

Equity Impact Statement for School Committee Proposals and Presentations

Equity Impact Statement for School Committee Presentation

Title: Office of Human Capital Annual Hiring Update

Date: November 13, 2020

Was the [BPS RACIAL EQUITY PLANNING TOOL](#) used? (Yes or No): No

BPS Racial Equity Planning Tool Sections	Summary/Rationale
<p>1. Proposal/ Presentation & Impact <i>What is the proposal's/ presentation's desired outcomes and impact? Who led this process and do they reflect the diversity of BPS students/families?</i></p>	<p>This presentation is the Office of Human Capital's annual update to the School Committee about the district's cultivation, recruitment, hiring, and retention statistics from the last school year. The primary focus of the presentation is on teachers and guidance counselors.</p> <p>This work is led by:</p> <ul style="list-style-type: none"> ● Albert Taylor, Jr., Chief Human Capital Officer ● Raecia Catchings, Interim Deputy Chief Human Capital Officer ● Jon Barrows, Director of Data & Analytics, Office of Human Capital (OHC) ● Jessica Tin, Data Analyst, Office of Human Capital ● Ceronne Daly, Managing Director of Office of Recruitment, Cultivation, & Diversity (RCD) - Equity & Strategy Division ● Megan Reed, Managing Director of Talent & Leadership Development, Accountability Division ● Daphne Germain, Director of English Learner Program Planning and Implementation, Academics Division <p>This team reflects the diversity of BPS students and families.</p>
<p>2. Alignment with the Strategic Plan <i>How does the proposal/ presentation align with the district's strategic plan?</i></p>	<p>This proposal aligns with Commitment #5: Cultivate trust - Fair and equitable funding and welcoming environment, and Anchor Goal #5: BPS school and central office staff will reflect the students we serve.</p> <ul style="list-style-type: none"> ● 5.1 Hire, support, and retain a workforce at every level that reflects our students' diverse cultures and languages; and address the structural barriers that impact staff and educators of Color. ● 5.4 Make BPS a place where educators and staff want to be employed because they are focused on serving our students, and feel valued and supported in their work.
<p>Analysis of Data <i>What data did you use to analyze the issue/subject? Was it disaggregated by race? What did it show regarding disparities of historically marginalized populations?</i></p>	<p>The OHC Data and Analytics Team used BPS workforce diversity data. This data is collected by OHC each year on October 1st.</p> <ul style="list-style-type: none"> ● Educator hiring data by race and language ● School leader hiring data by race ● Overall racial diversity of the BPS educator workforce ● Overall workforce racial diversity, including school and central office personnel ● Data on key OHC hiring and retention efforts, e.g. exit Interviews for educators of Color and MA Test for Educator Licensure (MTEL) prep

Equity Impact Statement for School Committee Proposals and Presentations

<p>4. Stakeholder Engagement <i>Who was engaged (quantity, demographics, and roles), how and what did it yield? What did the students/families most impacted by the presentation say?</i></p>	<p>This presentation was compiled by a cross-departmental team representing the following offices/divisions:</p> <ul style="list-style-type: none"> ● Office of Human Capital, ● Division of Equity, Strategy and Opportunity Gaps - Office of Recruitment Cultivation and Diversity ● Accountability Division ● Academics Division - Office of English Learners <p>This collaboration allows us to coordinate our effort to implement Commitment #5.</p>
<p>5. Racial Equity Strategies <i>How does this proposal/presentation mitigate disparities and increase equity, particularly racial equity? What are the unintended consequences? What complementary strategies will further advance equity?</i></p>	<p>Key accomplishments related to racial equity highlighted in this presentation include:</p> <ul style="list-style-type: none"> ● This year saw the second largest increase in the percentage of Black teachers and guidance counselors in the last 7 years. This increase of 0.65%, while modest, puts us over 22% for the first time in 7 years. We are also at the highest total percentage of teachers of Color in 7 years: 39.45%. ● For the first time in 7 years, the total percentage of educator hires (teachers/guidance counselors) who identified as people of Color crossed the 50% threshold at 53.6%. This is up 6.6% over last year, which was itself a high watermark. Specifically, Black educators were 31.36% of hires, the first time this number has been significantly higher than the Garrity goal of 25%. Latinx educators were 15.7% of hires, the highest in the last 7 years as well. ● Over 48% of external hires were educators of Color. External Black hires were 23.95% of the total, a nearly 6% increase over last year, and by far the highest percentage in 7 years. ● The district achieved a dramatic uptick in new hires who indicated fluency in a language other than English. In addition, we began to collect more robust language fluency data as part of the recruitment and hiring process, asking candidates to self-assess their reading, writing, and speaking skills.
<p>6 Budget & Implementation <i>What are the budget impacts? How will implementation ensure equity objectives are met? Are there leadership and personnel who are Black, Latinx and bring a racial equity lens?</i></p>	<p>Strategic investments have had major impacts on BPS workforce diversity progress.</p> <ul style="list-style-type: none"> ● Two years ago, the superintendent approved additional funding to support 1 FTE for the MTEL Prep Support Program. As a result, the Office of RCD has been able to leverage \$484,511 of Department of Elementary and Secondary Education funding to support the MTEL Prep Program. In addition, this year the MTEL Prep Support Program has licensed 48 educators, 38 of whom are educators of Color. ● Last year, the superintendent made an additional investment on the RCD team, adding an Educator of Color Retention Specialist. This investment had an immediate impact on the retention of educators of Color. Due to the outreach and support of our Retention Specialist, 89% of the non-renewed provisional educators of color were retained. ● In SY 19-20, our Retention Specialist concluded the first comprehensive exit interview process for all Educators of color who exited the district - this includes School Leaders of Color and central office and School based staff.
<p>7. Accountability & Communication <i>How will impacts be assessed, documented and communicated to stakeholders? Who will</i></p>	<p>In addition to the district’s annual reporting to both the Boston School Committee and the Boston City Council, all divisions/departments/offices are required to submit annual goals aligned with both the 2025 Strategic Plan and the Opportunity and Achievement Gap Policy.</p> <p>The same team that prepared this presentation will be responsible for regularly</p>

**Equity Impact Statement for
School Committee Proposals and Presentations**

<i>be responsible for this?</i>	assessing, documenting and communicating the impacts to stakeholders.
---------------------------------	---