63%	70%	69%
Southridge HS	87%	82%	95%	79%	87%	92%
Sunset HS	72%	69%	54%	64%	69%	61%
Westview HS	74%	80%	79%	72%	85%	60%

Successes

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

Challenges

- It's difficult to determine if employees interpret the question at the school/department or District level.

Action Plan

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

Percent of administrators reporting on quality of Human Resources performance.

	2016-17	
Customer service	High	82%
	Medium	17%
	Low	1%
Clarity of communication	High	77%
	Medium	19%
	Low	4%
Timeliness of service provided	High	79%
	Medium	21%
	Low	0%
Overall quality of service	High	82%
	Medium	18%
	Low	0%

Percent of new teachers reporting on quality of Human Resources performance.

	2016-17	
HR was supportive during transition to BSD	Strongly agree/Agree	89%
	Neutral/NA	10%
	Disagree/Strongly Disagree	1%
Positive experience with online application system	Strongly agree/Agree	90%
	Neutral/NA	7%
	Disagree/Strongly Disagree	3%
Positive experience with the interview process	Strongly agree/Agree	91%
	Neutral/NA	7%
	Disagree/Strongly Disagree	2%
Positive experience with HR staff	Strongly agree/Agree	96%
	Neutral/NA	2%
	Disagree/Strongly Disagree	2%
New Employee Orientation was helpful	Strongly agree/Agree	75%
	Neutral/NA	22%
	Disagree/Strongly Disagree	3%

Successes

- Customer service is a strength for the department.

Challenges

- It can be difficult to maintain a balance between providing excellent customer service and ensuring accountability and compliance.

Action Plan

- The department added an additional administrator to support classified and licensed employees.