School Committee – Hiring Update

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BPS’ early hiring initiative helps to provide our students with the most effective and diverse teachers possible.

Every student deserves an excellent teacher.
BPS schools stepped up their hiring efforts even more than last year.

Early hiring has become “business as usual” in BPS.

**Percent of vacancies filled before June 1st**

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent</th>
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<tbody>
<tr>
<td>2015</td>
<td>56%</td>
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<tr>
<td>2016</td>
<td>82%</td>
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*Includes only jobs posted on March 1st*
We know that teachers hired early are more likely to be effective and more likely to be people of color.

Teacher Effectiveness

- BPS teachers hired before July are nearly **2 times** more likely to receive “exemplary” ratings than those hired in later months.
- Late hires are **3 times** more likely to be underperformers.

Workforce Diversity

- “Early hiring” schools hire teachers of color at almost **twice the rate** of “late hiring” schools.

![Graph showing teacher effectiveness and workforce diversity](image-url)
The teacher—student “representation gap” varies significantly by ethnicity but is the most severe for our Hispanic students.
All new hires – 41.2% of our early hires are candidates of color.
Hiring internal candidates helps BPS retain teachers of color within the district. 42.5% of our internal non-excessed candidates are people of color.
Early hiring has helped us attract new, diverse external candidates to BPS

**External Hires**

- **Biggest lever to increase diversity:**
  - Since these teachers are new to BPS, they represent our biggest opportunity to increase the diversity of our workforce.
  - 40% of external hires are people of color.

- **External candidates of color are hired at disproportionately high rates:**
  - Relative to the number of applicants, we hired black and Latino candidates at more than **2.5 times** the rate of white candidates during the early hiring months.

- **Significant, but Incremental progress:**
  - Relative to the size of our workforce and strong teacher retention district-wide, external hiring will not dramatically shift the demographic composition overnight.
  - External hires represent just 5% of our workforce, so even if these new hires are more diverse, it will take time to shift overall diversity.
BPS’s long-term strategy for increasing workforce diversity is centered on developing internal pipelines and focusing on home-grown talent.

BPS’s approach to diversifying its workforce hinges on a deep and diverse applicant pool, but the current pool is not nearly diverse enough. We cannot recruit and hire our way out of this problem. This is why we are committed to developing strong local pipelines.
ACTT is a rigorous interactive hands-on learning experience that prepares Boston community members, and BPS paraprofessionals/substitutes to develop strong teaching skills, create a competency based portfolio in a mentor rich, cohort model.

16-17 Cohort – At a Glance:

- 69% currently work in BPS as paraprofessionals, substitutes, (twice the rate of last year’s cohort)
- 86% identify as people of color - (50% African American, 32% Hispanic, 4% Asian)
- 63% female, 37% male (including 5 Latinos)
- 20 graduated from Massachusetts colleges– including 4 from BC, 4 from UMASS and 2 from BU
- 2 graduated from Historically Black Colleges/Universities-Tuskegee and Clark Atlanta

What we’ve learned:

Saturday sessions are essential; they allow participants to work while they learn.

It makes a difference that all of the instructors/mentors are either triple-certified or National Board Certified BPS teachers.
BOSTON PUBLIC SCHOOLS

BPS is piloting an innovative approach to teacher prep that combines rigorous selection with practice-based training to bring talented professionals into BPS classrooms.

• 85% of BPS teaching fellows are from Massachusetts
• 41% of have previously worked in schools
• 28% have previously worked in BPS as paraprofessionals, substitutes, guidance counselors, or AmeriCorps participants
• 18% are BPS grads themselves

What we’re learning:

• In this first pilot year, the short timeline for candidates to meet licensing requirements has posed a significant barrier for many fellows.

• There were 10 candidates of color who met our rigorous selection criteria to be strong teachers in Boston, but left the program for reasons related to MTELs.

We don’t just train teachers, we train great teachers for Boston’s students
Spotlight on BPS’s efforts to hire Latino teachers:

The “representation gap” is most severe for our Latino students
- Latinos comprise 41% of the BPS student body – a plurality compared to other ethnic groups.
- Latinos represent a greater proportion of our principal workforce than our teacher workforce (14% and 10% respectively)

Latinos only represent 7% of our candidate pool but we hire them at disproportionately high rates.
- Relative to the candidate pool, we are hiring Latino educators at 2.5 times the rate of white educators, during early hiring.
- We have hired 24 external Latino educators so far this year- that is on pace with last year at this time.
- 19% of our candidates speak Spanish

Our internal pipeline programs are making an impact:
- We saw a big increase in Latino representation in the ACTT program with 32% of participants in this year’s cohort identifying as Latino.
- 13% of the BPS Teaching Fellowship applicants were Latino and they passed each stage of the selection process at higher rates than other candidates (pre-screening, phone-screening, selected in, enrolled, and persisted in program)