

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.

Focus Areas: In addition to the actions listed below, the following areas will be key HR priorities for the 2018-2019 school year.

1. Negotiate a licensed contract based on Board priorities.
2. Provide interdepartmental support for collaboration time with Community Involvement and Teaching and Learning and appropriate measures for determining success: student attendance; substitute usage; ELA and math SBAC scores; teacher evaluation results; surveys.
3. Support school and department administrators in the implementation of effective investigation practices related to employee misconduct.
4. Implement House Bill 2005, the Oregon Equal Pay Act of 2017. Known as the Pay Equity Law, employers are required to develop an evaluation process to assess and correct wage disparities among employees who perform work of a comparable character. The intent is to prohibit discrimination on the basis of a protected class. Full compliance will be required by January 1, 2019.

Quality Staff Measures

1. Percent of teachers evaluated as Distinguished, Proficient and Basic.

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%	
2016-17	16%	76%	8%	
2017-18	23%	71%	6%	

District Goal:

WE empower all students to achieve post-high school success

Action Plan

- This measure will be used as one data point for assessing the impact of collaboration time on teacher practice.

2. 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%	81%
Number of teachers and staff hired	Admin	7	17	29	32	20	21
	Licensed	124	168	438	426	402	336
	Classified	119	125	236	365	523	442
	Total	250	310	703	823	945	796
Staff and administration diversity mirrors student diversity	Students	48%	49%	51%	50%	50.5%	52.25%
	Admin	18%	15%	19%	19%	17%	17%
	Licensed	15%	10%	11%	11%	11%	12%
	Classified	18%	19%	20%	21%	23%	24%

Note: At the time of this report, 2018-2019 data is incomplete. As of September 13, 2018, there have been 29 administrator hires, 246 licensed hires and 202 classified hires.

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%
2017-18	84%	88%	90%	70%	85%	87%	93%	81%	85%	81%	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, although licensed and classified declined since 2016-17.
- Hiring has more than doubled since 2013-14 and more than tripled since 2012-13.

Issues

- Employee diversity remains relatively flat and does not reflect student diversity.
- Budget reductions may impact retention rates.

Action Plan

- See "Diversifying the Workforce" document below.
- Train hiring managers to implement strategies that reduce the potential for unconscious/implicit bias.
- Pool hire for high needs areas, including special education and bilingual programs.
- Conduct spring Teacher Chats with new hires.
- Provide mentors for first and second-year teachers and administrators.

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

Measurement	2013-14	2014-15	2015-16	2016-17	2017-18
Percent of teachers reporting improved practice based on collaboration efforts	87%	79%	62%	70%	81%
Percent of teachers reporting sufficient time to collaborate	40%	44%	51%	55%	81%

Percentage reporting improved practice based on collaboration efforts by group

Group	2013-14	2014-15	2015-16	2016-17	2017-18
All Teachers	87%	79%	62%	70%	81%
Male	89%	73%	66%	80%	83%
Female	91%	81%	64%	68%	85%
Other	NA	NA	62%	NA	NA
Hispanic	73%	76%	65%	65%	76%
White	91%	79%	64%	71%	85%
Heterosexual	91%	80%	66%	72%	84%
LGBTQ	82%	68%	54%	66^	82%

Percentage reporting sufficient time to collaborate by group

Group	2013-14	2014-15	2015-16	2016-17	2017-18
All Teachers	40%	44%	51%	55%	81%
Male	46%	49%	58%	59%	84%
Female	42%	44%	51%	56%	81%
Hispanic	46%	55%	49%	55%	82%
White	43%	43%	53%	57%	82%
Heterosexual	45%	45%	53%	58%	82%
LGBT	30%	50%	44%	55%	78%

Successes

- The implementation of ninety (90) minutes of collaboration time is credited for last year's significant increase.

Issues

- We have yet to see a significant decrease in the use of substitutes for professional development purposes.

Action Plan

- Substitute usage will be tracked as more professional development is provided during collaboration time.

4. Percent of teachers reporting improved practice/student performance 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	2017-18
Percent of teachers reporting improved practice based on professional development	NA	29%	25%	57%	74%	75%	78%
Percent of teachers reporting improved practice based on evaluation system	NA	NA	30%	44%	45%	43%	59%
Percent of teachers reporting they effectively provide differentiated instruction	97%	92%	93%	97%	96%	97%	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	2017-18
			District	Learning Team	School	All Levels			
All Teachers	29%	25%	57%	74%	66%	50%	62%	75%	78%
Male	27%	23%	47%	75%	57%	42%	66%	73%	80%
Female	30%	29%	64%	77%	73%	57%	64%	80%	78%
Hispanic	33%	30%	NA	NA	NA	NA	64%	77%	82%
White	30%	27%	59%	77%	69%	53%	64%	79%	80%
Heterosexual	29%	26%	61%	79%	70%	55%	66%	78%	79%
LGBTQ	37%	39%	37%	63%		37%	63%	68%	76%

Percentage of teachers reporting improved practice based on evaluation system

Group	2013-14	2014-15	2015-16	2016-17	2017-18
All Teachers	30%	44%	45%	43%	59%
Male	34%	43%	43%	43%	55%
Female	31%	48%	48%	47%	62%
Hispanic	25%	36%	43%	55%	66%
White	32%	46%	47%	46%	60%
Heterosexual	32%	49%	47%	47%	60%
LGBTQ	37%	27%	35%	42%	55%

Percentage of teachers reporting effective differentiated instruction

Group	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
All Teachers	97%	92%	93%	97%	96%	97%	97%
Male	96%	89%	90%	94%	96%	98%	96%
Female	97%	93%	95%	97%	97%	97%	98%
Hispanic	97%	91%	84%	NA	98%	98%	97%
White	97%	92%	94%	97%	96%	98%	97%
Heterosexual	97%	92%	94%	96%	97%	97%	98%
LGBTQ	100%	93%	94%	100%	96%	98%	98%

Successes

- The value placed on professional development has steadily and dramatically increased since 2012. This can be attributed to the quality of recent adoptions and the expanded professional development choices and delivery methods provided to staff.
- The 5D+ teacher evaluation system has enabled administrators to provide staff with meaningful feedback on their performance.

Issues

- As noted in previous years, staff perception of their ability to differentiate instruction does not align with all student sub-group results.

Action Plan

- The Professional Advisory Committee will continue to advise the District on professional development needs and models for teachers.

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

Measurement	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Percent of teachers and staff reporting they contribute to decision-making	79%	73%	69%	71%	77%	78%	73%

Percentage staff reporting they contribute to decision-making by group

Group	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
All Staff	79%	73%	69%	71%	77%	78%	73%
Male	85%	75%	73%	74%	84%	84%	78%
Female	82%	76%	74%	73%	80%	81%	76%
Asian	87%	68%	85%	NA	77%	88%	74%
Hispanic	85%	77%	70%	76%	67%	74%	79%
White	83%	76%	74%	75%	81%	83%	78%
Heterosexual	83%	77%	74%	76%	81%	78%	76%
LGBTQ	81%	70%	66%	70%	83%	79%	72%

Percentage staff reporting they contribute to decision-making by school

School	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Barnes	84%	80%		64%	70%	76%	>95%
Beaver Acres	73%				83%	80%	75%
Bethany						72%	
Bonny Slope	90%			80%	84%	79%	79%
Cedar Mill				93%		93%	93%
Chehalem				82%	59%	71%	82%
Cooper Mountain				93%	86%	72%	75%
Elmonica				93%	64%	75%	95%
Errol Hassell						56%	
Findley	91%				100%	89%	94%
Fir Grove	87%			92%		83%	93%
Greenway				88%	85%	79%	64%
Hazeldale						87%	93%
Hiteon				74%	81%	76%	62%
Jacob Wismer				70%	95%	70%	54%
Kinnaman						94%	75%
McKay					83%	>95%	>95%
McKinley					83%	65%	88%
Montclair					91%	84%	
Nancy Ryles					87%	80%	>95%
Oak Hills					67%	67%	>95%
Raleigh Park				100%	91%	95%	
Ridgewood					100%	83%	>95%
Rock Creek						>95%	89%
Sato	NA	NA	NA	NA	NA	NA	58%
Scholls Heights					62%	71%	
Sexton Mountain						90%	85%
Terra Linda					95%	78%	90%
Vose	81%				78%	89%	86%
WTV					100%	61%	
William Walker					86%	83%	92%
AHP K-8	74%	57%	75%		83%	78%	83%
Raleigh Hills K-8					72%	87%	80%
Springville K-8					91%	73%	76%

School	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Springville K-8					91%	73%	76%
Cedar Park MS	85%				87%	80%	57%
Conestoga MS	61%	53%				58%	88%
Five Oaks MS	64%	71%	69%		65%	53%	57%
Highland Park MS	98%				96%	88%	83%
Meadow Park MS	84%			74%	97%	74%	77%
Mtn. View MS	79%	72%		67%		84%	70%
Stoller MS	55%	57%	36%		71%	62%	71%
Whitford MS	94%	85%			86%	79%	77%
ACMA				69%	69%	86%	
HS2/SST					82%	83%	77%
ISB		50%		82%		78%	86%
Aloha HS	87%	77%	83%	85%	80%	81%	84%
Beaverton HS	82%	75%	69%	63%	70%	69%	61%
Mountainside HS	NA	NA	NA	NA	NA		85%
Southridge HS	87%	82%	95%	79%	87%	78%	89%
Sunset HS	72%	69%	54%	64%	69%	85%	68%
Westview HS	74%	80%	79%	72%	85%	71%	68%

Successes

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

Issues

- Overall, the data has remained flat. This may be attributed to the changes in student disciplinary practices, as not all staff thoroughly understand or appreciate the move toward restorative justice.

Action Plan

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

According to the [2018 Oregon Educator Equity Advisory Group](#) Recommended Action Steps, Beaverton School District's efforts to diversify the educator workforce should focus on four areas: recruitment, preparation, employment and retention. As a district, we have both emerging and institutionalized programs and policies that build our capacity in each of these four areas.

To support our work in recruiting educators who reflect our local diversity, the Beaverton School District recruits teacher candidates from our high schools into the [Portland Teachers Program](#) (PTP). PTP is a nationally recognized program that prepares "culturally competent teachers, with a special focus on historically underrepresented groups in the teaching profession." Similarly, BSD works with Northwest Regional Educational Service District (NWESD) to recruit high school students into the [Bilingual Scholars Program](#) (Spanish) teacher preparation program with Western Oregon University (WOU). This emerging partnership with NWESD includes our colleagues in Hillsboro, Sherwood, Tigard/Tualatin, and Forest Grove School Districts. To help us recruit our linguistically and ethnically diverse educational assistants, BSD hosts both a Bilingual Recruitment Night and an annual Teacher Pathways event for all of our classified staff during which we explain different pathways for becoming a teacher in our community. For each of these pathways, BSD connects with, supports and/or coaches the teacher candidates in the various pathways. This support includes but is not limited to inviting candidates to a Meet and Greet Reception, invitations to participate in BMEC as a student teacher, practice screening interviews in HR, administrator practice interviews, and recommendations to administrators for hiring.

The teacher educator pathways supported by BSD help us work toward the second area of focus outlined by the Oregon Educator Equity Advisory Group: preparation. In addition to our emerging work with NWESD and established work with PTP, BSD continues to support other preparation programs whose focus includes increasing the numbers of culturally diverse educators to support our increasingly diverse community. The [Teach for Beaverton](#) program, in partnership with Oregon State University (OSU), provides an intensive two-year residency program during which graduate students take both online and hybrid classes, receive intentional mentoring from clinical teachers, and earn an income as a Beaverton School District employee. By participating in the university course instruction and the selection of both graduate students and clinical teachers, BSD ensures that the graduates of Teach for Beaverton reflect the dispositions, skills, and capacity our community needs from our beginning teachers. The [Bilingual Teacher Pathway](#) (BTP), in partnership with Portland State University (PSU), supports bilingual classified staff who want to serve our community as a teacher. Through their instruction and program design, the faculty at BTP address the barriers traditionally faced by diverse teacher candidates. To better assist all of our racially or linguistically diverse candidates in teacher preparation programs, we stay connected with and promote scholarships like the [Oregon Teacher Scholars Program](#), the Beaverton Minority Administrator Community's scholarship for BSD K-12 graduates, and the Superintendent Annual Scholarship for BSD K-12 graduates. These scholarship programs provide scholarships, networking, and other resources to help diversify our educator workforce. We are also working in partnership with Lewis and Clark University to develop an Aspiring Administrator Program that will bolster the diversity of our administrative ranks to reflect the diversity of our student population.

Once we get graduates from our teacher preparation programs, we need to focus on the third area: employment. To help connect our multiple efforts, we hold monthly meetings with staff and administrators from Human Resources, Teaching and Learning, and Equity and Inclusion. Through these meetings, we keep these different departments connected with our goal to increase the recruitment and retention of staff of color in BSD by building on our professional development opportunities and by exploring the development of "pathway programs." These pathway programs include our [Career and Technical Education](#) (CTE) programs in education and our dual credit

opportunities, with a specific focus on our [AVID](#) students. In addition, we have representatives on state-wide workgroups to guide our work in providing anti-bias training for staff involved in recruiting and hiring educators along with developing diverse interview committees.

After we hire strong educators to serve the students in our community, we want to retain them in our community. Our colleagues in Human Resources, Teaching and Learning, and Equity and Inclusion host meetings for the Beaverton Minority Educator Community (BMEC), an affinity group for linguistically and ethnically diverse employed educators. In the past three years, this group has grown in its participation and sense of urgency. In addition, our district started the 13th cohort of our Equity Leadership Team, a collective of educators who use structured meetings to explore their work as educators around equity and inclusion. The Beaverton School District also supports the New Teacher Mentor program to provide thoughtful, effective mentoring to our beginning to teachers as they learn how to meet the needs of the students in their classroom.

To transform our educational system, we need persistent determination to build our capacity in all four areas: recruitment, preparation, employment, and retention. Some of our efforts, like PTP, are established programs on which our community has come to depend. Other programs, like Teach for Beaverton, are new and will take time to become part of our institution's ability to better serve our students. Regardless of the program or policy, we need the collective efforts of our classified, licensed, and administrative staff to give our students the chance to learn from educators who reflect the reality of our community.

Summary:

Recruitment:

- Portland Teachers Program (2-3 graduates per year)
- Bilingual Scholars Program: Northwest Regional Education Service District partnership with Western Oregon University (eventually grow to 8-10 graduates per year)
- Bilingual Recruitment Night for Spanish-speaking teachers
- Annual Teacher Pathways event for Classified Employees (30-40 employees per year attend)
- HR Support for Teacher Candidates in our teacher preparation partnership pathways

Preparation:

- Teach for Beaverton (10-12 graduates per year); 6 hired for 2018-2019 school year
- Bilingual Teacher Pathway (2-3 graduates per year); 2 hired for 2018-2019 school year
- Oregon Teacher Scholars Program (70 state-wide scholarships per year)
- Beaverton Minority Administrator Community's scholarship for BSD K-12 graduates (one per year)
- Superintendent Annual Scholarship for BSD K-12 graduates (one per year)
- Aspiring Administrator Programs
 - o Emerging program in partnership with Lewis and Clark University
 - o OALA Partnership, Chalkboard Project

Employment:

- Monthly Work Group for Human Resources, Teaching and Learning, and Equity and Inclusion (8-10 participants per month)
- Building Professional Development Opportunities
- Educator pathway development for K-12 students: CTE, dual credit, and AVID
- State-wide work groups that focus on anti-bias training and diverse interview committees

Retention:

- Meetings for Beaverton Minority Educator Community (25-30 teachers)
- Equity Leadership Team cohorts (15 participants per cohort per year)
- New Teacher Mentoring program

Resources: [OSPA Spring Conference Presentation](#)

District Goal:

WE empower all students to achieve post-high school success