



QUALITY STAFF STRATEGIC PLAN REPORT

POLICY ISSUE/SITUATION

The School Board held a Work Session on Monday, February 2, 2015 at Southridge High School. This is a follow-up Strategic Plan report on Quality Staff that was presented that day.

District Goal: All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

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, information contained within the HR/Payroll system known as Integrated Financial and Accounting Solutions (IFAS) and TSPC data.

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.

The 2013-14 school level results for “Percent of teachers and staff reporting they contribute to decision-making” do not include administrators. They were not asked where they worked due to the low numbers.

Measurements 1 and 2: Percent of teachers achieving professional growth goals and student growth goals. (See Attachment 1 for ODE summative evaluation model)

Measurement	2011-12	2012-13	2013-14	2014-15 Goal	2015-16 Goal
Percent of teachers achieving professional growth goals	<i>Data unavailable</i>	<i>Data unavailable</i>	<i>Data unavailable</i>	<i>It is recommended the Board use teacher performance measures as the metric for these two areas per the Analysis below.</i>	
Percent of teachers achieving student growth goals	<i>Data unavailable</i>	<i>Data unavailable</i>	<i>Data unavailable</i>		

2013-14 teacher evaluation ratings

Distinguished	Proficient	Basic	Unsatisfactory
27%	68%	4%	0% (Prior to being rated Unsatisfactory, teachers are placed on a Plan of Assistance. They either improve or are terminated.)

Successes

- School administrators are receiving research-based coaching and supervision training.

Issues

- Data is collected on the basis of teacher overall ratings and not individual indicators, i.e. growth goals.
- Time for professional development is inadequate.
- The impact of using the new Smarter Balanced assessment instead of OAKS on student growth and teachers’ subsequent evaluations is unknown.

Action Plan

- Ongoing educator effectiveness training will be provided for administrators.
- Align teacher growth goals with professional development through the work of the Professional Development Advisory Committee. This committee is jointly appointed and co-chaired by the BEA President and the Deputy Superintendent for Teaching and Learning, per licensed contract. It is composed of administrators and teachers and meets monthly to discuss District-level implementation of curriculum revisions and District-wide program changes that may have a significant impact on licensed staff.

Measurements 3, 4 and 5: Percent of teachers and staff employed by BSD 5+ years, hiring statistics and diversity.

Measurement	2011-12		2012-13		2013-14		2014-15		2015-16 Goal	
Percent of teachers and staff employed by Beaverton School District 5+ years	Admin	96%	Admin	97%	Admin	95%	Admin	97%	Admin	98%
	Licensed	82%	Licensed	93%	Licensed	86%	Licensed	90%	Licensed	95%
	Classified	71%	Classified	72%	Classified	74%	Classified	78%	Classified	82%
Number of teachers and staff hired	Admin	3	Admin	7	Admin	17	Admin	29	NA	
	Licensed	203	Licensed	124	Licensed	168	Licensed	438		
	Classified	272	Classified	119	Classified	125	Classified	236		
Staff and administration diversity mirrors student diversity	Students	46%	Students	48%	Students	49%	Students	51%	Students	NA
	Admin	16%	Admin	18%	Admin	15%	Admin	19%	Admin	22%
	Licensed	10%	Licensed	15%	Licensed	10%	Licensed	11%	Licensed	15%
	Classified	18%	Classified	18%	Classified	19%	Classified	20%	Classified	22%

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

Year	Administrators				Licensed					Classified			
	Asian	Black	Whit	Hisp	Asian	Black	Whit	Hisp	Am N	Asian	Black	Whit	Hisp
2011-12	80%	100%	83%	100%	86%	81%	83%	87%	87%	77%	50%	75%	73%
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%

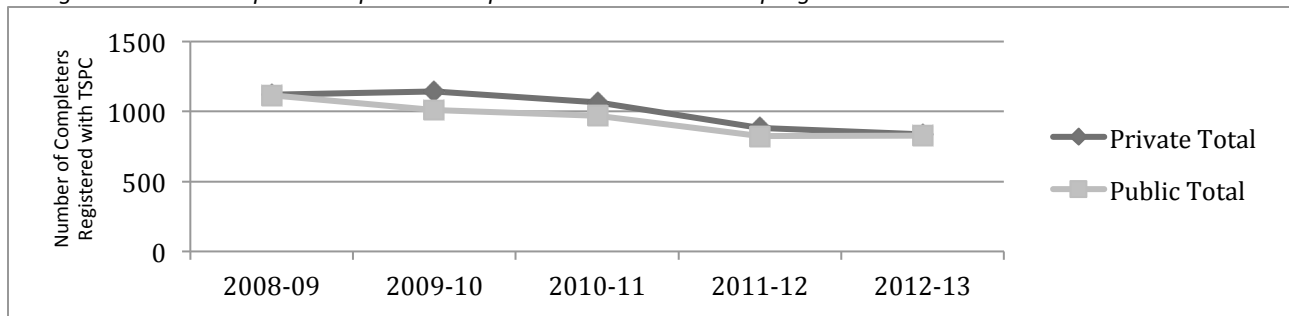
Successes

- Retention rates are high.
- Rehire rates are high – over 200 of 2014-15 licensed hires previously worked in the District.

Issues

- There are 1400 more students than in 2008 and 248 fewer employees.
- Late staffing timelines impact the ability to hire preferred candidates.
- Reduced substitute pools result in unfilled absences.
- Half-day kindergarten will impact part-time teachers and bus drivers.
- Enrollment in teacher preparation programs has dropped since 2008.

Oregon licensure completers in private and public teacher education programs



Action Plan

- Implement earlier hiring timelines, per the Staffing Calendar (Attachment 2).
- Pool hire for high needs areas, including special education, bilingual and kindergarten teachers.
- Work with kindergarten teachers to determine best placements.
- Work with bus drivers to identify retention strategies due to elimination of mid-day runs.
- Implement web-based staffing model.
- Develop “grow our own” university partnerships.
- Develop a new classified evaluation system.
- Revise job descriptions.
- Provide hiring workshops for administrators with an emphasis on diverse candidates.
- Continue the practice of hiring diverse candidates from Portland Teachers’ Program and the PSU Bilingual Teacher Pathway program – a “grow our own” model for classified staff who want to become teachers.
- Attend recruiting both in-state and out-of-state recruiting events.
- Identify promising candidates from existing temporary employees, substitutes and student teachers.

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

Measurement	2011-12	2012-13	2013-14	2014-15 Goal	2015-16 Goal
Percent of teachers reporting improved practice based on collaboration efforts			87%	90%	95%
Percent of teachers reporting sufficient time to collaborate			40%	42%	50%

Percentage reporting improved practice based on collaboration efforts by group

Group	2011-12	2012-13	2013-14
All Teachers			87%
Male			89%
Female			91%
Hispanic			73%
White			91%
Heterosexual			91%
LGBQ			82%

Percentage reporting sufficient time to collaborate by group

Group	2011-12	2012-13	2013-14
All Teachers			40%
Male			46%
Female			42%
Hispanic			46%
White			43%
Heterosexual			45%
LGBQ			30%

Successes

- A large majority of teachers value collaboration time and report it improves their practice.
- Learning teams have been the vehicle for providing collaboration time.
- All schools are able to provide some collaboration time.
- Most elementary schools have identified regular collaboration time.

Issues

- Secondary teachers struggle to find sufficient time for collaboration during their workday.
- Teachers in specialized positions struggle to find time to collaborate with their colleagues across the District (band, PE, art, counselors, etc.).

Action Plan

- The Professional Development Advisory Committee will recommend models for effective learning teams.

Measurements 8, 9 and 10: Percent of teachers reporting improved practice based on professional development and the evaluation system and their ability to provide differentiated instruction.

Measurement	2011-12	2012-13	2013-14	2014-15 Goal	2015-16 Goal
Percent of teachers reporting improved practice based on professional development		29%	25%	35%	40%
Percent of teachers reporting improved practice based on evaluation system			30%	40%	50%
Percent of teachers reporting they effectively provide differentiated instruction	97%	92%	93%	95%	97%

Percentage reporting improved practice based on professional development

Group	2011-12	2012-13	2013-14
All Teachers		29%	25%
Male		27%	23%
Female		30%	29%
Hispanic		33%	30%
White		30%	27%
Heterosexual		29%	26%
LGBQ		37%	39%

Percentage reporting improved practice based on evaluation system

Group	2011-12	2012-13	2013-14
All Teachers			30%
Male			34%
Female			31%
Hispanic			25%
White			32%
Heterosexual			32%
LGBQ			37%

Percentage reporting effective differentiated instruction

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

Successes

- School administrators and their supervisors are receiving research-based supervision and coaching training.
- A majority of teachers are confident they effectively differentiate instruction.
- Science and math teacher surveys and student performance data indicate increased ability of teachers to teach their subject areas and/or increased student gains (Attachments 3 and 4).

Issues

- It is unclear whether teachers interpreted the survey as being related to school, District or externally provided professional development. Previous Staff Survey questions asked teachers if they have the professional development needed to do their jobs well, and 56% of respondents indicated they do.
- Teachers are reticent to be out of their classrooms and write substitute plans to attend professional development.
- Relying on substitutes so teachers can receive professional development is not best practice nor is it reliable given recent shortages.
- Not all teachers are experiencing effective coaching through the teacher evaluation process.
- Teachers are concerned about the impact of student growth on their overall evaluations.

- 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.
- Administrators will receive ongoing supervision training and support.
- Hiring teachers with ESOL endorsements will be a priority.

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

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

Percentage staff reporting they contribute to decision-making by group

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

Percentage staff reporting they contribute to decision-making by school

School	2011-12	2012-13	2013-14
Barnes	84%	80%	
Beaver Acres	73%		
Bonny Slope	90%		
Findley	91%		
Fir Grove	87%		
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%		
Mountain View MS	79%	72%	
Stoller MS	55%	57%	36%
Whitford MS	94%	85%	
International School		50%	
Aloha HS	87%	77%	83%
Beaverton HS	82%	75%	69%
Southridge HS	87%	82%	95%
Sunset HS	72%	69%	54%
Westview HS	74%	80%	79%

Successes

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

Issues

- Over the past three years, fewer staff reported they contribute to decision-making.
- The ability to have a voice in decision-making can impact staff morale.
- Not all employees are aware of or take advantage of opportunities to have their voices heard.

Action Plan

- Continue administrator training and coaching in inclusive practices and effective supervision and decision-making.
- Staff will be provided opportunities to voice their opinions through surveys, listening sessions and focus groups.
- Staff will participate in recommendations to increase central efficiencies, e.g. field trip processes, Transportation communication to schools, processes for adding materials when additional APU is allocated and the development of a capital improvement process.
- Continue a District-wide effort to recognize and encourage staff contributions toward our collective excellence.
- The Professional Development Advisory Committee and regular labor/management meetings provide opportunities to contribute to decision-making.