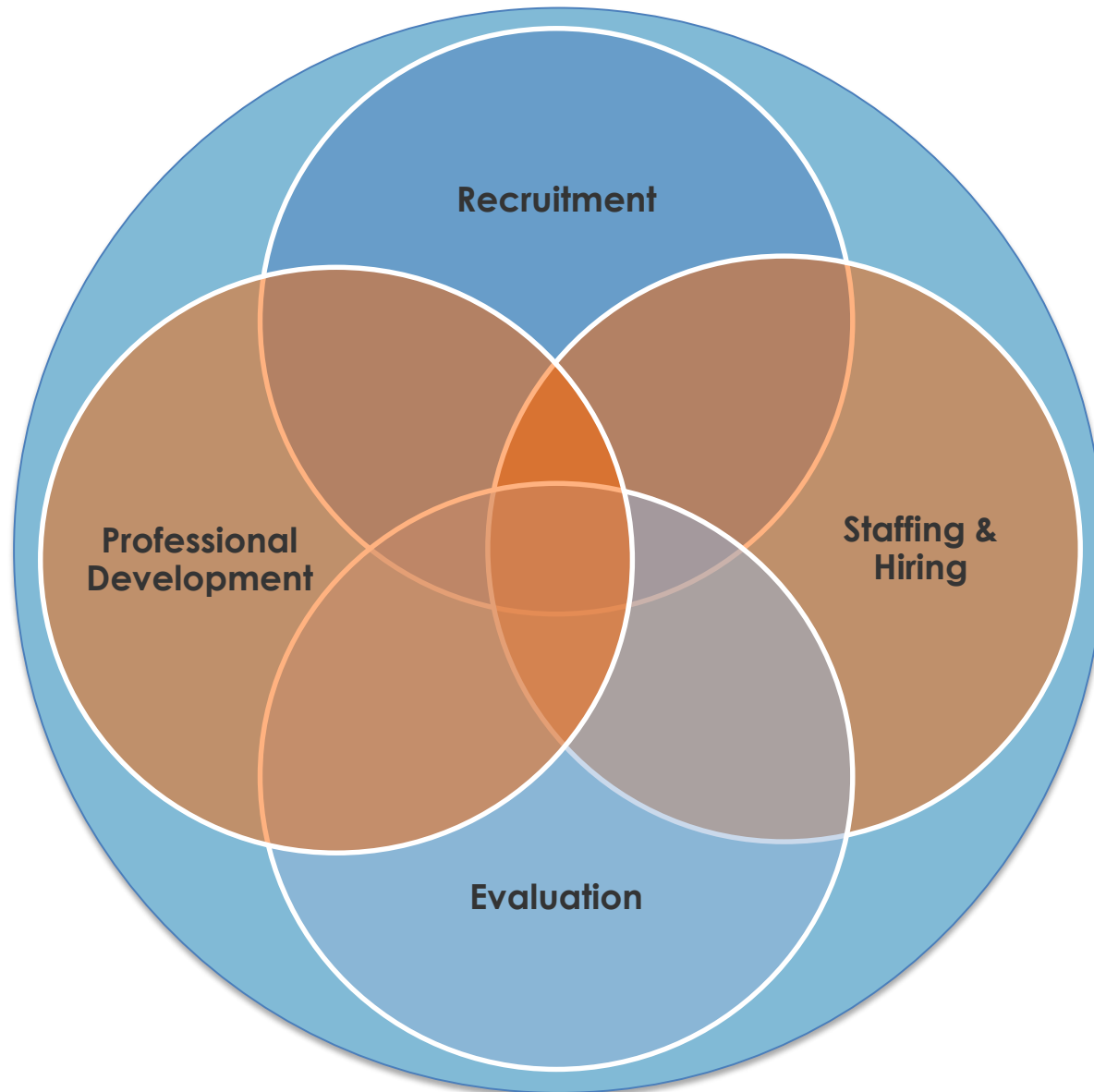




Human Capital Update

Presentation to School Committee
June 24, 2015

Office of Human Capital's Work



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

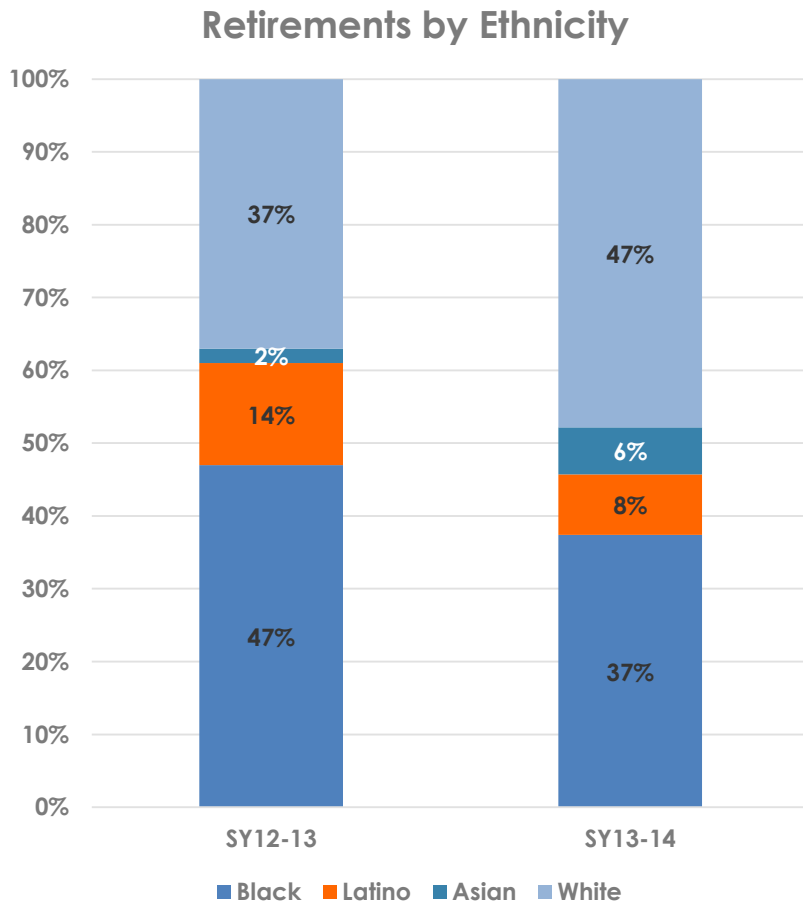


Being able to hire early made it possible for us to compete for high quality candidates who, when they joined our staff, brought expertise, multiple licenses, and increased diversity to our community.

-Principal, Mozart Elementary



Black educators are retiring faster than we can hire replacements.



Rate of Retirement of Black Educators compared to White

SY 12-13	3.4x
SY 13-14	2.3x

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

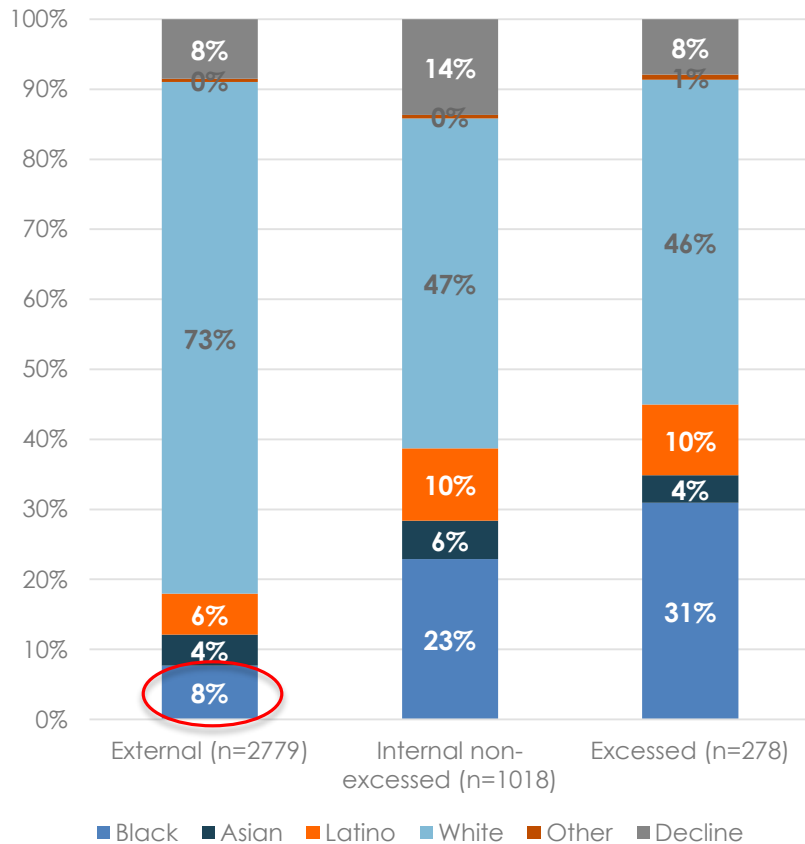
Last year, we lost 73% more black educators through attrition than we were able to hire externally.

Based on current demographics, we anticipate continued disproportionate rates of retirement for years to come.

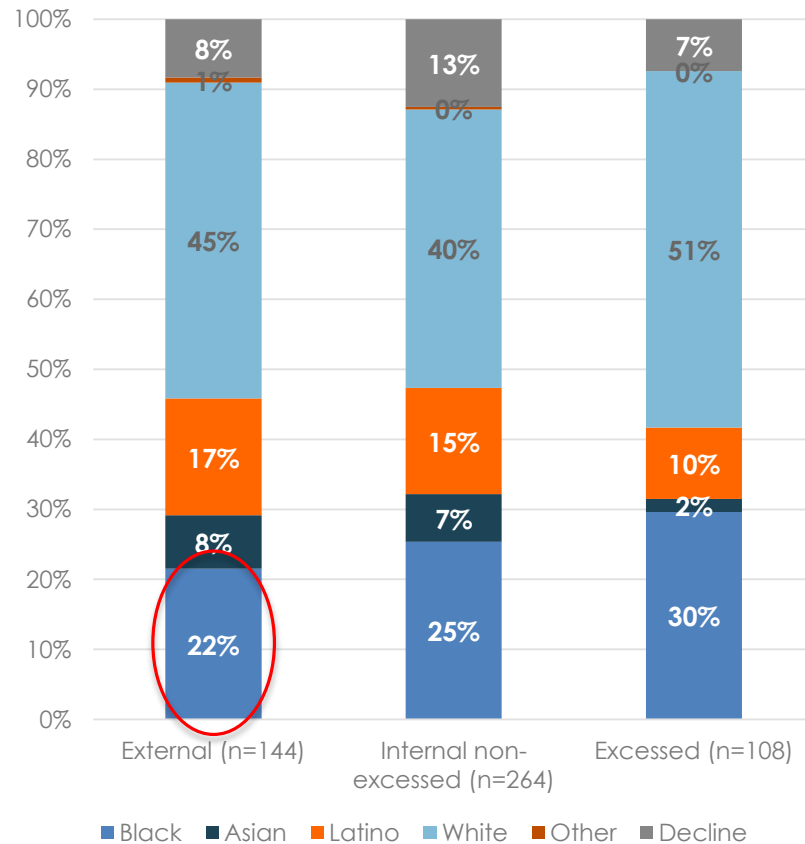
Candidate vs. Hire Diversity

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

Ethnicity by Candidate Population

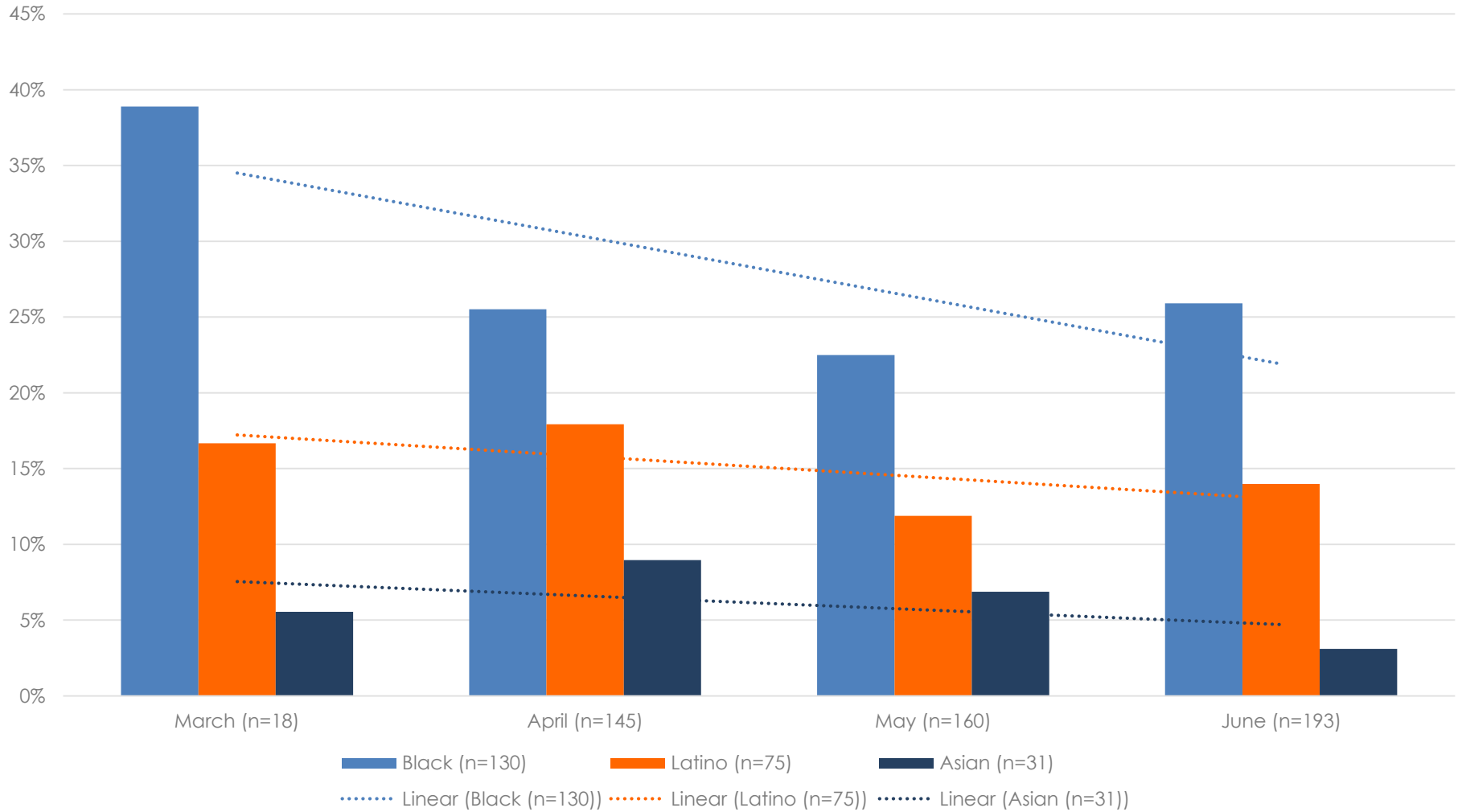


Hire Ethnicity by Population



Early hiring is critical to our ability to increase our diversity.

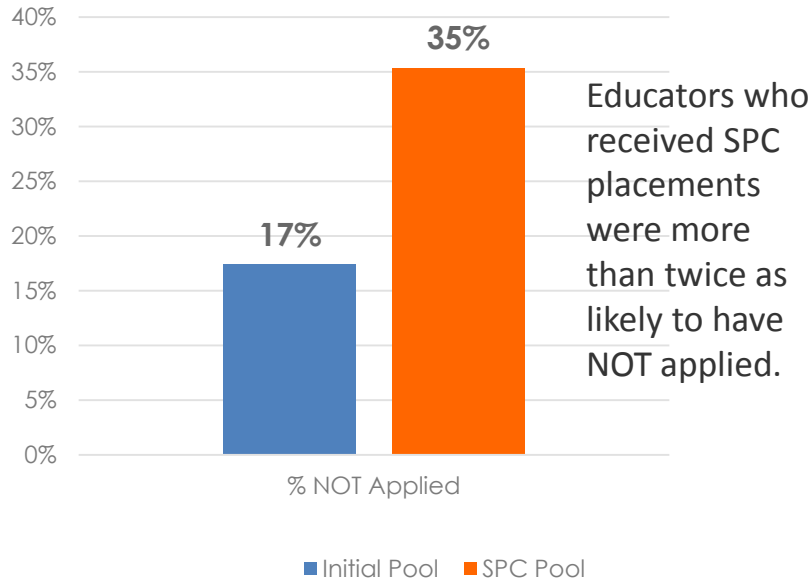
Diverse Hires by Month



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.***

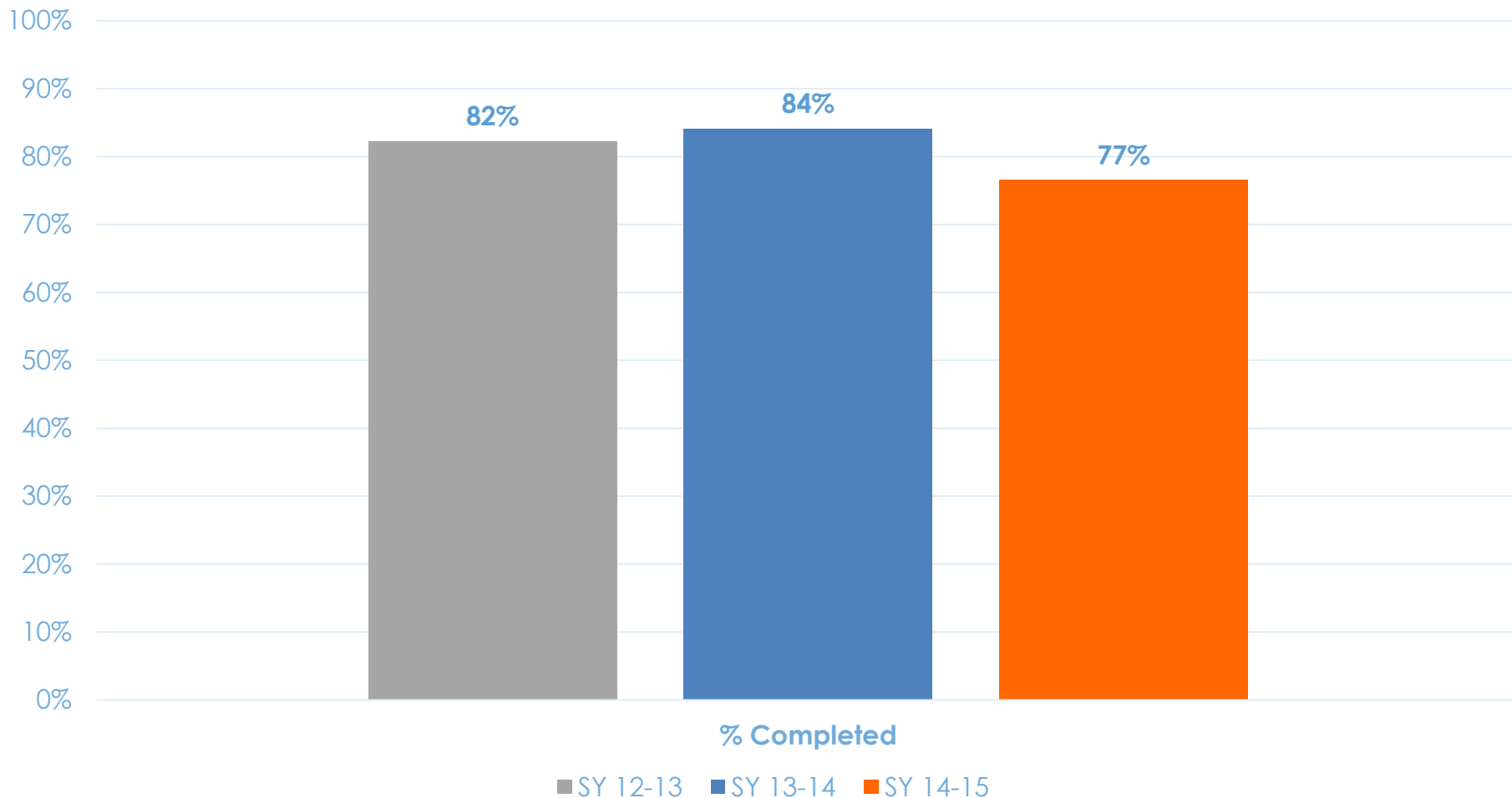
**Based on the number who applied and didn't subsequently retire or resign.*

Professional Development

- **Lead teachers**
- **Peer Assistance & Review and Peer Assistance**
- **New Teacher Developers stipends**
 - NTD programming
- **Anti-bias training**
- **Observation and Feedback**
- **Cultural competence**



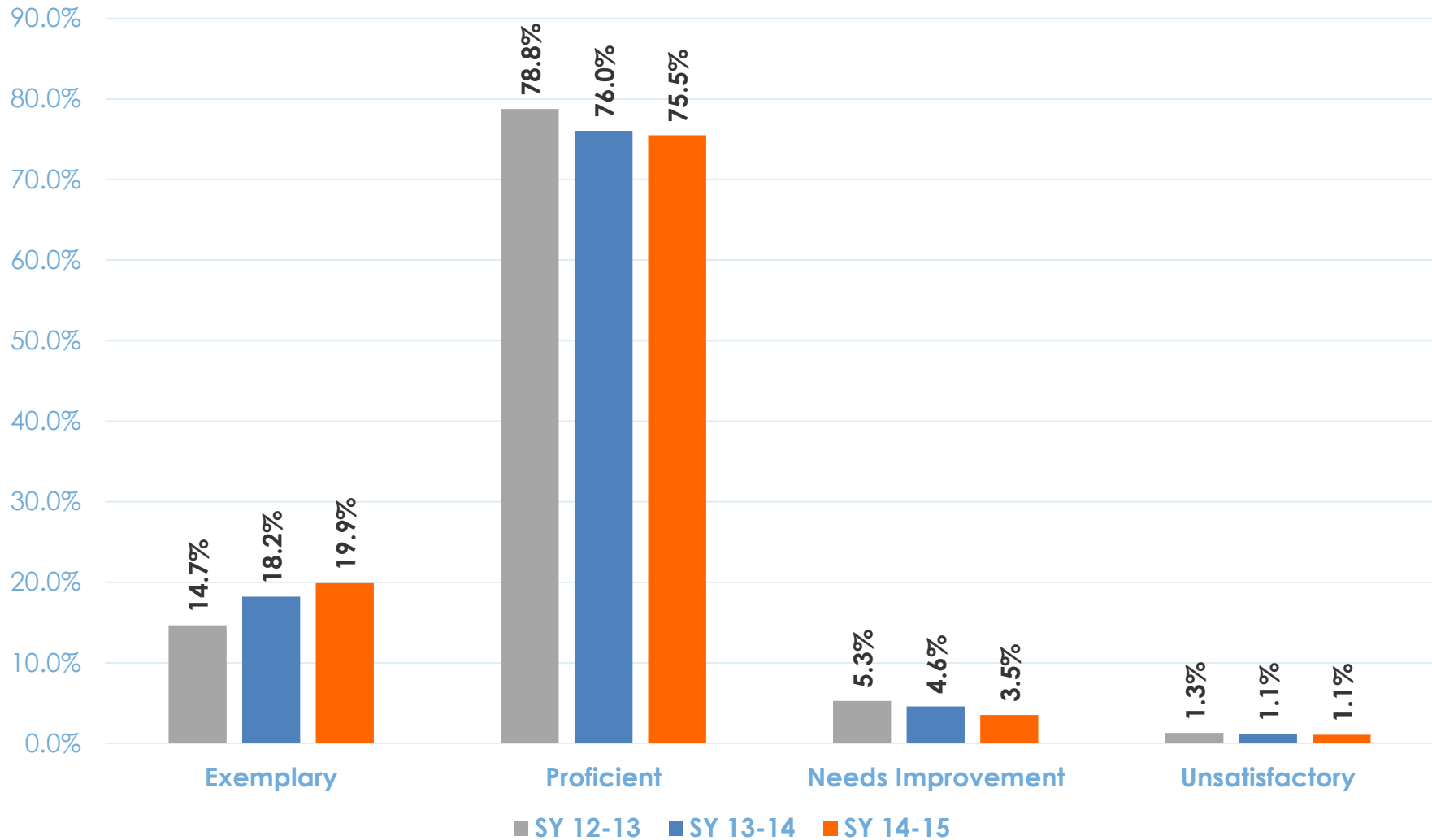
Formative & Summative Evaluation Completion Rates



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.

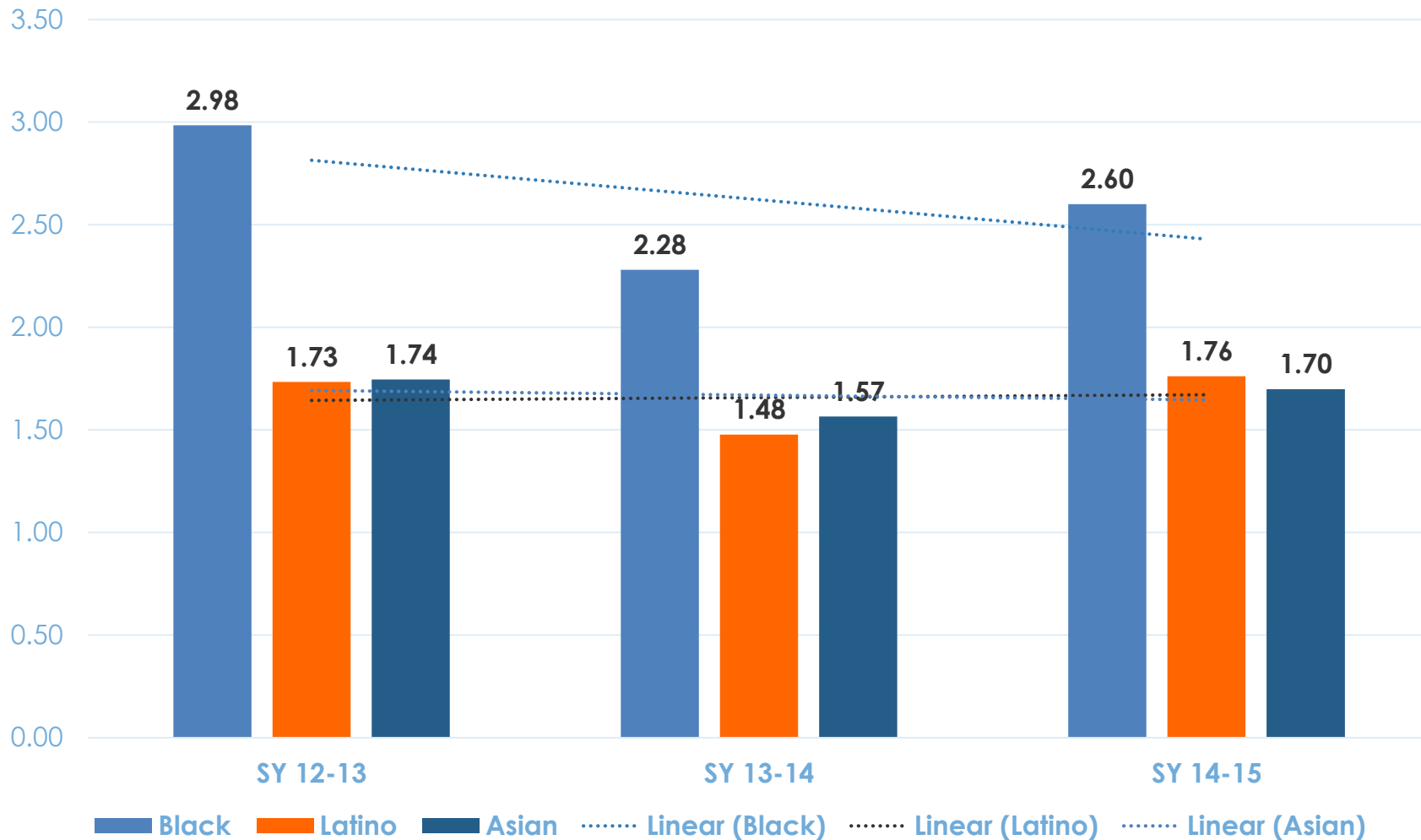
Percent of Proficient or Exemplary educators has increased; Needs Improvement have declined.

Overall Rating Distribution on Formative and Summative Evaluations



Based on most recent Formative or Summative evaluation between 9/1 and 6/30 of each respective school year.

Proportionality of Under-Performing Rating by Ethnicity



Despite proportionality remaining high, the number of educators across all three ethnicities who received an underperforming rating declined each subsequent year.



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

Investing in the Future

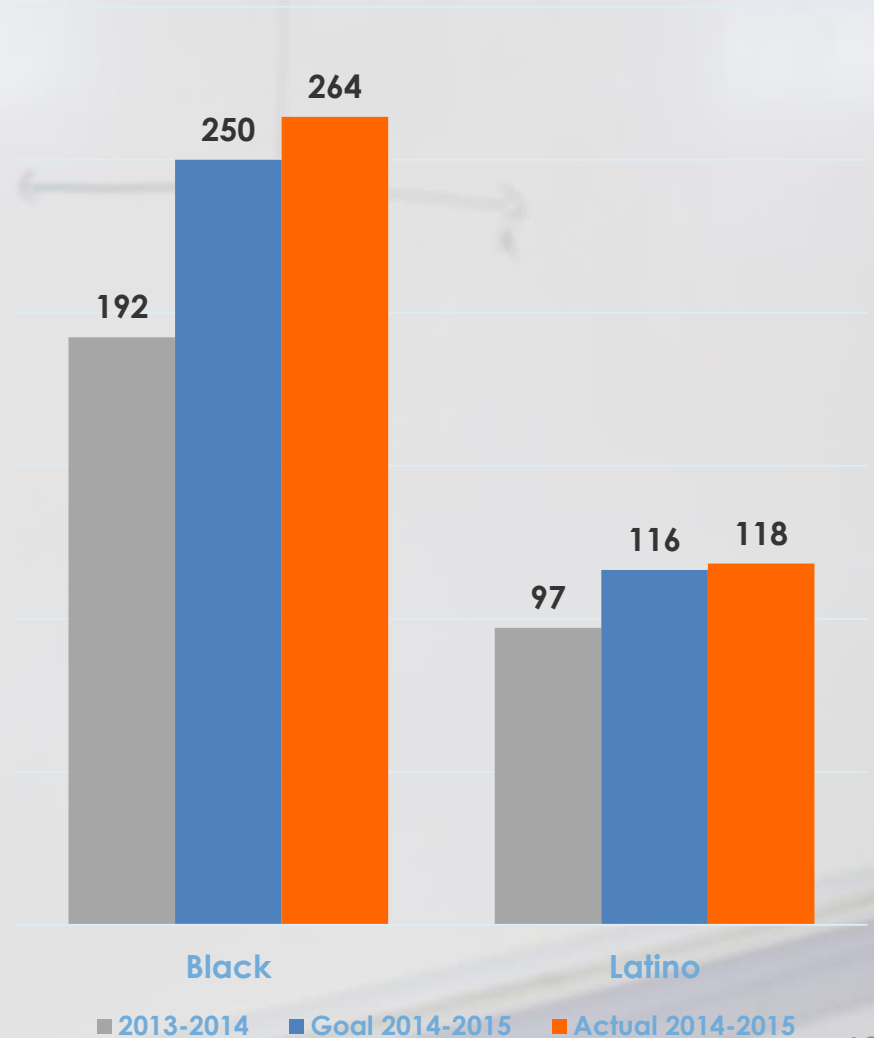
Appendix:

- Recruitment
- Staffing & Hiring
- Professional Development
- Evaluation



Exceeded Recruitment Goals for District Priority Pools

District Priority Pool Candidate Diversity

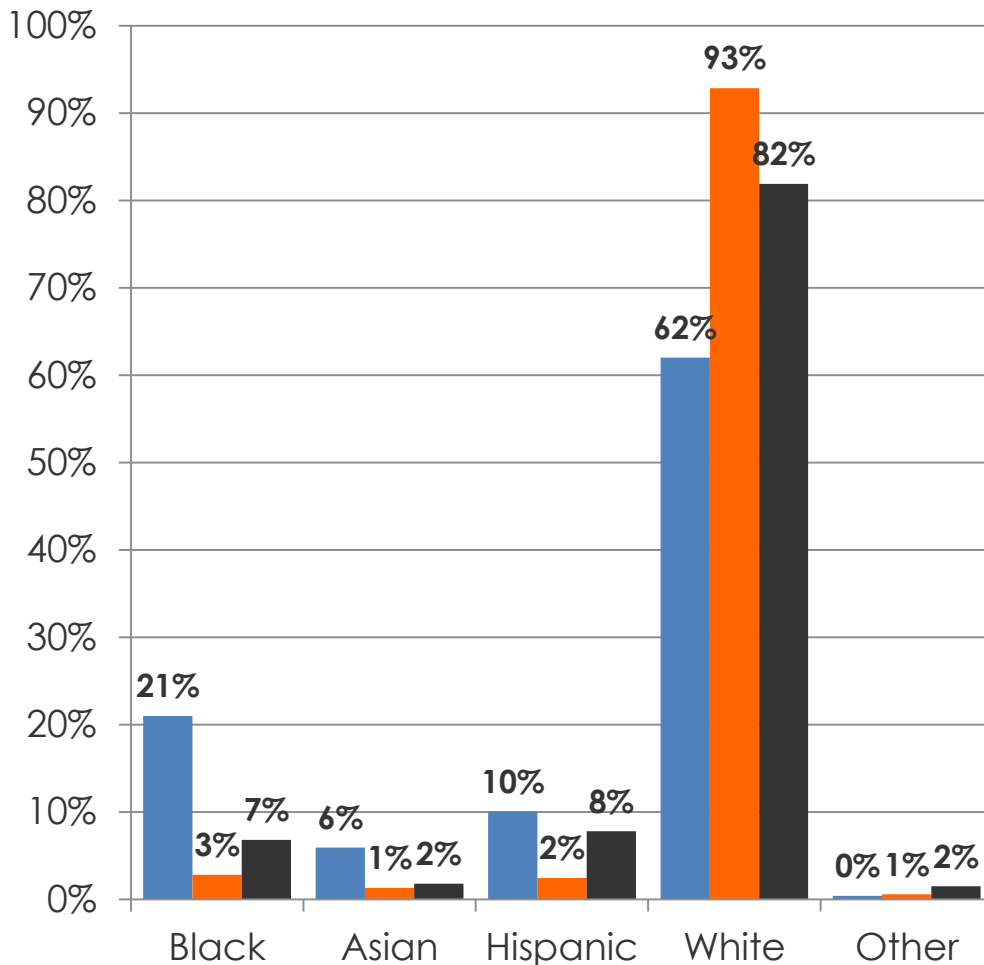




BPS is building our own pipelines because the diversity of educators state-wide and nationally is not diverse enough to our needs.

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

Marketing & Advertising

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

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DIVERSITY CAREER FAIR FOR Teachers

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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
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- Seeking Experienced Educators

LOCATION
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Co-Sponsored by: **TEACH PLUS** naeyc

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.

<p>Openings in all content areas:</p> <ul style="list-style-type: none"> - Mathematics - Science - Elementary - Early Childhood - Special Education (Moderate & Severe) 	<p>Openings at all levels:</p> <ul style="list-style-type: none"> - English as Second Language - English Language Arts - History - Humanities 	<p>Openings at all levels:</p> <ul style="list-style-type: none"> - Turnaround (Level 4) Schools - Middle Schools - K-8 Schools - Elementary Schools - High Schools
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apply here: www.teachboston.org

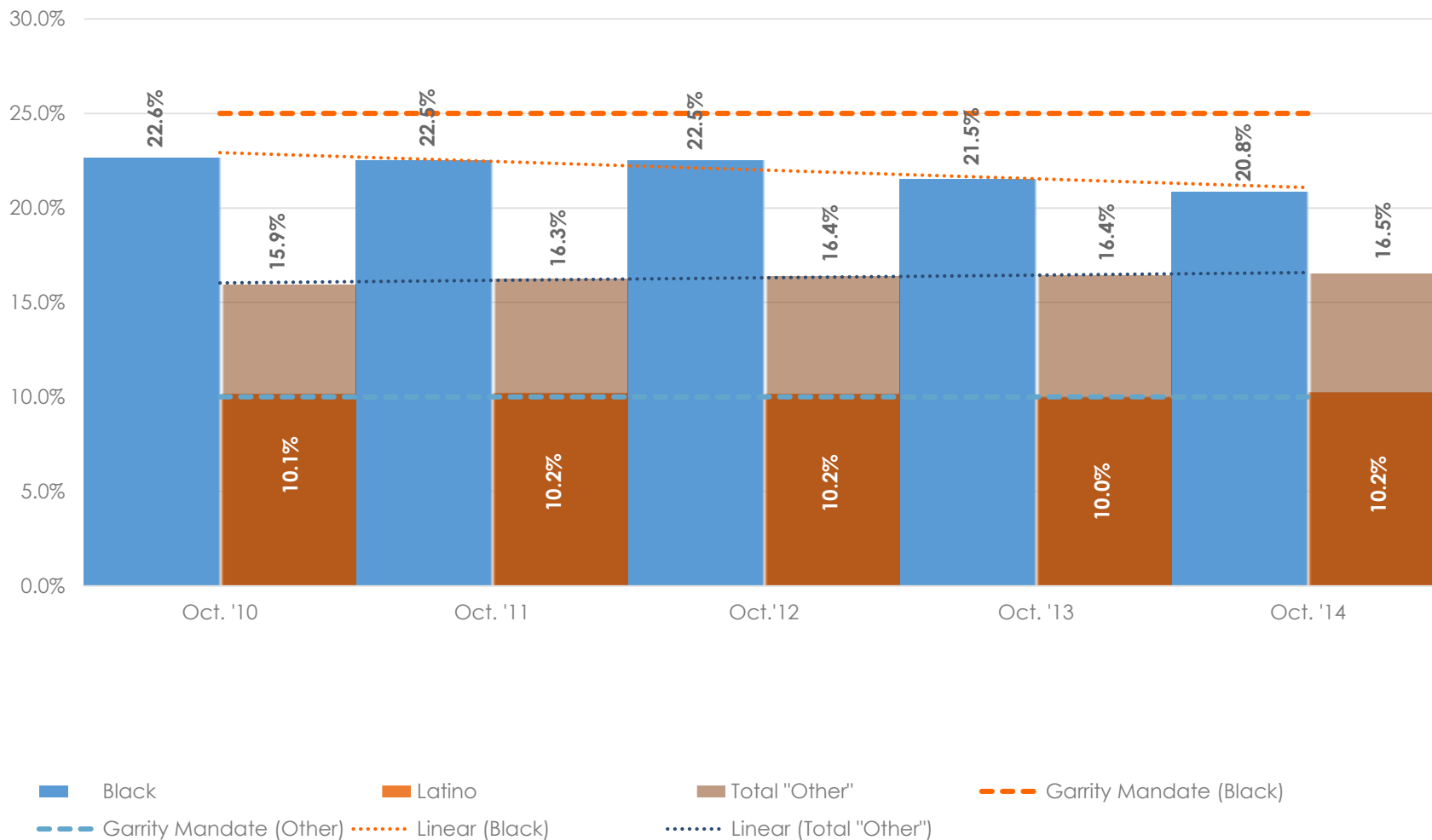
apply here: WWW.TEACHBOSTON.ORG

@TEACHBPS @TEACHBOSTON



We are losing more black educators to retirement than we have been able to hire.

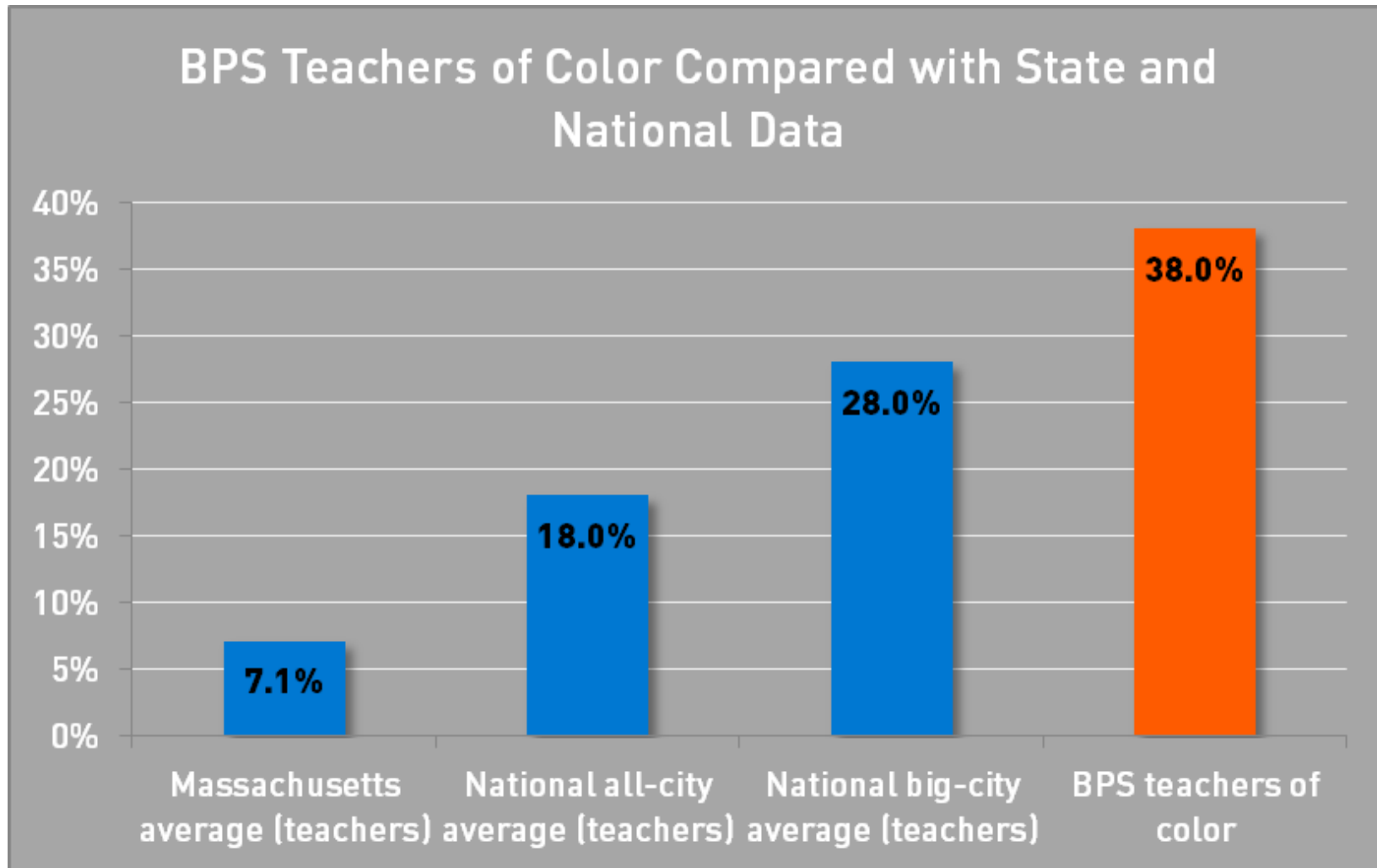
District Diversity
(Teachers & Guidance Counselors)



Data based on Oct. 1, time stamp of each school year.



Workforce Diversity – last year's data

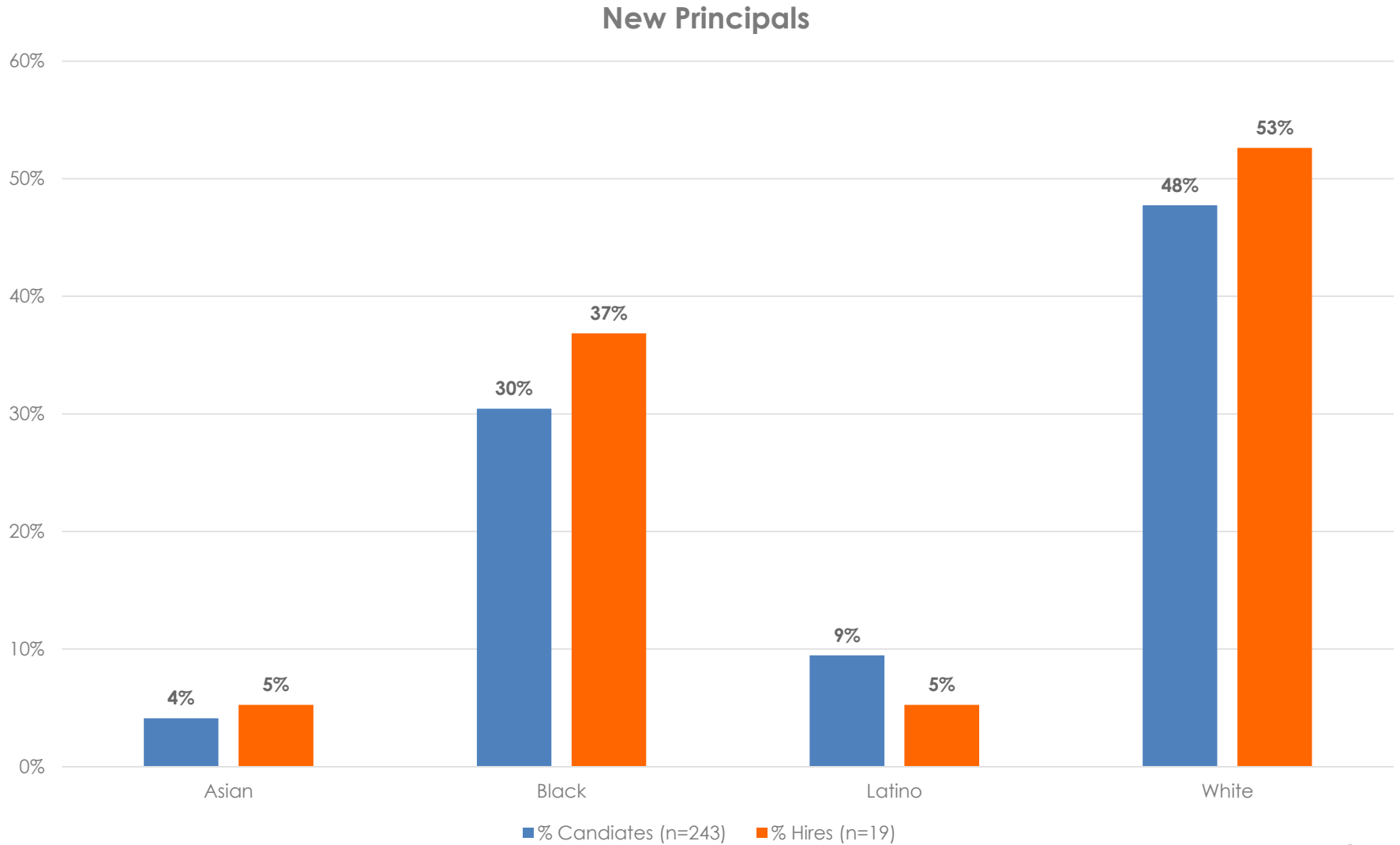


Data from SY 2012-13

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.





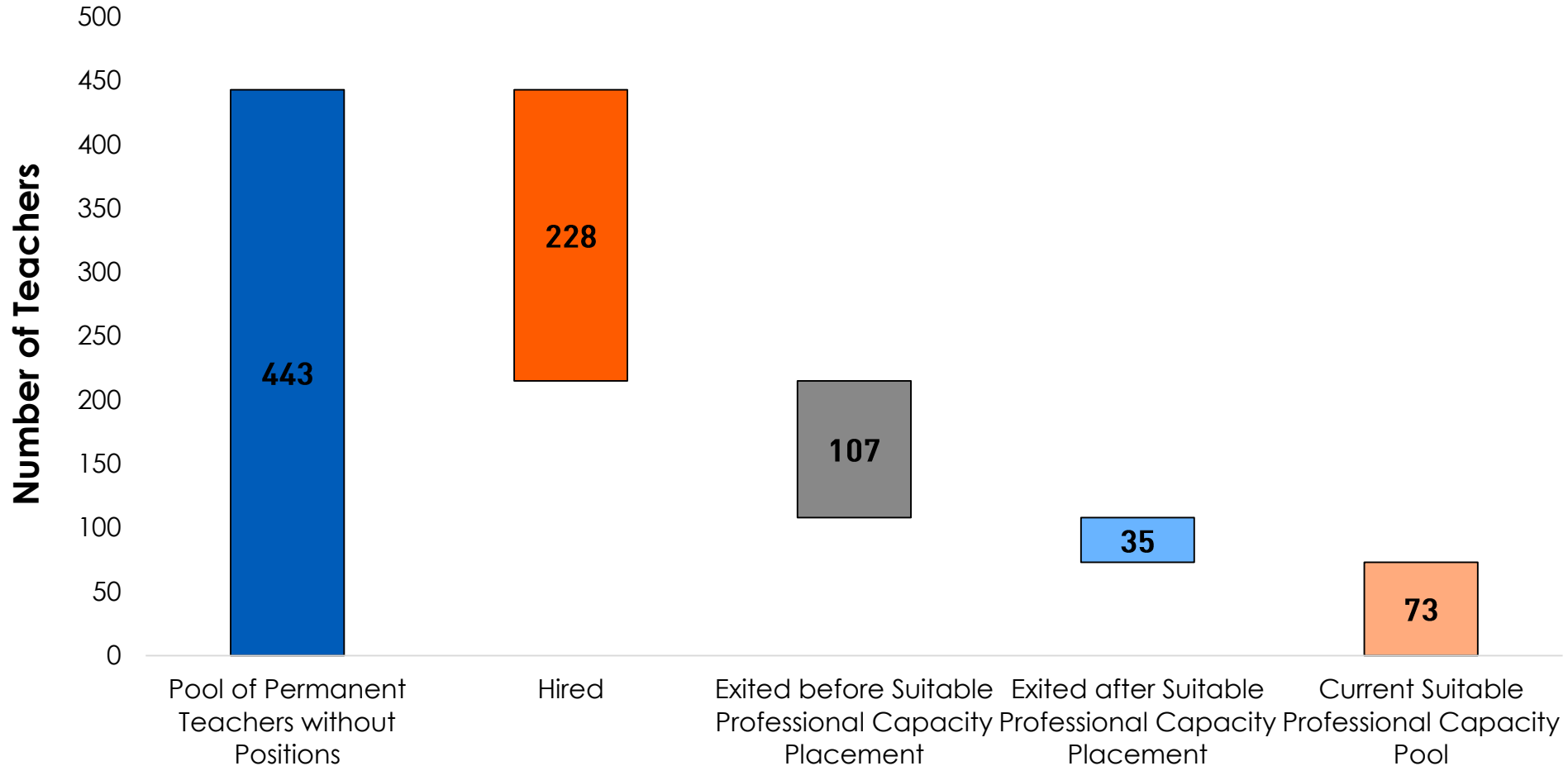
Proportionality by Attrition Type (SY 13-14)

Black educators were **2.3 times more likely to retire**, but **30% less likely to resign** last year (compared to white educators).

Ethnicity	Retirements		Resignations		Provisional Contract Exp.	
	Count	Proportionality	Count	Proportionality	Count	Proportionality
Black	41	2.3	22	0.7	33	1.1
Latino	9	1.1	17	1.2	11	0.8
Asian	7	1.5	8	0.9	7	0.7
White	52	1.0	90	1.0	84	1.0
TOTAL	109		137		135	

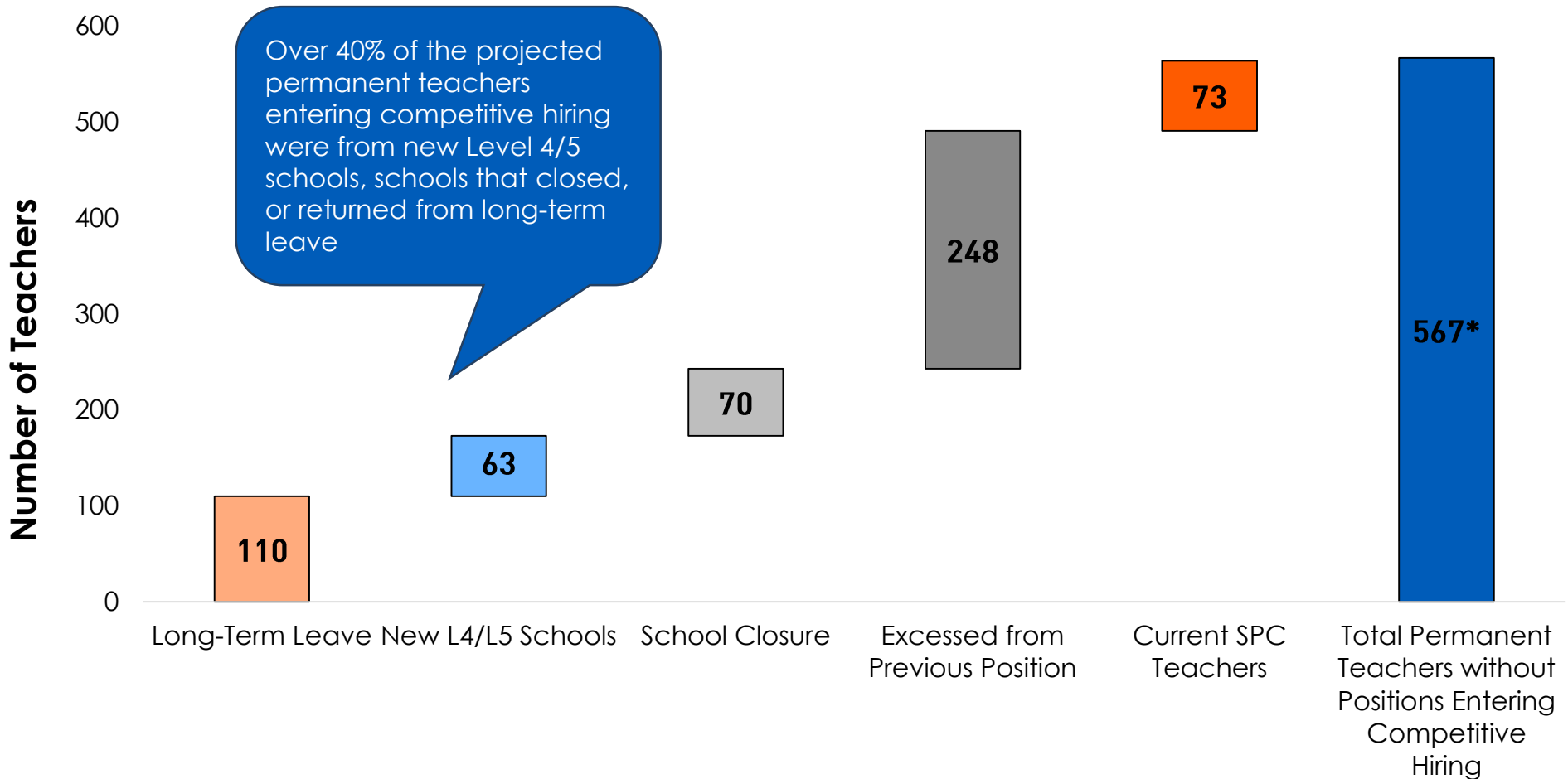


Over half of the 443 permanent teachers without positions found jobs through competitive hiring





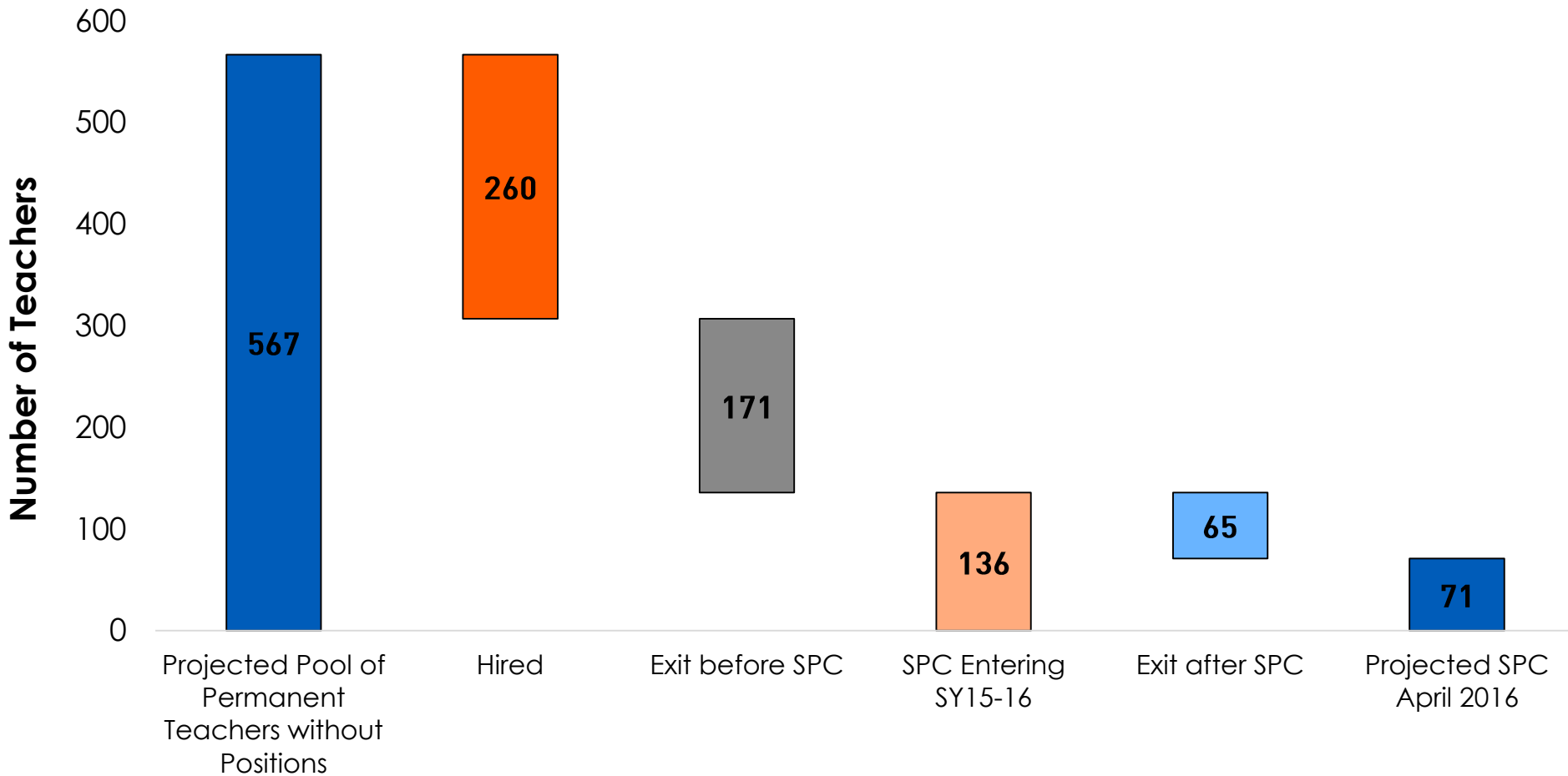
Projected composition of permanent teachers seeking positions for the 2015 hiring season



*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.

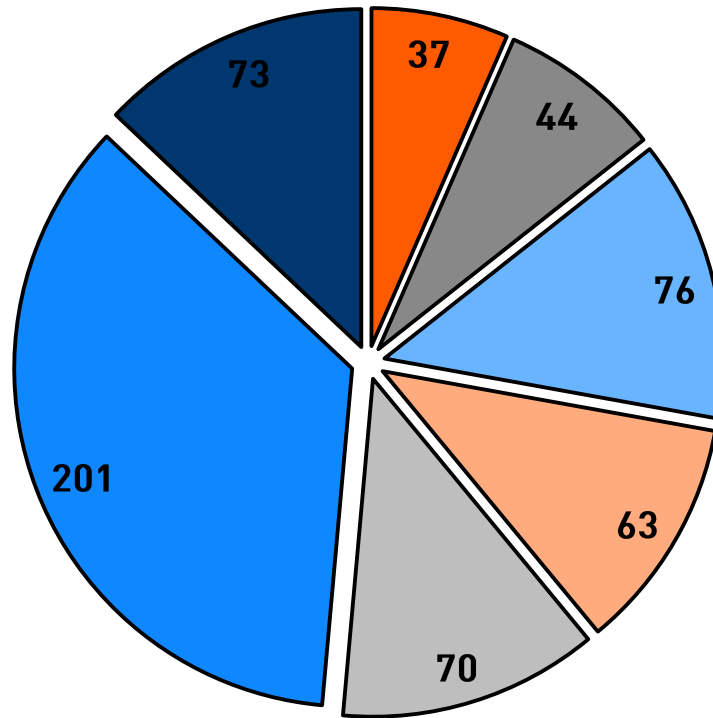


Despite a larger pool of permanent teachers seeking position this hiring season, we project the SPC pool be of comparable size





Projected permanent teachers seeking positions for the 2015 hiring season by reason



- Voluntary
- Autonomous School
- Licensure/SEI
- New L4/L5 School
- School Closure
- Position No Longer Available
- Current SPC



SPC/Excess Supports

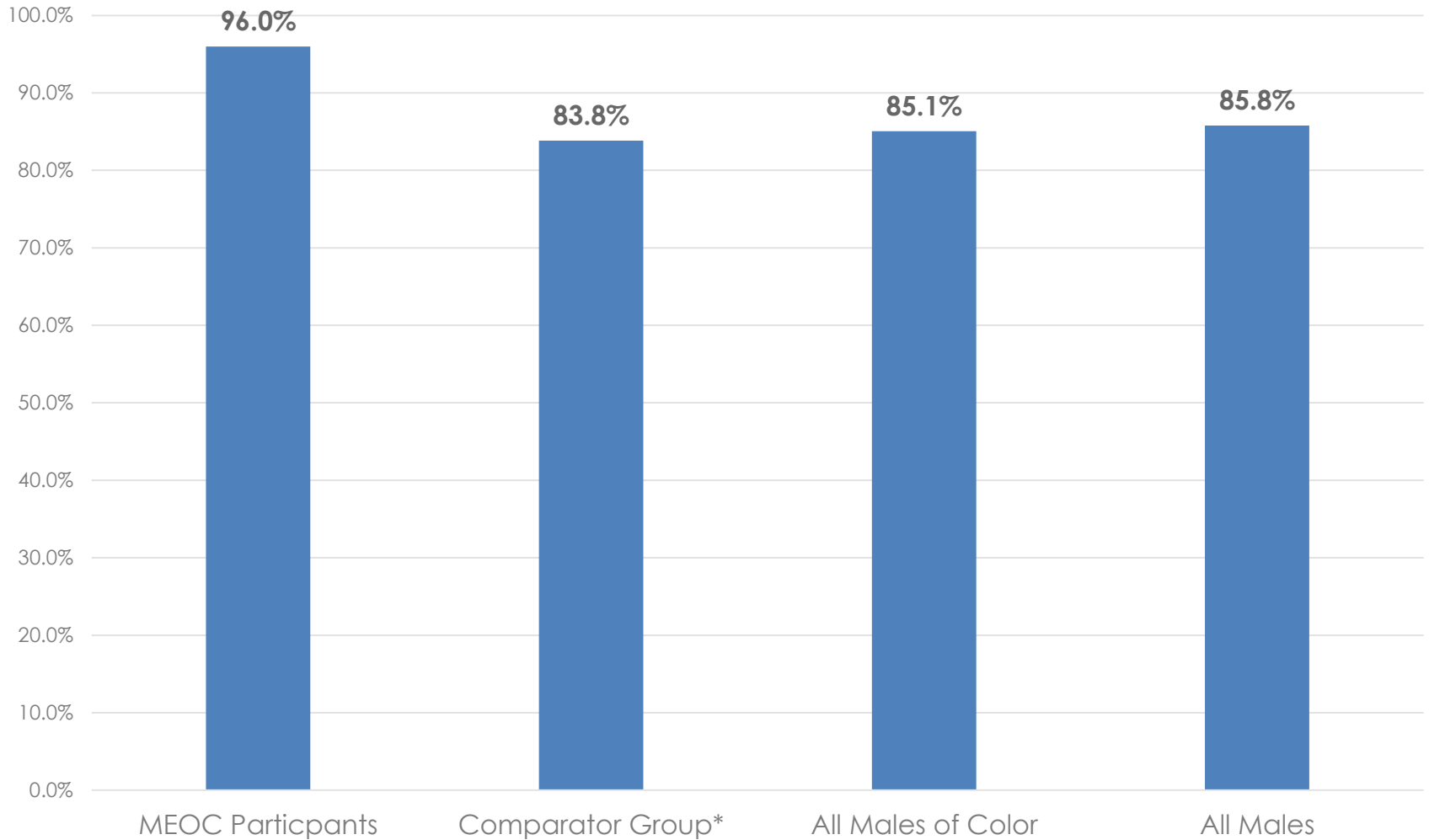
SY 15-16 Hiring Season:

- 1 in 4 hires from the excess pool

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

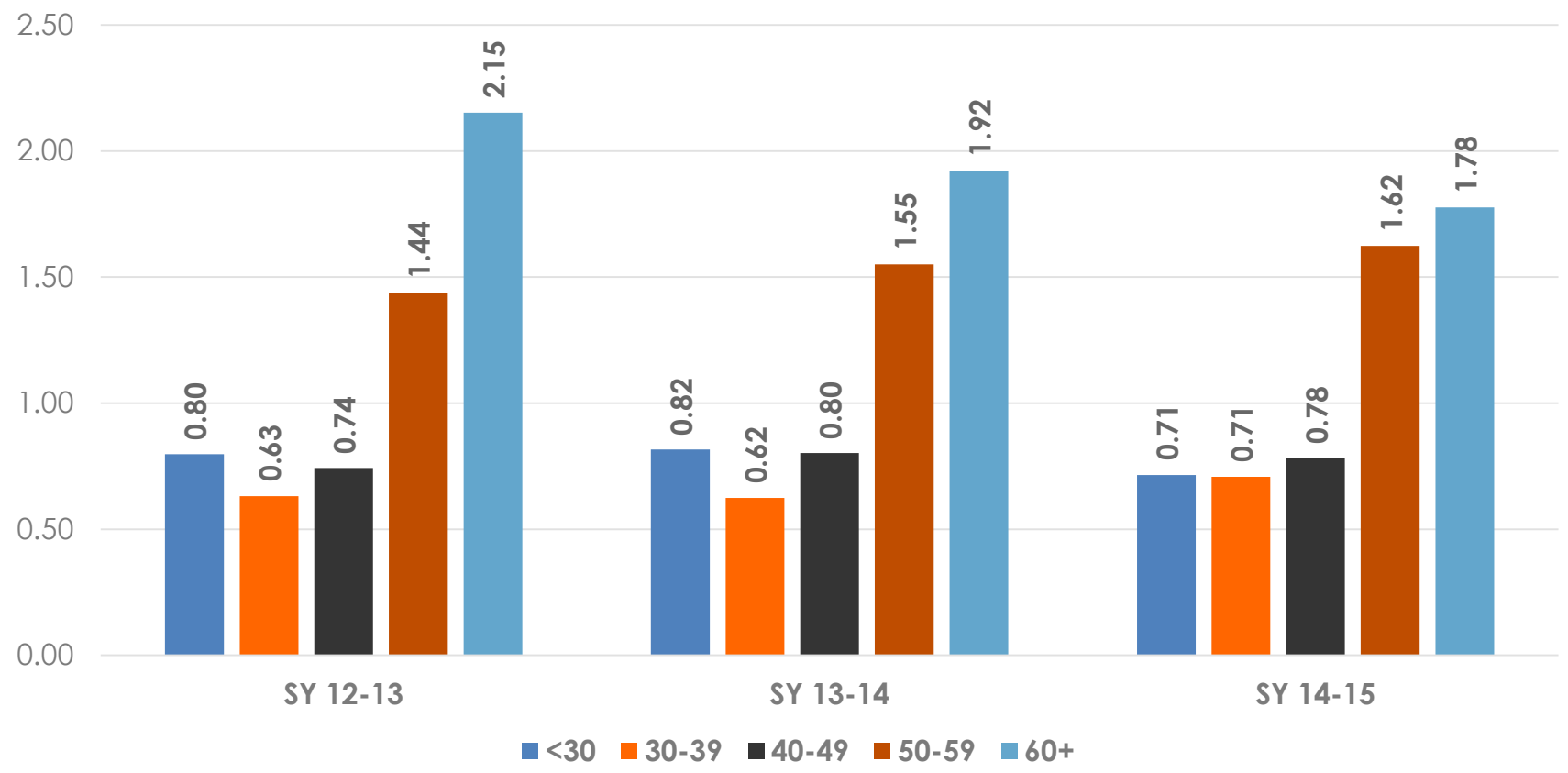
Likelihood of excess teacher being hired compared to...	Average Candidate	3.2x
	External Candidate	10x

Participation in the Male Educators of Color (MEOC) cohort increased retention by 10-12%



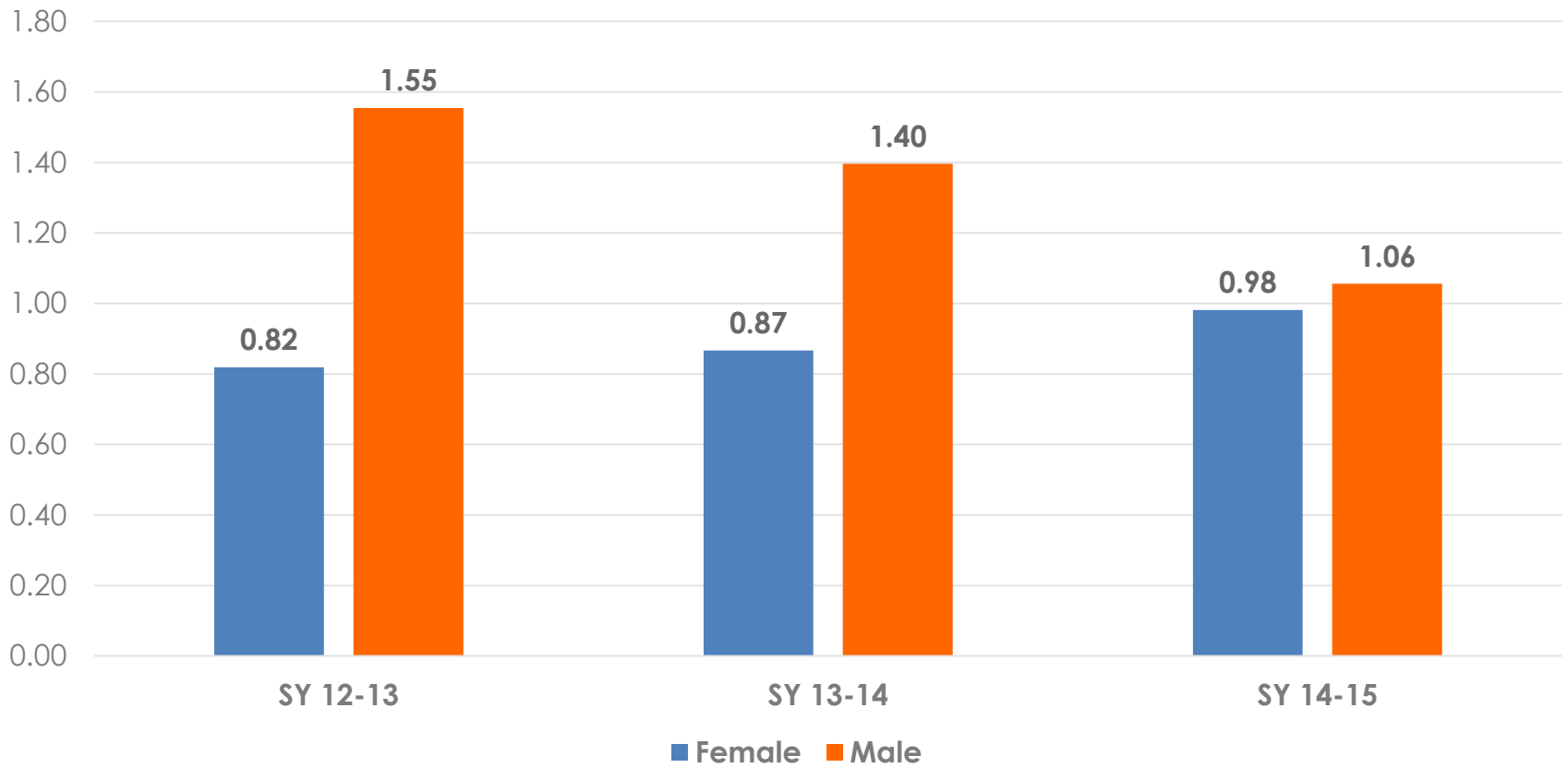
A similar pattern exists over time, but is becoming less pronounced. The number of underperformers between **50-59** has dropped by one third and the number in the **60+** group has dropped by one half since SY12-13.

Proportionality of Under-performing Ratings by Age Range



Disproportionality by Gender has decreased and is almost non-existent this year.

Proportionality of Under-Performing Ratings by Gender





Principal Evaluation Completion Rates

