

;
;
; 06/18/18 7:41 PM
;
;;;BCC B 3:00PM-6:00PM 180618

>>> GOOD AFTERNOON.
I'M KIM CHANIE.
YOU THIS IS BEING RECORDED.
YOU CAN WATCH THE LIVE CAST AT
THE CITY OF BOSTON WEBSITE.
I WOULD LIKE TO REMIND YOU TO
SILENCE YOUR VOICES.
WE'LL TAKE PUBLIC TESTIMONY AT
THIS HEARING.
IF YOU WOULD LIKE TO TESTIFY
YOU CAN SIGN-IN ON THE SIGN-UP
SHEET.
TODAY'S HEARING IS DOCKET
NUMBER 0535.
THIS MATTER WAS SPONSORED BY
ME COUNCIL KIM JANEY.
THIS IS A HEARING REGARDING
TEACHER DIVERSITY IN BOSTON
PUBLIC SCHOOLS.
BEFORE WE GET STARTED I WOULD
LIKE TO READ A LETTER FROM MY
COLLEAGUES.
IT SAYS I APOLOGIZE FOR NOT
BEING ABLE TO FULLY ATTEND THE
HEARING.
I HAVE BEEN SICK AND
UNFORTUNATELY, I HAVE NOT BEEN
ABLE TO WIN THE FIGHT.
I KNOW COUNCIL JANEY, THE VICE
CHAIR OF THE COMMITTEE WILL DO
A GREAT JOB.
I HOPE TODAY'S HEARING IS
PRODUCTIVE AND AGREE MORE
NEEDS TO BE DONE TO
DIVERSIFIER OUR SCHOOLS NOT
JUST RACIALLY, EVEN THOUGH
THAT WOULD BE GOOD BECAUSE
STUDENTS DESERVE TO SEE MORE
REPRESENTATION BUT ALSO IN
GENDER.
I APPRECIATE THE WORK AND HOPE
WE CAN MOVE FORWARD IN
CHANGE.
SINCERELY.
I'VE ALSO BEEN JOINED BY
COUNSELOR LYDIA EDWARDS WHO
REPRESENTS DISTRICT ONE.

I WOULD LIKE TO THANK ALL THAT
THAT ATTENDED AND WATCHING
ONLINE.

THIS IS AN IMPORTANT ISSUE.
IT'S NEAR ANDRADE MY HEART.

I WILL MAKE BRIEF OPENING
REMARKS AND ADVISE COUNCIL
EDWARDS TO DO THE SAME.

THE REASON I WANTED TO HOLD
THE HEARING IS BECAUSE IT'S
NOT JUST COURT ORDER BUT WHAT
IT CAN DO TO CLOSING
OPPORTUNITY AND GAPS IN
CHILDREN ACROSS THE COUNTRY.
WE SEE THE EVIDENCE AND THERE
ARE COUNTLESS STUDIES THAT
STATE THE BENEFITS OF HAVING A
DIVERSE TEACHING FORCE WE KNOW
WHEN STUDENTS SEE THEMSELVES
REPRESENTED THROUGH STUDENTS
BLACK STUDENTS ARE REFERRED TO
THE GIFTED PROGRAM AND LESS
LIKELY TO REFER TO SPECIAL
EDUCATION.

WE KNOW THE EXPECTATIONS ARE
HIGHER.

WE KNOW WE STILL HAVE A HUGE
GAP.

WHEN IT COMES TO BLACK
TEACHERS WE ARE GOING
BACKWARDS.

WHEN WE GO TO LATINO TEACHERS
THE GAPS ARE HUGE AND CONTINUE
TO BE PROBLEMATIC.

AS WE WANT TO OFFER MORE DUAL
LANGUAGE THAT'S HARDER IF WE
DON'T HAVE A DIVERSE TEACHER
FORCE.

THIS IS A HUGE PROBLEM THAT I
HOPE WE HAVE THIS HEARING.

I HOPE WE FIND NEW SOLUTIONS
AND RENEWED COMMITMENT TO
MOVING THE NEEDLE FORWARD I
KNOW YES, BOSTON DOES DO
BETTER THAN THE STATE BUT
THAT'S NOT GOOD ENOUGH.

WHAT I AM HOPING SOME OF THIS
DOESN'T HAVE TO BE NEW.
WE HAVE SEEN WHAT WORKS IN THE
PAST.

WE KNOW WHAT HAS WORKED.

I'M GOING TO OFFER MY
COLLEAGUE COUNCIL EDWARDS TO
SAY ANY BRIEF REMARKS SHE MAY

WANT TO HAVE THEN I'LL ALLOW
FOR THE PANEL TO PRESENTMENT
IF YOU WILL INDULGE ME.
REPRESENTATIVE FROM PUBLIC
SCHOOLS I WOULD LIKE TO START
WITH THE REPORT RELEASED.
IF WE TAKE THINGS OUT OF ORDER
AND DO THINGS DIFFERENTLY I
THINK I'LL ASK MR. CRAIGER TO
OPEN UP AFTER WE HEAR FROM THE
COLLEAGUES AND ALLOW YOU TO
PRESENT AND THEN GET TO
QUESTIONS.

DOES THAT MAKE SENSE?
PERFECT.

>> I WOULD LIKE TO THANK YOU
FOR BEING HERE TODAY.
I DIDN'T WANT AN OPENING.
THANK YOU FOR COMING.
I LOOK FORWARD TO THE
CONVERSATION AND I WANTED TO
THANK MY COLLEAGUE COUNCIL
JANEY FOR HER LATEST EFFORT.

>> THANK YOU.

IF YOU ARE PREPARED.
I KNOW YOU ARE JUST WALKING
IN.
I WOULD LOVE TO START WITH THE
REPORT.

THE REPORT WAS BROKEN
PROMISES, TEACHER DIVERSITY IN
PUBLIC SCHOOL.
IF YOU CAN SET THE STAGE WE'LL
HAVE A OPPORTUNITY TO COME
BACK TO YOU FOR SOMETHING MORE
IN DEPTH.

I WANTED THIS TO TO BE THE
START.

WE'LL HAVE QUESTIONS AND YOU
WILL HAVE THE OPPORTUNITY
AGAIN.

IF YOU COULD BRIEFLY TALK
ABOUT THIS SITUATION.

>> YES, COUNSELOR, THANK YOU
FOR THE OPPORTUNITY TO SPEAK
ON A TOPIC IMPORTANT TO ALL OF
US GATHERED HERE.

THIS IS WHAT IS THE ISSUE.
IN 1994, 24 YEARS AGO, BOSTON
ENTERED THE FINAL JUDGMENT IN
THE SCHOOL DESEGREGATION
ORDER.

KIDS HAVE GONE TO COLLEGE AND
GONE ONTO WONDERFUL THINGS.

IN THAT ORDER THERE WAS A
REQUIREMENT THAT BOSTON'S
TEACHING CORP BETTER REFLECTED
WHO WE WERE.

THAT MEANT A 25%.

THE REASON I BRING THAT UP IS
WHEN YOU LOOK AT THE
PERCENTAGE OF WHITE TEACHERS
VERSES TEACHERS OF COLOR THAT
NEEDLE HAS HARDLY MOVED SINCE
THE 1993/1994 SCHOOL YEAR.

62.0% OF THE TEACHING CORPS IS
A 61% 8% OF 61.8% OF THE
TEACHING CORP.

24 YEARS LATER ACCOUNTED FOR
36.6% OF THE TEACHING CORP.

WE ARE AT A JUNCTURE.

OUR TEACHING DIVERSITY HAS
STAGNATED.

THAT DOESN'T MEAN THERE ARE
NOT EFFORTS UNDERWAY IN BOSTON
PUBLIC SCHOOLS TO IMPROVE
THAT.

THAT'S SOMETHING I WOULD LIKE
TO ACKNOWLEDGE HERE.

BUT, IT MEANS IF WE ARE GOING
TO REACH, NOT ONLY, OUR
OBLIGATION UNDER A LONG
STANDING COURT ORDER.

NOT ONLY CAN -- IN THE FRONT
OF THE CLASSROOM BUT SOMEONE
THAT LOOKS DIFFERENT FROM
THEMSELVES SO WE HAVE AN AN
APPRECIATE FOR WHO WE ARE WE
HAVE TO STEP IT UP.

BOSTON PUBLIC SCHOOLS PUT IN
WRITING A POLICY TO IMPROVE
TEACHER DIVERSITY AND HAVE THE
TEACHING CORP. CORP REFLECT

WHO WE ARE IN THE CITY.

LATINO TEACHERS HAVE COME UP
9.4% TO 3.1%.

RIGHT NOW, FOR EVERYONE LATINO
TEACHER THERE IS IN THE
TEACHING CORP. THERE ARE FOUR
TIMES AS MANY LATINO TEACHERS
IN THE STUDENT BODY.

WHEN WE LOOK AT OUR BLACK
STUDENTS.

OUR COURTS REQUIRE A 25%
PRESENCE OF AFRICAN-AMERICAN
TEACHERS.

THAT NUMBER WAS ALMOST
ACHIEVED IT HAS BACK SLID

SINCE THEN NOW TO THE POINT
WHERE AFRICAN-AMERICAN
TEACHING CORP IS CORE IS DOWN
20%.

THE ONLY MOMENTUM WE HAVE ON
THIS WHEN IT COMES TO BLACK
TEACHERS BUT OVERALL IS
NEGATIVE MOVEMENT.

WE PUT OUT THIS REPORT AT THE
BOSTON THE GREATER BOSTON
LATINO NETWORK.

THE BOSTON NETWORK FOR BLACK
ACHIEVEMENT AND THE
NEIGHBORHOOD CENTER BECAUSE
THIS IS A MATTER THAT IMPACTS
ALL OF US.

IT'S SOMETHING WE KNOW TODAY
WHAT OUR GRANDPARENTS COULD
HAVE TOLD US.

IF YOU DON'T SEE A TEACHER
THAT'S YOUR ANCESTOR THAT
DAMAGES YOU.

WHEN MINORITY STUDENTS SEE A
TEACHER OF THEIR RACE THEY ARE
FAR LESS LIKELY TO BE REFERRED
TO SPECIAL EDUCATION.

THEY ARE FAR LESS LIKELY TO BE
REFERRED TO THE GIFTED PROGRAM
OR PRINCIPALS OFFICE.

THEY ARE FAR LESS LIKELY TO
REPORT THEY FEEL PUSHED AND
CHALLENGED AND MOTIVATED BY
THAT PRESENCE.

IN FACT, JUST HAVING ONE SAME
RACE TEACHER, IF YOU ARE A
BLACK OR LATINO STUDENT BY THE
TIME YOU ARE IN THE THIRD
GRADE REDUCES YOUR RISK OF
DROPPING OUT.

BIAS MUCH AS ONE-THIRD. THIS
IS NOT ROCKET SCIENCE THE
SHARED CULTURAL NORMS TO PASS
DECADES OF RACIAL AND ETHNIC
SEGREGATION IN OUR
NEIGHBORHOODS AND SCHOOLS.

NONE OF THIS IS TO SAY THERE
IS NO ROLE FOR WHITE TEACHERS
IN THE DISTRICT, ALL RIGHT.
STUDENTS NEED TO SEE TEACHERS
OF ALL RACES IN FRONT OF
THEM.

NOT JUST ROLE MODELS OF THEIR
RACE BUT HAVE ROLE MODELS AND
GUIDE POST AS WE UNDERSTAND

WHO WE ARE AS A SOCIETY AND
PEOPLE.

ALL OF OUR TEACHERS NEED
SUPPORT.

NO MATTER WHO THEY ARE IN
DEVELOPING THE CULTURALLY
PRACTICES WE NEED TO SEVER THE
INCREDIBLY DIVERSE CLASSROOMS
WE HAVE HERE IN BOSTON AND IN
OUR PUBLIC SCHOOLS.

WE PUT THIS REPORT OUT WITH A
FOCUS ON BOSTON KNOWING FULL
WELL WHEN WE LOOK AROUND THE
COMMONWEALTH WE SEE THE
PROBLEMS EVERYWHERE.

WE CERTAINLY SEE THEM IN
CHARTER SCHOOLS THAT SEVER
BOSTON STUDENTS AS WELL.

THE REASON WE PUT THE REPORT
OUT AND FOCUS ATTENTION HERE
IS BECAUSE BOSTON IS THE
LARGEST DISTRICT IN THE
COMMONWEALTH AND ALSO THE ONE
THAT'S UNDER A COURT ORDER
THAT ENABLES ALL OF US TO HAVE
A OPPORTUNITY TO DO SOMETHING
ABOUT THIS AND DO SOMETHING
ABOUT THIS NOW.

SO, IN THIS DOCUMENT AFTER
WALKING THROUGH THE DATA I
DESCRIBED TO YOU AND THE
RESEARCH THAT SHOWS THE
IMPORTANCE OF HAVING A SAME
RACE TEACHER WE ALSO HIGHLIGHT
A NUMBER OF THINGS THE
DISTRICT CAN DO TO IMPROVE
UPON IT'S CURRENT TEACHER
DIVERSITY.

SOME OF THIS THE DISTRICT IS
ALREADY DOING.

TO MOVE THE NEEDLE AND MAKE
THIS WORK AND MAKE IT WORK FOR
OUR STUDENTS IT WILL TAKE
DOING MORE AND INVESTING MORE
TO MAKE THAT HAPPEN.

UNLESS YOU HAVE QUESTIONS
SPECIFIC TO THOSE
RECOMMENDATIONS I EXPECT TO BE
BETTER TO COME BACK TO THE
RECOMMENDATIONS AS WE GO
FORWARD.

>> YES, THANK YOU SO MUCH.
WE HAVE BEEN JOINED BY COUNCIL
PRESIDENT ANDREA CAMPBELL.

WE KNOW TOO WELL THIS IS NOT AN ISSUE THAT BOSTON PUBLIC SCHOOLS IS DOING BUT OTHER SCHOOLS THROUGHOUT THE CITY AND COMMONWEALTH BUT OTHER AGENCIES.

I WAS HERE JUST LAST WEEK CITING WITH MY COLLEAGUES LOOKING AT BOSTON POLICE, LOOKING AT BOSTON FIRE AND EMS.

THIS IS A CHALLENGE WE ARE ALL FACING AND I THINK THERE IS CERTAINLY A DEEP COMMITMENT FROM MY STANDPOINT TO TACKLE THESE TOUGH ISSUES.

WITH THAT SAID, I WOULD LIKE YOU TO TURN IT OVER TO OUR PBS PANEL FOR OPENING REMARKS AND WE CAN START WHERE WHEREVER WOULD WOULD LIKE TO START.

I'M SURE YOU WILL HAVE QUESTIONS AND THEN WE'LL GO TO THE SECOND PANEL ABOUT THE SOLUTIONS AND OTHER CHALLENGES THEY MIGHT WANT TO BRING.

>> MAKES SENSE.

THANK YOU.

, COUNSELOR AND EDWARDS.

I'M EMILY.

I PART OF HUMAN CAPITAL.

I'M HERE WITH TWO COLLEAGUES THAT WILL INTRODUCE THEMSELVES IN A MINUTE.

SAM AND BECKY AS WELL AS DR. COLIN ROSE ON MY RIGHT AND A NUMBER OF OTHER STAFF MEMBERS FROM THE OFFICE OF HUMAN COUNCIL THAT HAVE BEEN INSTRUMENTAL IN PREPARING DATA.

WE'LL BRING THEM UP AS NEEDED.

I DIDN'T DISAGREE WITH ONE SINGLE THING THAT WAS SAID. I HOPE WE CAN DIG INTO SOME OF THE DETAILS BECAUSE THAT'S WHERE THE ANXIOUS LIE.

WE SHARE THE SAME GOALS AS EVERYTHING IN THE ROOM.

THAT'S EXCITING.

I CAN SAY THAT WITH 100% CONFIDENCE.

WE ARE EXCITED TO TALK TO YOU
ABOUT THE DATA AND RESEARCH.
AS WE GET INTO -- OKAY.

HERE WE GO.

AS WE GET INTO BOTH
PRESENTATIONS AND THE
CONVERSATION AFTERWARD I LOOK
FORWARD TO DIGGING INTO THE
PARTS OF THIS OF IT NOT BEING
ROCKET SCIENCE BUT SOME OF THE
CREATIVE SOLUTIONS WE KNOW WE
NEED TO EMPLOY.

WHEN WE WERE HERE LAST MONTH
WE SHARED DATA THAT LAST YEARS
HIRING SEASON, THE ONE THAT
CONCLUDED IN OCTOBER OF 2017
WAS THE MOST SUCCESSFUL IN
RECENT HISTORY IN TERMS OF THE
DIVERSITY OF THE WORK FORCE.

I'M EXCITED TO SHARE A
SNAPSHOT OF WHERE WE ARE RIGHT
NOW IN JUNE.

THIS IS PRELIMRY DATA.

GIVEN THAT TO REMAIN
CONSISTENT WE WAIT UNTIL
OCTOBER TO CLOSE THINGS OUT.
WE CAN COMPARE DATA FROM THE
SAME DATE IN EVERY YEAR SO WE
ARE CONSISTENT.

RIGHT NOW WE ARE ON A PAST TO
HAVE EDUCATORS.

THERE ARE TWO DATA POINTS I
WOULD LIKE TO SHARE HOT OFF
THE PRESSES.

WE HAVE NEVER CROSSED 52%
THRESHOLD IN ALL HIRES.

THE SECOND POINT THAT'S VERY
IMPORTANT TO POINT OUT IS THAT
THE DIVERSITY OF THE EXTERNAL
HIRES ARE BRAND-NEW TO BOSTON
PUBLISH SCHOOLS.

THEY ARE VERY IMPORTANT TO
INCREASING THE OVERALL
DIVERSITY OF THE WORK FORCE.
THE PERCENTAGE OF EXTERNAL
HIRES OF PEOPLE OF COLOR IS AT
48%.

SO, THE ROOT CAUSE OF THE
PROBLEM WE ARE TACKLING IS NOT
HAVING THE WORSE FORCE THAT'S
REFLECTING A RICH DIVERSITY.
BARRIERS THAT BEGIN AT THE
POINT OF COLLEGE ENROLLMENT
AND CONTINUE ON FOR STUDENTS

OF COLOR SUCH AS SELECTION
BIAS.
THE STRATEGIES WE EMPLOY AND
THE ONES WE'LL TALK ABOUT
TODAY ARE AIMED AT
COUNTERACTING IMPACTS OF
SYSTEMIC RACISM.
SOME OF THEM ARE COMMON SENSE
AND FIGURED OUT AND WE NEED TO
DO MORE OF THEM.
WE CAN'T FOCUS ON ONE STAGE ON
AN INDIVIDUALS CAREER WE NEED
TO FOCUS ON ALL OF THEM.
AS WE TALK ABOUT EVERY TIME WE
ARE IN FRONT OF YOU AT THE
OFFICE.
WORK FORCE DIVERSITY IS
TEACHER EFFECTIVENESS.
THEY ARE LINKED AND THAT'S
WHAT OUR EXPERIENCE, RESEARCH,
AND STUDENTS TELL US.
WE THINK ABOUT OUR WORK ON
DIFFERENT LEVELS.
FIRST, WE FOCUS ON CREATING A
CONDITION OF SUCCESS AT THE
DISTRICT LEVEL.
SECOND WE PARTNER WITH SCHOOLS
TO TACKLE THESE CHALLENGES.
YOU ALL ARE QUIET FAMILIAR
WITH THE DISTRICT WIDE EFFORTS
ABOUT SOME OF THE HALLMARK
INITIATIVES.
INCLUDING THE STARTING OF OUR
PROGRAM.
I'LL TURN OVER THE MICROPHONE
TO DAILY WHO WILL DESCRIBE
MORE OF OUR CONTEXT.
YOU CAN CLICK IF YOU WANT.
>> CAN YOU HEAR ME?
THANK YOU.
I WOULD LIKE TO THANK
COUNCILOR CAMPBELL AND EDWARDS
FOR HAVING US TODAY.
I'M SARAH DAILY.
I'M THE MANAGER OF RECRUITMENT
PROGRAMS.
THIS POLL WAS DONE BE RECENTLY
TO FOCUS ON ALIGNING OUR
SUPPORT OF EDUCATORS FROM THE
ONSET OF OUR OUTREACH TO THEM,
FIRST YEAR IN THE DISTRICT,
AND ALSO LOOKING AT
PROFESSIONAL GROWTH
OPPORTUNITIES ARE IN OURSELF

SYSTEM.

I WANTED TO GIVE YOU THAT
CONTEXT.

WE KNOW THE ROOT CAUSE IS
SYSTEMIC.

THERE ARE SMALL NUMBERS OF
CANDIDATES OF COLOR IN UNDER
GRADUATE AND GRADUATE TEACHER
PREPROGRAMS.

I THINK THERE WAS A MENTION TO
THIS AROUND WHERE BOSSES SIT
WITHIN THE NATION AND CITY.

-- IN THE NATION AND STATE.

7% OF ALL EDUCATORS IN THE
STATE ARE EDUCATORS OF COLOR.
BPS MAINTAINED OUR DIVERSITY
OF 38%.

IT'S NOT WITHOUT CHALLENGES.
ALL OF THEM EMPLOY 6% OF ALL
EDUCATORS FOR THE ENTIRE
STATE.

WE HIRE 49% OF ALL BLACK
EDUCATORS IN THE STATE.

25% OF ALL LATINO EDUCATORS
FOR THE STATE.

AND 25% OF ASIAN EDUCATORS FOR
THE STATE.

WE ARE DEEPLY CONCERNED ABOUT
CLOSING THE GAP BETWEEN
TEACHERS AND STUDENTS.

I WANT TO FOCUS ON OUR KEY
STRATEGIES.

WE ARE COMMITTEE TO
RECRUITING, HIRING A DIVERSE
GROUP OF EDUCATORS THAT ARE
HIGHLY EFFECTIVE AND
CULTURALLY PROFICIENT.

WE CONTINUE TO FOCUS OUR
EFFORTS AROUND THREE KEY
LEVERS.

HIRE EARLY AND EMPLOY.

DEVELOP AND RETAIN THESE
LEVERS REMAIN AT THE CENTER OF
OUR STRATEGY FOR ACCELERATING
STUDENT LEARNING.

THIS YEAR WE REFOCUSED OUR
EFFORTS ON A NEW MARKETING
CAMPAIGN.

WE WANT TO MAKE SURE THESESwA
CLASSROOM.

WE MAKE SURE ALL MATERIALS ARE
TRANSLATED IN ALL OF OUR
LANGUAGES AND PLACED AROUND
THE COMMUNITY WITH THE

INTENTION TO RECRUIT AND HIRE EDUCATORS THAT LIVE-IN THE COMMUNITIES.

THE FELLOWS PROGRAM, WE DRAW ON INTERNAL TALENT TO BUILD A NEXT GENERATION OF BPS TEACHERS.

IT'S A GROUP OF 12 TEACHERS THAT ARE VERY DIVERSE IN TERMS OF AGE, BACKGROUNDS, AND EXPERIENCE AND LEVEL.

IN ADDITION TO HOSTING LARGE DISTRICT WIDE EVENTS DESIGNED FOR RACIALLY DIVERSE EDUCATORS WE HAVE INITIATED SMALLER COMMUNITY CULTIVATION VERTEBRATES.

WE HAVE BEEN IN CHELSEA AND EVERETTE AND WARREN.

REACHING OUT AND CONNECTING WITH EDUCATORS OR POTENTIAL EDUCATORS.

WE HAVE EDUCATOR MEET UPS AND LUNCHESES.

CURRENTLY WE HAVE MET OVER 900 EDUCATORS AT ALL OF THESE EVENTS ACROSS BOSTON.

BPS DEVELOPED TWO PIPELINE PROGRAMS.

OUR ACCELERATED COMMUNITY TEACHER PROGRAM IS A 12 MONTH PART-TIME PROGRAM.

IT'S IDEAL FOR FUTURE EDUCATORS THAT NEED TO CONTINUE WORKING WHILE THEY MAKE THEIR TRANSITION TO TEACHING THE FELLOWSHIP IS THE NEWEST PROGRAM.

IT'S A FAST TRACK.

CANDIDATES COMPLETE THEIR LICENSE AND THEY ARE LICENSED IN THE SPRING.

THEY PARTICIPATE IN A SUMMER PRACTICUM.

DURING DID FIRST YEAR THEY RECEIVE INDIVIDUAL COACHING BY OUR FULL-TIME INSTRUCTIONAL COACHES.

THESE ARE MEMBERS OF MY TEAM.

AT THE CONCLUSION THEY WILL RECEIVE AN INITIAL LICENSE IN ESL OR SPECIAL EDUCATION TO ACCOMPANY THEIR CURRENT LICENSE.

I'LL PASS IT OVER TO MY COLLEAGUE BECKY.
>> GOOD AFTERNOON.
I'M BECKY AND THE SUPERINTENDENT OF EQUITY.
I'LL SPEAK ABOUT THE DIVERSITY FOCUSED SCHOOL INITIATIVE WHICH IS PART OF IF DISTRICTS EFFORT AROUND HIRING TEACHERS OF COLOR THAT THE OFFICE IS MOST INVOLVED WITH.
THIS IS A INITIATIVE WE STARTED THREE HIRING SEASONS AGO TO FOCUS IN EACH YEAR ON 20 SCHOOLS WHERE WE SEE -- THAT MEET TWO CRITERIA.
THE FIRST ONE IS A LOW NUMBER OF EDUCATORS OF COLOR IN RELATION TO THE STUDENT POPULATION.
THE SECOND CRITERIA IS ENOUGH OPENINGS, ENOUGH TEACHER OPENINGS THAT WE FEEL THIS IS A SCHOOL THAT COULD MAKE A JUMP DURING THE HIRING SEASON, A SIGNIFICANT SHIFT IN TERMS OF THE POPULATION OF TEACHERS OF COLOR AT THE SCHOOL.
THE PROJECTS STARTS EACH YEAR WITH ME MAKING PERSONAL OUTREACH TO EACH SCHOOL LEADER.
I HAVE A PERSONAL CONVERSATION ABOUT WHY THEY WERE SELECTED. I ASK THEM ABOUT THE PARTICULAR BARRIERS IN THE SCHOOL.
THE BARRIERS VARY FROM SCHOOL TO SCHOOL.
WE TAILOR A PLAN FOR THAT SCHOOL ABOUT HOW TO ACHIEVE OUR GOALS AROUND INCREASING THE NUMBER OF TEACHERS OF COLOR.
DEPENDING ON THEIR CHALLENGES AND DEMOGRAPHICS WE OFFER A MENU OF SUPPORT.
SO, WE TRY TO FIGURE OUT WHAT THEY NEED MOST.
SOMETIMES IT'S AS SIMPLE AS THEY ARE SO BUSY IT WOULD HELP THEM IF WE GENERATE CANDIDATES OF COLOR FOR EACH OPENING THEY HAVE.

THAT THAT CAN MAKE A BIG DIFFERENCE.
SOMETIMES IT'S MORE COMPLEX.
THEY DIVERSIFIED THEIR POOL FOR EXAMPLE.
EVERY SCHOOL LEADER PART OF THE DIVERSITY FOCUS SCHOOL ATTENDS A TRAINING SESSION WHERE WE TEACH THEM, FIRST ABOUT THE WHY.
COUNSELOR JANEY US SCRIBED VERY WELL IN TERMS OF THE RESEARCH ABOUT THE VALUES OF TEACHER OF COLOR.
THAT TRAINING STARTS IS MAKING SURE THEY ARE FAMILIAR WITH THE DATA.
THEN IT GOES TO HOW WE ARE ASSURED WE ARE MOVED BY HIRING.
WE AGGRESSIVELY INNOVATIVELY PURSUE CANDIDATES OF COLOR FOR OPEN POSITIONS.
THE THIRD PEACE OF THE TRAINING WE JUST ADDED THIS YEAR IS FOCUSED ON RECRUITMENT.
WHEN YOU ARE SUCCESSFUL AND WE ARE FINDING OUR SCHOOLS ARE UNIFORMLY SUCCESSFUL.
WHAT WILL WE DO?
KEEP THOSE NEW TEACHERS IN THE BUILDING.
ESPECIALLY WHERE THERE MAY BE A HANDFUL OF TEACHERS OF COLOR.
WHAT WILL WE DO TO ACTIVELY SUPPORT THEM SO RETENTION IS SUCCESSFUL.
WE STARTED AN EXPERIMENT LAST YEAR THAT'S MODELED AFTER THE POSSIE FOUNDATION.
WE TRY TO MAKE SURE THEY HAVE BUILT-IN PEERS, BUDDIES, SUPPORTERS AS THEY ENTER INTO A SCHOOL ENVIRONMENT WHERE THEY MIGHT BE IN THE MINORITY OF TEACHERS OF COLOR.
WE COME BACK WITH A DIVERSITY FOCUS GROUP TO DEBRIEF.
WHAT DID WE LEARN?
WHAT WENT WELL?
>> WHAT WERE OUR CHALLENGES?
HOW COULD WE BE MORE EFFECTIVE

NEXT YEAR?

EACH YEAR WE ARE MORE AND MORE SUCCESSFUL AT TURNING THE TIDE.

YOU CAN SEE THE SUCCESS WE HAD DURING THE LAST TWO HIRING SEASONS.

BRACED ON THE DATA THE NUMBERS WILL CONTINUE TO CLIMB.

THIS IS A KEY PART OF HOW WE MOVE THE NEEDLE DISTRICT WIDE.

I WOULD LIKE TO HIGHLIGHT THIS NEXT SCREEN IS OUR DATA DASHBOARD.

WE HAVE A STATE-OF-THE-ART DASHBOARD ABOUT HOW EACH SCHOOL IS DOING IN TERMS OF HIRING.

IT'S UPDATED EVERYDAY AND ON A WEEKLY BASIS OUR TEAM COMES TOGETHER AND DIVE DEEP INTO THE NUMBERS AND LOOK FOR PROBLEM AREAS.

SO, AS RECENTLY AS THIS MORNING I WAS ON THE PHONE WITH A SCHOOL LEADER WHERE WE SAW A NUMBER WE WEREN'T AS HAPPY WITH AS WE WOULD LIKE. I HAD A CONVERSATION WITH THAT SCHOOL LEADER.

WE ARE WATCHING THEM FOR THE DIVERSITY FOCUS GROUP BUT NOT SPECIFICALLY.

WE ARE LOOKING FOR RED FLAGS. LAST WEEK I HAD A CONVERSATION WITH A LEADER NOT PART OF THE DIVERSITY FOCUS SCHOOL BUT WE SAW DISTURBING NUMBERS AND I GOT ON THE PHONE WITH HER ABOUT MOVING THINGS FORWARD. THAT GIVES YOU A SENSE OF HOW WE ARE MONITOR THINGS DAY IN AND DAY OUT.

THAT EQUITY CHECK IS A WEEKLY CHECK.

FROM THE START OF THE HIRING SEASON UNTIL THE END.

I'LL PASS IT BACK TO SUPPORT OUR TEACHERS TO BECOME CERTIFIED.

>> THANK YOU, BECKY.

WE RECOGNIZE THE CHALLENGE OF EDUCATORS.

IT'S BEEN PASSING ON.
WE SPENT THIS YEAR REDESIGNINGK
OUR ENTIRE PROGRAM.
WE HAVE OFFERED FOR YEARS AND
UNTIL PREP SUPPORT AND
COACHING INITIATIVE.
THIS YEAR WE REDESIGNED.
WHAT WE HAVE SEEN IS WE HAVE
SEEN PROMISING RESULTS.
AND WHAT'S NOTED FOR UA IS THE
PASS RATE FOR EDUCATORS OF
COLOR.
THESE INDIVIDUALS SOME HAVE
TAKEN THE ESO UNTIL 5, 6, OR
SEVEN TIMES HAVING GONE
THROUGH OUR PROCESS THIS
YEAR.
THEY WERE ABLE TO BE
SUCCESSFUL NEXT TIME.
IN IS ONE AREA WE ARE LOOKING
TO GREW.
ALL OF OUR EFFORTS TO RECRUIT
HIGHLY EFFECTIVE EDUCATORS DO
NOT TO DISCUSS ON RETENTION.
OUR EFFORTS NEED TO BE
ROBUST.
THINK ABOUT BEING THE
INDIVIDUAL AT THE POINT OVEN
TRY AS AND THEY DEVELOP IN THE
DISTRICT.
WE PROVIDE PROFESSIONAL GROWTH
OPPORTUNITIES.
IN ADDITION TO HOSTING OUR
GATHERINGS WE HAVE SUPPORTED
LEADERSHIP DEVELOPMENT AND
PROFESSIONAL GROWTH BY HOSTING
THE COACHING PROGRAM AND THE
WOMEN BPS EXECUTIVE COACHING
PROGRAM.
IN THIS INITIATIVE IS
INTENTIONALLY FOCUSED ON 20,
30 INDIVIDUALS ACROSS THE
DISTRICT.
THIS IS FOR THEM TO FOCUS ON
PROFESSIONAL GROWTH, AND
CAREER DEVELOPMENT.
THEY ARE COACHED BY RETIRED
EDUCATORS WHO THEMSELVES BY
GENDER ARE WOMEN AND MEN OF
COLOR THAT HELD LEADERSHIP
PRECISIONS IN THE DISTRICT.
WE ALSO DEVELOPED A
PARTNERSHIP WITH U MASS BOSTON
FOR OUR OWN GRADUATE DEGREE

PROGRAM.

AGAIN, WE RACE TEACHER
LEARNING TO OFFER A PROGRAM
THAT RUNS ON SATURDAY.

IT ENABLES THEM TO DO BOTH.
BE IN THE CLASSROOM AND HAVE
ONE DAY ON OUR CAMPUS WHEN
THEY FOCUS ON THEIR OWN
EDUCATION.

THAT'S BE HIGHLY SUCCESSFUL.
THE LAST GROUP OF EDUCATORS IN
THE MASTERS PROGRAM, 33
OCTOBER THEM WERE PART OF OUR
OTHER PROGRAMS.

WE ARE LOOKING AT WAYS TO
CONTINUE TO DEVELOP THE
EDUCATORS THAT ARE LOOKING FOR
PROFESSIONAL GROWTH
OPPORTUNITIES.

I HAD HAYMAKER SPECIAL MOVE.
WE HAD FOUR MEN FROM OUR MALE
EDUCATORS COACHING PROGRAM AND
ONE WOMAN FROM OUR WOMEN'S
PROGRAM THAT PRESENTED AS IT
NATIONAL CONFERENCE EDUCATING
BOYS OF COLOR.

A PRETTY POWERFUL EXPERIENCE
BUT ALSO A PRETTY POWERFUL
EXPERIENCE FOR US.

I'LL PASS IT ONTO BECKY.

>> WE ARE ENGAGED IN RIGOROUS
EFFORTS IN THE BOSTON PUBLIC
SCHOOLS TO ACHIEVE EQUITY MORE
BROADLY.

THOSE EFFORTS, WE HOPE, WILL
BE PART OF MOVING BARRIERS TO
SELECT TEACHERS OF COLOR.

WE HOPE THIS WILL CONTINUE TO
BE PART OF AN ENVIRONMENT
WHERE TEACHERS STAY LONG-TERM
AND FLOURISH.

I'M SURE THE COUNSELORS ARE
AWARE.

THE OFFICE OF EQUITY ARE
INVOLVED WITH ENSURING THAT
OUR SCHOOL LEADERS AND OUR
EDUCATORS RECEIVING TRAINING
AROUND CULTURAL AND SUSTAINING
PRACTICES AND IN THEIR SCHOOLS
MORE BROADLY.

WE ARE TRAINING OUR SCHOOL
LEADERSHIP AND CENTRAL OFFICE
LEADERSHIP IN THE APPLICATION
OF THE BOSTON PUBLIC SCHOOLS

EQUITY TOOL.

THIS IS A DESIGN TO USE THAT
DECISION MAKING TABLE SO WE
ENSURE EVER TIME WE MAKE A
DECISION WHETHER IT'S HOW
WE'LL TRANSPORT OUR CHILDREN.
WHAT CURRICULUM WE'LL USE FOR
SCIENCE.

WHO WE'LL HIRE THAT WE ARE
APPLYING A LENS.

THERE ARE OTHER EQUITY LENSES
WE ARE ALSO CONCERNED WITH BUT
RACIAL EQUITY COMES FIRST.
OF COURSE, WE CONTINUE TO
IMPLEMENT THE ACHIEVEMENT GAP
POLICY.

LAST WE WE HAVE BEEN ROLLING
OUT PROTOCOL TRAINING AND ALL
SCHOOL ADMINISTRATORS THIS
YEAR.

NOT ONLY ALL OF OUR SCHOOL
LEADERS BUT EVERY
ADMINISTRATOR ACHIEVED THE 0%
PARTICIPATION CAN IDENTIFY
WHEN BIAS IS IN AND ENGAGE IN
EFFORTS TO PREVENT BIAS BASED
INCIDENTS FROM OCCURRING THAT
IMPACT STUDENTS AND STAFF.
I'LL PASS IT BACK TO EMILY
NOW.

>> THANK YOU.

WE ARE GOING TO END WITH
THREE DATA POINTS.

I'LL PRESENT THEM PRETTY
QUICKLY.

IN 2017 THIS WAS THE BEST
HIRING SEASON IN RECENT MEMORY
ESPECIALLY FOR THOSE KNEW TO
BOSTON PUBLIC SCHOOLS. WE
HIRED EXTERNAL BLACK AND
LATINO CANDIDATES MORE THAN 3
TIMES THE RATE THAN WHITE
CANDIDATES IN THAT YEAR.

2017 WAS ALSO THE FIRST TIME
IN THE LAST THREE YEARS WE
HAVE HAD A NET INCREASE IN THE
NUMBER OF BLACK TEACHERS
HIRED.

THE STRATEGY YOU JUST HEARD
ABOUT AND THE CURRENT RESULTS
ARE VIEWED AS A NATIONAL
MODEL.

WE ARE NOT RESTING ON OUR
LOYALS NOW OR EVER.

WE LOOK FORWARD TO GETTING TO
YOU ANY DATA OR CONVERSATIONS
OR QUESTIONS YOU MIGHT HAVE.
THANK YOU VERY MUCH.
>> THANK YOU SO MUCH, EMILY
AND THE ENTIRE PANEL.
WE HAVE BEEN JOINED BY COUNCIL
PRESTLEY.
OKAY, LET'S DIG IN.
THIS IS THE FIRST TIME WE HAD
A NET INCREASE FOR BLACK
TEACHERS.
>> UH-HUH.
HOW MANY ARE WE TALKING?
LET'S GO BACK HERE.
I'LL INVITES OUR DIRECTOR TO
COME DOWN.
I'M LOOKING AT 522.
AND THE SPECIFIC NUMBERS I'LL
HAVE YOU ENTER ANSWER OUR
NUMBER QUESTIONS.
>> IN 2017 WE HAD 966 BLACK
EDUCATOR, TEACHERS.
COMPARED TO 922.
SO THE NET INCREASE OF 44.
DID YOU SEE AN INCREASE WITH
OTHER CATEGORIES OR JUST
BLACK?
>> WE SAW AN NET INCREASE OF
20 LATINOS AND FIVE ASIANS.
>> I HAVE A LOT OF QUESTIONS.
I'LL TRY TO KEEP THEM IN THE
RECRUITMENT AND HIRING.
THE DEVELOPMENT AND RETENTION.
I CAN'T PROMISE.
OF.
>> OKAY, WE ARE READY.
YOU SAID THIS IS THE THIRD
YEAR.
WHAT DO WE KNOW ABOUT THE
FIRST YEAR.
HOW MANY ARE STILL ON THE
LIST.
HOW MADE THEM OFF LIST.
HOW MANY SCHOOLS ARE ON THE
LIST?
>> EACH YEAR WE PICK
APPROXIMATELY 20 SCHOOLS.
>> 20 SCHOOLS.
WE ARE LOOKING AT TWO
CRITERIA.
ONE IS THERE IS A SIGNIFICANT
GAP BETWEEN THE DEMOGRAPHICS
OF THE TEACHING STAFF AND WHO

IS ATTENDING THE SCHOOL.
SECOND, ARE THERE A
SIGNIFICANT NUMBER OF
OPENINGS.
SIGH A PARTICULAR SCHOOL HAD
10 OPENINGS AND YEAR TWO THERE
WAS A LOW TURNOVER YEAR.
THE FACT THAT WEREN'T INCLUDED
DIDN'T MEAN THAT'S NOT
SOMEWHERE YOU WANT TO BE.
>> MY MEMORY SERVES IT WAS
JUST THE SCHOOLS THEY WEREN'T
PERFORMING.
THE SCHOOL WITHOUT THE
DIVERSITY IN TERMS OF THE
TEACHERS MIRRORING THE
POPULATION.
IF THEY DON'T HAVE
OPPORTUNITIES.
HOW ARE WE HELPING THOSE
SCHOOLS NOT ON YOUR LIST OF 20
BECAUSE THERE COULD BE SOME
SOURCE OF DEEPLY EMBEDDED
CULTURE IN THE SCHOOL.
THEY WILL NEVER BE INCLUDED ON
THIS LIST.
>> YEAH.
.
>> BECAUSE THEY DON'T HAVE
OPENINGS.
>> SOMETIMES THERE IS ONE OR
TWO AND THEY ARE HAILEY
SPECIALIZED WE DON'T FEEL LIKE
THAT'S THE RIGHT PLACE TO
FOCUS RESOURCES.
WHEN THAT'S THE CASE WE NEED
THE SHIFT THE SCHOOL AROUND
RACIAL ETHNICITY.
HIRING WON'T BE THE WAY TO
SHIFT THE CULTURE BECAUSE THE
OPPORTUNITY ISN'T THERE.
>> IS THERE A LIST OF SCHOOLS
THAT FIT THE CATEGORY
SOMEWHERE?
>> YES.
THEY ARE SUPPORTED IF THEY
DON'T HAVE OPENINGS.
>> I'M SORRY, I MISUNDERSTOOD
THE FIRST HALF OF YOUR
QUESTION.
THERE ARE DIVERSITY FOCUSED
SCHOOLS AND THEN THERE IS A
REST OF THE SCHOOLS.
130 SCHOOLS.

THE ONES THAT ARE IN HUNDREDS
OF OTHER SCHOOLS.
FOR THOSE 100 OTHER SCHOOLS IF
WE HAVE ANY OPENINGS WE STILL
MONTH.

IT'S NOT THE DAILY LEVEL OF
SUPPORT.

WE ARE FOCUSING EFFORTS ON
WHERE THEY WILL MAKE THE
DISTANCE.

THAT WORK IS FOR EVERY SCHOOL.
EVERY SCHOOL IS ENGAGED IN
EQUITY TRAINING.

EVERY SCHOOL IS TING THE WORK
TO THEIR DIVISION MAKING AND
OTHER ASPECTS.

SO THERE IS A LOT BEING DONE.

>> I WOULD SUGGEST EVERY
SCHOOL SHOULD AND COULD BE
DOING THAT.

THERE ARE SOME SCHOOLS THAT
NEEDED IT MORE THAN OTHERS.
IS THERE A SEPARATE LIST THAT
DON'T HAVE OPENINGS.

LET ME MOVE ON.

SO YOU HAVE THE LIST OF 20,
CAN YOU SHARE THAT WITH US?

>> YES.

ON THAT LIST HOW MANY HAVE
BEEN REPEAT OFFENDERS -- HOW
MANY HAVE BEEN ON THE LIST
MORE THAN ONE YEAR?

>> I DON'T KNOW THAT BY
HEART.

I'M SURE WE CAN SHAREs SHARE
THAT WITH YOU.

>> THERE HAVE BEEN SCHOOLS ON
THE LIST.

SOMETIMES IT COMES DOWN NOT
NECESSARILY THAT ARE THE WORSE
OFFENDERS BUT IF IT'S A TURN
AROUND SCHOOL YOU WILL SEE
MORE HIRING GOING ON.

THERE IS A OPPORTUNITY THERE.
THIS ISN'T NECESSARILY BECAUSE
OF THE BIGGEST GAPS.

>> IF WE LOOK AT THE OTHER END
OF SPECTRUM DO WE HAVE A LIST
OF SCHOOLS THAT ARE DOING
WELL.

ARE THEY COACHING AND
MENTORING OTHER SCHOOLS OR
NOT.

DO YOU HAVE A LIST OF THE 20

BEST.
>> I KNOW IT'S PART OF THE
DATA REQUESTS.
THAT WAS ONE ON THE LIST.
THAT WOULD BE HELPFUL.
>> WHAT ABOUT BENCHMARKS.
HOW DO YOU MOVE THE NEEDLE
AROUND.
WHO'S TIRED BY WHEN.
OUR GOAL IS TO HAVE 80% HIRED
BY JUNE 1. LAST MONTH THEY
ASKED ME TO GO FASTER.
CAN SEDATES ARE BEING
IDENTIFIED IN EARLY MAY.
WE QUESTIONER FASTER THAN LAST
YEAR.
WE WERE CLOSE TO 80% OR WAS
THERE A NUMBER.
>> I BELIEVE 76%.
THE REASON WE PUSHED FOR THAT
IS BECAUSE TEACHERS HIRED
BEFORE JUNE 1 ARE MORE DIVERSE
AND EFFECTIVE.
>> I CAN APPRECIATE THAT.
I UNDERSTAND YOU HAVE YOUR END
GOAL.
HOW MANY TEACHERS DO YOU HOPE
TO HAVE HIRED.
IF YOU START ON MARCH 1. HOW
MANY DO YOU DECIDE HOW MANY
PEOPLE TO HIRE?
>> JOHN AND HIS DATA PARTNER
ARE INSTAMENTAL.
WE HAVE HUMAN CAPITAL MANAGERS
TO WORK WITH EACH AT SCHOOL.
THEY ARE THE ONES TO GET
DATA.
YOU CAN SEE WHICH SCHOOLS ARE
BEHIND AND GIVE EXTRA SUPPORT
THERE.
I
>> I GUESS WHY I ASK THAT
QUESTION IS I'M HOPING YOU
WOULD SEE IMPROVEMENTS EACH
YORE.
>> YEAR.
APRIL 1 IS DIFFERENT THAN APRIL 6th
THE GOAL IS TO HIRE EARLY.
>> WE SPENT A LOT OF TIME. WE
CONSIDERED DROPPING THAT AS A
GOAL AND MOVED IT UP.
EWE HAVE HIT ON THAT BECAUSE
IT CORRESPONDS WITH WHEN
TEACHERS ON ON-THE-JOB MARKET

AND ACTIVELY LOOKING.
AS MUCH AS WE WANT TO PUSH
PEOPLE WE FEEL LIKE IF ARE
DONE BY JUNE 1.
>> YOU MENTIONED AN INCREASE.
WHY WAS THAT.
WHY DO YOU THINK THAT WAS?
>> IT WAS A COMBINATION OF
THINGS.
FIRST AND FOREMOST WE SAW THAT
OUR EXTERNAL HIRES WERE MY
DIVERSE LAST YEAR.
>> WERE THOSE EXTERNAL HIRES.
I CROSS THE BOARD.
THE NUMBERS WERE MUCH HIGHER
THAN THEY HAD BEEN.
THE OTHER THING THAT WAS A
CONTRIBUTOR IS LAST YEAR WE
SAW THE LOWEST NUTRITION IN
STUDENTS OF COLOR.
LOSING FEWER BLACK EDUCATORS
AND HIRING MORE.
>> WHAT HAS BEEN THE TREND IN
TERMS OF NUTRITION.
>> THAT IS A TOUGH ONE.
IT VARIES SIGNIFICANTLY.
>> I ASK BECAUSE WE KNOW THERE
ARE A LOT OF TEACHERS IN THE
DISTRICT THAT DID BE
REQUIRING.
WE KNOW A LOT OF FOLKS WILL
HIRE 25, 30 YEARS AGO.
WHATEVER, 30 YEARS AGO ARE AT
RETIREMENT AGE.
WE ARE LOSING THOSE TEACHERS
FAST.
>> NO, WE'LL CONTINUE TO SEE
DISPROPORTIONATE BLACK
EDUCATORS.
>> HOW MANY TEEM TEACHERS DO
WE NEED TO HIRE TO MAKEUP FOR
THE FACT WE ARE LOSING SO MANY
TEACHERS.
>> IT'S DIFFICULT TO PREDICT.
WE DON'T KNOW HOW MANY WILL
RETIRE.
THIS IS A SMALL MARGIN OF
ERA.
SO, WHAT I'M ASKING TO DO IS
BEFORE THINKING TO SAY WE KNOW
WE CAN EXPECT TO MOVE THIS
NUMBER OF TEACHERS.
WE MUST MAKEUP FOR THAT LOSS.
THIS IS NOT THE STATED GOAL.

TEACHERS REFLECT THE DIVERSITY OF THE TEACHERS BUT THE POLICY BEFORE THAT WAS ADOPTED.

THERE HAS BEEN A STATED GOAL OF HAVING DIVERSITY, BUT WE ARE NOT THERE.

>> I CAN GIVE YOU SOME OF THOSE NUMBERS IF YOU WOULD LIKE.

OVER THE LAST FOUR YEARS WE LOST BETWEEN 56 TO 135 BLACK TEACHERS.

TO THAT AVERAGE IS 95 BLACK TEACHERS PER YEAR OVER A FOUR YEAR AVERAGE.

WE NEED TO HIRE AT LEAST 95 TO MAINTAIN THE STATUS QUO.

>> HOW MANY LAST YEAR?

LAST YEAR 74.

THAT DOESN'T ACCOUNT FOR THOSE WHO TRANSITIONED INTO A TEACHING ROLE.

>> WHAT ABOUT THE YEAR BEFORE?

>> THE YEAR BEFORE WAS 56 NEW TO DISTRICT.

>> WE HAVE WORK TO DO WOULD YOU AGREE?

>> YEAH.

OUR HIGH SCHOOL TO TEACHER PROGRAM HAS A SEVEN YEAR PERIOD.

THAT WILL START TO PAYOFF IN FUTURE YEARS.

THE REASON WE HAVE SO MANY DIFFERENT PIPELINES.

THE NUMBER SEEMS SMALL IN EACH OF THEM.

THE PLAN IS THAT THOSE INDIVIDUALS ARE READY FOR TEACHING POSITIONS IN THE FUTURE.

>> I'LL TAKE A FEW QUESTIONS ON THE PIPELINE SINCE YOU BROUGHT IT UP.

I WANT TO GET TO MY OTHER COLLEAGUES.

SINCE YOU BROUGHT UP THE PIPELINE PROGRAM.

TAKE ME THROUGH, DO YOU WANT TO ASK A QUESTION BECAUSE I CAN YIELD.

>> THANK YOU
FOR BEING HERE.

THANK YOU SO MUCH

I KNOW MY COLLEAGUES HAVE
QUESTIONS.

THE THREE PROGRAMS YOU
HIGHLIGHTED THE FELLOWSHIP AND
HIGH SCHOOL TEACHERS PROGRAM.

>> YES, I THINK THAT PROGRAM BE PROBABLY AT BOTH END
BECAUSE IT DOES SUPPORT HIGH
SCHOOL STUDENT AS THEY CONTINUE
THROUGH HIGH SCHOOL AND INTO
COLLEGE AND THEN ALSO TAPS INTO
THE NATIONAL NETWORK OF CITY OR
CORE MEMBERS WHO WANT TO BE
EDUCATORS.

SO THAT WILL HAVE A TURNAROUND
INTO OUR DISTRICT IN TWO YEARS.

>> SO I'M INTERESTED FOR EACH OF
THESE AND I'LL JUST ASK A BUNCH
OF QUESTIONS SO YOU CAN ANSWER
IT ONCE AND THEN WE CAN MOVE ON
TO MY COLLEAGUES WHO I'M SURE
HAVE QUESTIONS.

I'M INTERESTED IN THE BREAKDOWN
BY RACE, OATH NISTY AND LANGUAGE
FOR EACH OF THOSE PROGRAMS AND
I'M INTERESTED IN UNDERSTANDING
THAT OVER A PERIOD OF TIME.

SO I KNOW WHAT THE FELLOWSHIP
YOU SAID YOU JUST FINISHED
RECRUITMENT FOR THE SECOND
CLASS.

>> YES.

SO YOU'VE GOT SOME DATA
THERE.

WITH ACCT, I KNOW THAT'S BEEN
AROUND FOR A WHILE.

AND I ALSO WANT TO UNDERSTAND
THE YIELD.

SO WHAT ARE WE -- SO WE'RE
STARTING WITH, LET'S SAY, A
COHORT OF 100 FOLKS, THE
DIVERSITY IS X, Y AND Z.

AND THEN BY THE TIME FOLKS
GRADUATE FROM THAT PROGRAM AND
PERHAPS ENTER INTO BOSTON PUBLIC
SCHOOLS WHICH IS THE GOALS, HOW
MANY IS THAT?

>> I THINK THAT THE SLIDE THAT
WE HAVE --

>> IT IS -- I WILL TELL YOU.

'S NUMBER 13.

OKAY.

I THINK THE MOST IMPORTANT
PIECE HERE IS EXACTLY WHAT YOU
SHARED.

YOU ASKED ABOUT WHO'S ENTERING THE CLASSROOM.
SO WE'VE DECIDED TO PROVIDE YOU WITH ALL COHORTS SO THIS IS THE ENTIRE COHORT NUMBER.
THE ETHNIC AND RACIAL DIVERSITY PARTICULARLY AROUND LATIN AMERICA AND -- AFRICAN-AMERICAN AND LATINOS.
WE'RE SEEING THREE THINGS THAT ARE HAPPENING.
ONE, INDIVIDUALS ARE EITHER HIRED INTO OUR DISTRICT AS TEACHERS.
BECAUSE THIS IS A FAIRLY NEW GROUP TO TEACHING, SOME OF THEM ENTER AS PARAPROFESSIONALS.
OR THE THIRD OPTION IS INDIVIDUALS ARE ACTUALLY TAKING ADVANTAGE OF OUR PARTNERSHIP WITH UMASS TO CONTINUE ON AND GET THEIR MASTER'S DEGREE AND THEN RE-ENTER DISTRICT.
SO OUR YIELD HAS BEEN RIGHT NOW 29% OF OUR 67 ARE IN CLASSROOMS. AND 11% OF THAT GROUP IS -- 15% ARE PURSUING MASTER'S DEGREES.
>> SO I WANT TO UNDERSTAND THE DIVERSITY.
THAT 29% THAT ARE HIRED --
>> 21?
YEP.
21?
GOT IT.
SO FOR ALL OF OUR PIPELINE PROGRAMS, 38% ARE -- AND THIS IS ALL THREE YEARS, '16, '17, '15, '16, '14-'15.
AS AN AGGREGATE, 38.5 ARE BLACK.
>> EXCUSE ME.
I'M SORRY.
I WANT TO KNOW OF THE 29% THAT WERE ACTUALLY HIRED, NOT THE ENROLLMENT OF ACTUAL PIPELINE PROGRAM, WHICH I THINK IS IMPORTANT, THE FOLKS WHO WERE ACTUALLY HIRED.
>> THIS IS HIRE DATA.
OKAY.
SO OF 38, 10 OF THEM WERE BLACK EDUCATORS.
8 WERE LATINO EDUCATOR.
6, WHITE.
NO ASIANS WERE HIRED AT THIS

YEAR.
AND TWO DECLINED TO IDENTIFY.
>> THAT'S 24?
26.
OH, -- AND TWO PEOPLE
DECLINED.
I'M SORRY.
SO 24 TEACHERS.
>> 26.
I'M SORRY.
TWO DECLINED.
I'M SORRY.
I'LL HAVE SOME FOLLOW-UP
QUESTIONS.
I DO WANT TO BE MINDFUL THAT I
HAVE OTHER COLLEAGUES HERE --
>> AND WHAT YOU SHOULD KNOW IS
THESE WERE DEFINITELY PART OF
YOUR QUESTION.
SO ALL THAT IS IN DATA THAT YOU
GET.
>> OKAY.
THANK YOU.
I APPRECIATE THAT.
COUNCILOR CAMPBELL.
>> THERE WE GO.
THANK YOU FOR BEING HERE AND
THANK YOU FOR THE HARD WORK THAT
YOU'RE DOING WITHIN THE
DISTRICT.
AND THANK YOU, GUYS, FOR BEING
HERE AS WELL AND PARTING IN THIS
IMPORTANT CONVERSATION IN THE
WORK THAT YOU DO TO FRANKLY HOLD
US ACCOUNTABLE.
AND TO PUSH US TO DO BETTER
FASTER.
AND COUNCILOR JANEY, THANK YOU
FOR CALLING THIS HEARING.
I HAD BEEN FOLLOWING THE
CONVERSATION AROUND, TEACHER
DIVERSITY, PARTICULARLY THE
NUMBERS RELATED TO SORT OF THE
BACK SLIDING, OF COURSE, THE
COURT CASE, AND THE DECISION,
AND WAS REAM WHEN DRIVING
LISTENING TO THE RADIO AND THE
RECENT REPORT WAS JUST SADDENED
BY THE CURRENT STATE OF AFFAIRS
AND COUNCILOR JANEY, I'M SO
HAPPY SHE'S CONTINUING THIS
CONVERSATION.
THIS IS SOMETHING, LIKE SHE
EXPRESSED EARLIER, THAT WE'RE

DEALING WITH IN OTHER
DEPARTMENTS AS WELL WHEN IT
COMES TO DIVERSITY.
WE JUST HAD A HEARING LAST WEEK
ON PUBLIC SAFETY AGENCIES, AND I
MECHE TO CONTINUE THAT WORK AND
AT THE END TO COME UP WITH
SHORT-TERM AND HONG-TERM
SOLUTIONS TO CHANGE THAT AND TO
PUT THAT IN WRITING SOMEWHERE SO
WE CAN HOLD OURSELVES
ACCOUNTABLE AND PEOPLE IN THE
PUBLIC CAN HOLD US ACCOUNTABLE
TO THAT.

SO I LOOK FORWARD TO SUPPORTING
COUNCILOR JANEY IN HER EFFORTS
WELL AS THE DISTRICT AND PUTTING
THIS DOWN SORT OF IN WRITING
WHAT DO WE PLAN ON DOING AND HOW
DO WE HOLD OUR SIEVES
ACCOUNTABLE TO THAT PLAN?

I JUST HAVE SOME QUESTIONS
PICKING UP ON SOME OF COUNCILOR
JANEY'S QUESTIONS.
WHAT'S THE TOTAL NUMBER OF
TEACHERS CURRENTLY IN THE
SYSTEM?

>> 4,656.

AND WHAT'S THE DEMOGRAPHIC
BREAKDOWN OF THAT BOTH BY RACE
AND GENDER?

>> I DON'T HAVE GENDER IN FRONT
OF ME, BUT I CAN GIVE YOU RACE.

>> OKAY.

ALTHOUGH I CAN IT YOU ROUGHLY
IT'S ABOUT 25% MALE AND 75%
FEMALE.

BUT IT MAY BE OFF ON THAT BY A
POINT OFFER TWO.

FOR ETHNICITY, IT IS 6% ASIAN,
21% BLACK, 1% DECLINED TO
IDENTIFY, 10% -- 10.5% LA PHENO,
LESS THAN A PERCENT OTHER AND
61% WHITE.

.
>> AND THE SCHOOLS THAT -- SO
WHAT IS THE TOTAL NUMBER OF
SCHOOLS THAT ARE NOT MEETING
DIVERSITY NUMBERS AS WE DEFINE
IT WHEN IT COMES TO THE TEACHING
POPULATION.

>> SO WE HAVE 48 SCHOOLS THAT
HAVE A LOWER THAN 35% TOTAL
TEACHERS OF COLOR.

>> 48 LOWER THAN 35%?

CORRECT.

WHAT IS THE METRIC THAT DETERMINES IF A SCHOOL IS ACTUALLY SUCCESSFUL IN BEING A DIVERSE TEACHER POPULATION? DOES IT MIRROR -- DOES THAT METRIC MIRROR THE POPULATION OF THE STUDENTS IN BPS?

IS IT SOMETHING ELSE?

>> SO THE STANDARD THAT JOHN JUST SHARED WITH YOU AROUND 35% IS OUR FLOOR.

WE WANT TO SEE THAT IN EVERY SCHOOL AT -- AS A VERY BASIC MINIMUM STANDARD.

HOWEVER, ULTIMATELY, THE GOAL IS TO HAVE OUR TEACHING STAFF REFLECT THE DIVERSITY OF OUR STUDENTS, AND THAT'S A LONG WAY OFF AND WE'RE VERY CONSCIOUS OF THAT AND WE WANT -- THAT'S THE LONG-TERM GOAL IS TO HAVE OUR STAFF IN EACH SCHOOL AS WELL AS ACROSS THE DISTRICT REFLECT WHO OUR STUDENTS ARE.

>> AND WHAT WOULD THAT NUMBER BE?

RIGHT NOW THE STUDENT POPULATION IN THE BOSTON PUBLIC SCHOOLS, THE MAJORITY ARE STUDENTS OF COLOR.

>> YEP.

SO WHAT'S THE CURRENT NUMBER? OUR STUDENT BODY IS 86% STUDENTS OF COLOR.

>> SO I'M JUST GOING TO PUSH BACK A LITTLE BIT ON THAT METRIC.

I THINK WHEN YOU CHANGE THAT, I THINK IF WE WERE TO LOOK AT THE POPULATION OF STUDENTS CURRENTLY REPRESENTED IN BOSTON PUBLIC SCHOOLS, AND THAT'S 86%, AND WE WANT A TEACHING POPULATION THAT REFLECTS THAT, HOW MANY SCHOOLS THEN WOULD NOT BE MEETING THAT?

>> I'M NOT -- I DON'T KNOW THAT WE HAVE A SINGLE SCHOOL IN THE DISTRICT THAT COULD MATCH THE NUMBER OF THE PROPORTION OF THE STUDENT OF COLOR IN OUR DISTRICT.

>> AND I ONLY ASK THAT BECAUSE

THAT THEN PAINT THE PICTURE WHAT
THE SCOPE OF THE PROBLEM IS.

>> ABSOLUTELY.

ND OF COURSE, I THINK THE
EXTENSION OF THAT IS IT
KEYCRATES -- IF IT HASN'T
ALREADY, A SENSE OF URGENCY THAT
WE NEED TO DO SOMETHING.
WE NEED TO DO SOMETHING FAST.

CURRENTLY, HOW MANY SCHOOLS ARE
CONSIDERED THE DIVERSITY FOCUS
GROUPS THAT GET THAT HYPER
FOCUSED ATTENTION AND PLANNING
AROUND THAT PARTICULAR ISSUE?

>> WE ARE CHOOSING 15 TO 20
SCHOOLS EACH YEAR.

>> SO HOW MANY YEARS HAVE BEEN
WE BEEN CHOOSING AND THEN HOW
MANY ARE WE CURRENTLY AT?

>> YES, SO THIS IS OUR THIRD
HIRING SEASON WITH THIS
PREFERRED --

>> THIS IS THE THIRD --
YES.

WE ARE AT THE PEAK OF THE THIRD
AS THE TIMING -- IT'S OUR HIRING
SEASON FOR THE THIRD YEAR.

>> SO THE FIRST YEAR WE CHOSE
HOW MANY -- 15 SCHOOLS?

OR --

>> I DON'T REMEMBER EXACTLY.
I THINK IT WAS CLOSER TO 20 THE
FIRST YEAR.

>> I BELIEVE THE FIRST TWO YEARS
WERE 20 AND THE CURRENT YEAR IS
15.

>> SO IN YEAR ONE YOU CHOSE HOW
MANY SCHOOLS?

>> I BELIEVE IT WAS 20.
20?

AND YEAR TWO?

>> 20.

AND THEN YEAR THREE?

15.

AND IS YEAR THREE THIS YEAR
OR --

>> YES.

OKAY.

SO WE'RE IN YEAR THREE.

>> CORRECT.

AND DO THE SCHOOLS STAY ON
THAT LIST?

>> RIGHT NOW --

SOME DO AND SOME DON'T.

OKAY.

BECAUSE OF THE FACT THAT WE
HAVE TWO CRITERIA, BOTH THAT GAP
AND THE OPPORTUNITY TO MOVE THE
NEEDLE.

IF WE WANT TO SEE BIG GAINS, WE
WANT TO FOCUS OUR RESOURCES
WHERE THE OPPORTUNITY IS
GREATEST.

SO THAT'S WHY WE'RE FOCUSING IN.
IT'S NOT TO TODAY WE'RE IGNORING
THE REST OF THE SCHOOLS.

WE ARE KEEPING OUR EYE ON ALL
SCHOOLS.

THAT -- IN TERMS OF THAT DAILY
INTENSIVE CONVERSATIONS SHOWING
UP AT THE SCHOOL TO COACH THE
HIRING COMMITTEE, THAT KIND OF
INTENSIVE INTERVENTION IS
HAPPENING AT THE SCHOOLS WHERE
WE FEEL WE CAN MOVE THE NEEDLE
MOST SUCCESSFULLY DURING THIS
PARTICULAR HIRING SEASON.

>> HOW MANY SCHOOLS ARE
CURRENTLY ON THE DIVERSITY FOCUS
SCHOOL LIST, YOU'RE CURRENTLY
WORKING WITH.

>> 15.

AND THE OTHERS HAVE BEEN REMOVED
FROM THE FOCUS LIST --

>> FOR THIS YEAR BECAUSE THEY
DON'T MEET THE CRITERIA THIS
YEAR.

>> CAN WE GET A LIST OF ALL THE
SCHOOLS THAT WERE EVER ON --

>> YES.

AND THEN SO RIGHT NOW I'M --
IN MY HEAD, EVERY -- EVERY
SINGLE SCHOOL NEEDS WORK.

>> ABSOLUTELY.

EVERY SINGLE SCHOOL SHOULD BE
ELIGIBLE FOR THE FOCUS PROGRAM.
WHAT ARE THE BARRIERS -- WE SAY
RESOURCES.

IS THAT FINANCIAL?

IS IT HUMAN CAPITAL?

EXPERTISE?

WHAT ARE THE BARRIERS TO US
MAKING -- GIVING THAT HYPER
FOCUSED ATTENTION ON EVERY
SINGLE SCHOOL TO TRY TO GET TO
NOT THE MINIMUM WE CURRENTLY
HAVE SET, NOT THAT METRIC, BUT
THE MORE AMBITIOUS AND

IDEALISTIC METRIC?

>> ONE BARRIER CERTAINLY IS --
IS THE NUMBER OF PEOPLE AND THE
AM OF TIME -- AMOUNT OF TIME
THAT INDIVIDUALS SPEND.

BUT I THINK THAT THE OTHER
BARRIER IS FOR THE NEED IS TO
MATCH THE SOLUTION WITH THE
PROBLEM.

SO MANY OF THESE SCHOOLS THAT
HAVE LOW DIVERSITY DO NOT HAVE
OPENINGS OR HAVE ONE OR TWO.

>> SAY THAT AGAIN.

O MANY OF THE SCHOOLS THAT
HAVE -- THAT HAVE DIVERSITY
NUMBERS THAT WE ARE NOT HAPPY
WITH AT ALL DO NOT HAVE OPENINGS
SO THAT HIRING SUPPORT IS NOT
THE KIND OF HELP THAT THEY NEED.
RIGHT?

IT IS MORE ABOUT SOMETIMES THE
SCHOOL CULTURE -- THE SCHOOL
CULTURE, THEY'RE GETTING THROUGH
PROFESSIONAL DEVELOPMENT WITH
DR. ROSE AND WITH OTHERS, BUT --
SO I THINK IT'S MORE ABOUT
MATCHING THE INTERVENTION WITH
THE ROOT CAUSE.

>> AND THAT VARIES BY SCHOOL.

UH-HMM.

BUT WHAT WOULD IT TAKE FOR
EACH SCHOOL TO HAVE AN
INDIVIDUAL PLAN AROUND THIS
PARTICULAR ISSUE TO DEVELOP ONE
FOR EACH SCHOOL GIVEN THE FACT
THAT THE PROBLEMS SHOW UP
DIFFERENTLY FOR EACH SCHOOL?

>> YEAH.

YEAH.

I DON'T KNOW IF DR. ROSE WANTS
TO SPEAK TO SOME OF THE WORK
THAT'S GOING ON AT THE SCHOOL
LEVEL.

I KNOW I WAS PRESENT AT THE
LEADERSHIP INSTITUTE THIS PAST
AUGUST WHERE EVERY SCHOOL
ENGAGED IN A PROCESS OF MAKING A
PLAN TO MOVE TOWARDS BEING AN
ACTIVELY ANTIRACIST SCHOOL AND
FOR EACH SCHOOL DETERMINING WHAT
THE KEY LEVERS WOULD BE
DEPENDING ON IN SOME CASES IT'S
ABOUT HIRING AND OTHERS IT'S
ABOUT RETENTION.

SOMETIMES IT'S ABOUT
PROFESSIONAL DEVELOPMENT.
SOMETIMES IT'S ABOUT SHIFTS IN
CURRICULUM.
SO I'M SURE DR. ROSE CAN SPEAK
TO THAT.
>> AND DOES SCHOOL --
PIGGYBACKING ON WHAT BECKY JUST
SAID.
DOES EACH SCHOOL CURRENTLY HAVE
A PLAN THAT'S WRITTEN DOWN ABOUT
HOW THEY'RE GOING TO CHANGE
THE -- WE CAN FIX THAT.
DON'T WORRY.
-- AROUND --
>> THANK YOU.
JUST AROUND -- THANK YOU.
JUST AROUND HOW WE'RE GOING --
HOW THAT SCHOOL PLANS ON
ADDRESSING THIS ISSUE FOR THEIR
SCHOOL?
AND THEN IF THAT PLAN DOESN'T
EXIST, WHY NOT?
AND THEN AGAIN, THEN WE CAN TALK
MORE ABOUT WHAT ARE THE BARRIERS
TO EACH SCHOOL HAVING SUCH A
PLAN.
>> SO, YEAH, EVERY SCHOOL HAS
WHAT WE CALL A CULTURAL PRACTICE
AND PLAN.
IT IS NOT A HIRING PLAN.
IT IS AROUND HOW ARE YOU MOVING
TOWARDS BEING AN ANTIRACIST
ORGANIZATION.
BUT SPECIFICALLY IN THE
OPPORTUNITY ACHIEVEMENT GAP
POLICY, SCHOOLS ARE TO HAVE
TARGETS FOR DIVERSITY MOVING
FORWARD.
WE DID SOME WORK WITH OFFICE OF
HUMAN CAPITAL IN OUR
INSTRUCTIONAL SUPERINTENDENTS TO
THINK ABOUT A PROCESS OF
PROJECTING OUT WHAT WERE YOUR --
AND JOHN WAS A BIG PART OF IT --
WHAT WERE YOUR AVERAGE OPENINGS
LAST FIVE YEARS TO PROJECT KIND
OF HOW THEY DO IT WITH M-CAT
SCORES, HOW YOU CAN GROW TO BE
MORE DIVERSE.
I WOULD PAUSE AND ALSO SAY THAT
THIS ISSUE IS EXTREMELY
ECOLOGICAL.
RIGHT?

AND SO YOU GUYS TALK ABOUT
SCHOOLS THAT DON'T HAVE
OPENINGS.
THERE ARE PROBABLY MANY LIENS
WHY THEY DON'T HAVE -- REASONS
WHY THEY DON'T HAVE OPENINGS AND
SOME OF IT ARE CULTURAL.
DO WE SEE THIS AS A PRIORITY, AS
A SCHOOL -- AS A SCHOOL
COMMUNITY TO HAVE DIVERSITY?
PART OF IT IS JUST OUR SYSTEMS
IN GENERAL.
IF YOU LOOK AT OPENINGS IN
BOSTON PUBLIC SCHOOLS EVERY
YEAR, IT'S FAIRLY LOW.
SO TO MAKE A HUGE DENT IN ANY
ONE YEAR IS GOING TO BE
PROBLEMATIC IN THAT CASE.
I'VE SEEN UPWARDS OF 97%, 98% OF
OUR TEACHERS ARE JUST POSITION,
WHICH MEANS THAT AT LOT OF
MOVEMENT CAN BY CHOICE OR NOT
OUT OF OUR DISTRICT.
SO WE'RE NOT -- TEACHERS AREN'T
BEING MOVED OUT OF BUILDINGS
NECESSARILY.
AND I THINK THAT'S A LARGER
CONVERSATION WE NEED TO HAVE AS
A DISTRICT.
BUT WHERE MY OFFICE COMES IN IS
REALLY THINKING ABOUT THE
IMPORTANCE NOT ONLY OF DIVERSITY
WITHIN THE SCHOOLS BUT ALSO
BECAUSE WE BARK AT THE THOUGHT
THAT JUST BECAUSE THERE'S A
BROWN FACE OR A BLACK FACE IN
FRONT OF CHILDREN THAT RACIST
PARADIGMS ARE STILL NOT BEING
PUSHED DOWN TO OUR CHILDREN, AND
SO IT'S NOT AN EITHER/OR.
BUT WE REALLY NEED TO BE
THINKING ABOUT BOTH THE
PRACTICES AND THE DIVERSITY AT
OUR SCHOOLS, BUT IT IS A -- AN
ISSUE THAT I THINK TOUCHES
OUTSIDE OF OEC'S CONTROL.
IT IS A CITYWIDE ISSUE.
IT IS AN ISSUE WITH OUR GRADUATE
SCHOOLS OF EDUCATION.
IT IS AN ISSUE WITH ALL THE
PRACTICES IN BPS.
AND, AGAIN, IF YOU HAVE A
STAGNANT WORKFORCE, IT'S GOING
TO BE VERY DIFFICULT TO QUICKLY

INCREASE DIVERSITY.

>> I WANT TO BE RESPECTFUL.
I CAN COME BACK AROUND.
I JUST HAVE TWO MORE SORT OF
FOLLOW-UPS.

ONE IS MORE OF A COMMENT, I
GUESS, IS I THINK IT IS
IMPORTANT TO HAVE PLAN FOR EACH
SCHOOL IN SOME WAY THAT IS WRIT
THAN WE CAN SEE AND THAT IS SORT
OF TAIL ORD I GUESS 0 BASED ON
WHAT'S SHOWING UP CURRENTLY AT
THAT SCHOOL AND INCLUDING
ACCOUNTABILITY METRICS AND
BENCHMARKS.

AND MAYBE THIS IS A QUESTION FOR
THE SECOND PANEL AT SOME POINT
TOO, WHICH IS IF YOU'RE
TRYING -- IF WE'RE TRYING TO
DIVERSIFY OUR COMMUNITY -- OUR
TEACHER POPULATION AND WE HAVE
TEACHERS WHO ARE DOING WELL BUT
WHO ARE NOT DIVERSE IN THE TERMS
THAT WE ARE USING TODAY, RIGHT,
IN TERMS OF RACE, EVEN GENDER,
BUT ALSO -- PARTICULARLY RACE,
HOW -- WHAT DOES THAT MEAN?
HOW DOES THAT INFORM THE
SOLUTIONS EITHER OFFERED BY YOU
OR OTHERS?

I WOULD LOVE TO HEAR MORE ABOUT
THAT AND SO I WILL WAIT MORE FOR
THE SECOND PANEL TO HEAR ABOUT
THAT.

AND LASTLY, I WOULD LOVE TO KNOW -- MAYBE WE DON'T KNOW THIS
OFF THE TOP OF OUR HEAD -- WHICH
SCHOOL IS DOING REALLY WELL IN
THIS.

COUNCILOR JANEY TALKED ABOUT
THIS.

WHAT ARE THE 20 BEST SCHOOLS BUT
BASED ON WHAT WE JUST TALKED
ABOUT, ALL OF THEM NEED WORK.
BUT WHAT IS THE SCHOOL THAT IS
REALLY DOING REALLY WELL?
I'D LOVE TO KNOW WHAT SCHOOL
THAT IS.

>> TO THE FIRST QUESTION, WE
DO -- I MEAN, IT IS PART OF THE
POLICY.

EVERY SCHOOL HAS TRIED THIS
MOVING FORWARD AND THUS NEEDS
STRATEGIES TO HIT THOSE TARGETS.

>> OKAY.

AND THE ANSWER TO YOUR SECOND QUESTION IS IN THE DATA WE'RE GOING TO PROVIDE AT THE END OF THE SESSION.

THAT WAS PART OF COUNCILOR JANEY'S DATA REQUEST WAS TO KNOW ABOUT THE SCHOOLS THAT ARE DOING THE BEST.

AND THAT INFORMATION WILL BE THERE.

>> DO YOU KNOW THE SCHOOL -- NUMBER ONE?

WELL, IT DEPENDS ON HOW YOU MEASURE.

I BELIEVE IF I REMEMBER CORRECTLY THE WAY COUNCILOR JANEY'S REQUEST WAS WORDED WAS IN TERMS OF THE SCHOOLS THAT ARE DOING THE BEST BY BLACK TEACHERS, BY LATINO TEACHERS AND BY ASIAN TEACHERS.

SO --

>> RIGHT.

YEAH.

I'D LOVE TO KNOW THAT.

WELL, WE HAVE -- I CAN TELL YOU RIGHT NOW.

SO MEASURING AS BEST SCHOOL WITH THE GAP BETWEEN BLACK STUDENTS AND TEACHERS IS THE EAST BOSTON EEC.

THE SCHOOL WITH THE SMALLEST REPRESENTATION GAP BETWEEN LATINO STUDENTS AND TEACHERS IS DORCHESTER ACADEMY AND THEN THE SCHOOL WITH THE SMALLEST REPRESENTATION GAP BETWEEN ASIAN STUDENTS AND TEACHERS IS ANOTHER COURSE COLLEGE.

WHAT WE PROVIDED HERE IS 20 OR SO, 15 OR 20 SCHOOLS IN EACH CATEGORY SO YOU CAN SEE -- WE DO RUN FOR BRIGHT SPOTS.

THOSE ARE THE LEADERS THAT WE CAN TURN TO AND SAY, WHAT ARE YOU GOING TO IN ALL THESE AREAS.

>> I LOOK FORWARD TO REVIEWING THAT.

AND LASTLY, I KNOW THAT MATT WAS REFERENCING A REPORT, IF YOU COULD SEND THAT TO RON -- THIS REPORT RIGHT HERE.

>> OKAY.

THANK YOU.

, COUNCILOR
CAMPBELL.

WE'VE ALSO BEEN JOINED BY
COUNCILOR FLYNN AND RIGHT NOW I
WANT TO TURN IT OVER TO
COUNCILOR PRESSLEY.

>> [OFF MIC]

JOINING THIS BODY WHERE SHE WAS
VERY SUPPORTIVE OF THESE EFFORTS
THROUGH HER WORK WITH STRATEGIES
FOR CHILDREN.

SO REALLY FULL CIRCLE MOMENT NOW
TO HAVE HER HERE AT THE MAIN
TABLE AND, OF COURSE, I'VE
WORKED WITH MANY OF YOU IN
PARTNERSHIP WITH COUNCILOR
JACKSON.

WE HAVE HAD MANY HEARINGS ON
THIS TOPIC AND PRIOR TO
COUNCILOR JACKSON, COUNCILOR
JANSY AND COUNCILOR TURNER WERE
SUPPORTIVE OF THOSE EFFORTS.
AND SO YOU KNOW, ON ONE HAND, I
APPRECIATE THAT THERE CONTINUES
TO BE -- WE'RE HOLDING EACH
OTHER ACCOUNTABLE.

WE CONTINUE TO BE VIGILANT IN
SHINING A SPOTLIGHT WHICH WE'RE
HOPING IS ULTIMATELY MOVING THE
NEEDLE.

ON THE OTHER HAND, IT'S
INCREDIBLY FRUSTRATING THAT WE
CONTINUE TO HAVE TO COME
TOGETHER IN SUCH A WAY.
AND WHAT I'M PARTICULARLY
PERPLEXED BY IS WE WERE DOING
BETTER AT MEETING THESE NUMBERS
UNDER CONSTITUTIONAL ORDER WHEN
WE HAD LESS DIVERSITY IN THE
CITY OF BOSTON.

AND SO NOW WE'RE MORE DIVERSE
THAN WE'VE EVER BEEN BEFORE.
SO I WANT TO SAY I APPRECIATE
YOUR EFFORTS WHAT YOU DO EVERY
DAY.

PLEASE DO CONTINUE TO CONSIDER
US AS PARTNERS IN THIS.
WE ARE NOT HERE TO POINT FINGERS
OF BLAME.

BUT REALLY TO HOLD EACH OTHER
COLLECTIVELY ACCOUNTABLE AND TO
CONTINUE TO BE VICH HADN'T IN
THIS -- VIGILANT IN THIS SPACE.
I WOULD ALSO ADD THIS IS NOT

ONLY ABOUT PARITY, THIS IS NOT ONLY ABOUT FAIRNESS AND JUSTICE, BUT IT IS ALSO ABOUT A WAY FOR US TO MEET WHAT WE CONTINUE TO US SPOUSE OUR LARGER GOALS AS A CITY ARE.

AND I'M NOT JUST TALKING ABOUT DIVERSITY AND INCLUSION, I'M TALKING ABOUT ECONOMIC INEQUALITY, THE WEALTH AND WAGE GAP .

SO PARITY IN THESE POSITIONS AND AN EQUALITY OF OPPORTUNITY TO COMPETE FOR THEM AND TO BE PLACED IN THEM AND TO KEEP THEM IS ABOUT MEETING OUR LARGER GOALS AS A CITY TO ADDRESS MICK INEQUALITY OF THE WEALTH AND WAGE GAP.

SO AS I SAID, WE'VE BEEN DOING THIS WORK FOR A LONG TIME, AND THERE ARE PEOPLE WHO CAME BEFORE US DOING THIS WORK, NOT JUST WHO SAT IN THIS CLAIM BER.

SO I DO WANT TO THANK BLACK EDUCATORS ALLIANCE OF MASSACHUSETTS, THANK THEM FOR THEIR ADVOCACY AND MANY OF THEM FOR THEIR PARTICIPATION IN THE WORKING GRUPS THAT TOOK PLACE FOR WELL OVER A YEAR.

I WANT TO THANK THE BTU AS WELL, WHO'S BEEN A PARTNER IN THIS.

AND SO I'LL BEGIN THERE.

I KNOW WE HAVE PRODUCED REPORTS OUT OF THAT WORKING SESSION. AND I JUST WANT TO KNOW BASED ON THE DIVERSITY WORKING GROUP AND ALSO THE MANY THOUGHTFUL RECOMMENDATIONS THAT THE BLACK EDUCATORS ALLIANCE OF MASSACHUSETTS HAVE PUT FORWARD GIVEN THEIR OWN LIVED EXPERIENCES AND BEST PRACTICES, HAVE WE IMPLEMENTED ANY OF THEIR BEST STRATEGIES AND RECOMMENDATIONS TO GET AT THE HEART OF THE PROBLEM?

>> I APOLOGIZE.

I WAS DISTRACTED.

COULD YOU JUST REPEAT THE LAST QUESTION, COUNCILOR?

>> IN MY -- MY RECALL COULD BE FUZZY, BUT MY RECOLLECTION IS

THAT BLACK EDUCATORS ALLIANCE OF MASSACHUSETTS HAS PUT FORWARD FORMAL RECOMMENDATIONS AND BEST PRACTICES AND STRATEGIES TO GET AT THIS.

FROM THEIR OWN LIVED EXPERIENCES AS WELL AS THE DIVERSITY OF WORKING GROUP WHICH I CO-CHAIR WITH COUNCILOR JACKSON.

SO I JUST WANTED TO KNOW IF ANY OF THOSE RECOMMENDATIONS FROM EITHER BEAM OR THE WORKING GROUP HAVE BEEN IMPLEMENTED?

>> YES.

SO THE THREE OFFICES REPRESENTED AT THIS TABLE, THE OFFICE OF THE OPPORTUNITY ACHIEVEMENT GAP, THE OFFICE OF HUMAN CAPITAL AND THE OFFICE OF EQUITY HAVE CAREFULLY REVIEWED THOSE RECOMMENDATIONS THAT WE'VE RECEIVED IN THE PAST FROM BEAM. WE'VE REVIEWED BROKEN PROMISES REPORT THAT MR. KRIEGER READ FROM EARLIER.

WE'VE REVIEWED MORE RECENT RECOMMENDATIONS THAT HAVE BEEN BROUGHT TO OUR ATTENTION, AND WE LOOK FORWARD LOOKING INTO THOSE MORE.

AND I WOULD SAY THAT WE'VE TRIED TO SORT THEM INTO WHICH STRATEGIES -- SOME OF THE SUGD STRATEGIES ARE ALREADY IN PLACE. WE'VE ALREADY IMPLEMENTED THEM. SOME OF THEM WE FEEL THE SUGGESTION MAY BE ISN'T TAKING INTO ACCOUNT THE FULL PICTURE THAT WE HAVE FROM OUR VANTAGE POINT INSIDE THE DISTRICT AND WE FEEL WHAT WE'RE DOING IS AS EFFECTIVE OR MORE EFFECTIVE. AND IN A FEW CASES, WE WANT TO FIGURE OUT IF WE CAN FIND THE RESOURCES TO MAKE THOSE NEXT STEPS.

BUT I WOULD SAY MOST OF THE RECOMMENDATIONS ARE EITHER IMPLEMENTED OR WE FEEL WHAT WE'RE DOING IS ACTUALLY EVEN MORE EFFECTIVE THAN THE REQUEST THAT'S BEEN MADE.

>> OKAY.

SO FROM THE POINT OF RESOURCE

AND JUST PICKING UP THE POINT
COUNCILOR CAMPBELL WAS MAKING AS
WELL, WE ARE IN BUDGET RIGHT
NOW.

WANT TO BE AS GRANULAR AND
SPECIFIC AS WE CAN BE BECAUSE WE
WANT YOU TO CONSIDER CAN US AS
BEING PARTNERS IN THIS.

SO WHEN WE OFFER SOMETHING AS A
VALUES MANDATE, WE WANT TO MAKE
SURE IT'S NOT AN UNFUNDED ONE.
SO DO YOU ALL HAVE THE STAFFING
AND THE RESOURCES THAT YOU NEED?
DO WE HAVE SPECIFIC LINE ITEMS
THAT ARE FOCUSED ON MARKETING,
OUTREACH, STAFF LEVELS,
WRAP-AROUND SERVICES TO SUPPORT
RETENTION?

>> YES.

WHAT IS THAT BUDGET?

I'LL LET OTHERS ANSWER THAT
IN A MOMENT.

BUT WHAT I'D LIKE TO SAY IS,
WHEN I THINK ABOUT THE ANSWER TO
THIS QUESTION, I THINK ABOUT IT
FROM TWO ANGLES.

ONE IS I BELIEVE THE GREATEST
BARRIERS TO OUR SUCCESS OF
INCREASING THE NUMBER OF
TEACHERS IN COLORS IN THE
DISTRICT ARE EXTERNAL BARRIERS,
THAT WE ARE -- I'VE DONE THIS
WORK FOR 30 YEARS --

>> AFFORDABLE HOUSING OR
SOMETHING?

>> YES.

OKAY.

ABSOLUTELY.

AND HOW MUCH -- WHEN WE LOOK AT
THE NUMBERS OF STUDENTS WHO ARE
GRADUATING FROM INSTITUTIONS OF
HIGHER LEARNING WITH A FOCUS ON
EDUCATION, WE'RE SEEING THE
NUMBER OF STUDENTS OF COLOR
DECLINE IN TERMS OF GRADUATES.
WE'RE SEEING THAT GAP BETWEEN
THE HAVES AND THE HAVE-NOTS HAVE
IMPACT IN TERMS OF WHO'S GOING
TO COLLEGE, WHO'S FINISHING
COLLEGE, WHO'S PASSING THE
INTELS, ALL OF THAT THOSE STEPS.
I BELIEVE IT'S SYSTEMIC RACISM
THAT'S OUR BIGGEST ENEMY MORE
THAN WHETHER OUR BUDGET COULD BE

\$10,000 MORE HERE, \$100,000 MORE THERE.

AND THE SECOND PLACE THAT I ANSWER THAT QUESTION FROM IS AS A BOSTON PUBLIC SCHOOL PARENT, BECAUSE I -- OF COURSE WHEN I THINK ABOUT MY OWN STAFF, WOULD I LOVE TO HAVE MORE FOLKS ON MY STAFF?

YES, I WOULD.

BUT I WOULD ALSO LIKE MY DAUGHTER TO HAVE GYM EVERY SEMESTER, ART EVERY SEMESTER, MUSIC EVERY SMESTER AND THESE ARE THE KINDS OF TRADE-OFFS THAT WE COPE WITH EVERY DAY IN THE BOSTON PUBLIC SCHOOLS.

AND I WOULD LOVE TO SEE THE PIE INCREASE AND I WAS REALLY DEVASTATED TODAY TO SEE THE DECISION OF OUR MASSACHUSETTS SUPREME JUDICIAL COURT AND HOPE THAT WE WILL FIND ANOTHER WAY TO INCREASE OUR REVENUES FOR EDUCATION.

BUT THAT'S TO ME WHERE THE REAL POWER IS WOULD BE TO SEE AN OVERALL INCREASE FOR THE DISTRICTS IN THIS COMMON WELL THAN ARE STRUGGLING EVERY DAY TO MEET THE BASIC NEEDS OF THEIR STUDENTS.

>> THANK YOU.

THANK YOU.

AND I AGREE WITH ALL OF THAT. I DID WANT TO ASK, COULD YOU SPEAK FROM A COMPETITIVE WAGE STANDPOINT AS WE'RE THINKING OF CONTEXTUALIZING THIS AROUND COST OF LIVING, THE AVERAGE STUDENT GRADUATING WITH \$30,000 OF STUDENT LOAN DEBT.

SEEMYING SOME CREATIVE -- I'M SEEING SOME CREATIVE MODELS LOCALLY LIKE INVESTING \$10,000 INTO THEIR EMPLOYEES.

WE NEED TO SEE MORE OF THAT. BUT COULD YOU JUST TELL ME WHAT IS THE AVERAGE SALARY OF A TEACHER?

AND THEN ALSO I WANT TO KNOW WHAT ARE YOUR MOST COMMON FEARS WHEN YOU TALK ABOUT

POST-SECONDARY?

SO WHAT ARE THOSE SCHOOLS THAT
THAT WE CAN STRENGTHEN THOSE?
AND IF YOU COULD EVEN SPEAK TO
WHAT IS THEN THE MOST CONSISTENT
FEEDERS ON THE HIGH SCHOOL
LEVEL.

>> YOU WANT TO DO -- MAYBE WHILE
THEY'RE LOOKING FOR THAT DATA,
I'LL JUST SHARE WITH YOU THAT
MASSACHUSETTS EDUCATOR
PREPARATION PROGRAMS BOTH
TRADITIONAL AND ALTERNATIVE
PROGRAMS, THEIR ENROLLMENT HAS
DECLINAD BY 17% -- DECLINED BY
17% IN TERMS OF STUDENTS OF
COLOR FROM 2012 TO 2016.
SO THAT'S THE KIND OF SETTING
THAT WE ARE STRUGGLING IN.

IS
THAT THE GENERAL FEEDERS ARE
FAILING US, AND I REALLY
APPRECIATE YOU POINTING OUR
ATTENTION AT THE INSTITUTIONS OF
HIGHER LEARNING, BECAUSE I THINK
WE NEED TO COMPEL THEM TO BE
MUCH, MUCH MORE RIGOROUS IN THE
SAME WAYS THAT THE DISTRICT HAS
BEEN RIGOROUS IN ADDRESSING THIS
ISSUE.

>> IN TERMS OF TEACHER SALARIES,
THIS IS SOMETHING THAT MY
COLLEAGUE JESSICA AND I TALK A
LOT ABOUT, SOMETIMES ACROSS THE
NEGOTIATING TABLE.
WE BOTH AGREE THAT THERE'S NO
BETTER WAY TO SPEND YOUR MONEY
THAN UNTIL REWARDING EXCELLENT
TEACHING, AND WE ARE PROUD THAT
WE HAVE RELATIVELY HIGH TEACHER
SALARIES.

I BELIEVE THE AVERAGE IS OVER
92,000.

I'M NOT SURE IF YOU HAVE THE
NUMBER.

I DON'T HAVE IT RIGHT IN MY
HEAD.

BUT THAT IS SOMETHING THAT WE
ARE PROUD OF AND WANT TO INVEST
IN.

>> CAN YOU REPEAT THAT?

WELL, I DON'T -- FOR THE
RECORD, I --

>> 92?

'S IN MY HEAD.
I DID NOT BRING IT WITH ME.
I'M HAPPY TO TURNISH IT FOR YOU.
-- TURNISH IT FOR YOU.
>> -- FURNISH IT FOR YOU.
OKAY.
I WANTED TO FOLLOW-UP.
YOU HAD A QUESTION ABOUT OUR
RESOURCES.
WE HAVE A STRONG PARTNERSHIP
WITH UMASS CENTER.
THIS ARE PROGRAMS TEACH NEXT
YEAR PROGRAM WHICH IS A
FULL-TIME RESIDENCY PROGRAM AND
WE YIELD OUR CANDIDATES FROM
THERE.
ALSO THE BTR, BOSTON TEACHER
RESIDENCY PROGRAM IS ANOTHER
STRONG PARTNER OF OURS AND WE
RECRUIT EDUCATORS OUT OF THAT
RESIDENCY PROGRAM.
DONOVAN SCHOLARS, WHICH IS A
BOSTON COLLEGE PROGRAM, ANOTHER
RESIDENCY PROGRAM.
AND THESE ARE ALL MASTER'S-LEVEL
PROGRAMS.
AND THEY CONTINUE TO BE A SOURCE
OF HIGHER DIVERSED CATORS HAVE
COME OUT EITHER DOUBLE OR TRIPLE
CERTIFIED.
SO WE HAVE STRONG PARTNERS WITH
HIM.
AND OUR STRATEGY HAS BEEN
REPOWERFULLY FOCUSED ON THIS IS
MAKING SURE ANY CANDIDATE THAT
IS AVAILABLE WE RECRUIT AND HAVE
THEM CHOOSE US FIRST AS AN
OPPORTUNITY FOR BEGINNING THEIR
TEACHING CAREER.
YOU ASKED ABOUT COST OF LIVING.
WHEN ONE OF THE THINGS WE'RE
MOST EXCITED ABOUT IS OUR
PARTNERSHIP WITH CITY AIR.
THIS NEW INITIATIVE IS BASED ON
FOR THAT INDIVIDUAL STARTING A
CITY AIR PROGRAM IN THEIR SECOND
YEAR, THEY WILL PARTNER WITH
TEACH NEXT YEAR TO DO A
FULL-TIME TEACHER RESIDENCY AND
THEIR MASTER'S PROGRAM WILL BE
FREE BECAUSE IT WILL BE PAID FOR
BY THEIR MEDICAL FUNDING.
>> OKAY.
THANK YOU FOR REMINDING ME OF

THAT.

>> AND I JUST WANTED TO KNOW THAT, IN ERMINGS IT OF OUR AVERAGE TEACHER SALARY, THAT BOSTON PUBLIC SCHOOLS TOO MUCHERS HAVE THE HIGHEST -- TEERPS HAVE THE HIGHEST SALARY OF ANY DISTRICT IN THE COUNTRY.

>> SO PICKING UP ON WHAT I'M SAYING EARLIER AROUND ECONOMIC INEQUALITY -- YOU WANT TO CORRECT THIS, JESSICA?

>> [OFF MIC]

OKAY.

SO WE'LL HEAR FROM YOU MORE.

>> [OFF MIC]

AND WAGE GAP, EXPAN PANING THE PRE-K -- ONE OF THE WORK FORCES I'M REALLY FOCUSED ON IS THE ECONOMIES OF OUR HOME AND COMMUNITY-BASED CHILDCARE PROVIDERS WHO COMPARATIVELY ARE MAKING 21 AND \$27,000 A YEAR COMPARED TO A PRE-K TEACHER I BELIEVE IN BPS STARTS AT ABOUT \$45,000.

SO I'M REALLY JUST LOOKING FOR OPPORTUNITIES WITH WHICH TO TAKE THESE INNOVATORS IN EDUCATION WHO OUR CHILDREN CAN STAND TO BENEFIT FROM SCALING UP THEIR REACH.

SO ARE THERE ANY THOUGHTS ABOUT HOW TONE GAUGE AND TO REACH THOSE FOLKS WHILE WE ARE EXPANDING PRE-K?

>> ABSOLUTELY.

OUR OTHER PROGRAM IS CALLED A COMMUNITY PAIR DEVELOPMENT PROGRAM AND IN MOST CASES, THE INDIVIDUALS THAT WE REACH IN THAT SPACE ARE ADULTS WHO HAVE -- ARE TRANSITIONING AND CHANGING CAREERS.

THEY'RE EITHER -- PARNSES IN BPS, INDIVIDUALS WHO HAVE DEGREES IN OTHER COUNTRIES AS WELL AND ARE TRANSITIONING HERE.

>> WHAT'S THAT CALLED AGAIN?

IT'S THE COMMUNITY PARAPROFESSIONAL DEVELOPMENT PROGRAM.

>> I THINK THERE'S SUCH EMPHASIS ON HOW -- THE PIPELINE IN

YOUNGER TEACHERS BUT THANK GOD
WE'RE ALL LIVING LONGER BUT
BECAUSE OF COST OF LIVING PEOPLE
ARE NOT RETIRING.

>> RIGHT.

SO PEOPLE ARE WORKING ULT
INABLE JOBS.

THEY'RE WORKING LONG PER SO I DO
WANT TO MAKE SURE IT'S AN OPTION
MID-CAREER.

>> RIGHT.

SO THAT'S --
YES.

AND ALSO IT IS TRULY ONE OF OUR
MOST DIVERSE COHORTS, RACIALLY
ETHNICALLY AND REALISTICALLY.
SO WHAT YOU SHOULD HEAR FROM US
AS A DISTRICT IS THAT WE'RE
PAYING ATTENTION TO ANY SPACE,
ANY AREA WHERE WE COULD DEVELOP.
OUR HIGH SCHOOL STUDENTS NOW, I
SHARED WITH YOU ABOUT THE CITY
AIR MODEL, REACHING ANYONE THAT
COMES TO BOSTON FOR CITY AIR OR
ANYONE IN CITY AIR NATIONALLY
CONSIDER TEACHING IN BOSTON.
THAT'S ONE OPTION.

OUR COMMUNITY PARADEVELOPMENT
PROGRAM -- AGAIN IT'S
INTENTIONALLY WORK REACHING OUT
TO THE COMMUNITY.

AND INDIVIDUALS WHO WANT TO
CONTINUE INTO TEACHING.

AND THEN OUR TWO TEACHER
PIPELINE PROGRAM.

SO OUR GOAL IS TO KEEP GOING IN
THESE AREAS AND KEEP
CULTIVATING.

>> OKAY.

AND MY LAST -- I THANK THE CHAIR
FOR HER INDULGENCE HERE.

MY LAST IS A PREVIOUS HEARING I
WAS SPEAKING ABOUT CULTURE AND
CLIMATE AND I'M DOING WORK RIGHT
NOW WORKING WITH YOU TO REFORM
SCHOOL POLICIES WHICH ARE HAVING
IMPATIENT AND CONTRIBUTING TO
PUSH-OUT.

AND IT DOES SEEM THAT OUR
TEACHERS OF COLOR ARE OFTEN
RECEIVING DISCIPLINE AT A HIGHER
RATE.

RIGHT?

AND ANTIDOTALLY.

I'M NOT SURE IF THAT'S SOMETHING YOU CAN SUBSTANTIATE.

BUT I THINK WHAT SOME OF THAT IS ABOUT IS THAT OFTENTIMES WE ARE IN THE MINORITY IN EVERY WAY.

AND SO I HAD RAISED THIS IDEA OF REPLICATING THAT WE DO WITH POSSE FOR STUDENTS WHICH IS THE ON BOARD TEACHERS IN A COHORT SO THAT THEY ARE COMING INTO A SCHOOL COMMUNITY WITH COMMUNITY INSTEAD OF A ONE OFF.

I ALWAYS TELL THE STORY OF MY HEARING ON BETTER TRANSITIONS FOR STUDENTS RECEIVING SPECIAL EDUCATION SERVICES AND THE PARENT SAID INCLUSION IS NOT JUST A SEAT AT THE TABLE.

IT IS AN EXPERIENCE.

AND SO WE HAVE TO BE HONEST ABOUT THE FACT THAT EVEN IF WE ARE MAKING STRIDES INCREMENTALLY IN GETTING FOLKS IN, THAT THE CLIMATE AND CULTURE HAS TO BE ONE THAT SUPPORTS THEIR RECENSION.

SO YOU CAN JUST SPEAK A LITTLE BIT ABOUT -- BECAUSE I THINK SOMEONE DID MENTION THAT THIS IS AN IDEA THAT YOU'RE EXPLORING AND I JUST WANT TO KNOW IF WE ARE DOING THAT ON BOARDING TEACHERS, NEW TEACHERS IN A COHORT.

>> YEAH, WE DID DO THAT, AND WE HAD SIX TEACHERS AT ONE SCHOOL COMING OUT OF OUR BPS TEACHING FELLOWSHIP PROGRAM.

LESSONS LEARNED.

IT WAS -- THE FIRST YEAR'S ALWAYS CHALLENGING.

AND ONE OF THE GREATEST THINGS IS HAVING THAT CHALLENGE HAPPEN WITH SIX OTHER COLLEAGUES.

WE HAVE A COACH WHO WAS IN THAT BUILDING FROM TWO TO THREE DAYS BECAUSE OF THE NUMBER OF TEACHERS IN ONE BUILDING.

WE, HAD INDIVIDUALS WHO CAME OUT OF THE EXPERIENCE ALL SIX OF THEM WILL CONTINUE IN BPS.

AND SOME OF THEM WILL MOVE FROM THE SCHOOL THAT THEY'RE IN AND CHOOSE ANOTHER SCHOOL, BUT -- SO

THAT'S RETENTION WHICH IS REALLY CRITICAL.

THE BUT MORE IMPORTANTLY, THESE INDIVIDUALS HAVE DAILY SESSIONS, MEETINGS AS A COHORT EVERY MORNING TO BEGIN THEIR DAY. SO THERE IS A VALUE TO HAVE -- EVEN THOUGH THEY'RE NEW TEACHERS, THEY DIDN'T FEEL NEW BY THEMSELVES.

THERE WAS A GROUP OF FIVE OTHERS OF YOU IN THE SPACE.

AND THAT, I THINK, IS REALLY IMPORTANT FOR GROWTH AND DEVELOPMENT.

>> OKAY.

AND SUSTAINABILITY AND RETENTION.

SO, YEAH.

>> SO WHAT ARE THE PLANS FOR THAT?

SO HOW CAN WE --

>> OUR PLAN IS TO CONTINUE TO WORK WITH SCHOOL LEADERS AND WITH PIPELINE AND PARTNER PROGRAM CANDIDATES TO LOOK AT COMING TOGETHER EITHER BEING HIRED TOGETHER OR ONCE YOU'RE IN THE BUILDING, BECAUSE THAT'S -- YOU CAN'T CONTROL, MAKING SURE WE CREATE THE NETWORK ONCE THEY'RE THERE.

>> OKAY.

THANK YOU SO MUCH.

>> YOU'RE WELCOME.

THANK YOU, MADAME CHAIR.

COUNCILOR.

COUNCILOR FLYNN?

>> THANK YOU, COUNCILOR JANEY FOR CALLING THIS HEARING.

IT IS IMPORTANT TO ME THAT WE WORK TO HIRE TEACHERS THAT CAN ACCURATELY RENEGLECT OUR CITY'S DIVERSE COMMUNITY.

ALL STUDENTS CAN BENEFIT FROM INCREASED EXPODURE TO A MORE -- EXPOSURE TO A MORE DIVERSE SECTION OF TEACHERS.

I'M ALSO INTERESTED IN SEEING HOW WE CAN PROMOTE DIVERSE HIRING POLICIES.

WHILE WE ARE WORKING ON PROMOTING DIVERSITY, I WOULD ALSO LIKE TO SEE HOW LANGUAGE

ACCESS TO PLAY INTO DIVERSE
HIRING POLICIES.

CAN WE TALK ABOUT SOME OF THE
CHALLENGES OR WHAT WE CAN DO TO
RECRUIT TEACHERS THAT SPEAK THE
LANGUAGE OTHER THAN ENGLISH AND
WHAT ARE THE RESULTS SO FAR?

AND I APOLOGIZE IF I -- IF YOU
ALREADY TALKED ABOUT THIS.

I WAS LATE.

SO I DO APOLOGIZE.

>> OUR TEAM HAS MADE A CONCERTED
FOCUSED EFFORT TO REACH OUT
AMONG BOTH DAB ALL OF OUR
MARKETING MATERIALS ARE
TRANSLATED IN ALL OF OUR PRIMARY
LANGUAGES IN BOSTON PUBLIC
SCHOOLS.

WE ARE ALSO GOING INTO HAVING
MAHLER CONVERSATIONS -- SMALLER
CONVERSATIONS IN COMMUNITIES
THAT HAVE MORE LINGUISTIC AND
RACIAL DIVERSITY WITH THAT
INTENT TO ENCOURAGE AND INVITE
INDIVIDUALS TO COME TO BOSTON
AND APPLY FOR BOSTON POSITIONS.

>> OKAY.

I WOULD BE ALSO INTERESTED IN
ANY OUTREACH YOU COULD POSSIBLY
DO IN PUBLIC HOUSING
DEVELOPMENTS.

I REPRESENT MANY PUBLIC HOUSING
DEVELOPMENTS IN MY DISTRICT,
SOUTH BOSTON, CHINATOWN IN THE
SOUTH END, OBVIOUSLY A HIGH
CONCENTRATION OF
CANTONESE-SPEAKING LATINO
SPANISH-SPEAKING, BUT CAN WE GO
INTO ANY PUBLIC HOUSING
DEVELOPMENTS?

CAN WE GO INTO CHINATOWN --

>> YEAH, ABSOLUTELY.

-- AND TRY TO DO SOME MORE
RECRUITING.

>> I THINK THAT'S A GREAT IDEA,
ABSOLUTELY.

>> HOW WOULD WE GO ABOUT DOING
THAT?

>> ONE THING WE DID THIS YEAR
FOR THE FIRST TIME IS WE HAD A
RECRUITMENT EVENT FOR
MULTILINGUAL TEACHERS
SPECIFICALLY, AND WE COULD
CERTAINLY REPLICATE THAT AND

HAVE IT HOUSED IN A LOCATION
WHERE WE ACCESS TO THE PEOPLE
YOU'RE TALKING ABOUT.

>> OKAY.

DO WE KNOW IF HARVARD OR MIT
OR OTHERS ARE THEY GIVE GIVING
FREE SCHOLARSHIPS TO OUR
STUDENTS IN PUBLIC HOUSING?
ARE THEY DOING ANY TYPE OF
OUTREACH?

AND IF THEY ARE -- I KNOW THEY
DO PROVIDE SCHOLARSHIPS BUT WHAT
IS THE RESULTS OF THOSE
SCHOLARSHIPS?

ARE THE STUDENTS GRADUATING?
AND WHAT HAVE YOU SEEN?

>> NOT SURE THAT THE FOLKS ON
THIS PANEL ARE THE ONES WHO WILL
BE MOST FAMILIAR WITH THE
SCHOLARSHIP PROGRAMS.

I'M PERSONALLY FAMILIAR WITH
SOME THAT ARE FOR BOSTON
RESIDENTS SPECIFICALLY BUT NOT
SPECIFICALLY FOR RESIDENTS OF
PUBLIC HOUSING THAT I'M AWARE
OF.

>> OKAY.

I WAS JUST WONDERING MAYBE DOWN
THE ROAD IF WE COULD FACTOR IN
SOME OF OUR STUDENTS THAT DO
LIVE IN PUBLIC HOUSING, IF
THERE'S ANY OPPORTUNITIES --

>> ABSOLUTELY.

-- FOR THEM TO -- YOU KNOW,
THEY'RE SHUT OUT OF SERVICES AT
TIMES.

I DO SEE THEIR SCHOOLS AND THE
PARKS BUT SOME OF THE PARKS IN
THE PUBLIC HOUSING, THEY NEED A
LOT OF THE WORK COMPARED TO
OTHER NEIGHBORHOODS.

BUT IT'S JUST AN EXAMPLE THAT WE
NEED TO DO MORE OUTREACH --

>> ABSOLUTELY.

-- TO YOUNG PEOPLE IN PUBLIC
HOUSING.

>> AND THERE'S THIS -- IT'S
INVALUABLE EVERY TIME THAT A
GRADUATE OF THE BOSTON PUBLIC
SCHOOLS BEGINS TO WORK AT THE
BOSTON PUBLIC SCHOOLS IN ANY
CAPACITY.

IT MAKES A HUGE DIFFERENCE IN
TERMS OF THEIR ABILITY TO RELATE

TO OUR STUDENTS, TO MODEL FOR
OUR STUDENTS.

MY DAUGHTER CONTINUES TO TELL ME
SHE WANTS TO BE A MATH TEACHER
AND I'M -- I'M HOPING SHE'LL
STICK WITH THAT.

>> OKAY.

AND THEN MY FINAL QUESTION.
THE OTHER ISSUE THAT'S VERY
IMPORTANT TO ME IS SPECIAL
EDUCATION.

I KNOW WE HAVE STRUGGLED AT
TIMES TO TRY TO BRING IN
TEACHERS THAT NOT ONLY SPEAK A
LANGUAGE OTHER THAN ENGLISH BUT
ALSO THAT ARE CERTIFIED AS
SPECIAL EDUCATION TEACHERS.
I THINK WE NEED TO HIRE MORE
SPECIAL EDUCATION TEACHERS THAT
SPEAK A LANGUAGE OTHER THAN
ENGLISH AS WELL.

HOW CAN WE MAKE THAT HAPPEN?

>> WELL, ONE OF THE NICE THINGS
ABOUT OUR SECOND PIPELINE
PROGRAM, THE BPS TEACHING
FELLOWSHIP, IT'S INTENDED TO
EITHER TRAIN INDIVIDUALS TO GET
THEIR INITIAL LICENSE IN ESL OR
IN SPECIAL EDUCATION.

SO THAT ONE PIPELINE IS FOCUSED
ON THOSE TWO HARD TO -- THE
DOUBLE CERTIFIED AREAS.

I WANTED TO RESPOND TO YOUR
QUESTION ALSO ABOUT PUBLIC
HOUSING AND YOUNG PEOPLE IN
PUBLIC HOUSING.

I LOVED YOUR IDEA ABOUT REACHING -- SORT OF FOCUSING AND
REACHING
THAT COMMUNITY.

WE HAVE A HIGH SCHOOL TO TEACHER
PROGRAM THAT IS IMPACTING ALL OF
OUR HIGH SCHOOLS ACROSS THE
DISTRICT.

BUT RECRUITMENT IS RECRUITMENT.
IT SEEMS REALLY -- IT WOULD BE
VERY INTERESTING FOR US TO ALSO
RECRUIT AT PUBLIC HOUSING
FACILITIES FOR OUR HIGH SCHOOL
STUDENTS.

SO I WOULD LOVE TO FOLLOW UP
WITH YOU ON THAT, BECAUSE I
THINK THAT'S A REALLY
LOW-HANGING FRUIT, AND WE ARE
ALREADY DOING THAT TYPE OF

RECRUITMENT IN OUR HIGH SCHOOLS.

>> THANK YOU.

FOR THAT IDEA.

E BOSTON HOUSING AUTHORITY
HAS UNITY DAY IN EACH
DEVELOPMENT IN THE SUMMERTIME.
IT'S A COOKOUT OR A BARBECUE.
BUT MAYBE WE COULD GET AN
OUTREACH BOOTH THERE --

>> ABSOLUTELY.

-- THAT COULD TRY TO RECRUIT
SOME YOUNG PEOPLE --

>> THAT'S A GREAT IDEA.

THANK YOU.

>> THANK YOU FOR TAKING MY
QUESTIONS.

THANK YOU.

THANK YOU, MADAME CHAIR.

>> THANK YOU SO MUCH.

JUST A COUPLE OF FOLLOW-UPS.
AND I WILL MOST LIKELY JUST GIVE
YOU A BIG DUTCH BECAUSE I'M
MINDFUL OF TIME.

I'M HOPING THAT YOU'RE ABLE TO
STAY.

SOME OF MY COLLEAGUES MIGHT HAVE
VERY QUICK FOLLOW-UPS.

I WANT TO MAKE SURE THAT WE GET
TO OUR WONDERFUL PANEL HERE AND
THERE ARE ALSO PEOPLE IN THE
AUDIENCE.

SO I'LL SAY THIS.

THE HIGH SCHOOL RECRUITMENT,
WONDERFUL, I'M GLAD YOU DO IT.

I HOPE WE CONTINUE TO ENCOURAGE
OUR YOUNG PEOPLE.

I HOPE YOUR DAUGHTER STICKS WITH
IT AND WANTS TO BE A MATH
TEACHER.

THAT BEING SAID, IT'S A VERY
LONG PERIOD OF TIME BETWEEN HIGH
SCHOOL, COLLEGE, DO FOLKS MOVE
AWAY?

DO THEY CHANGE THEIR MIND?

SO I WANT TO MAKE SURE THAT
WE'RE ALSO FOCUSED ON SOME OF
THE OTHER THINGS THAT WILL YIELD
BUT I DON'T -- OBVIOUSLY, IF
YOUNG PEOPLE WANT TO TEACH, I
THINK IT'S PROBABLY THE MOST
HONORABLE PROFESSION THAT PEOPLE
CAN GET INTO.

SO JUST A COUPLE OF THINGS.

AND AGAIN, I'M GOING TO GIVE YOU

A DUMP.

ON THE SALARY, EARLIER, PERHAPS
92,000, WE'RE NOT SURE, IS THAT
FIGURE INCLUDED IN THE MARKETING
MATERIALS, NUMBER ONE?

WITH BOSTON BEING A VERY
EXPENSIVE CITY, ONE OF THE MOST
EXPENSIVE CITIES IN THE COUNTRY,
IT'S NOT GOING TO GO THAT FAR,
BUT I THINK IT DOES HELP GIVEN
HOW EXPENSIVE BOSTON IS.

AND SO I'M WONDERING.

YOU INCLUDE THAT IN THE
MARKETING MATERIALS.

>> WE DO.

I WANT TO KNOW -- I'M JUST
GOING TO ROLL THIS THROUGH THEM
AND THEN YOU CAN ALL I GUESS
REPLY.

WITH INTEL SUPPORT, I'M
WONDERING WHAT IS HAPPENING
THERE.

HOW MANY FOLKS ARE IN A CLASS?
DO YOU STILL OFFER CLASSES
AROUND THIS?

HOW MANY ARE ACTUALLY ON
WAIVERS?

COUNCILOR PRESSLEY BROUGHT UP
BIAS IN DISCIPLINE WITH TEACHERS
OF COLOR.

I'M WONDERING WHAT HAS HAPPENED
WITH THE EVALUATION PROCESS TO
KIND OF LOOK AT BIAS.

WHAT IS HAPPENING WITH LETTERS
OF REASONABLE ASSURANCE?
ARE TEACHERS RECEIVING THOSE
PROVISIONALS?

ARE THEY RECEIVING THOSE
PROVISIONALS OF COLOR IN GOOD
STANDING?

IS THE OFFICE OF EQUITY SIGNING
OFF ON HIGHERS? -- HIRES?
AND HOW CLOSELY ARE WE LOOKING
AT HIRES AROUND DIVERSITY?

I KNOW WHEN WE HAVE BARBARA
FIELDS HERE IN THE AUDIENCE, I
KNOW WHEN SHE WAS THE EQUITY
OFFICER, WE SAW NUMBERS GOING UP
IN RETENTION OF TEACHERS OF
COLOR SO I'M JUST -- AND I KNOW
THERE WAS A PERIOD WHERE WE LOST
THAT SIGN-OFF SO I'M WONDERING,
ONE, IF WE HAVE IT, AND IF SO
HOW MUCH TIME IS BEING DEVOTED

TO THAT.

I'M ALSO INTERESTED IN UNDERSTANDING THE DIVERSITY GOALS FOR THE PIPELINE PROGRAMS AND WHETHER OR NOT THOSE GOALS HAVE INCREASED BECAUSE WE'VE GOT 26 YIELDS OUT OF ALL PROGRAMS, IF I UNDERSTAND CORRECTLY. RIGHT?

NOT JUST THE ACCT.

AND THEN THE EVALUATION CRITERIA FOR SCHOOL LEADERS.

ARE SCHOOL LEADERS BEING EVALUATED ON WHETHER OR NOT THEIR SCHOOL -- THEIR TEACHING -- THEIR TEACHERS ARE DIVERSE OR NOT?

AND THEN FINALLY, ARE WE TALKING -- WHEN WE LOOK AT THESE DATA POINTS, ARE WE TALKING ABOUT STAFF OVERALL WHICH INCLUDES THE GUIDANCE COUNSELORS OR JUST TEACHERS?

BECAUSE I'VE SAID OVER AND OVER AND OVER AGAIN, I WANT TO REALLY UNDERSTAND WHAT IS HAPPENING WITH OUR TEACHERS AND NOT HAVING THOSE NUMBERS BEING INFLATED BY GUIDANCE COUNSELORS BEING INCLUDED IN THAT NUMBER.

I KNOW THAT WAS A LOT.

[LAUGHTER]

>> I GOT MOST OF THEM.

F YOU NEED ME TO REPEAT ANYTHING.

>> I CAN TAKE A COUPLE -- SAY A COUPLE THINGS ABOUT THE INTEL PREP INFORMATION.

I THINK IT'S PART OF OUR SLIDE.

>> WHAT ARE THE GOALS?

THE GOALS --

HOW MANY TEACHERS ARE IN THE --

>> WE HAD 174 THIS PAST YEAR.

DID THEY PASS?

WE WERE STILL GETTING DATA FROM THE FALL -- OUR CURRENT FALL DATA WE HAVE, EXPLICIT DATA AND THAT'S A SNAPSHOT OF IT, WE HAVE -- IT'S HARD TO TALK ABOUT IT BECAUSE IT'S A SMALL SET OF THE -- WE CAN GIVE YOU DATA.

WE'RE SEEING A LOT OF THE INCREDIBLE GROWTH AND FROM JUST OUR ESL, YOU'RE TALKING NINE

INDIVIDUALS TOOK THE TEST AND EIGHT OF THEM PASSED. SO WE'RE SEEING DATA LIKE THAT. SO I WOULD BE ABLE TO GIVE YOU MORE CLEAR COMPREHENSIVE DATA, BUT --

>> THAT WOULD BE HELPFUL. YEAH, WE CAN GIVE THAT TO YOU.

>> I'M ALSO INTERESTED IN -- SO IF SOMEONE GOES THROUGH THE INTEL PREP, DO THEY THEN PASS THE NEXT GO-ROUND AND THEN ARE THEY THEN HIRED? DO THEY RECEIVE THEIR LICENSE, AND ARE THEY --

>> WHY. IF THEY'VE PASSED THE M-TEL, DEPENDING ON WHAT M OFTEL THEIR -- M-TEL THEY'RE TAKING, IT GOES TOWARDS --

>> HOW MANY TIMES? I'M ALSO INTERESTED IN --

>> HOW MANY TIMES WHAT? SO DOES THE TEACHER NEED TO TAKE IT MORE THAN ONCE? THE PREP, THE EXAM ITSELF ONCE THEY GO THROUGH THE PREP. DO THEY GO THROUGH THE PREP, TAKE THE EXAM AND THEN PASS? DO THEY GO THROUGH THE PREP, TAKE THE EXAM AND THEN HAVE TO TAKE IT AGAIN THE NEXT GO-ROUND.

>> YES TO BOTH. WHAT WE FOUND, WE'VE REDESIGNED THE INTEL PREP PROGRAMMING AND WHAT WE FOUND IS THE MODEL WE'RE USING WHICH IS SMALLER, MORE INTENSIVE AND MORE SUPPORT PROVIDES SHORTER TURNAROUND ONCE THEY TAKE IT AND ACTUALLY TAKE THE M-TEL DIRECTLY AFTER. WE'RE SEEING PASS RATES OF 80%. WE HAVE INDIVIDUALS WHO HAVE TAKEN THE INTELS MULTIPLE TIMES AND IT'S LIKE ANYTHING ELSE, IF YOU STUDY FOR THE LSATS. IT'S A PREDICTOR BUT IT'S NOT A PRESCRIPTIVE. IN WE SHOULD MOVE ON JUST BECAUSE THAT WAS A LOT OF QUESTIONS THAT I HAD. SO LETTERS OF REASONABLE ASSURANCE.

EVALUATION PROCESS.
EQUITY SIGN-OFF ON HIRES.
THE DIVERSITY GOALS FOR THE
PIPELINE PROGRAMS.
AND WHETHER OR NOT SCHOOL
LEADERS ARE BEING HELD
ACCOUNTABLE FOR DIVERSITY IN
THEIR SCHOOLS.
>> DO YOU WANT US TO ANSWER?
BECAUSE SOME OF THE STUFF WE
HAVE AS DATA AND --
>> WELL, WHAT COULD YOU QUICKLY
ANSWER NOW FOR THOSE WHO ARE
WATCHING AND WHO ARE INTERESTED?
>> I CAN TAKE THE ONE ABOUT THE
EQUITY CHECK.
WHEN I BEGIN WORK IN THE OFFICE
OF EQUITY IN NOVEMBER 2015, WHAT
HAD BEEN HAPPENING IS THAT AFTER
SCHOOL MADE A TEACHER SELECTION,
SO WHEN THEY HAD COMPLETED THE
PROCESS, THEIR HIRING COMMITTEE,
WHICH WAS OFTEN COMPOSED OF
PARENTS, TEACHERS,
ADMINISTRATORS, HAD MADE THEIR
SELECTION AFTER INTERVIEWING
CANDIDATES.
THEN THERE WAS AN EQUITY CHECK.
AT THAT STAGE.
SO THE SELECTION HAD BEEN MADE.
AND OFTEN THIS WAS MID TO LATE
HIRING SEASON BY THE TIME EACH
TEACHER'S PICKED.
WHAT WOULD HAPPEN IS
OCCASIONALLY THE OFFICE OF
EQUITY WOULD REJECT THE
CANDIDATE.
HEY, THE POOL LOOKS MORE MIXED.
WHY DIDN'T YOU INTERVIEW MORE
PEOPLE OF COLOR OR WHATEVER.
THEN WHAT WOULD HAPPEN IS THEY
WOULD GO BACK TO THE POOL.
IN THE MEANTIME, THE POOL BECAME
LESS DIVERSE.
THAT'S WHAT HAPPENED.
WE FOUND THE EARLIER WE HIRED
TEACHERS, THE MORE LIKELY WE ARE
TO HIRE TEACHERS OF COLOR.
THAT'S WHY WE'RE SO THIN WITH
THE 56 NUMBER BESTARTED WITH
TODAY.
SO WHAT WE DID TO SHIFT THIS WAS
TO BEGIN THE EQUITY CHECK FROM
THE BEGINNING SO WE'RE LOOKING

AT THE POOL FOR -- THE HIRING
POOL FOR EVERY SCHOOL.
WE'RE MONTO TOURING DAY BY DAY
BY DAY.
I'M ON THE SCHOOL WITH THE
SCHOOL LEADER.
I SEE YOU HAD A DIVERSE POOL FOR
THAT JOB.
HOW COME YOU DIDN'T INTER--
INTERVIEW?
WE'RE FINDING HAVING THAT EQUITY
CHECK FROM A THE BEGINNING ON
DAY-TO-DAY BASIS IS A MUCH MORE
EFFECTIVE THAN THE EQUITY CHECK
JUST AT THE END.
>> JUST QUICKLY, YOU ARE ABLE TO
DID THAT FOR EVERY SINGLE HIRE?
>> SO I'M DOING DEEP DIVE FOR
THE FOCUS SCHOOLS AND KEEPING MY
EYE ON ALL THE SCHOOLS.
AND THAT'S A LOT OF CREDIT TO MY
PARTNERS IN THE OFFICE OF HUMAN
CAPITAL, JONATHAN, WHO SPOKE
EARLIER, WHO IS -- THAT'S WHAT
HE DOES IS LOOK AT THAT DATA
DASHBOARD.
I THINK HE MIGHT DREAM THAT DATA
DASHBOARD AT NIGHT.
SO WE ARE LOOKING AT IT ON A
DAILY BASIS FOR WHERE THOSE
YELLOW AND RED FLAGS ARE.
>> DO YOU HAVE ANY OTHER POINTS
THAT YOU WANT TO ADDRESS?
BECAUSE I WANT TO MOVE ON?
>> SURE.
I CAN ADDRESS A COUPLE OF OTHER
POINTS.
YOUR QUESTION ABOUT THE -- ALL
THE DATA PRESENTED TODAY WAS
TEACHERS ONLY, NOT INCLUSIVE OF
GUIDANCE COUNSELORS.
WE HAVE TRADITIONALLY REPORTED
TEACHERS AND GUIDANCE COUNSELORS
WHEN WE'VE COME BEFORE CITY
COUNCIL JUST FOR CONTEXT,
GUIDANCE COUNSELORS REPRESENT
LESS THAN 2% OF THAT POPULATION.
BUT TODAY EVERYTHING WAS
TEACHERS ONLY.
THE SECOND THING YOU ASKED ABOUT
REASONABLE ASSURANCE.
THIS WAS ACTUALLY A REALLY
IMPORTANT TOPIC AND ONE WHERE
WE'RE SEEING A TREND

PARTICULARLY AROUND EDUCATORS OF COLOR WHO ARE BEING HIRED AND THEN WE ARE SEEING THEM BE NONRENEWED AT GREATER RATES SPECIFICALLY BECAUSE OF LIFE INSURANCE.

OFTEN THEY WILL GET HIRED ON A WAIVER AND ARE TIME TO GET THEIR LICENSE.

IF THEY DON'T GET THEIR LICENSE, BY THE TIME BUDGET SEASON COMES AROUND WE'RE FORCED TO NONRENEW THEM.

OFTENTIMES THEY WILL GET REHIRED.

THEY'RE ABLE TO GET THEIR LICENSE BY THE END OF THE YEAR OR POTENTIALLY GET HIRED ON A SECOND-YEAR WAIVER OR SHIFT TO A POSITION THAT THEY ARE LICENSED FOR.

BUT WE'VE SEEN AN INCREASE IN THE NUMBER OF SPECIFICALLY BLACK AND LATINO TEACHERS BEING NONRENEWED BECAUSE OF LICENSURE.

>> JUST TO CLARIFY THEN FOR A PROVISIONAL TEACHER WHO HAS THEIR LICENSE AND THEY'RE IN GOOD STANDING, SHOULD THEY EXPECT A REASONABLE -- A LETTER OF REASONABLE ASSURANCE?

>> YES.

THAT'S THE PRACTICE CURRENTLY.

>> YES.

ANY OTHER FINAL POINTS?

BECAUSE I'M GOING TO ALLOW MY COLLEAGUE TO DO SOME FOLLOW-UP AND THEN WE'RE GOING TO MOVE --

>> OBVIOUSLY, VERY SIMPLY, WE ARE EVALUATING SCHOOL LEADERS IN TERMS OF THE WORK THEY'RE DOING AROUND RACIAL EQUITY IN THEIR SCHOOLS IN EVERY LEVEL.

WE DON'T EVALUATE THEM SPECIFICALLY ON THE HIRING NUMBERS BECAUSE I COULD BE A NEW TEACH -- A NEW PRINCIPAL IN A SCHOOL.

I'VE BEEN THERE ONE YEAR AND I HAVEN'T EVEN HAD A CHANCE TO HIRE SOMEBODY.

SO WE'RE LOOKING AT IT MUCH MORE DEEPLY ACROSS EVERY COMPETENCY

FOR SCHOOL LEADERS, HOW ARE THEY INTEGRATING EQUITY?

HOW ARE THEY INTEGRATING RACIAL EQUITY AS EVALUATORS?

WE'RE LOOKING AT IT IN EVERY ARENA NOT JUST IN HIRING.

>> DO YOU HAVE SOME LANGUAGE FROM THAT EVALUATION THAT YOU COULD SHARE?

>> NOT RIGHT NOW.

WE CAN.

YES.

>> I WOULD APPRECIATE THAT.

DO YOU HAVE ANY FOLLOW-UP? QUICKLY?

TWO QUICK FOLLOW-UPS.

>> THANK YOU.

I WOULD LOVE FOR THIS GROUP TO GO THROUGH THIS LETTER, FOR EXAMPLE, AND TO TALK POINT BY POINT IN TERMS OF THE RECOMMENDATIONS WHAT THE DISTRICT HAS ADOPT, WHAT THEY THINK IS APPROPRIATE, AND WHAT THE BARRIERS MIGHT BE.

HOW DO WE SUPPORT -- WHAT ARE WE OFFERING IN TERMS OF SUPPORT FOR EXISTING TEACHERS OF COLOR?

SO WE GOT SOME TESTIMONY TODAY AND SOME EMAILS FROM TEACHERS THAT WORK AT VARIOUS SCHOOLS AND THERE'S ONLY A FEW TEACHERS OF COLOR AND FEELING ISOLATED. WE TALKED EARLIER ABOUT THE CULTURE.

SO I'M JUST CURIOUS ABOUT WHAT'S IN PLACE TO SUPPORT OUR EXISTING TEACHERS OF COLOR?

>> FOR THE PAST THREE YEARS -- 3 1/2 YEARS, WE'VE HELD MONTHLY GATHERINGS FOR ALL OUR EDUCATORS THIS OUR DISTRICT.

SO IT'S A CONVENING THAT PROVIDES EDUCATORS ACROSS THE DISTRICT WITH A COMMUNITY THAT CONVENES MONTHLY AND IT IS INTENDED TO BUILD COMMUNITY, CREATE NETWORKS AND ALSO PROVIDE RESOURCES IF NEEDED.

>> IS THAT SORT OF THE EXTENT OF WHAT THAT SUPPORT LOOKS LIKE?

>> WELL, IT STARTS THERE.

AND IF THERE'S -- EVERYONE HAS MY EMAIL.

IT BEGINS THERE.

I WOULD SAY A GOOD EXAMPLE OF WHAT NEXT LOOKS LIKE IS THAT THE MALE PROGRAM AND THE WOMEN'S PROGRAM CAME OUT OF THE ALANA PROGRAMMING THAT THERE WAS A NEED TO DO MORE SPECIFICALLY BY GENDER IN DEVELOPMENT AND GROWTH SO THAT CAME OUT OF.

SO THAT'S A SPACE WHERE THERE'S A LOT OF -- IF THERE ARE ANY INTEL PREP, ANY KIND OF LICENSURE QUESTIONS WE DEVELOP SESSIONS OUT OF THOSE COMMUNITY GATHERINGS IF PEOPLE ARE IN NEED OF ADDITIONAL SUPPORT.

>> AND I WOULD ADD THAT I MENTIONED EARLIER IN THE MANDATORY TRAINING THAT WE PROVIDE TO THE SCHOOL LEADERS FOR ALL OF OUR DIVERSITY FOCUSED SCHOOLS WE ADDED THIS YEAR A NEW MODULE ON RETENTION OF TEACHERS OF COLOR SPECIFICALLY AND WHAT BEST PRACTICES ARE FOR OUR PRINCIPALS AND OUR HEAD MASTERS DAY BY DAY BY DAY SO THAT WE DON'T JUST PUT ALL THE EFFORT INTO SELECTION BUT THAT WE KEEP THESE VERY TALENTED TEACHERS THAT WE'RE RECRUITING.

>> AND THEN MY SECOND BEFORE TURNING IT OVER IS I GUESS TWO-FOLD.

DO WE KNOW OF OUR CURRENT TEACHERS WHERE THEY LIVE? LIKE THE PERCENTAGE OF THOSE TEACHERS THAT LIVE IN THE CITY OF BOSTON AND THOSE THAT LIVE OUTSIDE THE CITY?

>> YES, WE CAN GET THAT DATA. I DON'T HAVE IT WITH ME RIGHT NOW.

>> AND CAN WE BREAK THAT DOWN BY RACE?

>> I THINK SO.

AND THEN THE LAST QUESTION IS HAS THERE EVER BEEN A DISCUSSION OF REQUIRING THAT TEACHERS LIVE IN THE CITY OF BOSTON?

>> I BELIEVE THAT'S BEEN NEGOTIATED.

THERE'S THE CITY RESIDENCY ORDINANCE AND THERE'S A STATE

STATUTE BUT I BELIEVE THAT THE ABILITY TO NOT LIVE IN THE CITY OF BOSTON IS A NEGOTIATED PROVISION.

YOU CAN SPEAK TO THAT, ASJESSICA.

I DON'T KNOW IF THERE'S BEEN A DISCUSSION.

>> WE CAN GO TO THE SECOND PANEL.

I ONLY ASK THAT BECAUSE I'D LOVE TO SEAT NUMBERS AND THE BREAKDOWN.

I WENT TO FIVE BPS SCHOOLS INCLUDING LATIN SCHOOL.

LET ME TELL YOU.

I'VE BEEN OUTSIDE THE CITY. PEOPLE HAD ARE LIKE, I SEE YOU OUTSIDE THE CITY.

NOT TO SAY THAT'S A NEGATIVE THING.

I DON'T THINK YOU'RE LESS OF A QUALIFIED TEACHER.

YOU DON'T LIVE IN THE CITY OF BOSTON BUT IN DISCUSSIONS WITH OTHER DEPARTMENTS WHERE WE TALK ABOUT RESIDENCY, WORKING IN THE CITY, AND BEING A PERSON OF COLOR AND THE POOLS PEOPLE, IT'S COME UP SO I WAS JUST CURIOUS WHAT THOSE BREAKDOWNS LOOK LIKE AND IF THERE HAD EVER BEEN A DISCUSSION IN THE CONTEXT OF OUR TEACHING POPULATION.

>> YES.

THANK YOU.

SO WE'VE BEEN JOINED BY COUNCILOR CIOMMO.

DID YOU HAVE ANY QUESTIONS FOR THIS --

>> AND COUNCILOR PRESSLEY HAD ANOTHER COMMITMENT.

HER STAFF IS HERE FOR THE DURATION OF THE HEARING.

AND SHE WILL ALSO REVIEW THE TAPE.

SO I THINK IN THE INTEREST OF TIME, I'D LIKE TO MOVE ON.

IF -- SO, ONE, THANK YOU SO MUCH, ALL OF YOU, FOR BEING HERE.

THANK YOU FOR THE WORK THAT YOU'RE DOING.

I HOPE THAT YOU TAKE THIS AS ALL

OF OUR -- THIS URGENCY AND THIS
EVEN FRUSTRATION AS US WANTING
TO MOVE FORWARD AND I HOPE THAT
YOU SHARE IN THAT.

IF YOU'RE ABLE, I WOULD INVITE
YOU TO STAY.

WE'VE GOT SOME GREAT SOLUTIONS
COMING FROM THIS NEXT PANEL THAT
I THINK THAT YOU COULD ALL
BENEFIT FROM, THAT WE COULD ALL
BENEFIT FROM, AND SO IF YOU'RE
ABLE TO, I HOPE THAT YOU WILL
STAY.

ALSO, SOMETHING ELSE COULD COME
UP.

SOMEONE MIGHT HAVE ANOTHER
QUESTION FOR YOU.

SO THANK YOU.

IN TERMS OF THIS NEXT PANEL, I'M
JUST GRATEFUL TO HAVE ALL OF YOU
HERE AND ALL OF YOU WHO ARE IN
THE AUDIENCE IN A PRIOR LIFE OF
MINE, I HAD THE GREAT PLEASURE
OF WORKING WITH SO MANY OF YOU,
AND I'M GREAT THAT I -- I'M
GRATEFUL THAT I CONTINUE TO BE
ABLE TO WORK WITH YOU AND SO
WE'RE JOINED BY SEVERAL PEOPLE
HERE INCLUDING -- WE HAVE
REPRESENTATION FROM BEAM, THE
BLACK EDUCATORS ALLIANCE OF
MASSACHUSETTS, REPRESENTATION
FROM THE NAACP, THE BOSTON
TEACHERS UNION, WE KNOW THE LEAD
AUTHOR OF THE REPORT WAS THE
LAWYER'S COMMITTEE FOR CIVIL
RIGHTS AND ECONOMIC JUSTICE.
WE ALSO HAVE REPRESENTATION FROM
THE BOSTON NETWORK FOR BLACK
STUDENT ACHIEVEMENT.

SO I REALLY APPRECIATE THAT ALL
OF YOU ARE HERE.

I'M GOING TO ASK IN TERMS OF THE
PANEL AND THEN WE WILL ALSO TAKE
TESTIMONY, I'M GOING TO ASK THAT
WE START MAYBE FROM MY LEFT TO
RIGHT THIS WAY OR RIGHT TO LEFT?

[LAUGHTER]

WITH JESSICA TANG, THE PRESIDENT
OF THE TEACHERS UNION AND THEN
WE'LL MOVE ON AND I'M SURE
PEOPLE WILL HAVE ADDITIONAL
QUESTIONS.

SO IF YOU COULD STATE FOR THE

RECORD YOUR NAME AND YOUR
AFFILIATION AS YOU DO YOUR
PRESENTATION.

THANK YOU.

>> SURE.

JESSICA TANG, PRESIDENT OF
BOSTON TEACHERS UNION.

SO GOOD EVENING.

I WAS SITTING HERE AND I WAS
HAVING A LOT OF THE DEJA VU
BECAUSE THIS HAS BEEN A TOPIC
THAT I PERSONALLY HAVE BEEN
WORKING ON FOR QUITE SOME TIME
AS PART OF THE ORIGINAL TEACHER
DIVERSITY WORKER BY BPS.

AND WHEN I WAS DOING SOME
RESEARCH OF MY OWN COMPUTER, I
HAD A LOT OF THE OLD TESTIMONY
POP UP.

SO 2014 AND BEFORE THAT AND
HONESTLY, A LOT OF THE MY
TESTIMONY IS NOT GOING TO
CHANGE.

WHICH IS PART OF THE FRUSTRATION
I THINK TOO.

BUT I'M NOT GOING TO RESTATE THE
THINGS THAT HAVE ALREADY BEEN
STATED CLEARLY BUT JUST IN
SUMMARY THAT WE KNOW TEACHERS OF
COLOR BENEFIT ALL STUDENTS AND
THAT IT DOESN'T MEAN THAT WHITE
TEACHERS CAN'T ALSO SUCCESSFULLY
TEACH STUDENTS OF COLOR AND I
THINK YOU NEED TO ACKNOWLEDGE
THAT.

BUT A LOT OF OUR RECOMMENDATIONS
ACTUALLY, OUR RECOMMENDATIONS
THAT BENEFIT ALL TEACHERS,
AND -- BECAUSE WE KNOW THAT WE
CAN'T JUST -- IT CAN'T JUST BE
BY RECRUITMENT.

I MECH EYATE THE RECRUITMENT
EFFORTS.

I KNOW WE ARE A LARGE COHORT
THAT ARE RETIRING BUT WE NEED TO
NOT JUST RECRUIT MORE TO
INCREASE THE NUMBERS BUT ALSO
JUST TO REMENISH AND MAINTAIN --
REPLENISH AND MAINTAIN AND SO
THAT SUSTAINING AND RETAPING
OUR TEACHERS OF COLOR IS EQUALLY
OF IMPORTANCE IF NOT
UNDEREMPHASIZED AS WELL.

AND THIS IS A TOPIC THAT'S

IMPORTANT TO A LOT OF THE OUR MEMBERS.

IN FACT, ONE OF THE PARTICIPANTS DID A WHOLE RESEARCH STUDY ON TEACHER DIVERSITY, IN OUR OWN TEACHER REREADER PROGRAM, WE HAD LEADER PROGRAM WE HAD A TEACHER WHO WANTED TO BE HERE TONIGHT, WASN'T ABLE TO MAKE IT SO WE'RE GOING TO SEND YOU HER RESEARCH BUT TATIANA WILLIAMS RODRIGUEZ DID A WHOLE RESEARCH PROJECT G BLACK TEACHER RECRUITMENT AND RETENTION WITHIN BOSTON PUBLIC SCHOOLS AND I WANTED TO SHARE SOME OF HER QUICK RECOMMENDATIONS AGAIN.

IT'S A MUCH LONGER PAPER THAT WE'LL SEND TO YOU.

BUT MANY OF THEM WE DISCUSSED ALREADY TO ENSURE HAVE EXPERIENCE, OFTEN TRAINING FOR ADMINISTRATORS THAT CAN SUPPORT TEACHERS OF COLOR, MAKE AN EFFORT TO PROVIDE SUPPORTS IN PLACE TO SUSTAIN AND EMPOWER EDUCATORS OF COLOR, COLLECT MORE DATA AND MAKE IT AVAILABLE AND ACCESSIBLE TO TEACHERS OF COLOR SO THEY HAVE OPPORTUNITIES TO ALSO COME UP WITH POSSIBLE SOLUTIONS.

WE'VE TALKED ABOUT EXIT STRATEGIES IN THE PAST.

LET'S TALK TO THE TEACHERS WHO ARE IMPACTED.

LET'S HEAR WHAT THEY HAVE TO SAY WOULD NEED TO WANT TO STAY IN THE DISTRICT.

PROVIDE ALTERNATE ROUTES OF CERTIFICATION BESIDES MTEL AS WAS MENTIONED.

THE MTEL LICENSURING IS A SYSTEMIC BARRIER, IN FACT, AS WE KNOW A LOT ABOUT THE IMPACT OF SYSTEMIC RACISM EVEN IN TESTS.

AN ALTERNATE SUCH AS INTERNSHIP, RESEARCH PAPERS, STUDIES FOR CERTIFICATE CREDITS AND SHE HAS SEVERAL MORE

SOME VERY SPECIFIC ONES.

ONE OF THE NUMBER ONE RECOMMENDATIONS -- OR FINDINGS

THAT THIS FOUND, AND
THAT'S CONSISTENT WITH OTHERS
LIKE TRAVIS BOOKTON WHO'S DONE
EXTENSIVE RESEARCH ON EDUCATORS
EDUCATORS OF COLOR IS IT'S NOT
ALWAYS EVEN JUST ABOUT THE
ABOUT THE WORKLOAD.
AND THIS IMPACTS ALL TEACHERS.
IF NEW TEACHERS ARE COMING IN,
WE RECRUIT THEM SUCCESSFULLY
INTO
AN UNSUSTAINABLE, AND
POLICY SUCH AS INCLUSION IN THE
DISTRICT, WHERE WE ARE NOW
TEACHER, FIRST YEAR TEACHERS ARE
ALREADY VERY
WHEN YOU ALSO ASK THEM TO DO THE
JOB OF THREE
IT'S THREE LICENSES IT'S A SETUP
FOR FAILURE AND
PUSH-OUT AND BURNOUT.
SO IF WE WANT TO RETAIN, ATTRACT
AND SUSTAIN OUR MEMBERS, OUR
TEACHERS OF COLOR WE ALSO HAVE
TO TAKE A LOOK AT STAFFING, AND
WORKING CONDITIONS, AND TEACHER
WORKLOAD.
AND ALSO, SIMILARLY, YOU KNOW,
AGAIN THIS WAS A LITTLE BIT
ANECDOTAL, BUT AS A RESULT OF
INCLUSION, AND MIXING OF
CLASSES WITH CLOSING DOWN
RESOURCE
THEM ALL IN ONE CLASS WE'RE ALSO
LOSING TEACHER POSITIONS THAT A
LOT OF TEACHERS OF COLOR
TEACHERS
TOO.
WE HAVE A LOT OF TEACHERS COMING
TO US SAYING OUR RESOURCE ROOM
TEACHERS CLASSES ARE GETTING CUT
OVER AND OVER AGAIN.
THIS IS HAPPENED TO ANOTHER
TEACHER TOO.
THIS TEACHER DID HAPPEN TO GET A
PROFICIENT BUT JUST THIS
SATURDAY WAS TOLD SHE IS GETTING
LET GO BY THE DISTRICT.
THIS IS A TEACHERS OF COLOR, WHO
GRADUATED FROM A BPS SCHOOL, IT
WAS HER DREAM TO COME BACK AND
TEACH IN BPS, IS PROFICIENT,
EDUCATOR OF COLOR AND THIS
SATURDAY WAS TOLD THAT SHE

DOESN'T HAVE A POSITION AT THE SCHOOL ANYMORE.

IT MAKES NO SENSE TO ME.

IF WE'RE TRYING TO ATTRACT AND RETAIN TEACHERS OF COLOR AND WE HAVE THEM IN OUR DISTRICT AND WE HAVE THESE ARBITRARY POLICIES THAT THEN ARE PUSHING OUT TEACHERS, AND THROUGH NO FAULT OF HER OWN, SHOULD HAVE GOTTEN A POSITION IN THAT SCHOOL, AND THEN AT THIS LATE IN THE SCHOOL YEAR, WASN'T APPLYING FOR POSITIONS BECAUSE SHE WAS TOLD SHE HAD A POSITION AND THEN IS TOLD SHE'S LET GO NOW.

TWO WEEKS BEFORE THE END OF THE SCHOOL YEAR?

SHE DOES FIND A POSITION, IS SHE GOING TO BE SUCCESSFUL IN THAT POSITION, TOO?

THESE ARE A LOT OF THE QUESTIONS WE HAVE.

ANOTHER ISSUE, TOO, WE OFTEN HEAR ABOUT IS THAT THE MALE EDUCATORS OF COLOR, WHEN WE TALK ABOUT WORKLOAD, IT'S NOT JUST ABOUT ACADEMIC WORKLOAD AND CONTENT.

A LOT OF TEACHERS OF COLOR ARE PULLED INTO OTHER ROLES AS WELL. MALE TEACHERS OF COLOR IN ADDITION ARE ASKED TO DO A LOT OF OF THE DISCIPLINARY ROLES WITHIN SCHOOLS AND THAT'S A PROBLEM, TOO.

SO THERE IS AN EXTRA BURDEN OFTENTIMES ON A SMALL NUMBER OF TEACHERS OF COLOR BECAUSE UNDERSTANDABLY YOU WANT TO HAVE TEACHERS REPRESENTATIVE, TEACHERS OF COLOR REPRESENTED IN IOTs, IS CHLT STs, ALL THESE OTHER COMMITTEES AND GROUPS BUT WHEN THE POOL IS ONLY SO BIG THERE'S AN UNDUE BURDEN ON ALL THOSE TEACHERS TO DO THIS WORK AND ON TOP OF THAT TO DO A LOT OF THE EQUITY, AND CULTURAL PROFICIENCY WORK IN ADDITION TO THAT, TOO.

IT OFTENTIMES FALLS ON TEACHERS OF COLOR.

JUST LIKE I NOTICED, ACTUALLY, I

CAN'T HELP BUT NOTICE, THAT IT WAS BEFORE BLACK COUNSELLORS WHO ARE HERE INITIALLY AND I APPRECIATE THAT, COUNCILOR FLYNN AND CIOMMO AND FLAHERTY ALSO SHOWED UP.

BUT IT'S OFTENTIMES THE TEACHERS OF COLOR WHO THEMSELVES END UP HAVING TO DO WITH THE DIVERSITY WORK AND IT SHOULDN'T BE THAT WAY.

THAT CONTRIBUTES TO THE WORKLOAD ISSUE.

ANOTHER EXAMPLE, WITH SPECIFIC BPS POLICY THAT DISPROPORTIONATELY HURTS TEACHERS OF COLOR IS THE UNASSIGNED TEACHER POOL, OR THE TEACHERS OF UNSUITABLE PROFESSIONAL CAPACITY ROLES. AND I WANT TO CLARIFY BECAUSE THEY'VE BEEN COMPLETELY MISCHARACTERIZED AND I THINK STEREOTYPED AS QUOTE/UNQUOTE A POOL OF BAD TEACHERS WHO ARE GETTING PAID TO DO NO WORK. THAT IS JUST NOT TRUE.

THEY ARE ALL BEING PLACED IN SCHOOLS WHERE THERE ARE WORKING AND ALSO COTEACHING, OR AND THE PRINCIPALS HAVE TO ACTUALLY APPLY TO GET THESE EXTRA TEACHERS IN THE SCHOOL, BECAUSE WE DO UNDERSTAFFING ISSUE. AND THEY SHOULD AND COULD BE UTILIZED IN THE SCHOOLS THAT HAVE THE HIGHEST NEEDS.

AND THERE AGAIN, IN THE PAST, PARTICULARLY WHEN IT FIRST STARTED, DISPROPORTIONATELY TEACHERS OF COLOR WHO ARE ALSO BEING OVEREVALUATED -- I'M SORRY, OVERIDENTIFIED FOR POOR EVALUATIONS, TOO.

AND SO THAT IS A WHOLE POOL OF TEACHERS THERE THAT WE CAN ACTUALLY PLACE IN LONG-TERM BUDGETED POSITION, AND INSTEAD A LOT OF THEM ARE BEING PUSHED OUT.

WE'RE TALKING ABOUT, YOU KNOW, BILINGUAL, LATINA GUIDANCE COUNSELOR, WE'RE TALKING ABOUT A SPANISH TEACHER WHO WAS PLACED

IN THE SCHOOL, AND THE SCHOOL,
THE STUDENTS, EVERYONE LOVED HER
BUT SHE WAS PLACED IN A PILOT
SCHOOL AND BASICALLY WAS TOLD
THEY COULDN'T KEEP HER NOT
BECAUSE THEY DIDN'T WANT HER BUT
THEY COULDN'T BUDGET FOR HER
POSITION BECAUSE SHE WAS A
COUPLE YEARS AWAY FROM
RETIREMENT.

THESE ARE NOT THE REASONS
TEACHERS OF COLOR SHOULD NOT BE
PLACED IN POSITIONS OR PUSHED
OUT OF SCHOOLS.

ESPECIALLY WHEN A THIRD OF OUR
SCHOOLS ARE AUTONOMOUS AND THEY
HAVE ACTUAL BUDGETING INSTEAD OF
AVERAGE BUDGETING THERE IS
DISINCENTIVE FOR BUDGET CUTS TO
PUSH OUT VETERAN TEACHERS OF
COLOR.

THAT IS AN ISSUE, TOO.

ANOTHER ISSUE IS THAT WE -- OUR
SOLUTION, ACTUALLY, I SHOULD SAY
IS REASONABLE ASSURANCE, AND IN
THE PAST, THE SUPERINTENDENT HAD
THE ABILITY TO GIVE TEACHERS
EARLY PERMANENT STATUS.

NOT JUST TEACHERS OF COLOR BUT
ANY EXCELLENT, QUALIFIED TEACHER
THAT WE REALLY WANTED TO KEEP IN
THE DISTRICT.

YOU COULD GET WHAT'S IT CALLED,
A RECOMMENDATION FROM THE
PRINCIPAL, AND THE
SUPERINTENDENT WOULD APPROVE IT,
I KNOW THIS HAPPENS, BECAUSE I
RECEIVED IT MYSELF IN MY FIRST
YEAR OF TEACHING.

SO FOR A SERIES ABOUT KEEPING
QUALIFIED TEACHERS OF COLOR WE
HAVE A LOT OF THE TOOLS AND
WE'RE NOT USING THEM.

ANOTHER POTENTIAL OPPORTUNITY IS
THROUGH OUR SUBSTITUTE TEACHERS.
RECENTLY WE CONVENED OUR
SUBSTITUTE TEACHERS AND I COULD
NOT HELP BUT NOTICE THAT THEY'RE
ALMOST MAJORITY, DEFINITELY
MAJORITY, I WOULD SAY IN THE
ROOM PROBABLY 90% TEACHERS OF
COLOR AND A LOT OF THEM ARE
LOOKING FOR LONG-TERM PERMANENT
POSITIONS IN THE DISTRICT, AND

FEEL LIKE THEY'RE BEING LOOKED OVER.

AND WISH THAT THERE WAS AN OPPORTUNITY FOR THEM TO AT LEAST EVEN GET INTERVIEWS IN THE DISTRICT BECAUSE THEY FEEL LIKE THEY'RE NOT EVEN GETTING INTERVIEWS TO GET THESE LONG-TERM POSITIONS.

AND I ALSO WANTED TO SAY THAT IT IS GREAT THAT WE'RE LOOKING AT THIS IN AGGREGATE THROUGHOUT THE DISTRICT, BUT WE DO NEED TO BE TAKING A CLOSER LOOK AT THE DISAGGREGATE, WITHIN SCHOOLS, TOO.

AND SO, FOR A MINUTE I'M JUST GOING TO PUT ON MY MASSACHUSETTS AGENT AMERICAN EDUCATORS ASSOCIATION HAT BECAUSE WE HAVE TESTIFIED IN THE PAST, TOO, WHERE WE KNOW THERE ARE PLENTY OF SCHOOLS WITH OVER 10% ASIAN-AMERICAN POPULATION OF STUDENTS, AND ZERO ASIAN-AMERICAN TEACHERS.

AND THAT'S A PROBLEM.

I RAN INTO A FORMER STUDENT WHO'S AT THE O'BRYANT THAT HAS A VERY HIGH ASIAN AMERICAN STUDENT POPULATION AND SHE'S LIKE, YEAH, WE DON'T REALLY KNOW WHO TO GO TO.

WE JUST HAVE ONE CHINESE TEACHER WHO TEACHES CHINESE, AND, YOU KNOW, WE DON'T REALLY FEEL LIKE THERE'S ANYONE ELSE TO GO TO.

AND THAT'S A PROBLEM.

AND, EVEN THE SCHOOLS THAT DO HAVE ASIAN AMERICAN TEACHERS, OFTENTIMES IT MAY BE A HIGH CONCENTRATION OF CHINESE-AMERICAN TEACHERS, BUT IF IT'S A SCHOOL THAT HAS A HIGH VIETNAMESE POPULATION WE NEED TO BE THINKING ABOUT HOW DO WE GET MORE OF OUR VIETNAMESE TEACHERS INTO THOSE SCHOOLS, TOO.

AND, IT WAS DISAPPOINTING TO ME THAT ON PAGE 5 OF THIS PRESENTATION, IT SAID THERE'S ONLY COMMITMENT TO LATIN -- LATINO AND BLACK TEACHERS. LIKE WHAT ABOUT ASIAN-AMERICAN.

WE ALSO HAVE 6% ASIAN-AMERICAN
IN THE DISTRICT AND 9% BPS
STUDENTS, AND I'M GLAD TO SEE 1%
UNCREASE OVER TEN YEARS.

BUT THAT'S NOT OKAY.

THAT'S NOT ENOUGH.

AND IT JUST REALLY WAS STRIKING
TO ME ABOUT THE INVISIBILITY OF
ASIAN-AMERICANS IN A LOT OF
THESE CONVERSATIONS.

SO I NEEDED TO PUT ON MY HAT FOR
A SECOND TO EXPOSE THE ISSUES
BUT ALSO AS PRESIDENT OF THE
BOSTON TEACHERS UNION WE
REPRESENT ALL TEACHERS AND THIS
IS AGAIN AN ISSUE NOT JUST FOR
ANY CERTAIN POPULATION, SPECIFIC
POPULATION, BUT AGAIN THIS IDEA
THAT ALL STUDENTS BENEFIT FROM
DIVERSITY OF THEIR TEACHING
STAFF, AND I SAY TEACHERS DO,
TOO.

AND SO, THOSE ARE SOME OF OUR
IDEAS FOR HOW WE CAN ACTUALLY
ADDRESS VERY SPECIFIC POLICIES
THAT ARE BEING USED IN BPS RIGHT
NOW.

THAT ARE, I THINK, HURTING OUR
ABILITY TO NOT JUST RECRUIT, BUT
RETAIN AND SUSTAIN OUR TEACHERS
OF COLOR IN THE DISTRICT.

AND I THINK I DID MENTION THE
EXIT SURVEYS, BUT, THAT IF WE
ARE NOT ACTUALLY CREATING
WORKING CONDITIONS, AND HAVE
ADEQUATE STAFFING, OR ARE WE
EXPECTING ONE TEACHER WITH THREE
LICENSES TO DO THE WORKERS OF
THREE TEACHERS OR THREE
PROFESSIONALS THEN WE'RE GOING
TO CONTINUE TO BURN OUT OUR
TEACHERS, PERIOD.

AND SO THAT HAS GOT TO BE PART
OF THE SOLUTION, AS WELL.

AND SO I'LL JUST END THERE.

>> THANK YOU SO MUCH, JESSICA.

MATT, I KNOW WE HEARD FROM YOU
IN OPENING, IFW
SOLUTIONS ON ONES THAT WERE NOT
MENTIONED.

>> YES.

>> BY JESSICA JUST IN THE
INTEREST OF TIME.

YOU MAY HEAR WE'VE GOT SOME

FOLKS WAITING FOR ANOTHER HEARING THAT HAS TO -- THAT IS SCHEDULED TO BEGIN, AND I WANT TO MAKE SURE THAT WE HAVE TIME FOR THE PRESIDENT OF BEAM, AS WELL AS FOR PUBLIC TESTIMONY.

>> OF COURSE.

>> THANK YOU SO MUCH.

>> YES, NO, THANK YOU. AND THANKS AGAIN FOR THE OPPORTUNITY TO RETURN. I'LL FOCUS ON SIX SOLUTIONS, AND WHEREVER I CAN, JUST SAY IF YOU COULD.

TO THAT END, FIRST, WHEN WE WANT TO LOOK AT HOW DO WE TOUCH ALL SCHOOLS ON THIS ISSUE, WITHOUT DOING THE MORE INTENSIVE DEEP DIVE THAT MS. SCHUSTER DESCRIBED, EACH SCHOOL LEADER SHOULD BE PROVIDING A WRITTEN EXPLANATION FOR ALL TEACHER OFFERS THAT DON'T IMPROVE RACIAL DIVERSITY IN THEIR HIRING CORPS, OR IN THEIR TEACHING CORPS. AND NOT ONLY SHOULD THAT COME FROM EACH SCHOOL LEADER TO THE OFFICE OF EQUITY, THE OFFICE OF EQUITY SHOULD ALSO HAVE TO REVIEW THAT AND DECIDE WHETHER OR NOT IT SUPPORTS SUCH A DECISION. AND OFFER WRITTEN EXPLANATION TO DO SO.

OKAY.

SO IT'S ONE WAY TO MAKE SURE NO MATTER HOW MANY TEACHERS YOU'RE HIRING A YEAR, YOU ARE THINKING ABOUT THIS WITH EACH HIRE THAT YOU MAKE, SO THAT WE ARE MOVING THE NEEDLE.

NUMBER TWO, AND THIS IS BASICALLY WHAT SHE SAID, FOR ANY TIME WE HAVE PROFICIENT, OR EXEMPLARY BLACK, LATINO OR ASIAN-AMERICAN PROVISIONAL TEACHERS WHO DIDN'T GET THE LETTER OF REASONABLE ASSURANCE THAT JESSICA MENTIONED, THOSE SHOULD BE PEOPLE WHO ARE PLACED IMMEDIATELY IN THE INTERVIEW QUEUE, AT THE FRONT OF IT, FOR AN OPEN POSITION FOR WHICH THEY'RE QUALIFIED.

AND THOSE TEACHERS SHOULD ALSO BE OFFERED THE LETTERS OF COMMITMENT THAT JESSICA MENTIONED.

THIRD, WHEN WE HAVE BLARKS LATINO, ASIAN-AMERICAN TEACHERS WHO ARE EVALUATED AND PROFICIENT OR EXEMPLARY AND HAVE BEEN EXCESS OR CONSIDERED SUITABLE PROFESSIONAL CAPACITY THEY SHOULD BE THE PEOPLE WHO ARE PLACED IN OPEN POSITIONS, AS THEY OPEN UP.

THIS IS HOW WE MAKE SURE THAT WE CAN RETAIN OUR TEACHERS OF COLOR IN THE DISTRICT.

AND ALL OF THOSE STEPS CAN BE DONE WITHOUT CUTTING INTO GYM TEACHER, OR MY KID'S SCHOOL OR ANYBODY'S SCHOOL, ALL RIGHT. IF WE WANTED TO SPEND A LITTLE MONEY AND SPEND IT CORRECTLY, WE COULD ADD STAFF TO BE FULL-TIME RECRUITMENT MANAGERS TO COMPLEMENT THE WORK THAT THE 12 TEACHERS RECRUIT -- 12 TEACHER RECRUITERS ARE DOING IN BPS RIGHT NOW, AND TO SUPPORT YOUR STAFF.

WE COULD ALSO EXPAND THE CAPACITY OF THE MTEL PREP COURSES THAT WE OFFER SO THAT IT'S ACTUALLY REACHING MORE TEACHERS WHO HAVE THAT NEED. NONE OF US ARE SAYING ANY OF THESE PROGRAMS SHOULD STOP. SOME OF THEM ARE NEW, INVENTIVE, AND THINGS THAT SHOULD BE APPLIED.

A LOT OF THEM ARE ALSO BUILT ON THE WORK OF BEAM MEMBERS AND NAACP MEMBERS WHO HELD THESE OFFICES WITHIN AND WITHOUT THE DISTRICT FOR DECADES.

WE'RE SEEING KEEP THOSE GOING BUT IF YOU'RE GOING TO DO THAT, SCALE THEM UP AS WELL AND ADD THESE STEPS.

IT CAN MAKE SURE WE ACTUALLY MOVE THE NEEDLE ON THIS, AS A CITY, FOR ALL OF OUR YOUTH.

>> THANK YOU SO MUCH.

I WANT TO ACKNOWLEDGE THAT I HAVE BEEN JOINED BY -- I THINK I

MENTIONED COUNCILOR CIOMMO
EARLIER, COUNCILOR FLAHERTY WHO
JUST STEPPED OUT.

EDITH?

>> YES.

THANK YOU SO MUCH.

COUNCILOR JANEY AND COUNCILOR
CAMPBELL, THANK YOU SO MUCH FOR,
PARTICULARLY COUNCILOR JANEY
INVITING ME HERE TODAY.

CAN YOU HEAR ME OKAY?

MY NAME IS EDITH AND I'M THE
PRESIDENT OF BLACK EDUCATORS
ALLIANCE OF MASSACHUSETTS, BEAM.
AND I'M DISHEARTENED THAT WE'RE
HAVING THIS CONVERSATION.

I AM A RETIREE OF BOSTON PUBLIC
SCHOOLS.

I WORKED 14 YEARS AS A TEACHER
AND 18 YEARS AS A DISTRICTWIDE
ADMINISTRATOR.

PRIOR TO MY HIRING, I WAS
REJECTED.

SO I HAVE A PERSONAL NARRATIVE
THAT I WANT TO SHARE WITH YOU,
BECAUSE, I WAS TOLD THAT I WAS
NOT QUALIFIED BECAUSE OF A CLASS
ACTION SUIT THAT WAS LAUNCHED, I
WENT BACK THE NEXT YEAR WITHOUT
ANY ADDITIONAL TRAINING, AND WAS
HIRED.

AND IT WAS BECAUSE BLACK
TEACHERS WERE NOT BEING HIRED
THEN.

I HOPE THAT WE CAN CONTINUE TO
MAKE PROGRESS ON THIS ISSUE, AND
STOP HAVING THIS CONVERSATION.
FOR THE PAST FOUR YEARS, BEAM
HAS PARTICIPATED ACTIVELY IN THE
HEARINGS AND THE WORKING
SESSIONS ON TEACHER DIVERSITY
CONDUCTED BY THE EDUCATION
COMMITTEE UNDER LEADERSHIP OF
CITY COUNCILOR TITO JACKSON AND
BEAM WISHES TO THANK THIS
EDUCATIONAL COMMITTEE FOR
CONTINUING TO MAKE TEACHER
DIVERSITY AN IMPORTANT PRIORITY
IN ITS WORK.

THE COMMITTEE HAS PLAYED A MAJOR
ROLE IN MAKING INFORMATION ABOUT
TEACHER DIVERSITY AVAILABLE TO
BOSTON CITIZENS, AND HAS
PROVIDED A FORUM FOR DISCUSSING

BPS AND THE INITIATIVES THAT ARE DESIGNED TO IMPROVE DIVERSITY. WE, AS YOU KNOW, JOIN NINE OTHER ORGANIZATIONS ON BEHALF OF THIS INITIATIVE AND PUBLISHED A REPORT WHICH WE ENCOURAGE AND THANK YOU, BECKY SCHUSTER FOR YOUR FEEDBACK ON OUR RECOMMENDATIONS, WE ENCOURAGE YOU TO TAKE A SECOND LOOK AT BROKEN PROMISES, TEACHER DIVERSITY IN BOSTON PUBLIC SCHOOLS, BECAUSE WE BELIEVE, AS MATT INDICATED, IT DOES OUTLINE SOME CLEAR SOLUTIONS THAT CAN BE IMPLEMENTED, AND IN FACT, HAVE IN THE PAST BEEN IMPLEMENTED SO THAT WE CAN HAVE A REPRESENTATIVE TEACHING FORCE THAT REFLECTS THE DIVERSITY OF OUR STUDENTS, AND OF OUR CITY. BUT RIGHT NOW, WE ARE EXPRESSING OUR COLLECTIVE FRUSTRATION WITH THE LACK OF PROGRESS IN IMPROVING TEACHER DIVERSITY IN BOSTON PUBLIC SCHOOLS OVER THE LAST TEN YEARS.

MATT TALKED ABOUT THE UNFORTUNATE SMALL INCREASES OF ASIAN AND LATINX TEACHERS, AND THERE'S A SUBSTANTIAL DECLINE IN BLACK TEACHERS WITHIN THE DISTRICT.

DURING THE SAME PERIOD STUDENTS AND TEACHERS, AS WE KNOW, OF COLOR, HAVE INCREASED WHILE THE SUPERINTENDENTS AND THE SCHOOL COMMITTEE HAVE REPEATEDLY VOICED COMMITMENT ABOUT IMPROVING DIVERSITY.

HOWEVER, WE FEEL THAT THE LACK OF PROGRESS IN TEACHER DIVERSITY CONTRASTS SHARPLY WITH OTHER RECENT HUMAN CAPITAL INITIATIVES SUCH AS EARLY HIRING, AND MUTUAL CONSENT HIRING, THAT WE CONTEND IS THAT THE MUTUAL CONSENT HIRING HAS TAKEN OUT THE MONITORING OF BLACK TEACHERS WITHIN THE DISTRICT.

WE ALSO WANT TO RESPOND TO THE STATEMENT OF LOOKING AT THE 20 DIVERSITY FOCUS SCHOOLS.

IF, AS THE DISTRICT HAS

CONTENDED IN THE OPENING STATEMENT THAT SYSTEMIC RACISM FORMS A BARRIER TO ONBOARDING TEACHERS OF COLOR AND THIS IS A QUOTE FROM THE SLIDES, AT EVERY PHASE OF THIS PROCESS, THEN WHY NOT INCLUDE ALL SCHOOLS, ALL SCHOOLS NEED TO BE LOOKED AT. ALL PRINCIPALS NEED TO BE HELD ACCOUNTABLE FOR HIRING TEACHERS. SO THIS NEEDS TO BE DONE ACROSS ALL SCHOOLS, NOT JUST 20 SCHOOLS.

IN CONTRAST TO TEACHER DIVERSITY, BPS HAS MADE INITIATIVES SUCH AS THE MUTUAL CONSENT HIRING TOP PRIORITY FOR SCHOOL LEADERS AND HAS SPENT MILLIONS OF DOLLARS TO IMPROVE THEIR SUCCESS.

WE BELIEVE THAT IF LEFT TO THEIR OWN DEVICES, PRINCIPALS WILL NOT HIRE A DIVERSE STAFF, BECAUSE OF THE STATEMENT IN YOUR POWERPOINT, DIVERSITY TRAINING AND ALSO TRAINING ON IMPLICIT BIAS, BUT MORE THAN THAT, THEY NEED TO BE HELD ACCOUNTABLE. WE DON'T BELIEVE THIS SHOULD BE A CONVERSATION, IT NEEDS TO BE POLICY THAT ARE ROOTED IN PRACTICES.

AND IT SHOULDN'T BE A MATTER OF JUST LOOKING AT WHAT'S HAPPENING IN THE SCHOOL.

YOU KNOW, WE HAVE AN OLD SAYING IN EDUCATION, DOESN'T MAKE YOU FATTER.

LOOKING AT THE NUMBERS DOESN'T MAKE THEM INCREASE.

WE NEED TO HAVE REAL, SUSTAINABLE POLICIES THAT WALK THE TALK AND ENFORCE OUR TEACHER DIVERSITY SO THAT OUR STUDENTS HAVE AN OPPORTUNITY TO SEE THEMSELVES REFLECTED IN THE FRONT OF THE CLASSROOM.

BROKEN PROMISES NOT ONLY DETAILS THE STATUS OF TEACHER DIVERSITY IN BPS, BUT THE RECOMMENDATIONS THAT MATT JUST OUTLINED WHICH WE FEEL WILL RAPIDLY AND SUBSTANTIALLY IMPROVE THAT DIVERSITY THAT IS DECLINING AT

THIS TIME.

FOR EXAMPLE, RECOGNIZING PROMISING BPS PIPELINE PROGRAMS, AND RECOMMENDS MAJOR EXPANSION OF THESE PROGRAMS SINCE WE DO KNOW THAT LOCAL UNIVERSITIES HAVE BEEN EXTREMELY SLOW, AND UNSUCCESSFUL IN THE EXPANSION OF THE MTEL -- OF THE TEACHER EDUCATOR PREP PROGRAMS.

SO LET ME TALK A LITTLE BIT ABOUT THAT.

AS PART OF MY ROLE AS MR. ER IN BPS I TAUGHT WITHIN MTEL PROGRAM THE PATHWAYS PROGRAM FOR MORE THAN TEN YEARS.

SO I TAUGHT ALL OF THE SPECIAL EDUCATION COURSES, AND SUPPORTED TEACHERS WHO WERE LOOKING FOR LICENSURE IN SPECIAL ED.

THERE ARE TWO PROBLEMS IN TERMS OF TEACHER DIVERSITY.

BLACK TEACHERS WERE NOT ENROLLED IN THE PROGRAMS, EVEN THOUGH THEY SOUGHT TO BE ENROLLED IN THOSE PROGRAMS.

AND ONCE THEY COMPLETED THE PROGRAMS AND WERE ABLE TO GO AND TEACH WITHIN AN INCLUSION CLASS FOR SPECIAL EDUCATION CLASS, THEY WERE NOT HIRED.

AND MANY OF THEM WENT TO OTHER DISTRICTS.

SO OVER TEN-YEAR PERIOD I PERSONALLY MONITORED THAT BY COACHING, TALKING TO AND SUPPORTING TEACHERS, ALONG THE JOURNEY OF TAKING THE COURSES, COMPLETING THE PROGRAM, GETTING THEIR LICENSURE AND PURSUING A POSITION.

MANY OF THEM WERE NOT HIRED. BUT THE BIGGER PROBLEM IS, THERE WERE BARRIERS TO THEM GETTING INTO THE PROGRAM.

IN TERMS OF THE PIPELINE PROGRAMS FOR STUDENTS, WE KNOW FROM THE RESEARCH, AND MATT TALKED ABOUT IT, THAT IF A BLACK MALE HAS A BLACK TEACHER IN THIRD, FOURTH OR FIFTH GRADE, AND THIS IS A TEN-YEAR RESEARCH STUDY, HIS CHANCES OF COMPLETING HIGH SCHOOL INCREASE BY 39%.

FOR BLACK GIRLS, BLACK FEMALES,
IT IS 29%.

AND THE FACT THAT THEY HAVE
TEACHERS, BLACK TEACHERS, IS AN
INCREDIBLE INCENTIVE FOR THEM
NOT ONLY TO COMPLETE HIGH
SCHOOL, BUT ALSO TO GO TO THESE
TEACHER PREP PROGRAMS AT OUR
COLLEGES AND UNIVERSITIES.

SO WE HAVE TO FRONT-LOAD BY
HAVING ROLE MOD AMS FOR OUR
STUDENTS.

YOU CAN'T BE WHAT YOU DON'T SEE.
IF OUR STUDENTS DO NOT SEE US
REPRESENTING IN THE TEACHER
FORCE WHAT INCENTIVE ARE THEY
GOING TO BE GIVEN IN ORDER TO
PURSUE EDUCATION?

SO I THINK THAT THAT'S -- THAT'S
AN ISSUE THAT SITS WITH BPS, AND
WE HAVE TO START SAYING THAT
IT'S AN EXTERNAL PROBLEM.

WE HAVE TO LOOK AT WHAT WE'VE
DONE IN THE PAST THAT WORKED,
AND EXPAND THOSE PROGRAMS, AND
FOCUS ON THE RESEARCH THAT IS
TELLING US WHAT NEEDS TO HAPPEN
WITH REGARD TO THIS ISSUE.
THE REPORT ALSO RECOMMENDS THE
EXPANSION OF THE MTEL PREP
PROGRAMS.

I ALSO WANT TO TALK A LITTLE BIT
ABOUT BPR BECAUSE --

>> EXCUSE ME, MATT WENT THROUGH
THE REPORT VERY EXTENSIVELY.

>> SURE.

>> BEFORE YOU ARRIVED.

SO IF YOU WOULD JUST WANT TO
WRAP UP WITH SOME CLOSING, I
WANT TO MAKE SURE THAT WE'RE
ABLE TO TAKE PUBLIC TESTIMONY.
WE'VE HAD A BIT OF A SCHEDULING
SNAFU, WHERE THERE'S ANOTHER
HEARING SCHEDULED TO BE HERE.
SO IF YOU COULD WRAP UP WITH
CLOSING I WANT TO MAKE SURE THAT
WE GET --

>> SURE, I JUST WANT TO
HIGHLIGHT A COUPLE OF EXAMPLES.
FOR EXAMPLE, BPR WAS CITED.
BPR WAS A PROGRAM THAT I ALSO
TAUGHT IN FOR OWN TEN YEARS AS
YOU KNOW BPR ONLY RECRUITS NOW I
BELIEVE TEN RESIDENTS PER YEAR.

SO THAT PROGRAM HAS DWINDLED SIGNIFICANTLY.
IT'S A VERY SMALL PROGRAM.
I THINK I WILL END WITH, BY STATING THAT BEING BELIEVED THAT THERE IS A NEED TO IMPROVE TEACHER DIVERSITY.
WE'VE CITED SOME SOLUTIONS.
I WOULD ENCOURAGE YOU TO LOOK AT THOSE SOLUTIONS.
WE ARE HERE, READY AND WILLING TO WORK WITH YOU, AS EDUCATORS WITH EXPERIENCE TO IMPLEMENT THOSE SOLUTIONS, SO THAT WE CAN CLOSE THESE OPPORTUNITY AND ACHIEVEMENT GAPS FOR STUDENTS.
AND AGAIN, I JUST WANT TO EMPHASIZE THE GROWING BODY OF RESEARCH SHOWS THE IMPORTANCE OF TEACHER DIVERSITY AND IMPROVING OPPORTUNITIES, ACHIEVEMENT AND DEVELOPMENT OF TEACHERS OF COLOR.
I WANT TO JUST ALSO END WITH SAYING THAT I SPEAK WITH TEACHERS ON A REGULAR BASIS AND I WANT TO ECHO WHAT JESSICA SAID IN TERMS OF BLACK MALE TEACHERS.
I RECENTLY HAD A CONVERSATION WITH TWO BLACK MALE TEACHERS WHO SAY THEY ARE LEAVING THE DISTRICT BECAUSE OF THE EXTRA RESPONSIBILITY TO BE THE DISCIPLINARIAN AND TO TAKE ON ALL THESE OTHER ROLES.
THESE ARE NEW TEACHERS WHO ARE NOT GETTING THE COACHING AND SUPPORT THAT THEY NEED IN ORDER TO DEVELOP AND LAUNCH THEIR CAREER.
SO WE NEED TO FOCUS ON THE RETENTION OF TEACHERS THROUGH PROFESSIONAL DEVELOPMENT OF TEACHERS.
WE NEED TO LOOK AT SCHOOL CLOSING AND CONSOLIDATIONS WHERE TEACHERS ARE LET GO WHO ARE DOING A GREAT JOB.
AND WE NEED TO HAVE SOME MONITORING AND OVERSIGHT SO THAT THE DISTRICT IS HELD ACCOUNTABLE BECAUSE AT THIS POINT IT'S JUST NOT HAPPENING.
WE NEED TO HAVE A SIGN-OFF TO

ENSURE THAT TEACHERS OF COLOR
ARE NOT ONLY RECRUITED, BUT
THEY'RE ALSO SUPPORTED,
SUSTAINED, AND RETAINED.
THANK YOU SO MUCH.

>> THANK YOU SO MUCH.

AND THIS HAS BEEN A VERY RICH
CONVERSATION.

I REALLY APPRECIATE THE PANEL OF
ADVOCATES, AS WELL AS THE PANEL
FROM BOSTON PUBLIC SCHOOLS.
AND IT'S A CONVERSATION THAT
WE'VE HAD REPEATEDLY.

PEOPLE HAVE ALREADY ACKNOWLEDGED
THAT.

IT'S A CONVERSATION, THOUGH, I
THINK THAT CERTAINLY NEEDS TO
CONTINUE.

AND WOULD LOVE TO KIND OF INVITE
PEOPLE TO STAY ENGAGED THROUGH A
WORKING SESSION IN THE FUTURE.

DO WE HAVE -- IN TERMS OF PUBLIC
TESTIMONY, I'M GOING TO ASK
FOLKS TO KEEP THEIR COMMENTS TO
90 SECONDS.

SO THAT WE CAN BEGIN OUR NEXT
HEARING.

AND -- OR LESS.

AND I APOLOGIZE TO THOSE OF YOU
WHO WERE HERE FOR THE NEXT
HEARING, BUT RIGHT NOW WE'RE
GOING TO JUST FOLLOW TH
THIS.

I KNOW PEOPLE HAVE WAITED
PATIENTLY TO OFFER THEIR
TESTIMONY AND I CERTAINLY WANT
TO GIVE THEM THE OPPORTUNITY TO
DO SO.

IS DAVID MENDEZ HERE?

>> -- AND SO I APOLOGIZE THAT I
NEED TO LEAVE BUT I WILL WATCH
THE REMAINING TESTIMONY ONLINE
WITHOUT A DOUBT, AND IF THERE
ARE QUESTIONS THAT ARE SPECIFIC
TO THE OFFICE OF EQUITY, WE WILL
CERTAINLY RESPOND.

>> ALL RIGHT.

I APPRECIATE THAT.

SO I'M GOING TO -- DAVID, IF YOU
COULD STATE YOUR NAME AND
AFFILIATION FOR THE RECORD.

>> YES MY NAME IS -- CAN YOU
GUYS HEAR ME?

>> I'LL SET MY CLOCK.

>> I'M AN OUTREACH DIRECTOR FOR
EDUCATION FOR EQUITY.
IT'S A TEACHER-RUN NONPROFIT
HERE IN BOSTON.
GOOD AFTERNOON PRESIDENT
CAMPBELL AND CITY COUNCIL THANK
YOU FOR GIVING ME THE
OPPORTUNITY TO SPEAK WITH YOU
TODAY.
AS A FORMER EDUCATOR I'M HERE
TODAY TO SHARE THE IMPACT THAT
THE LACK OF TEACHER DIVERSITY
HAS ON BOTH STUDENTS AND
TEACHERS.
I OFTEN FELT ISOLATED.
NOT ONLY WAS I THE ONLY MALE
TEACHER OF COLOR IN MY BUILDING
I WAS ALSO THE ONLY PERSON WHO
SPOKE ANOTHER LANGUAGE OTHER
THAN ENGLISH, BETWEEN MANY OF
THE SCHOOL POPULATION BEING
HISPANIC.
THE DUTIES -- IN THE CLASSROOM,
THE RESPONSIBILITIES THAT MY
WHITE COLLEAGUES, THAT SERVING
AS A TRANSLATOR OR GO-TO
DISCIPLINARY AND DIVERSITY
EXPERT.
-- TO TRANSLATE DOCUMENTS.
VERY RARELY DID AN EXTRA JOB
INVOLVE MY OWN -- FURTHERMORE MY
COLLEAGUES WOULD OFFER SOME
STUDENTS IN MY CLASSROOM WHEN
THE STUDENTS ACTED UP BECAUSE I
COULD RELATE TO THEM.
OFTEN FINDING OUT MANY ISSUES
ARE ROOTED IN THE CULTURAL
MISUNDERSTANDINGS.
I WOULD THEN HAVE TO TAKE TIME
TO TALK TO MY COLLEAGUES ABOUT
THE INCIDENTS AND HOPE THEY
UNDERSTOOD THE CULTURAL BIASES
WITHOUT CREATING A HOSTILE
RELATIONSHIP WITH THEM.
NOT ONLY DID THIS TAKE UP TIME
THAT I COULD HAVE BEEN USING FOR
STUDENTS, I WAS ALSO PUT IN THE
EXHAUSTING POSITION TO HAVE TO
TEACH MY COLLEAGUES ABOUT THEIR
OWN BIASES.
THESE ADDITIONAL EXPECTATIONS
AND ROLES ARE A TAX THAT
TEACHERS OF COLOR OFTEN PAY
CONTRIBUTING TO HIGHER RATES OF

ATTRITION AMONG TEACHERS OF
COLOR.

A STUDY BY THE UNIVERSITY OF
PENNSYLVANIA FOUND THAT THE
TURNOVER RATE FOR TEACHERS OF
COLOR IS 24% HIGHER THAN IT WAS
FOR WHITE TEACHERS.

LITERALLY CITING THAT STUDENTS
WHEN THEY GO THROUGH THE
EDUCATION SYSTEM ONLY HAVING
MAYBE ONE TEACHER OF COLOR.

-- ALL WHITE SCHOOL LEADERS.
STUDENTS SAW THEMSELVES IN ME
AND OUR SHARED EXPERIENCES,
COLOR AND CULTURAL BACKGROUND --
THAT THEY BE SUCCESSFUL.

>> MR. MENDEZ, IF YOU COULD --
>> I'M NOT ALONE IN MY
EXPERIENCES.

>> THANK YOU.

>> -- TO CELEBRATE TEACHER
APPRECIATION AND TO SPEAK TO
EDUCATORS ABOUT THEIR POLICY
CONCERNS.

AT 12 SCHOOLS TEACHERS
HIGHLIGHTED STAFF DIVERSITY AS
AN ISSUE THAT SHOULD BE
ADDRESSED IN POLICY CHANGE.
AS THE DISTRICT FACES HUGE
DIVERSITY GAP BETWEEN THE
STUDENTS AND EDUCATORS,
CURRENTLY -- [INDISCERNIBLE] 45%
OF STUDENTS SPEAK A LANGUAGE
OTHER THAN ENGLISH.

THE STAFF DIVERSITY WE ALSO LACK
THE LEADERS THAT ARE NECESSARY
TO SUPPORT --

>> MR. MENDEZ, DO YOU HAVE
WRITTEN TESTIMONY THAT YOU COULD
SUBMIT TO US?

>> YES, I DO.

WILL YOU JUST ALLOW ME TO GIVE
MY TESTIMONY FROM ONE OF OUR
TEACHERS?

>> IS THAT PERSON?

I HAVE NEXT --

>> THAT PERSON IS WATCHING RIGHT
NOW.

>> RIGHT.

I HAVE ORVIN MENDEZ NEXT.
ARE YOU HERE?

OKAY, GREAT.

>> THANK YOU FOR YOUR TIME.

>> THANK YOU, I APPRECIATE YOU.

>> COULD YOU STATE YOUR NAME,
AND YOUR AFFILIATION FOR THE
RECORD, PLEASE?

>> GOOD AFTERNOON.

MY NAME IS ALLEN MENDEZ AND I'M
CURRENTLY LEADING THE YOUTH
COMMUNITY OF THE NATIONAL
PROGRAM AND I'M A BPS GRADUATE.
THE LATINX YOUTH HAVE BEEN
PUSHING FOR CULTURAL PROFICIENCY
WITHIN BPS SINCE 2009.

-- TESTIFIED OVER NINE YEARS
ABOUT THE IMPORTANCE OF HAVING A
DIVERSE TEACHING STAFF THAT WAS
REFLECTIVE OF THE STUDENT BODY.
CURRENTLY, 32% OF BPS STUDENTS
ARE LATINO, AND LESS THAN 11% OF
TEACHERS AND ADMINISTRATORS ARE
LATINO.

RESEARCH TELLS US THAT STUDENTS
CAN BENEFIT FROM HAVING TEACHERS
THAT LOOK LIKE THEM.

THE ROLE MODELING HYPOTHESES
STATES THAT STUDENTS MAY BENEFIT
FROM SEEING ADULTS WITH SIMILAR
RACIAL AND ETHNIC BACKGROUNDS IN
A POSITION OF AUTHORITY.

ADDITIONALLY, HAVING LED DIVERSE
TEACHERS CAN BETTER ENSURE THE
CULT -- THE CULTURAL
UNDERSTANDING OF STUDENTS.

I CAN PERSONALLY -- I CAN
PERSONALLY LIKE TALK ABOUT THE
BENEFITS OF A DIVERSE TEACHING
FORCE.

I GREW UP IN THE DOMINICAN
REPUBLIC, AND WHEN I IMMIGRATED
GOING TO THE SAME SCHOOL WITH
THE SAME GROUP OF FRIENDS, SO
MOVING TO THE UNITED STATES WAS
A CULTURAL SHOCK.

AND AT POINT I EVEN STARTED
CRYING DURING CLASS BECAUSE I
WAS SO CONFUSED.

THANKFULLY, I HAD A TEACHER, A
MATH TEACHER AT THE MIDDLE
SCHOOL, SHE UNDERSTOOD.

SHE HAD MOVED TO THE UNITED
STATES FROM PUERTO RICO, AND SHE
WAS -- DURING THAT DIFFICULT
TIME.

I WANT MY STUDENTS TO HAVE THE
SAME KIND OF SUPPORT THAT I GOT
FROM HER.

>> I APPRECIATE YOU MR. MENDEZ.
DO YOU HAVE THAT IN WRITING?
THAT WOULD BE GREAT.
IF WE COULD HAVE IT.
MR. NEAL.
QUICKLY WE'RE GOING TO GIVE THE
PASTOR THE FINAL -- JOSE DO YOU
HAVE SOMETHING IN WRITING THAT
YOU COULD SHUT?
>> WE DIDN'T.
BUT I'D BE GLAD TO WRITE
SOMETHING IF YOU'D RATHER I
WOULD DO THAT?
>> I WOULD LOVE THAT.
AND I'D LOVE FOR YOU TO STAY
ENGAGED.
>> IF WE COULD JUST ANNOUNCE FOR
THE RECORD THE PRESENCE OF THE
BOSTON BRANCH --
>> I WILL DO SO.
JOSE LOPEZ IS HERE, REPRESENTING
THE EDUCATION COMMITTEE OF THE
BOSTON BRANCH OF THE NAACP.
HE IS A BIG PARTNER IN THIS
WORK, AS WELL AS THE NAACP, AND
WILL SUBMIT WRITTEN TESTIMONY AS
WELL AS STAY ENGAGED DURING THE
PROCESS.
I'M GOING TO GO TO MR. NEAL AND
THEN PASTOR YOU'RE GOING TO HAVE
THE FINAL SAY.
AND WHILE I AGAIN I APPRECIATE
PEOPLE'S PATIENCE, THIS IS NOT
AN ISSUE THAT WE CAN BE RUSHED
THROUGH.
SO I APPRECIATE YOUR INDULGENCE
AND YOUR PATIENCE.
MR. NEAL, I'M GOING TO KEEP YOU
TO 90 SECONDS.
THANK YOU.
>> THANK YOU, MY NAME IS MONTY
M-O-N-T-Y KNEEL, N-E-I-L-L.
I'M THE DIRECTOR OF FAIR TEST.
THE MTEL TEST HAS BEEN MENTIONED
A NUMBER OF TIMES TODAY AS AN
OBSTACLE TO GAINING MORE
DIVERSITY IN THE BOSTON PUBLIC
SCHOOLS.
SO I DID A QUICK LOOK.
THERE WAS A REPORT TEN YEARS AGO
WHEN I LOOKED AT THE MOST RECENT
DATA, I HAVE SUFFICIENT COPIES
FOR ALL THE MEMBERS.
THE PASS RATE HAS CLOSED 5 TO 10

PERCENTAGE POINTS BUT REMAINS SIGNIFICANTLY LOWER FOR AFRICAN-AMERICANS, FOR LATINOS, AND FOR ASIANS.

AND EVEN FAR LOWER FOR PEOPLE WHOSE FIRST LANGUAGE IS NOT ENGLISH, SUCH AS SPANISH OR ASIAN LANGUAGES.

NOW BOSTON CITY COUNCIL AND THE BOSTON SCHOOL COMMITTEE CANNOT SOLVE THE PROBLEM OF MTEL BUT YOU CAN ACTIVELY PUSH THE LEGISLATOR AND THE STATE BOARD OF ED TO DO SO.

BECAUSE THE MTEL IS A SIGNIFICANT PROBLEM.

NOT ONLY ARE PEOPLE NOT PASSING THE TEST, BUT WE KNOW ALL OVER THE COUNTRY THAT COLLEGES OF EDUCATION ARE NOT LETTING PEOPLE INTO THE COLLEGES OF EDUCATION UNLESS THEY'VE ALREADY PASSED SIGNIFICANT PARTS OF THE TEST.

SO THE TEST BECOMES A BARRIER, PARTICULARLY TO LOW INCOME, AND YOUTH OF COLOR FROM EVEN ENTERING SCHOOLS OF EDUCATION. SO THAT IS ALSO SOMETHING THAT THE COUNCIL COULD CALL ON THE DEPARTMENT AND THE LEGISLATURE TO INVESTIGATE.

AGAIN, I'M MORE THAN HAPPY TO TALK WITH YOU FURTHER ABOUT THESE QUICK RESEARCH FINDINGS I TURNED OUT.

WE VERY MUCH SUPPORT BROKEN PROMISES, AND THE RECOMMENDATION, AND WOULD BE HAPPY TO HELP YOU ON THIS AND OTHER STANDARDIZED TESTING ISSUES.

THANK YOU.

>> THANK YOU SO MUCH.

REF RIND IF YOU STATE YOUR NAME AND AFFILIATION FOR THE RECORD.

>> 3450I NAME IS REVEREND WILLIE RODDERRICK.

I WILL KEEP MY COMMENTS SHORT. THE MBSA IS A NETWORK OF INDIVIDUAL AND ORGANIZATIONS THAT ARE DESIGNED TO EXAMINE AND ADVOCATE FOR SYSTEMWIDE POLICIES, ORGANIZATIONAL STRUCTURES AND FOR EDUCATIONAL

PRACTICES THAT PROMOTE THE
ACHIEVEMENT AND DEVELOPMENT OF
BLACK STUDENTS IN BOSTON.
ON BEHALF OF THE NETWORK I WANT
TO THANK THIS COUNCIL FOR THEIR
WORK, AND THIS COMMITTEE,
PARTICULARLY COUNCILOR JANEY ARE
FOR WE KNOW THIS IS THE WORK
THAT NEEDS TO BE DONE AND NEEDS
TO BE SPOKEN ABOUT AS IT RELATES
TO DIVERSITY OF TEACHERS HERE IN
BOSTON.

WE WANT TO SAY AND STATE VERY
CLEARLY THAT WE SUPPORT AND WE
HAVE ENDORSED THE BROKEN
PROMISES TEACHER DIVERSITY IN
BOSTON PUBLIC SCHOOLS REPORT AND
WE ARE HERE TO SAY THAT THIS HAS
TO CHANGE.

THAT THESE PARTICULAR NUMBERS
ARE NOT ONLY JARRING, BUT
THEY'RE NOT REPRESENTATIVE OF
WHAT IS NECESSARY TO PUSH OUR
STUDENTS FORWARD AND PROMOTE OUR
CHILDREN TO THE PLACE WHERE THEY
NEED TO BE.

YOU'VE SEEN THE NUMBERS, YOU'VE
DISCUSSED THESE NUMBERS, BUT
WE'VE COME TO SAY THAT THESE
NUMBERS ARE ONLY A FLOOR.

THEY CAN'T BE OUR GOAL.

AND I'M ASKING THIS COUNCIL, I'M
ASKING BPS, I'M ASKING EACH AND
EVERY ONE OF YOU TO ENSURE THAT
WE GO BEYOND JUST MEETING THE
FLOOR, AND ACTUALLY REACH
TOWARDS THE PLACE WHERE WE KNOW
WE CAN BE AS THE CITY OF BOSTON
AND EACH AND EVERY YOUNG PERSON
IN THIS CITY, BECAUSE WE KNOW
THEY DESERVE THE BEST.

AND SO FOR THE SAKE OF BREVITY I
WILL KEEP MY COMMENTS SHORT BUT
I WANT TO LET YOU KNOW THAT I
HAVE A STATEMENT WRITTEN FOR THE
RECORD, AND I'M LOOKING FORWARD
TO WORKING IN COLLABORATION WITH
MANY OF YOU, THIS COUNCIL, WITH
BPS, AND MANY OTHERS IN THE
COMMUNITY SO THAT WE CAN
ACTUALLY CHANGE THESE NUMBERS
AND MAKE BOSTON A BETTER CITY.
THANK YOU.

>> THANK YOU SO MUCH, REVEREND,

AND I WANT TO THANK ALL OF YOU
AGAIN FOR YOUR PARTICIPATION FOR
YOUR ATTENDANCE.

THANK YOU FOR THE WORK THAT
YOU'RE DOING TO PUSH US, TO HOLD
US ACCOUNTABLE, AND TO MOVE THIS
NEEDLE.

THANK YOU FOR THE BPS PANEL, AS
WELL.

WITH THAT BEING SAID, THIS IS A
CONVERSATION THAT NEEDS TO
CONTINUE.

I LOOK FORWARD TO DOING SO, AND
WORKING SESSIONS, THIS HEARING
IS NOW ADJOURNED.