Office of Human Capital’s Work

- Recruitment
- Professional Development
- Staffing & Hiring
- Evaluation
Goal: A great teacher in every classroom

In schools, teacher quality is the single most important variable impacting student learning.
Transformation

Human Resources

• Broken hiring system
  – Late
  – Perverse Incentives
• Unequal Autonomies
• Persistent Achievement Gap

Human Capital

• Innovation
  – Early Hiring
• Equity
  – Expanded Autonomy
• Investment
  – Mutual Consent
• Diversity
Teachers are NOT Interchangeable

Being able to hire early made it possible for us to compete for high quality candidates who, when they joined our staff, brought expertise, multiple licenses, and increased diversity to our community.

—Principal, Mozart Elementary
Black educators are retiring faster than we can hire replacements.

Here is a chart showing the rates of retirement by ethnicity:

**Rate of Retirement of Black Educators compared to White**

<table>
<thead>
<tr>
<th></th>
<th>SY 12-13</th>
<th>SY 13-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>3.4x</td>
<td>2.3x</td>
</tr>
</tbody>
</table>

Educators over the age of 50 are 1.5x more likely to be black.

Last year, we lost 73% more black educators through attrition than we were able to hire externally.

**Based on current demographics, we anticipate continued disproportionate rates of retirement for years to come.**
Candidate vs. Hire Diversity

Hiring external candidates is critical to moving the dial on Diversity.

Ethnicity by Candidate Population

- External (n=2779): 73% Black, 6% Asian, 8% Latino, 4% White, 8% Other, 8% Decline
- Internal non-excessed (n=1018): 23% Black, 6% Asian, 10% Latino, 14% White, 4% Other, 17% Decline
- Excessed (n=278): 31% Black, 4% Asian, 10% Latino, 8% White, 6% Other, 0% Decline

Hire Ethnicity by Population

- External (n=144): 45% Black, 17% Asian, 8% Latino, 7% White, 2% Other, 22% Decline
- Internal non-excessed (n=264): 40% Black, 15% Asian, 7% Latino, 13% White, 0% Other, 0% Decline
- Excessed (n=108): 51% Black, 10% Asian, 2% Latino, 0% White, 0% Other, 0% Decline

Data for current hiring season, as of 6/17/15.
Early hiring is critical to our ability to increase our diversity.

Data includes both internal and external hires for the current hiring season as of 6/17/15.
Suitable Professional Capacity (2014-15)

Engagement in Hiring Process

Educators who received SPC placements were more than twice as likely to have NOT applied.

Only 54% of this year’s pool have applied compared to 67% of the pool at this time last year.

More Engagement = More Success

Those who were hired applied to 53% MORE jobs on average.

Of those who applied 78% were hired.*

*Based on the number who applied and didn’t subsequently retire or resign.
Professional Development

- Lead teachers
- Peer Assistance & Review and Peer Assistance
- New Teacher Developers stipends
  - NTD programming
- Anti-bias training
- Observation and Feedback
- Cultural competence
We experienced significant technical issues this year around submission deadlines, causing some paper evaluations to be released in lieu of electronic submissions, which may be a contributing factor to the drop in completion rates.
Percent of Proficient or Exemplary educators has increased; Needs Improvement have declined.

Based on most recent Formative or Summative evaluation between 9/1 and 6/30 of each respective school year.
Despite proportionality remaining high, the number of educators across all three ethnicities who received an underperforming rating declined each subsequent year.
Investing in the Future

- Early Hiring
- Mutual Consent
- Autonomy
- Support & Development
- Diversity
Appendix:

– Recruitment
– Staffing & Hiring
– Professional Development
– Evaluation
Exceeded Recruitment Goals for District Priority Pools

District Priority Pool Candidate Diversity

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Black</td>
<td>192</td>
<td>250</td>
<td>264</td>
</tr>
<tr>
<td>Latino</td>
<td>97</td>
<td>116</td>
<td>118</td>
</tr>
</tbody>
</table>
BPS is building our own pipelines because the diversity of educators state-wide and nationally is not diverse enough to our needs.

Race Demographics of Teachers

- **Boston**
- **Mass.**
- **U.S.**

BPS Pipelines, Programs, & Partnerships

- Community to Paraprofessional Development Program (CPDP)
- Accelerated Community to Teacher (ACTT) program
- High School to Teacher Program
- Partner Programs
- MTEL/Licensure Support
- ALANA
- Male Educators of Color (MEOC)
- BPS Aspiring Principals
- BPS-Lynch Fellowship

* Data for SY 2012-13 from Mass. DESE, & NCES.gov
Marketing & Advertising

JOIN A TEAM OF Exceptional Teachers and School Leaders

Boston Public Schools has openings in all content areas and at all levels.

ÚNETE A UN EQUIPO DE MAESTROS Y DIRECTORES EXCEPCIONALES

Escuelas Públicas de Boston tiene oportunidades en todos los niveles, clases y materias.

solicita aquí:

Boston Public Schools is looking for exceptional teachers and school leaders.

Boston Public Schools is currently seeking visionary, dynamic, and diverse individuals to serve as teachers and principals. Successful candidates will model effective leadership defined by integrity, clear and open communication, fairness, high standards, and an understanding of the needs and interests of a diverse community.

Openings in all content areas:
- Mathematics
- Science
- Elementary
- Early Childhood
- Special Education (Moderate & Severe)

Openings at all levels:
- Turnaround (Level 1) Schools
- Middle Schools
- K-8 Schools
- Elementary Schools
- High Schools

applying here: www.teachboston.org

DIVERSITY CAREER FAIR FOR Teachers

SAVE THE DATE Thursday, March 27th 4-7 pm

You can make a difference. Teaching in Boston is a guaranteed way for you to impact the lives of our racially, culturally, and linguistically diverse students and their families.

- Access to over 800 teaching jobs online at WWW.TEACHBOSTON.ORG
- All majors welcome
- Certification required by August 15, 2014
- Seeking Experienced Educators

APPLICATIONS DUE March 6th

www.teachboston.org

JOIN A TEAM OF Exceptional Teachers and School Leaders

Boston Public Schools has openings in all content areas and at all levels.
We are losing more black educators to retirement than we have been able to hire.
Workforce Diversity – last year’s data

BPS Teachers of Color Compared with State and National Data

- Massachusetts average (teachers): 7.1%
- National all-city average (teachers): 18.0%
- National big-city average (teachers): 28.0%
- BPS teachers of color: 38.0%

Data from SY 2012-13
Sources: BPS Office of Human Capital, Massachusetts Department of Elementary and Secondary Education, National Center for Education Statistics
New Principals are more generally more diverse than candidate pools.

![Bar chart showing the percentage of New Principals by race compared to the percentage of candidates by race.](chart)

- **Asian**: 4% candidates, 5% hires
- **Black**: 30% candidates, 37% hires
- **Latino**: 9% candidates, 5% hires
- **White**: 48% candidates, 53% hires

Legend: % Candidates (n=243) vs. % Hires (n=19)
Black educators were **2.3 times more likely to retire**, but **30% less likely to resign** last year (compared to white educators).

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Retirements</th>
<th></th>
<th>Resignations</th>
<th></th>
<th>Provisional Contract Exp.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Proportionality</td>
<td>Count</td>
<td>Proportionality</td>
<td>Count</td>
<td>Proportionality</td>
</tr>
<tr>
<td>Black</td>
<td>41</td>
<td>2.3</td>
<td>22</td>
<td>0.7</td>
<td>33</td>
<td>1.1</td>
</tr>
<tr>
<td>Latino</td>
<td>9</td>
<td>1.1</td>
<td>17</td>
<td>1.2</td>
<td>11</td>
<td>0.8</td>
</tr>
<tr>
<td>Asian</td>
<td>7</td>
<td>1.5</td>
<td>8</td>
<td>0.9</td>
<td>7</td>
<td>0.7</td>
</tr>
<tr>
<td>White</td>
<td>52</td>
<td>1.0</td>
<td>90</td>
<td>1.0</td>
<td>84</td>
<td>1.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>109</td>
<td></td>
<td>137</td>
<td></td>
<td>135</td>
<td></td>
</tr>
</tbody>
</table>
Over half of the 443 permanent teachers without positions found jobs through competitive hiring.

Projected composition of permanent teachers seeking positions for the 2015 hiring season

Over 40% of the projected permanent teachers entering competitive hiring were from new Level 4/5 schools, schools that closed, or returned from long-term leave.

*Includes three additional teachers who were placed in SPC roles at the start of the year, but have since taken leave. These teachers will return from leave and become part of the Hiring Season 2015 pool of Permanent Teachers without Positions.

Despite a larger pool of permanent teachers seeking position this hiring season, we project the SPC pool be of comparable size.
Projected permanent teachers seeking positions for the 2015 hiring season by reason

SPC/Excess Supports

SY 15-16 Hiring Season:
• 1 in 4 hires from the excess pool

- Resume writing
- Interview practice
- Phone interview by recruitment fellows
- Candidate Fairs

Likelihood of excess teacher being hired compared to...

<table>
<thead>
<tr>
<th></th>
<th>Average Candidate</th>
<th>3.2x</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>External Candidate</td>
<td>10x</td>
</tr>
</tbody>
</table>

Data based on hires to date as of 5/19/15 for SY15-16.
Participation in the Male Educators of Color (MEOC) cohort increased retention by 10-12%
A similar pattern exists over time, but is becoming less pronounced. The number of underperformers between 50-59 has dropped by one third and the number in the 60+ group has dropped by one half since SY12-13.
Disproportionality by Gender has decreased and is almost non-existent this year.

Proportionality of Under-Performing Ratings by Gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>SY 12-13</td>
<td>0.82</td>
<td>1.55</td>
</tr>
<tr>
<td>SY 13-14</td>
<td>0.87</td>
<td>1.40</td>
</tr>
<tr>
<td>SY 14-15</td>
<td>0.98</td>
<td>1.06</td>
</tr>
</tbody>
</table>
Principal Evaluation Completion Rates

A: 90%
B: 40%
C: 100%
D: 10%
E: 0%
F: 80%
G: 80%
District-wide: 58%