



Workforce Diversity

Presentation to School Committee
January 15, 2014

A great teacher in every classroom

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

- Having a top-quartile teacher rather than a bottom-quartile teacher four years in a row may be enough to close the black-white test score gap (Gordon, Kane and Staiger, 2006)
- Having a high-quality teacher throughout elementary school can substantially offset or even eliminate the disadvantage of low socio-economic background (Rivkin, Hanushek and Kain, 2002)
- Students assigned to a good teacher over three years in a row will score 50 percentile points higher on tests than students assigned to weak teachers over the same period (Sanders, 1996)

Our goal is to increase the diversity of our workforce to **reflect the diversity of our student population** and meet their cultural and linguistic needs.

It is imperative that schools fully comply with the federal teacher and staff desegregation orders. In addition, we are specifically committed to a goal of increasing our numbers of **bilingual teachers** and staff to support our **English Language Learners**.

Requirements from Judge Garrity's Final Order

- Achieve and maintain **desegregated faculty and administrative staff** (including guidance counselors) comprised of 25% blacks and 10% "other minorities"
- Achieve and maintain desegregated faculty at each of the 3 **exam schools** comprised of 25% blacks and 10% "other minorities"
- BPS is **permanently enjoined** from:
 - discriminating on the basis of race in the operation of the public schools
 - creating, promoting or maintaining racial segregation in any school or other facility in the public school system

Overview of the District Diversity Data

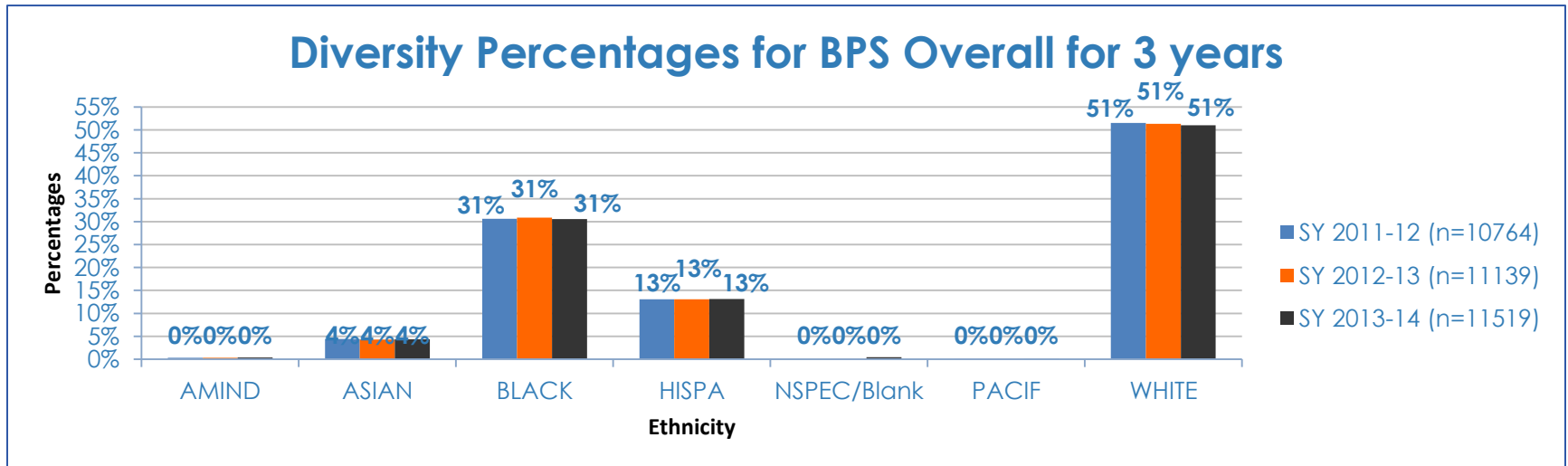


As a district, the diversity of our workforce has been **consistent** for the past 3 school years, with 31% Black, 13% Latino/a, and 5% Other Minority staff.

School Year	Black	Latino/a	Other*
SY 2011-12	31%	13%	5%
SY 2012-13	31%	13%	5%
SY 2013-14	31%	13%	5%

* "Other" excludes Latino/a staff and refers to American Indian, Asian and Pacific Islander (including Hawaiian) staff

Note: The percentages do not add up to 100% since it excludes those with no info or ethnicity not specified

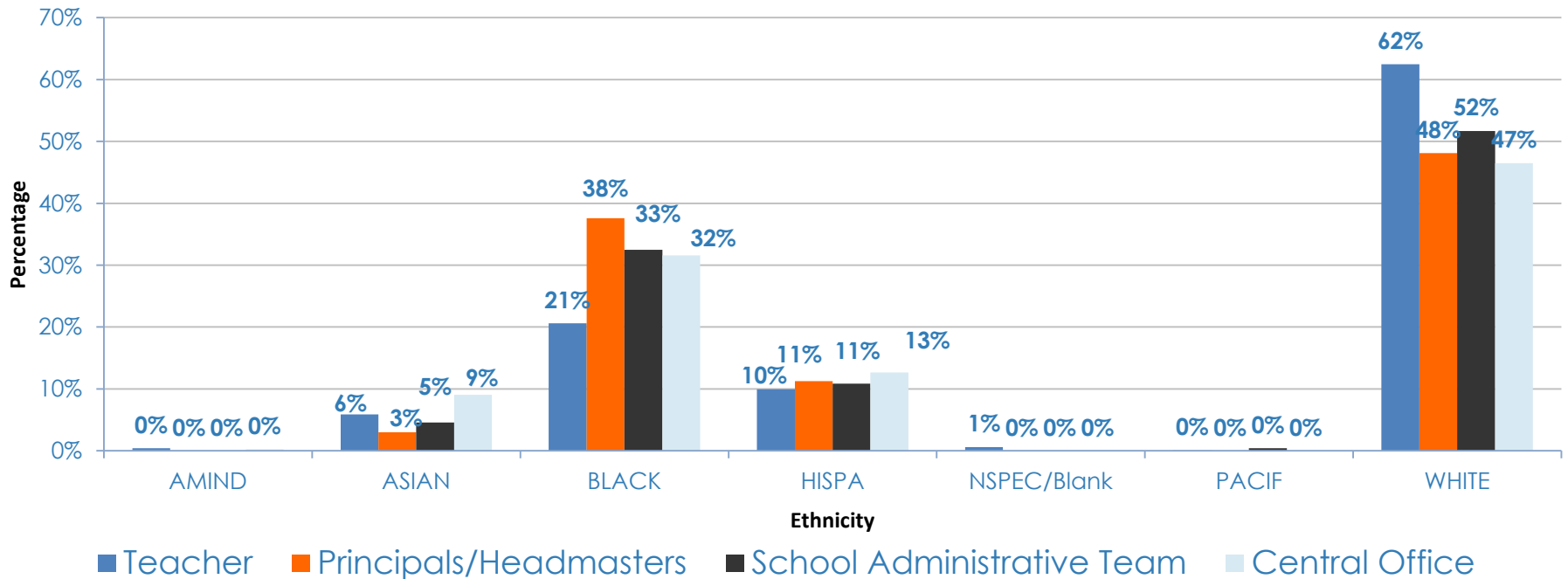




Diversity Percentages for BPS: Snapshot for SY 2013-14

The district **recognizes its role in improving diversity** of teachers, principals/headmasters and school administrators, as well as central office employees

BPS Diversity percentages across key categories of staff

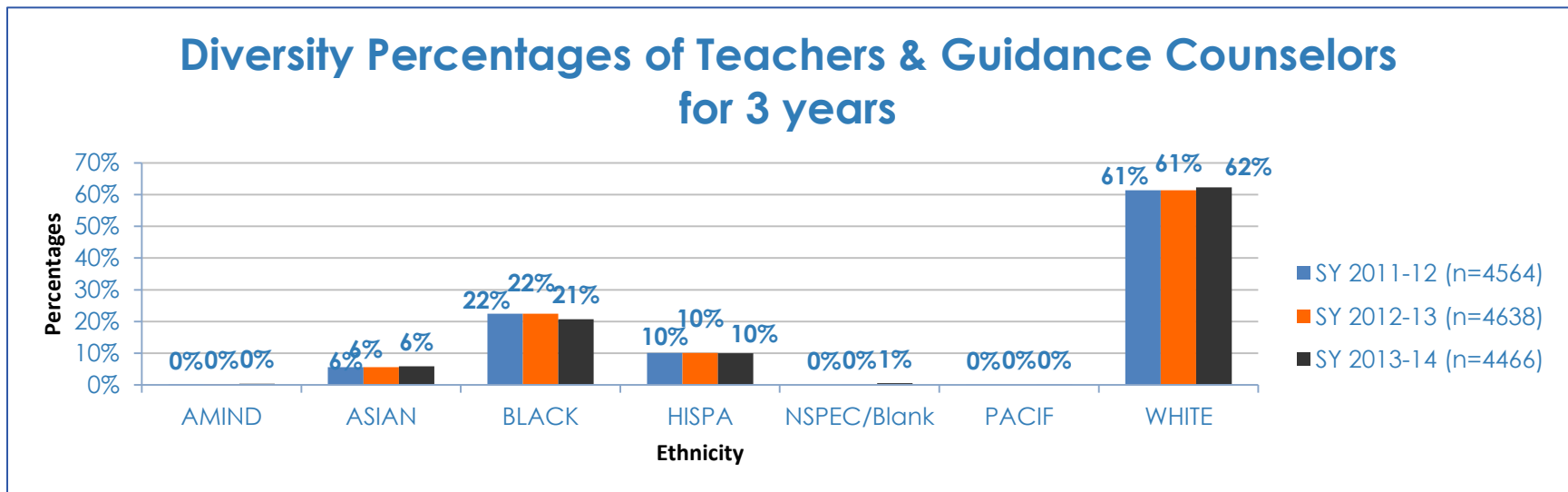




In the latest study of the court order, it was clarified that the **focus is on 'Teachers' and 'Guidance Counselors'** in BPS. Hence, this number has been represented separately and will be used for reporting going forward.

School Year	Black	Latino/a	Other*
SY 2011-12	22%	10%	6%
SY 2012-13	22%	10%	6%
SY 2013-14	21%	10%	6%

* "Other" excludes Latino/a staff and refers to American Indian, Asian and Pacific Islander (including Hawaiian) staff
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Overview of the Teacher Diversity Action Plan

Teacher Diversity & Human Capital

Teacher Diversity Action Plan (TDAP):

- A **comprehensive approach** to district diversity goals
- Guides policies and programs to recruit, retain and **promote a diverse, highly qualified workforce** for the Boston Public Schools
- Supports the BPS Acceleration Agenda and aligns with the BPS Achievement Gap Policy
- Outlines a **continuum of simultaneous efforts** in:
 - Recruitment and hiring
 - Pipeline development
 - Staffing processes
 - Teacher attrition and retention

Teacher Diversity & Office of Human Capital

Teacher Diversity Work Group (TDWG)

- **Cross-institutional group** including members of central office, school leaders, and external partners convening monthly
- **Co-developed the Teacher Diversity Action Plan (TDAP)** in 2012-2013
- Informed the development of the TDAP strategies and tactics and **provides feedback and recommendations** regarding implementation of strategies

Office of Human Capital

- Created opportunities for the TDAP strategies to be institutionalized
- TDWG subcommittees are chaired by OHC staff to link the subcommittees with OHC project teams

The detailed TDAP plan identifies five major strategies:

- Recruitment
- Pipeline Development
- Hiring
- Staffing
- Retention

Recruitment Goal

To support the BPS Acceleration Agenda by strengthening teaching and school leadership by increasing the applicant pool of highly qualified and diverse candidates.

The BPS Diversity Recruitment Plan is part of the overall OHC recruitment plan.

Pipeline Development Goal

To cultivate and retain the district's diverse and talented workforce by developing programs designed to increase the internal and external pipeline of diverse teaching candidates.

Hiring Goal

To refine the hiring process to retain the district's investment in human capital and increase the candidate pool of highly qualified and diverse candidates.

Staffing Goal

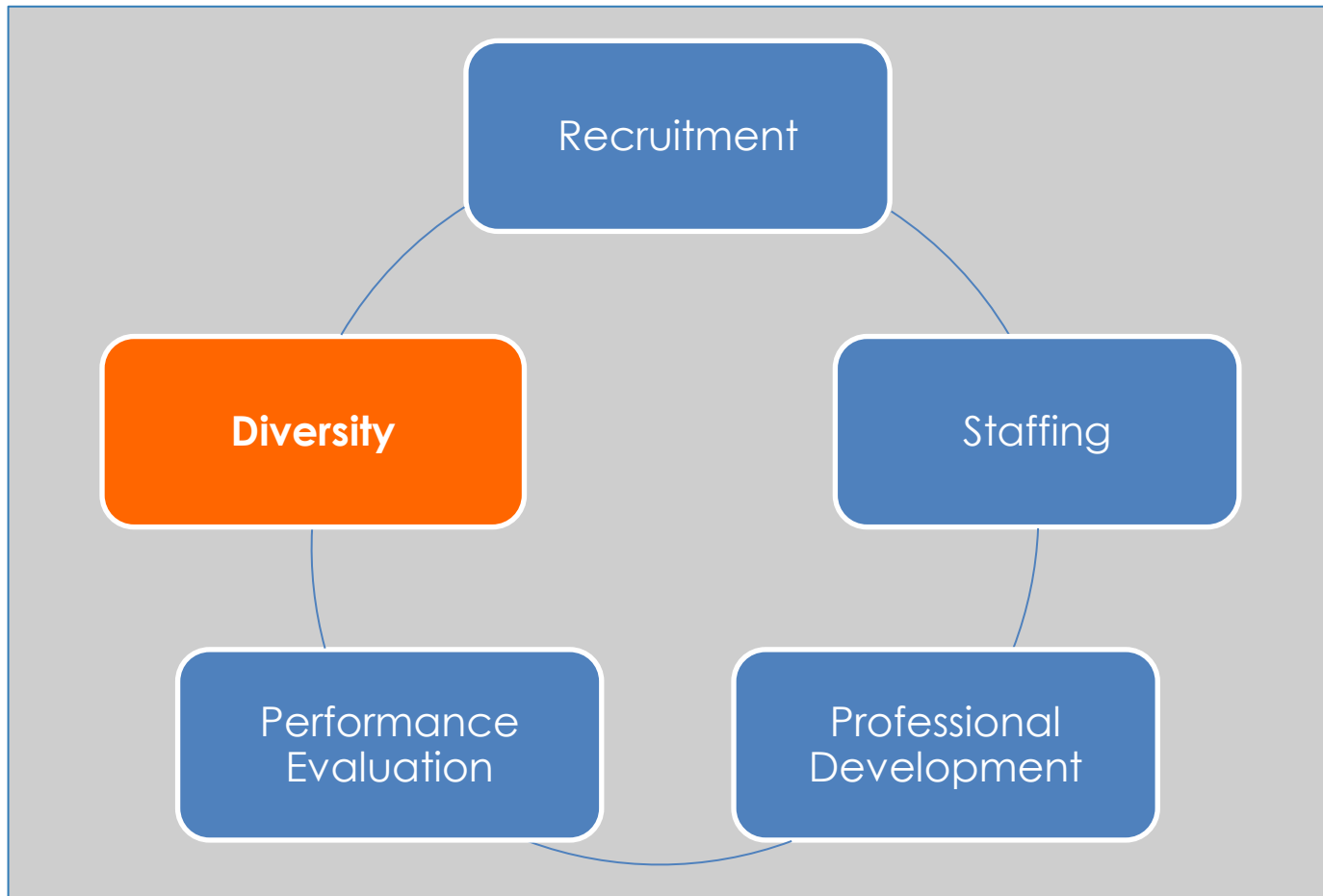
To refine the staffing process to retain the district's investment in human capital and increase the candidate pool of highly qualified and diverse candidates.

Retention Goal

To reduce the district's attrition of teachers of color and increase our number of licensed high quality teachers of color.

Transformation and Integration in the Office of Human Capital

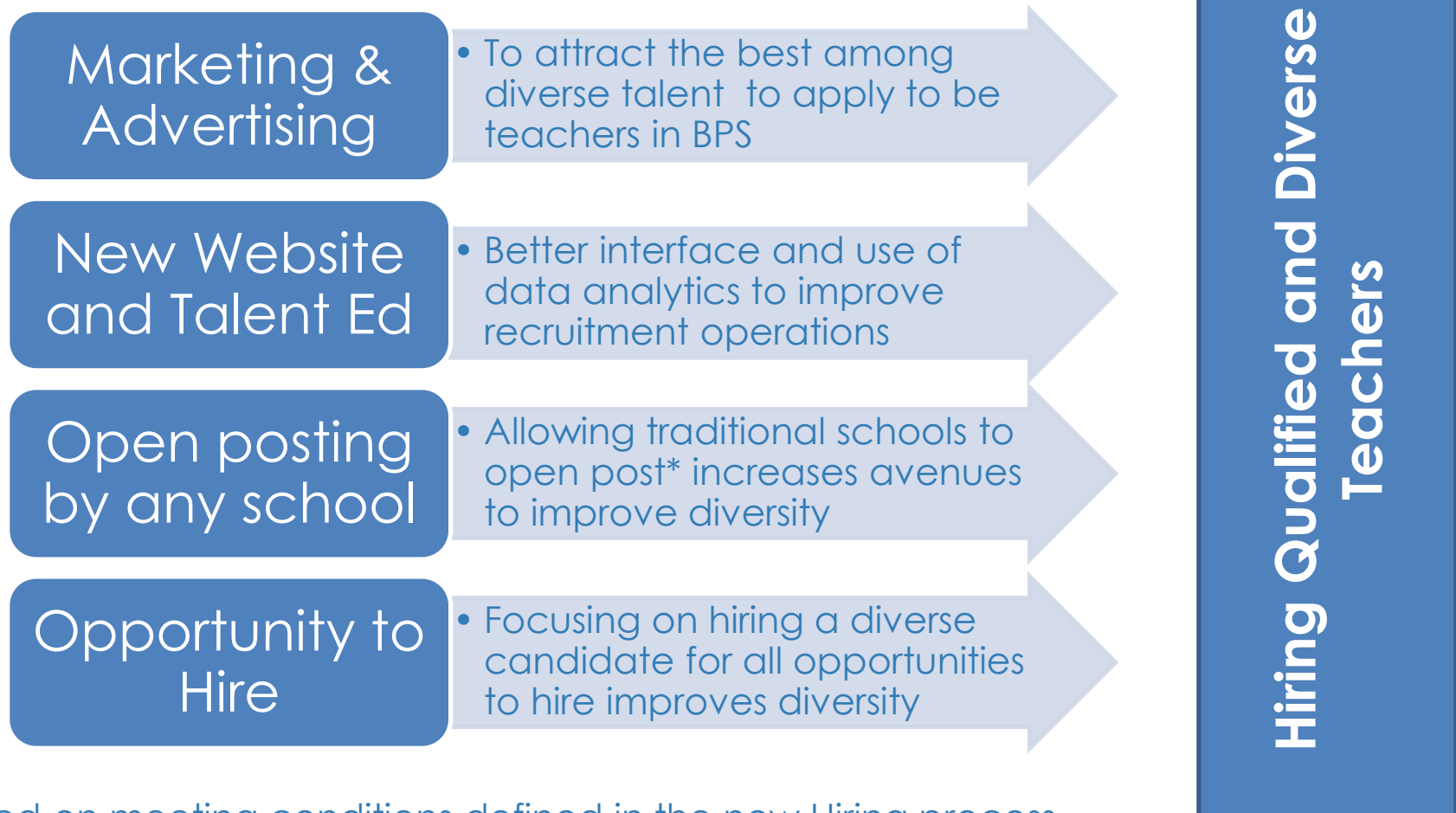
Diversity was formerly a stand-alone project area



Diversity is now integrated within all OHC project areas



The new RECRUITMENT and HIRING process is a multi-pronged approach to improve diversity



*Based on meeting conditions defined in the new Hiring process

Monitoring and Accountability: Equity, Human Capital and Academics

We are ensuring accountability through:

- Focused **oversight and monitoring**
- Development and implementation of a **workforce diversity strategic plan** plus ongoing **data analysis**
- Participation in **Probable Org and staffing**
- Consideration of diversity during the **performance evaluation** process for school leaders
- Intensive **professional development and training** specifically related to diversity and equity

Oversight and Monitoring

- The Office of Equity will **monitor staffing policies and practices** and **oversee our accountability efforts** in order to help:
 - Ensure that recruitment efforts yield the intended results
 - Ensure compliance with the court order
 - Promote early identification of obstacles toward achieving workforce diversity goals
 - Allocate and utilize resources appropriately to increase workforce diversity

Workforce Diversity Strategic Plan

- The Office of Human Capital will develop a **3-year strategic plan** focused in three distinct areas:
 - Workforce Diversity
 - Workforce Inclusion
 - Sustainability
- The plan will help position the district to increase the representation of teachers of color in the District by focusing on the recruitment of a pool of new hires that reflects the diversity of our students
- This plan will be informed in part by the recommendations of the **Teacher Diversity Work Group**

Data Analysis

- The Office of Human Capital will provide the Office of Equity with monthly data reports on diversity
 - The Office of Equity will use this report to conduct a **barrier assessment** (examining obstacles), while the Office of Human Capital will conduct an **impact assessment** of its strategies, programs, and initiatives
 - The two offices will work collaboratively to identify and leverage **best practices** and to design a **corrective action plan** if needed
 - This process and review is meant to be fluid and to allow for adjustments in practice

Probable Org and Staffing

- During Probable Org, the Office of Human Capital, Office of Academics, and Office of Equity will provide **guidance to school leaders** on District diversity goals
 - The Office of Human Capital will help ensure that school leaders have a qualified pool of applicants
 - The Office of Academics will support school leaders to identify the best candidates
 - The Office of Equity will help ensure that all parties are focused on meeting diversity goals
- The Office of Equity will also **review proposed offers**
 - This review will consider district goals and priorities, including (but not limited to): adherence to staffing circulars, nature of the position, diversity of the applicant pool, applicant qualifications, demographics of school-based staff, and district-wide student demographics

Performance Evaluations

- To provide accountability, the Academics Office will incorporate into the performance evaluations for all school leaders **an assessment of how the school leader is helping the District achieve our workforce diversity goals**
- Network Superintendents will work with school leaders to set expectations and will look for evidence related to:
 - Diversity of new hires, transfers, and promotions
 - Implementation of inclusive retention strategies

Professional Development and Training

- To help support this work and create a common understanding of our strengths and challenges, the District will bolster its professional development and provide training related to **diversity and equity**

Performance Evaluations

How is performance evaluation related and essential to workforce diversity?

- **Hiring**
- **Analysis of data**
- **Quality checks**
- **Training**
- **Consistency of evaluations**

Hiring

To earn autonomy to hire certified candidates towards diversity goals, schools must complete formative assessments for **ALL** educators before Probable Org (January 13, 2014)

- This will provide OHC with formative assessment data for the majority of the district's educators earlier than in 2012-2013

Analysis of Data

- 2013-14 Formative Assessment data will be analyzed by implementation specialists across networks. The analysis will focus on:
 - Quality
 - Norming
 - Evidence-based rationales for ratings
- OHC will report back to School Committee on the outcomes of the analysis of 2013-14 Formative Assessments

Training

BPS will continue to lead Massachusetts in the training of our evaluators:

- Evaluators must participate in a DESE-approved evaluator training
- All evaluators will have completed the Observation and Feedback Course by Spring 2015
- The Teacher Effectiveness Calibration System will be piloted in May 2014

Questions?

