



PORTLAND PUBLIC SCHOOLS

# Human Resources Workforce Metrics

2017-2018 school year and hiring season

As of October 2018



## Data sets

- PeopleSoft (Human Resources information system)
- Aesop (substitute management system)

## Dates Used

- Snapshot dates are as of October 1, 2018
- New Hire data are from October 2, 2017 - October 1, 2018, our “hiring year”
- Fall “Core” hiring season is July 1, 2018 - October 1, 2018
- Year-long measures are July 1, 2017 - June 30, 2018, our fiscal year



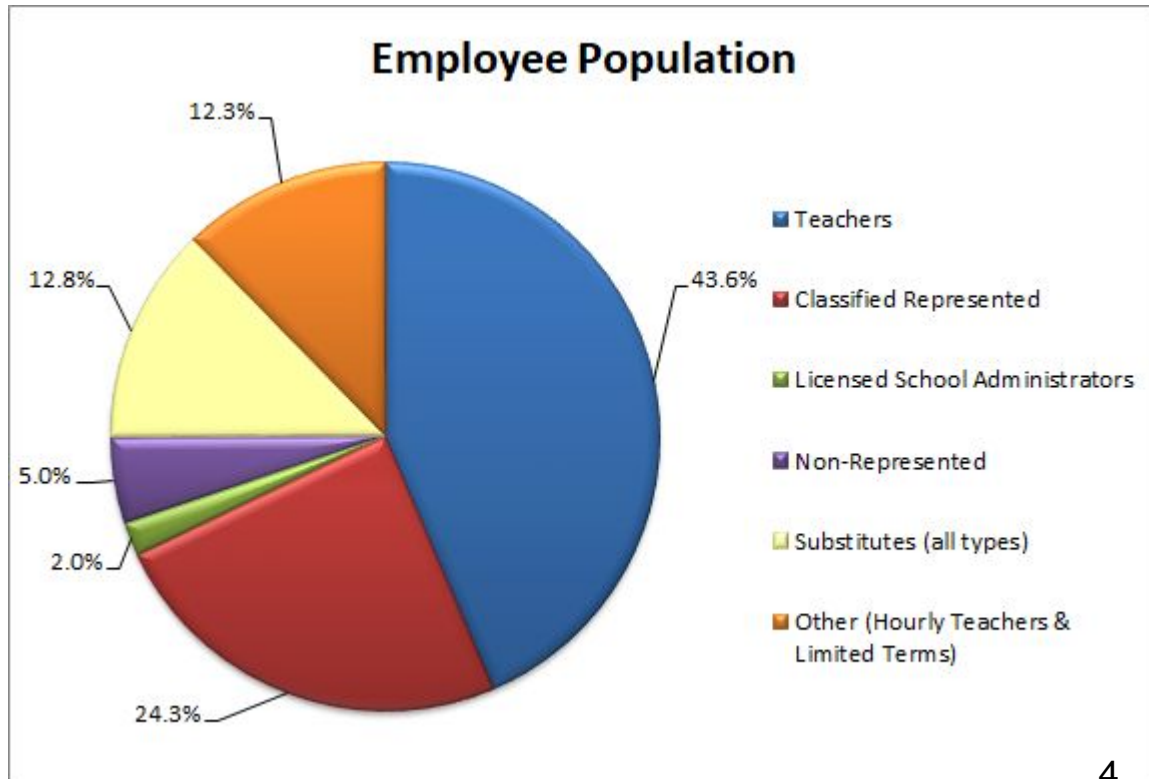
## Employee Groups

- Educators - All PAT bargaining unit members, such as classroom educators, librarians, counselors, TOSAs, instructional specialists, etc.
- Classified Represented - All classified employees by bargaining units, ATU, DCU, PFSP, and SEIU
- Licensed School Administrators - Licensed administrators at school buildings (Principal, AP, VP)
- Non-Represented - Employees not represented by a bargaining unit; includes positions in programs, schools, and central office
- Substitutes (all types) - substitute educators, secretaries, and paraeducators
- Other - limited term, temporary miscellaneous, hourly educators, etc.



# Employee Population as of October 2018

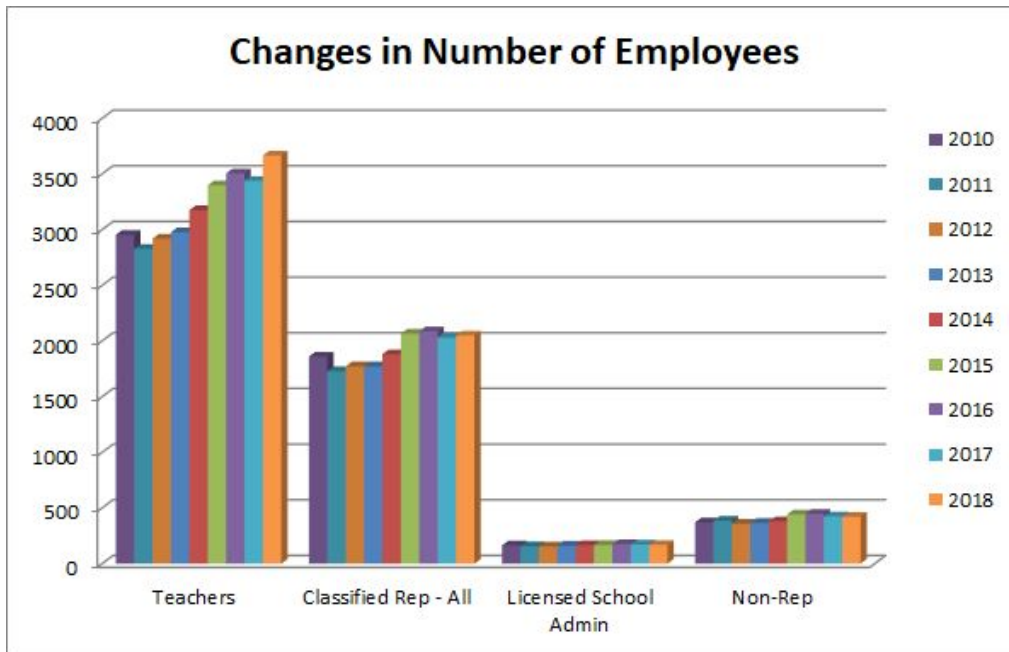
Employee Group	Count
Educators	3,667
Classified Represented	2,050
Licensed School Administrators	169
Non-Represented	422
Substitutes (all types)	1,079
Other (Hourly Teachers & Limited Terms)	1,032
<b>Total</b>	<b>8,419</b>





# FTE & Employee Count Changes

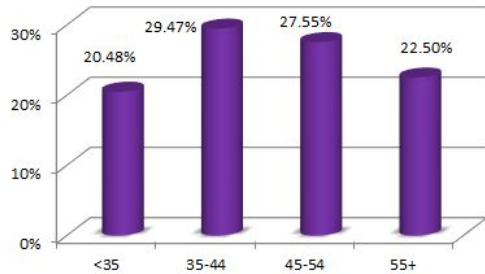
Employee Group	FTE % Change 2017 vs 2018	FTE # Change 2017 vs 2018
Educators (including temps)	+ 3.60%	+ 118.07
Classified Represented	- 0.10%	- 1.75
Licensed School Administrators	- 2.32%	- 4.0
Non-Represented	- 0.95%	- 3.95
Overall Regular Employee Population	+ 1.93%	+ 108.37



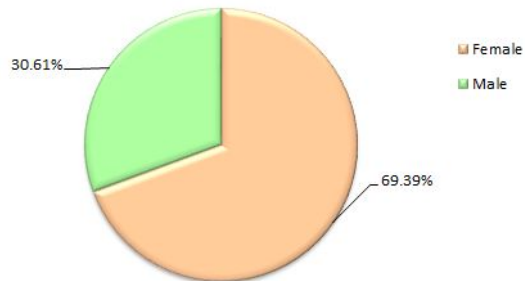


# Employee Demographics as of October 2018

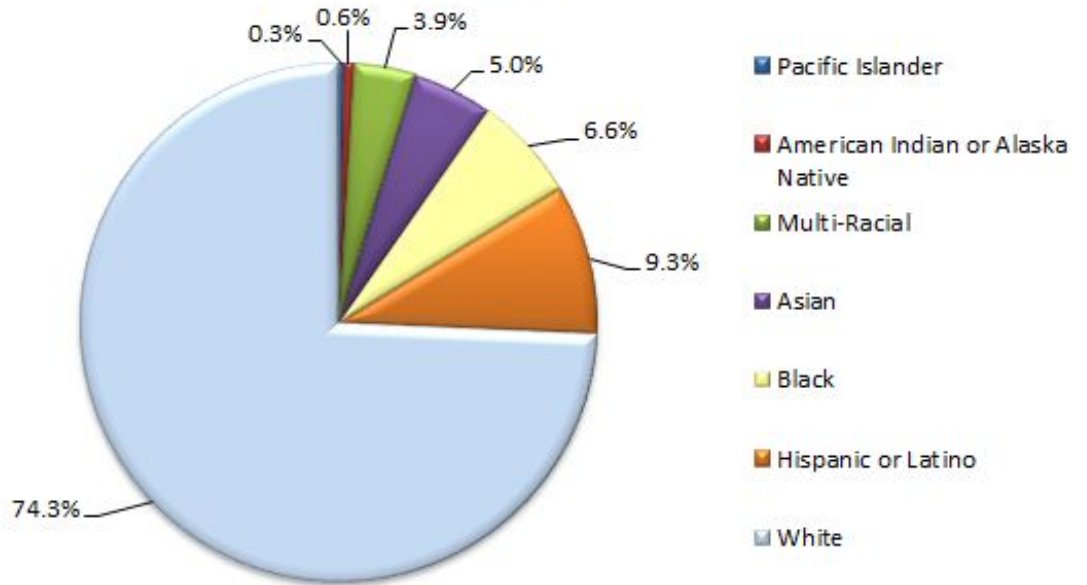
**Age**



**Gender**

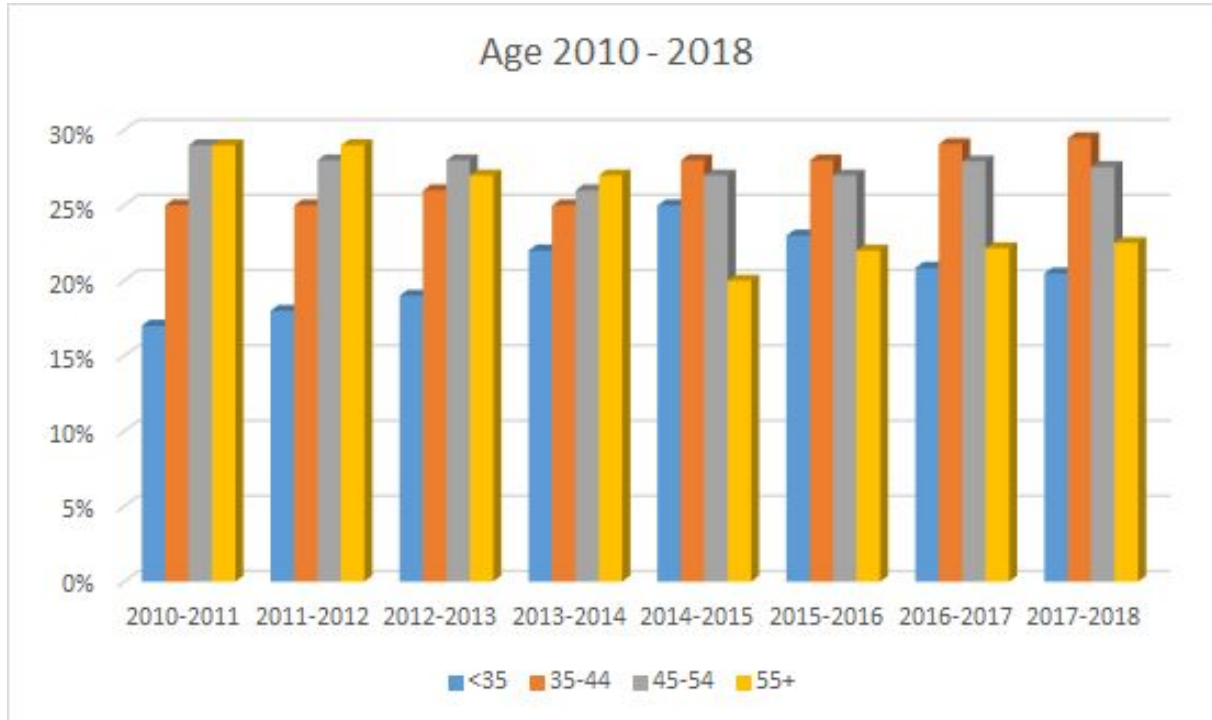


**Race**





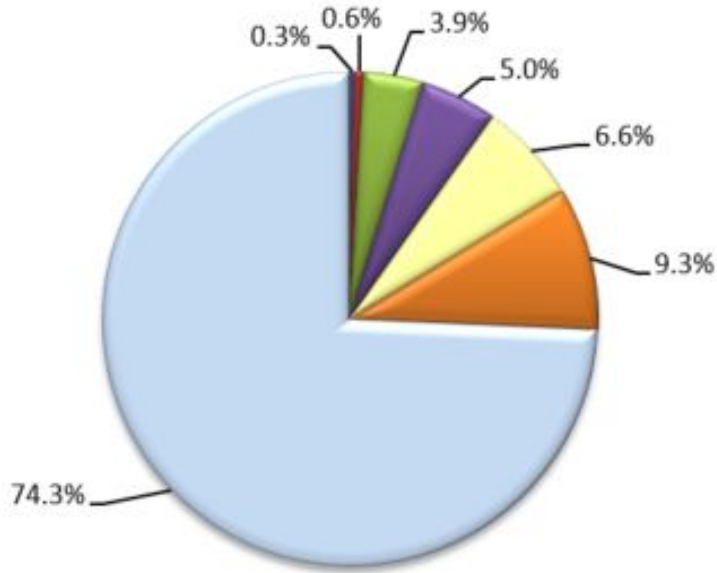
# Employee Demographics 2010 - 2018



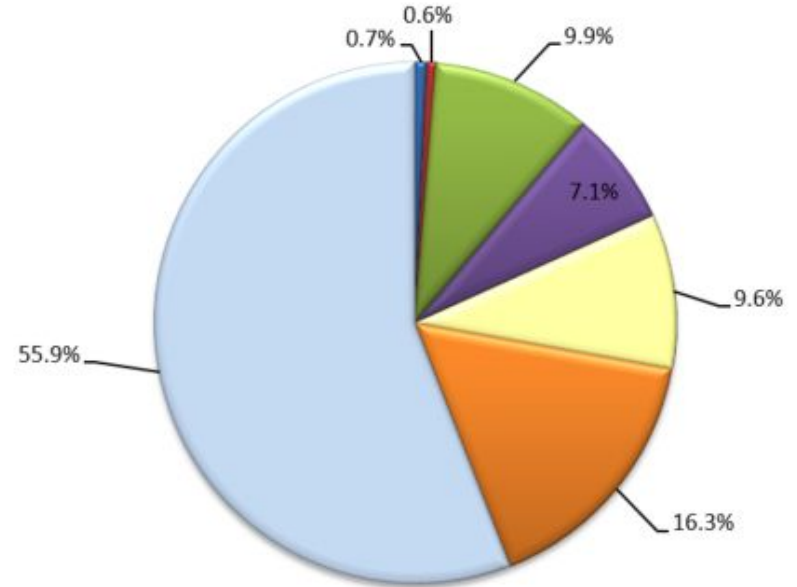


# Workforce vs Student Diversity

## PPS Regular Employees



## PPS Students

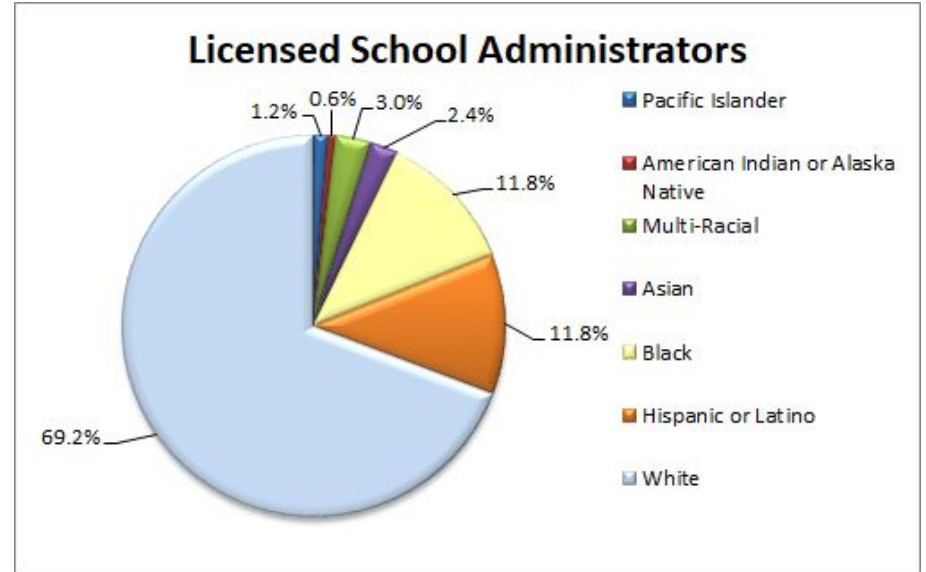
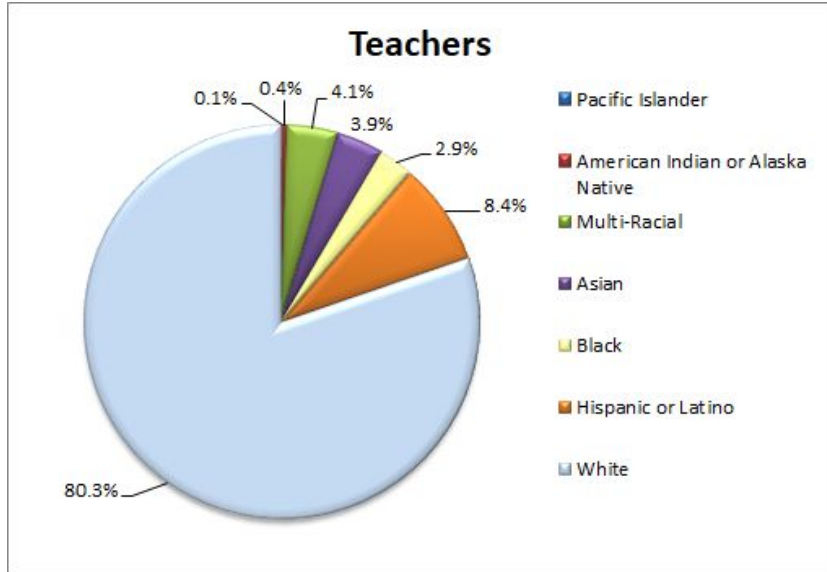


■ Pacific Islander 
 ■ American Indian or Alaska Native 
 ■ Multi-Racial 
 ■ Asian 
 ■ Black 
 ■ Hispanic or Latino 
 ■ White



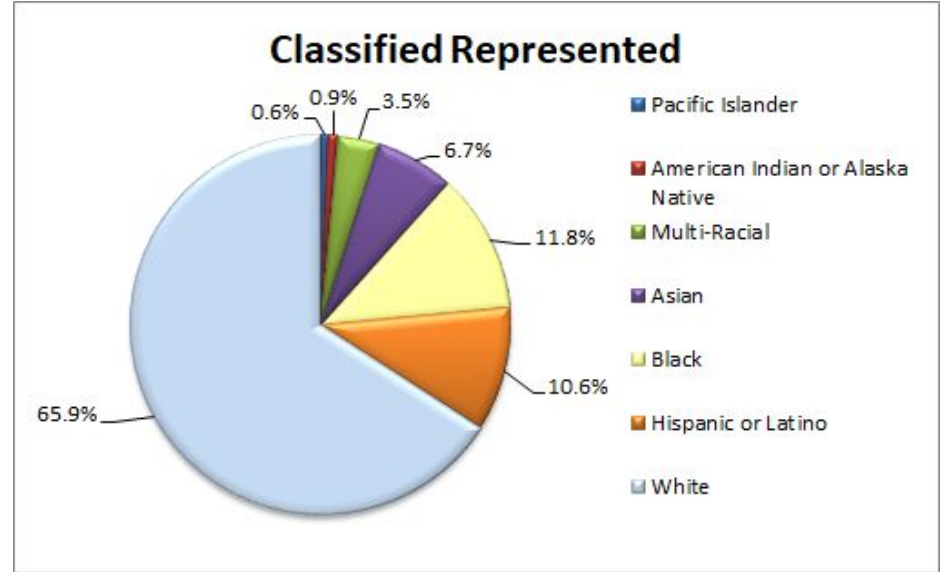
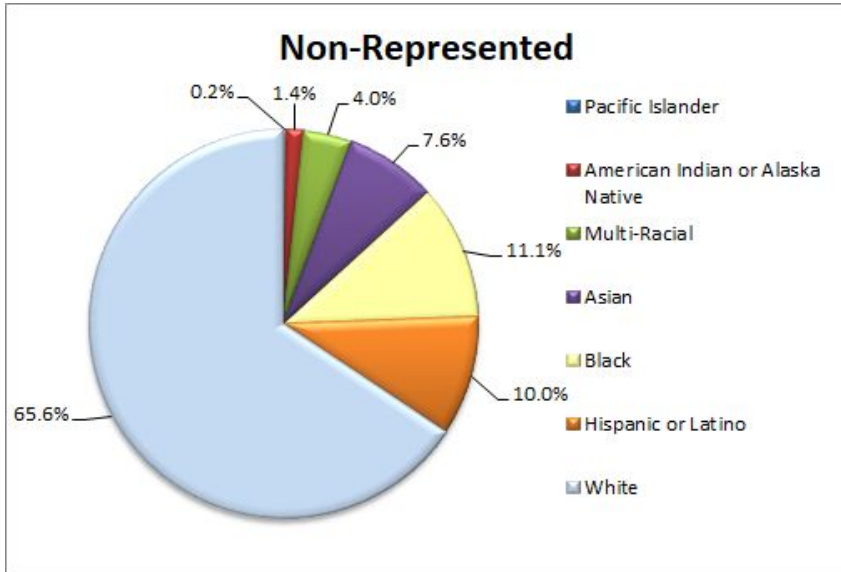


# Employee Demographics as of October 2018



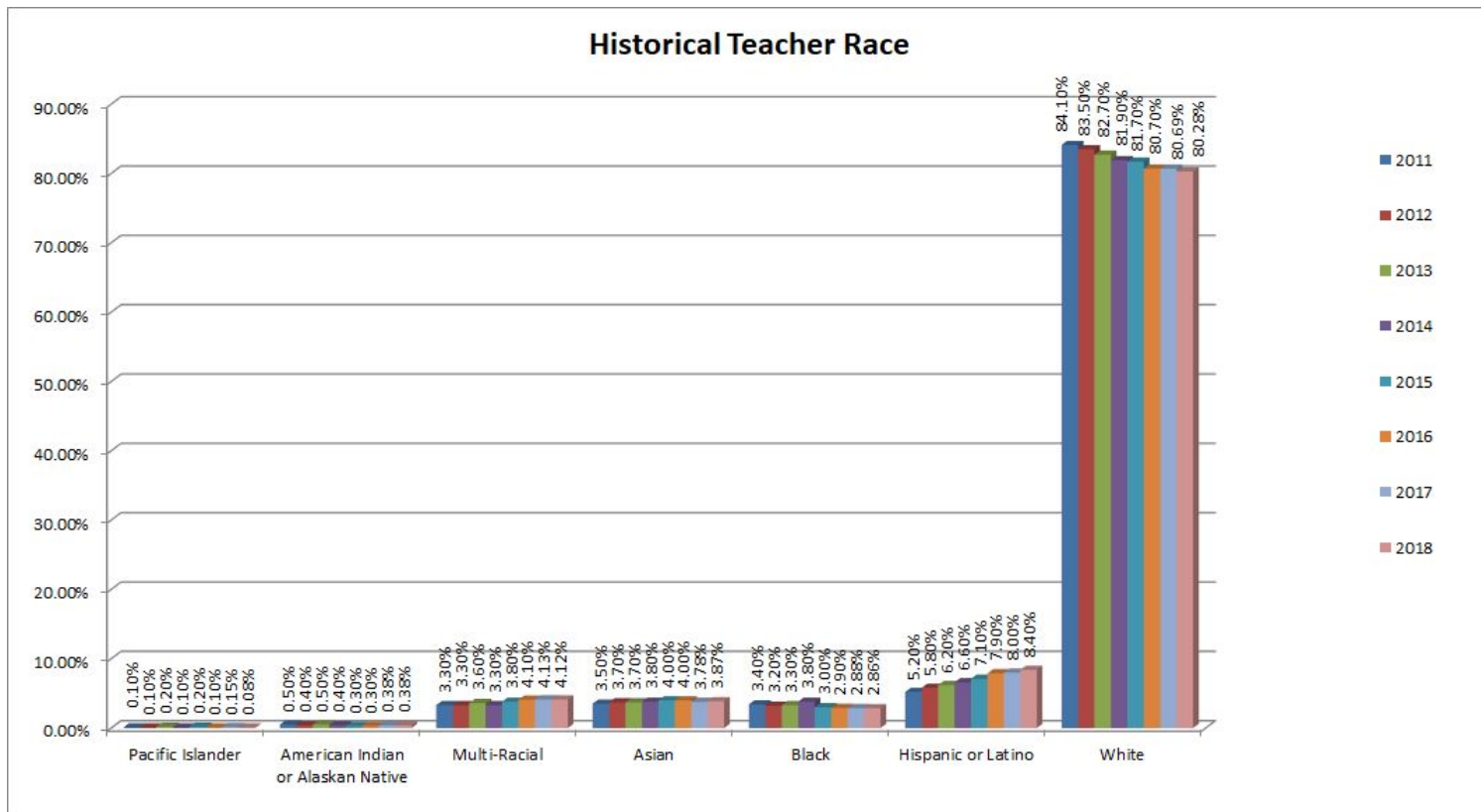


# Employee Demographics as of October 2018





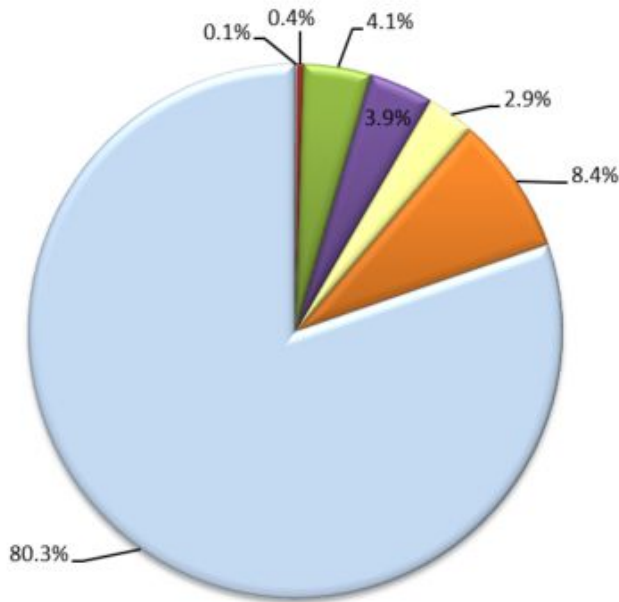
# Educator Race October 2011 - 2017



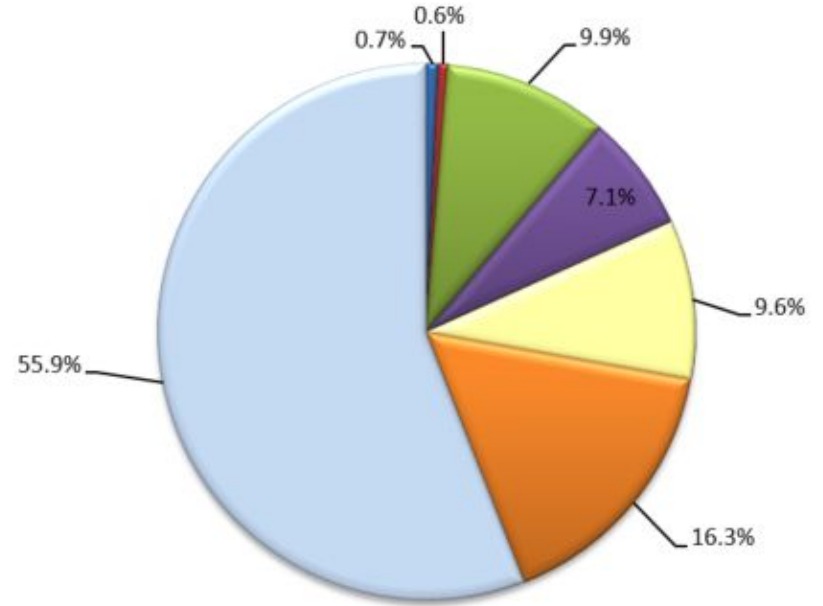


# Educator vs Student Diversity

### PPS Teachers



### PPS Students

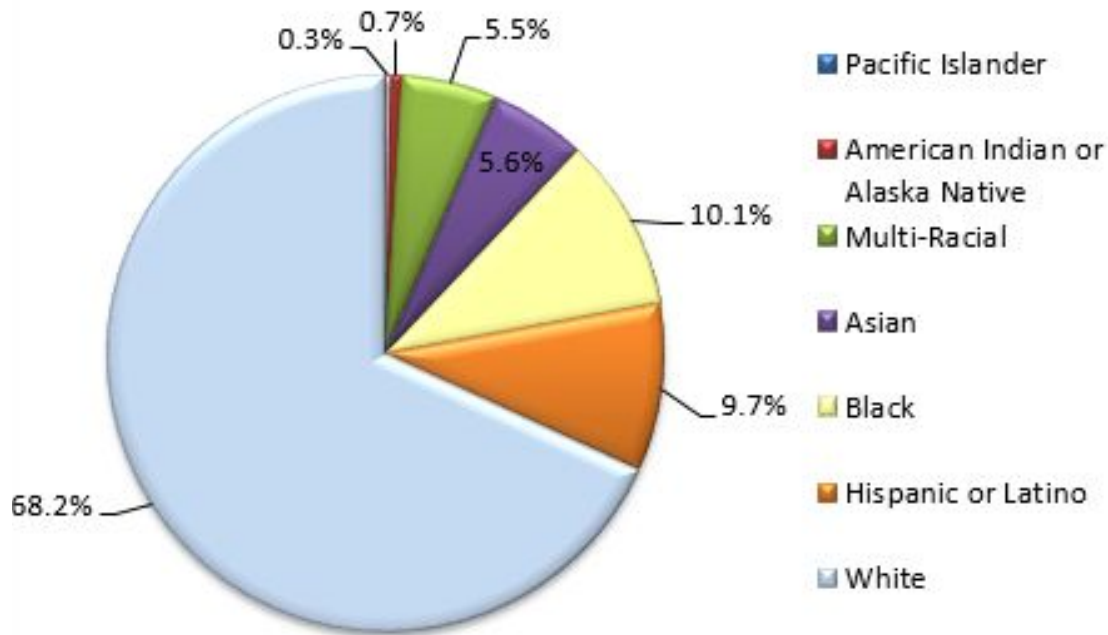


■ Pacific Islander ■ American Indian or Alaska Native ■ Multi-Racial ■ Asian ■ Black ■ Hispanic or Latino ■ White



# New Hire Demographics

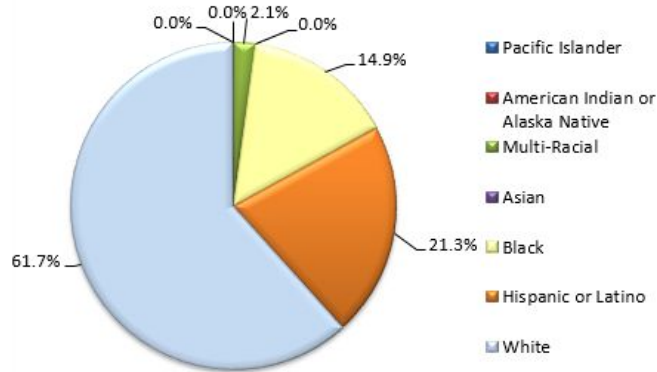
## All New Hires



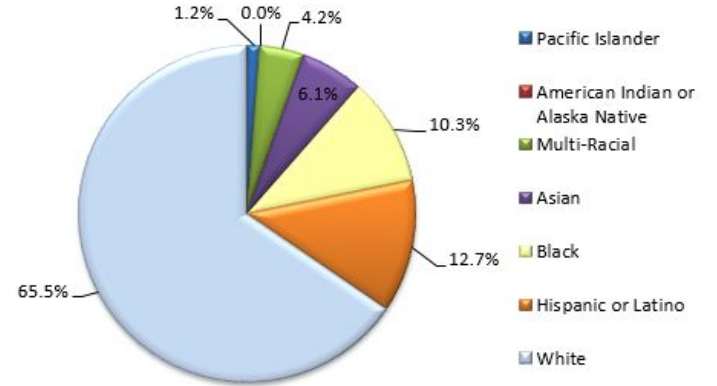


# New Hire Demographics

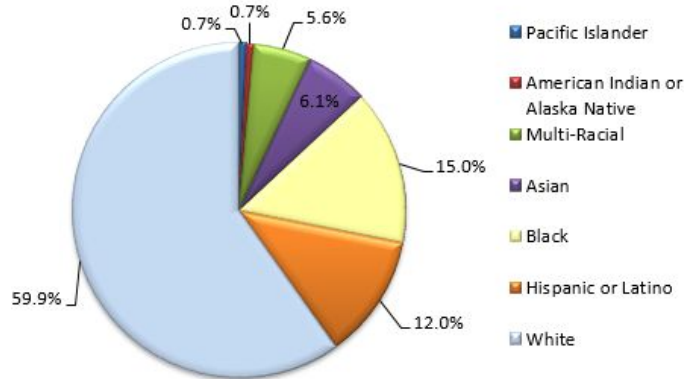
### Administrator



### Non-Represented



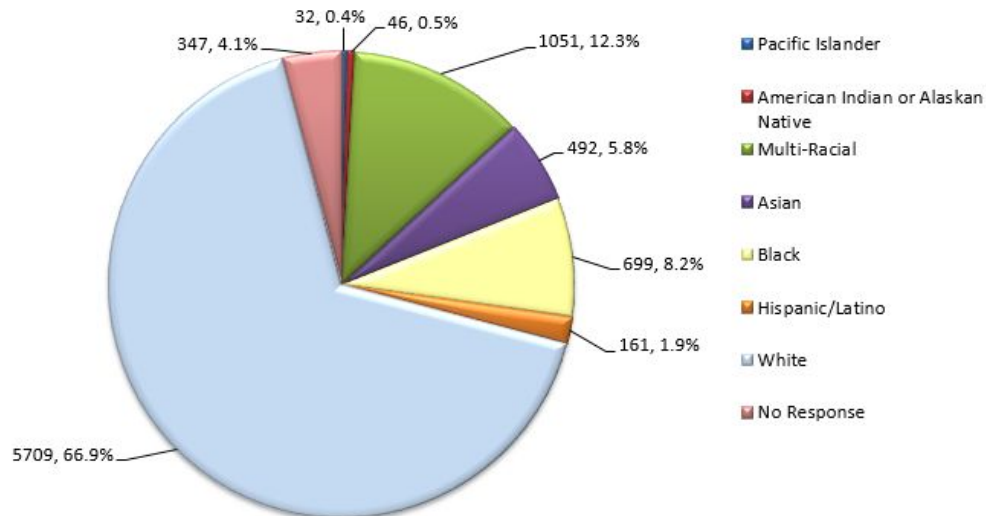
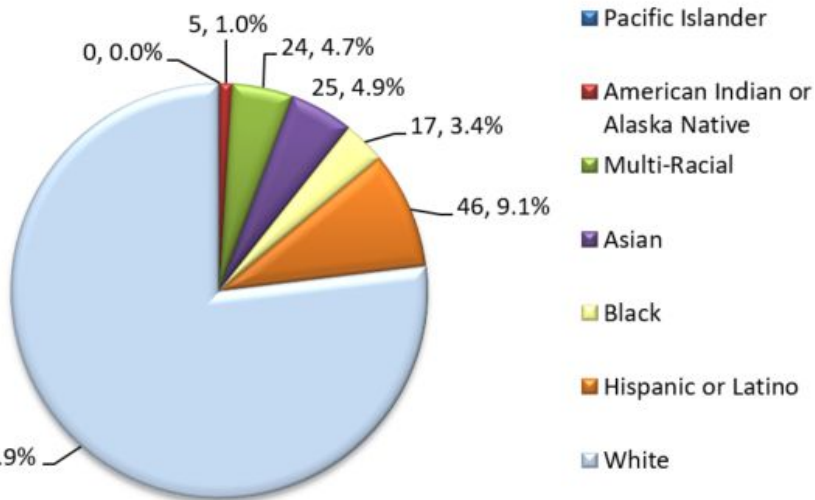
### Classified





## Educator New Hires

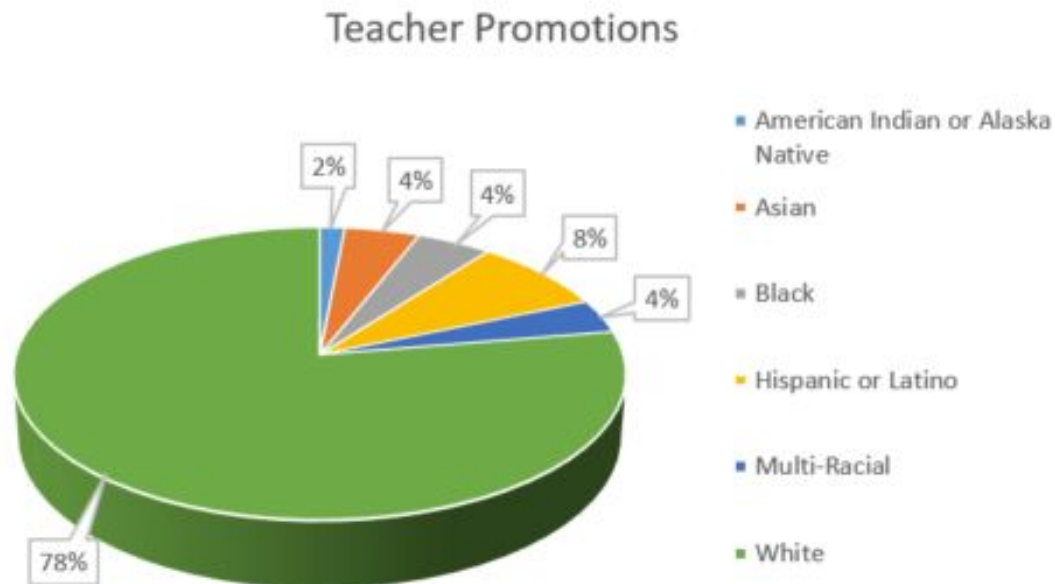
## Educator Applicants





# Educator Promotions from 2017-2018 SY to 2018-2019 SY

Promotion Type	#
<b>Substitute to Regular Teacher</b>	<b>41</b>
American Indian or Alaska Native	1
Asian	1
Black	3
Hispanic or Latino	4
Multi-Racial	1
White	31
<b>Substitute to Temp Teacher</b>	<b>38</b>
Asian	2
Hispanic or Latino	2
White	34
<b>Temporary Teacher to Regular Teacher</b>	<b>48</b>
American Indian or Alaska Native	1
Asian	3
Black	2
Hispanic or Latino	4
Multi-Racial	4
White	34
<b>Teacher to Regular Admin</b>	<b>3</b>
Black	1
White	2
<b>Teacher to Temp Admin</b>	<b>4</b>
Hispanic or Latino	1
White	3
<b>Total</b>	<b>134</b>







# Separations

## Definition

- Separations include when an employee leaves the district due to resignation (voluntary or involuntary) or retirement.
- Educator voluntary separations exclude temp educators, retirements, an involuntary separations



# Separation by Race

	Death	Dissat w/ Work Cond	DNR / HR Review	End Temp Employ	Job Abandon	Layoff w/No Recall	Leaving Prof	Non- Renew	Personal	RIF	Refused Assign	Reloc	Other Position	Retire	w/in Prob Period
American Indian or Alaska Native			1	2					3	1					
Asian		2	1	4		1	6		14	2		6	3	6	
Black	2	3	11	6	3	1	5		35	4		4	8	12	4
Hispanic or Latino			2	6	4	2	6	1	29	2	1	13	15	5	3
Multi-Racial		4	6	3			3		14			7	4	1	1
Pacific Islander		1							1					1	1
White	3	24	44	60	2	6	23		169	23	7	63	91	109	3
<b>Grand Total</b>	<b>5</b>	<b>34</b>	<b>65</b>	<b>81</b>	<b>9</b>	<b>10</b>	<b>43</b>	<b>1</b>	<b>265</b>	<b>32</b>	<b>8</b>	<b>93</b>	<b>121</b>	<b>134</b>	<b>12</b>

### Category Key

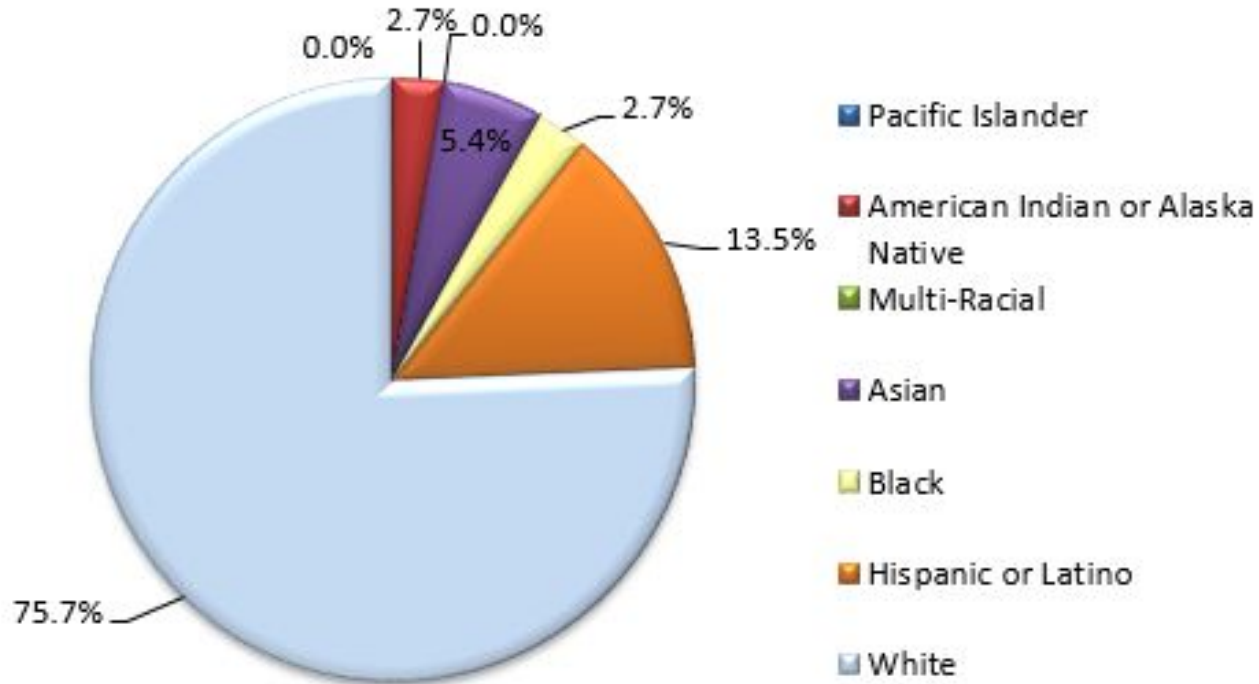
Dissat w/Work Cond = Dissatisfied with work conditions  
 DNR / HR Review = Do Not Rehire or HR needs to review  
 End Temp Employee = End temporary employment  
 Job Abandon = Job abandonment  
 Leaving Prof = Leaving profession

Non-Renew = Non-renewal  
 RIF = Reduction in Force  
 Refused Assign = Refused assignment  
 Reloc = Relocation  
 w/in Prob Period = Within probationary period



# Separations by Employee Type by Race 2017-2018

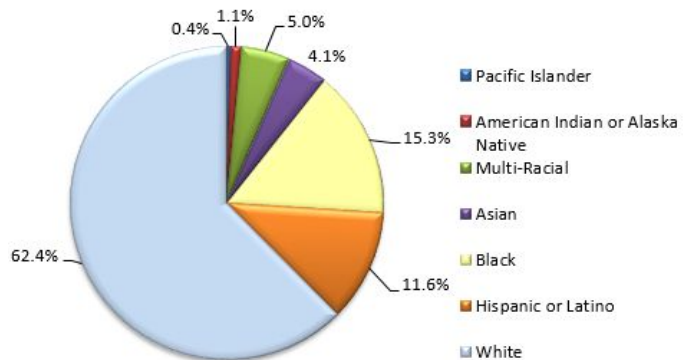
## Educators (Excludes Temps)



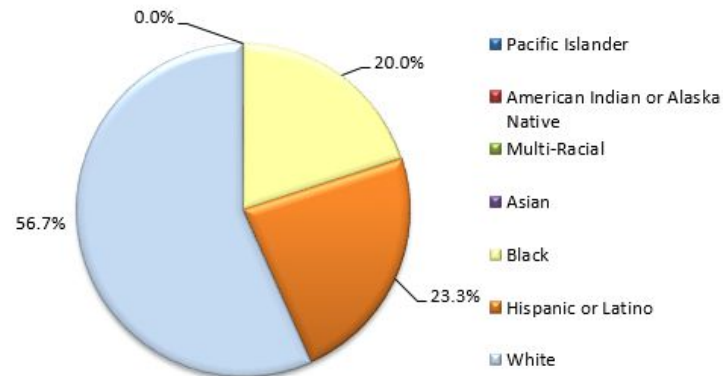


# Separations by Employee Type by Race 2017-2018

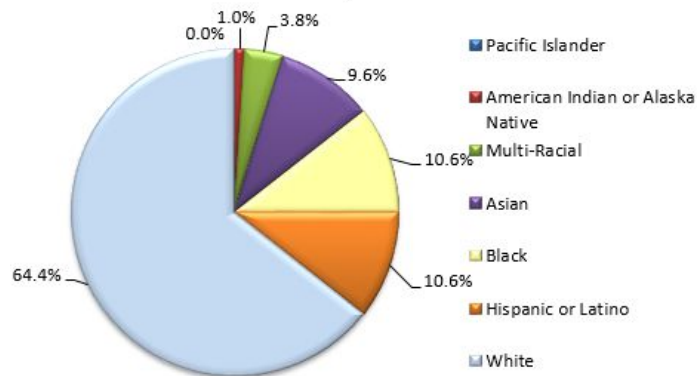
### Classified Represented



### Licensed School Administrators



### Non-Represented





# Substitute Group Population

<b>Substitute Type</b>	<b>Total</b>
Administrator	57
Paraeducator	85
Secretary/Clerk	30
Teacher - Classroom	907
<b>Total</b>	<b>1079</b>

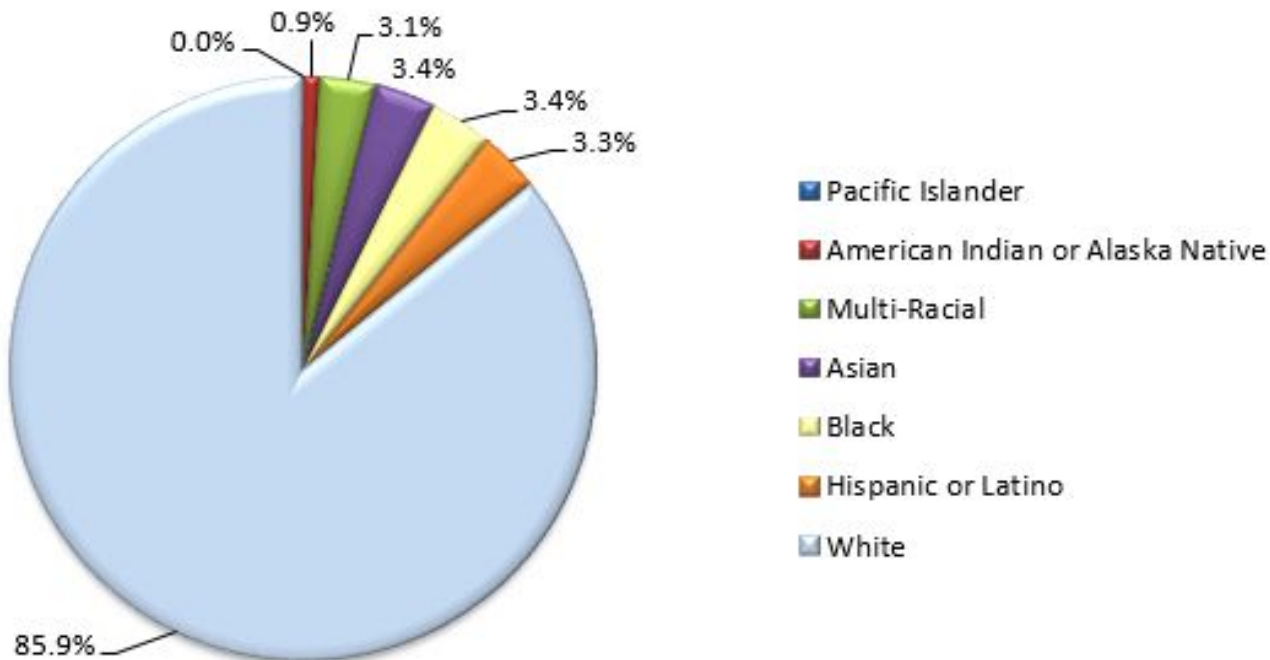
Substitute Educators are often recruited to fill temporary vacancies and regular positions, requiring the need to hire substitute educators throughout the entire school year.

Many paraeducators are hired into regular positions each year from the substitute paraeducator pool.



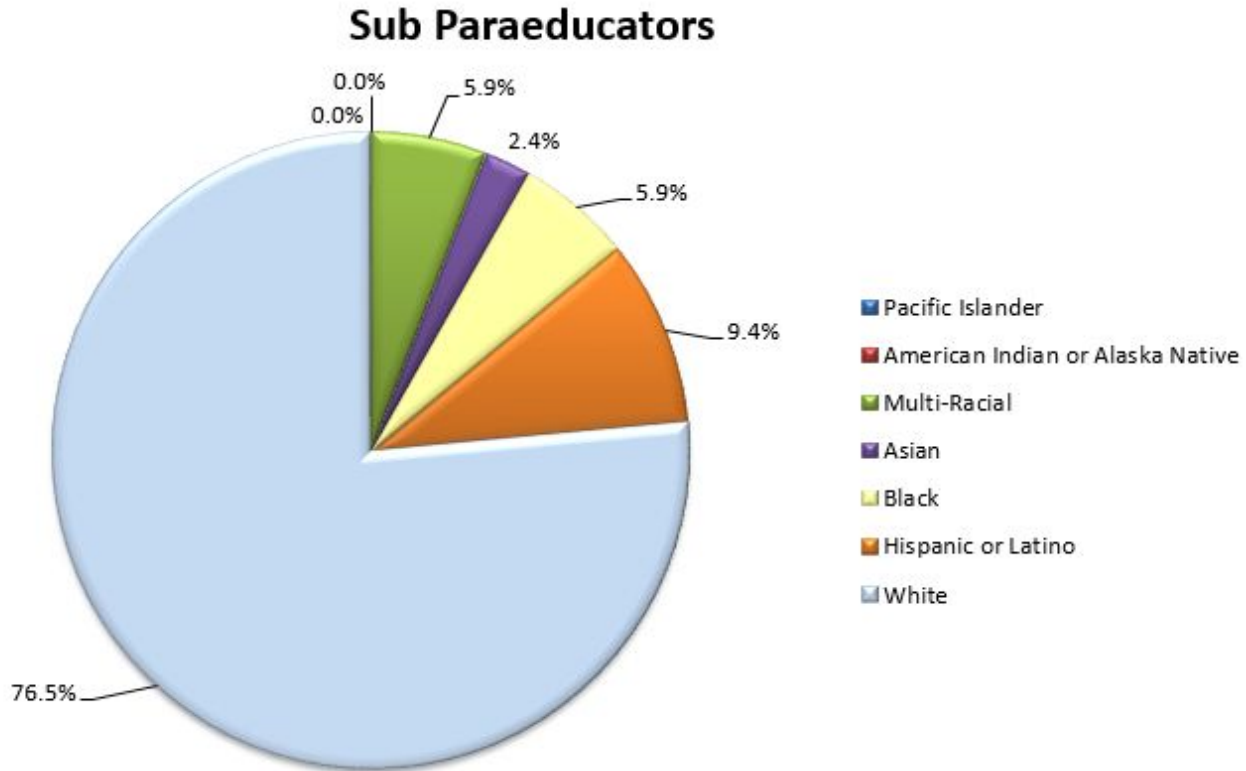
# Substitute Group by Race

## Sub Teachers- Classroom





# Substitute Group by Race





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# HR Operational Excellence Priorities



## What's Required for Operational Excellence?

- Build capacity by addressing long-standing and key vacancies across organization
- Focus on continuous process improvement to deliver excellent support to schools
- Address critical backlogs
- Build to implement systems solutions in 2019-2020
- Ensure compliance with laws and contractual commitments



# Highlights

## Q1-2

- Clarified and improved standards and practices for criminal background checks
- Provided additional support on teacher evaluations
- Addressed critical backlog of outstanding grievances
- Clarified guidelines for approach to protected injuries and illnesses
- Ratified CBAs with ATU, DCU, and PAT Subs
- Implemented workload overage methodology and payments
- Delivered training related to misconduct report on SIRC, ASMR, and investigations with OSP, Legal

## Q3-4

- Filled long-standing HR staff vacancies
- Implementing action plan for 2019 talent diversity recruitment
- Improving teacher hiring and placement practices for immediate implementation
- Developing compensation values statement to guide application of Pay Equity Act
- Implementing Pay Equity Act analysis and testing
- Piloting TalentEd evaluation tool and develop evaluation program for all employee groups
- Bargaining with PAT, PFSP, SEIU, ATU
- Developing updated leave management program
- Implementing incident tracking system



# Talent Diversity Overview

## Objective

Engage and hire top diverse talent from across the country to measurably improve our ability to provide all students with the highest quality staff who more closely reflect the students we serve.

## Scope

- Key decision-makers from specific departments will evaluate applicants and extend intent letters on-site at targeted recruitment events
- In-state events chosen for new teacher pipelines for high needs subject matter, locally available talent, and ongoing or developing university partnerships
- Out-of-state events chosen for Title II educator enrollment, Minority Serving Institution status, ongoing or developing partnerships, focus on new teacher pipelines for high needs subject matter, and reputation for culturally responsive pedagogy, critical race theory, and strong teacher preparation.

## Timeline

- Events begin Feb 7 at Spelman in Atlanta and run through April



# Pay Equity Overview

## Objective

Analyze the current state of compensation throughout the District and design a plan to bring into compliance with Pay Equity Act while also applying our compensation values statement.

## Scope

- Protected classes include: race, color, religion, gender, sexual orientation, national origin, marital status, veteran status, disability, age
- “Compensation” includes: salary, bonus, benefits, fringe benefits, equity compensation
- Determine comparable work based on: knowledge, skills, effort, responsibility, working conditions
- Pay differential criteria may include: seniority, merit, location, quality/quantity/piece rate of work, education, training, experience, travel



## Pay Equity, cont'd

### Timeline

- Pre-Analysis by 1/31/2019
- Define Comparable Work by 2/28/2019
- Determine Comparable Jobs by 4/30/2019
- Testing via hypothetical application of proposed changes to check for unintended consequences by 5/31/2019
- Communication and District-wide implementation by 7/1/2019



# TalentEd Project Overview

## Objective

Simplify, automate, and ensure a consistent evaluation process for each employee group. Leverage data analytics and reporting to drive evidence-based decisions and professional development to ultimately improve student outcomes and learning environment throughout the District.

## Scope

- Implement TalentEd Perform for cloud-based, secure, and standardized evaluation workflow and analytics tool
- Establish annual performance evaluation for non-represented employees
- Ensure uninterrupted access to historic evaluation data



# TalentEd Project, cont'd

## Timeline

- January 2019 – gap analysis to clarify stakeholders, roles & responsibilities, and employee group specific timelines
- Spring 2019 – Pilot user group; principal volunteers across all grade levels
- July 1, 2019 – All employee groups' evaluations will be done in the tool, teacher evaluations will be first large group affected
- Summer/Fall 2019 – User trainings and full implementation; rolling thereafter in line with subsequent employee group evaluation dates



PORTLAND PUBLIC SCHOOLS

# Leaves of Absence

As of January 28, 2019



# Types of Leave

- Leaves associated with the birth or adoption of a child including Pregnancy, Parental Leave, Childcare (unpaid) *(Mandated by federal and state law as well as all union agreements.)*
- Leave for an employee's own serious medical condition *(Mandated by federal and state law as well as all union agreements)*
- Leave to care for the serious health condition of a family member (including Oregon Family Leave Act sick child leave) *(Mandated by federal and state law as well as all union agreements)*
- Paid Administrative Leave or other District driven leaves *(Driven by District)*
- Personal/Other Leave *(All union agreements)*
- Teaching/Career Leaves: Career Development Leave, Study Leave, Teaching Exchange Leave *(PAT contract)*
- Union or Association Leave *(PAT/PFSP contracts)*
- Worker's Compensation Leave *(Driven by federal and state laws)*



## Number of Leaves

Reason	# of Leaves
Birth or Adoption (pregnancy)	38
Career Development Leave	8
Childcare	28
District Driven Leaves	24
OFLA Sick Child Leave	1
Own serious health condition	127
Parental leave	21
Personal/Special	20
Serious health condition of family	47
Study Leave	11
Teaching Exchange	8
Union/Association Leave	5
Worker's Comp leave	7
	345

## Paid vs. Unpaid



All data is as of January 28, 2019



# Paid Administrative Leave

## When it's used:

- Pending investigation when concerns of...
  - Interference with investigation, repetition of conduct, safety, potential dismissal
- Legally required pending allegation of child/sexual abuse
- Criminal investigation
- District discretion...
  - safety, interactive process for disability, other

## Capacity improvements:

- Repurposed FTE to labor relations
  - Completed hiring in January 2019
- Labor & Employment attorney vacancy filled November 2018
- Disciplinary Review Committee



# Paid Administrative Leave

