EQUITY INITIATIVES IN SAINT LOUIS PUBLIC SCHOOLS
HUMAN RESOURCES DEPARTMENT
Spring 2019
HIGH-LEVEL EQUITY WORK IN SLPS

- District Strategic Planning Committee
- Leadership Team in Schusterman Foundation’s Equity by Design Cohort and DESE ESSA Leadership Learning Community
- School Leadership and District Leadership in Culturally-Responsive and Equity Training
- Department-Specific Equity Initiatives
RECRUITMENT OFFICE: BACKGROUND

Hiring Needs
- SLPS must hire 350-400 teachers annually
- 70 separations summer 2018
- 60 current teacher vacancies

Demographics
- African American teacher representation in SLPS is declining by 1-2% each year
- 57% White, 40% African American, 3% Other

Retention
- Overall: 79%;
- First-year teachers: 65%
- African American teachers: 82%
- White teachers: 77%
Equity Priority #1

- Students have teachers who represent their backgrounds.

Equity Priority #2

- Historically-underperforming and “hard-to-staff” schools have high-quality teachers.
PRIORITY #1 STRATEGIES: REPRESENTATIVE TEACHERS

Cross-Departmental Strategic Planning Committee
- Priorities: 1. Pathways 2. Retention and 3. Culturally-Responsive Schools
- Currently conducting empathy interviews with students and teachers

Retention Data Analysis and Training
- Retention data and tools shared with principal supervisors
- Principals trained in “stay conversations”

Expansion of Pipelines for Targeted Areas and Diversity
- Building certification programming for internal non-certificated employees
- Building stronger external partnerships to source diverse candidates
EXPANSION OF PIPELINES

- St. Louis Teacher Residency
- MEGA Tutoring
- International Recruitment
- Teach For America
- Traditional Certification Program
- Traditional University (including HBCUs)
- Grow Your Own (pending)
- Micro-Credential Accelerated Certification (pending)
Traditional Teacher Certification
Lindenwood University

Residency-Based Teacher Certification
St. Louis Teacher Residency

Accelerated Teacher Certification
BloomBoard – [pending]

Licensure Exam Tutoring
University Instructors

Externally-Sourced Initial Certification
Teach For America

Total Number of Teachers Annually

10
20
20
25
20

95 Teachers

Trained in SLPS schools

From St. Louis

Diverse

Internal

Aligned to SLPS need
PRIORITY #2: EQUITABLE STAFFING SUPPORTS

Pre-Hire Cohort

- Launched in January 2018 for approximately 20 hard-to-staff schools

- **Supports received:**
  - Priority access to all incoming teacher candidates
  - Ability to “pre-hire” 3-5 teachers
  - Recruitment Team facilitates interviews

- **Results to date:**
  - Vacancy gap between pre-hire cohort and District average closed
  - Pre-hire cohort reduced average number of vacancies by 50%
  - 2019 pre-hire cohort has already selected 35 teachers for 2019-2020 positions
<table>
<thead>
<tr>
<th>School</th>
<th>17-18 Retention</th>
<th>17-18 Number of Separations</th>
<th>First Day of School Vacancies 2 Yr. Average (16-17: 17-18)</th>
<th>4 Yr. Annual Separation Average (13-14: 16-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bryan Hill Elementary</td>
<td>50.00%</td>
<td>8.5</td>
<td>4.5</td>
<td>4.4</td>
</tr>
<tr>
<td>Jefferson Elementary</td>
<td>56.41%</td>
<td>8.5</td>
<td>3</td>
<td>5.2</td>
</tr>
<tr>
<td>Herzog Elementary</td>
<td>56.52%</td>
<td>10</td>
<td>1.5</td>
<td>4.8</td>
</tr>
<tr>
<td>Adams Elementary School</td>
<td>60.00%</td>
<td>8</td>
<td>1</td>
<td>4.2</td>
</tr>
<tr>
<td>Hamilton Elementary</td>
<td>60.87%</td>
<td>9</td>
<td>2</td>
<td>9.6</td>
</tr>
<tr>
<td>Ashland Elementary</td>
<td>65.22%</td>
<td>8</td>
<td>3</td>
<td>7.6</td>
</tr>
<tr>
<td>Farragut Elementary</td>
<td>70.68%</td>
<td>3.9</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Meramec Elementary</td>
<td>73.68%</td>
<td>4</td>
<td>1</td>
<td>4.6</td>
</tr>
<tr>
<td>Lyon Acad Basic Inst</td>
<td>75.41%</td>
<td>7.5</td>
<td>3</td>
<td>8.2</td>
</tr>
<tr>
<td>Walbridge Elementary</td>
<td>78.83%</td>
<td>4</td>
<td>2.5</td>
<td>2.4</td>
</tr>
<tr>
<td>Bertha Gilkey Pamoja @ Cole</td>
<td>80.00%</td>
<td>5</td>
<td>3.5</td>
<td>5.6</td>
</tr>
<tr>
<td>Columbia Elementary</td>
<td>80.00%</td>
<td>4</td>
<td>2.5</td>
<td>2.6</td>
</tr>
<tr>
<td>Mullanphy ILC Elementary</td>
<td>88.71%</td>
<td>5</td>
<td>3</td>
<td>9.6</td>
</tr>
</tbody>
</table>
CHALLENGES

- Funding for pipelines
- Traditional teacher preparation programs not aligned to need
- Historically Black Colleges and University teacher quantity
- Comprehensive retention system (i.e. differentiated compensation system and leadership opportunities)
- Attracting highest-quality candidates to highest-need schools
RECOMMENDATIONS/REQUESTS FOR SUPPORT

- Expand alternative routes to certification
- Re-examine MEGA exam requirement
- Provide grants for District-sponsored certification pipelines
- Support traditional teacher preparation programs in recruiting a more representative cohort of future teachers
- Support traditional teacher preparation programs in preparing more candidates for an urban teaching environment
Teacher Recruitment and Retention
According to research conducted by the Learning Policy Institute (2016), there is an increasing disparity in teacher supply and demand nationwide.

The teacher shortage is attributed to 4 main factors:

- A decline in teacher preparation program enrollments
- Districts efforts to achieve lower student-teacher ratios
- Increasing (K-12) student enrollment
- Higher teacher attrition
# Classroom Teacher
## Years of Experience in KCPS

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th># of Teachers (2016-2017)</th>
<th>% of Teachers (2016-2017)</th>
<th># of Teachers (2017-2018)</th>
<th>% of Teachers (2017-2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
<td>634</td>
<td>56%</td>
<td>613</td>
<td>60%</td>
</tr>
<tr>
<td>6-10 years</td>
<td>56</td>
<td>5%</td>
<td>85</td>
<td>8.3%</td>
</tr>
<tr>
<td>11-15 years</td>
<td>117</td>
<td>10%</td>
<td>88</td>
<td>8.6%</td>
</tr>
<tr>
<td>16-20 years</td>
<td>92</td>
<td>8%</td>
<td>72</td>
<td>7.1%</td>
</tr>
<tr>
<td>21-25 years</td>
<td>81</td>
<td>7%</td>
<td>67</td>
<td>6.5%</td>
</tr>
<tr>
<td>26-30 years</td>
<td>89</td>
<td>7.9%</td>
<td>53</td>
<td>5.2%</td>
</tr>
<tr>
<td>31-35 years</td>
<td>40</td>
<td>3.6%</td>
<td>34</td>
<td>3.3%</td>
</tr>
<tr>
<td>36-40 years</td>
<td>9</td>
<td>.8%</td>
<td>4</td>
<td>.4%</td>
</tr>
<tr>
<td>41-45 years</td>
<td>3</td>
<td>.3%</td>
<td>4</td>
<td>.4%</td>
</tr>
<tr>
<td>45-50 years</td>
<td>1</td>
<td>.09%</td>
<td>1</td>
<td>.1%</td>
</tr>
</tbody>
</table>
“Teacher diversity in K-12 classrooms is a problem for school districts across the country. Although people of color constitute more than one-third of the U.S. labor force, less than 20 percent of teachers identify as people of color.”

*Revisiting the Persistent Teacher Diversity Problem,*
*Center for American Progress, 2017*
# Student-Teacher Diversity

## State Date

(Center for American Progress)

<table>
<thead>
<tr>
<th>State</th>
<th>Year</th>
<th>share of students of color</th>
<th>share of teachers of color</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>2015-2016</td>
<td>44%</td>
<td>21%</td>
</tr>
<tr>
<td>Colorado</td>
<td>2015-2016</td>
<td>46%</td>
<td>12%</td>
</tr>
<tr>
<td>Florida</td>
<td>2015-2016</td>
<td>61%</td>
<td>42%</td>
</tr>
<tr>
<td>Illinois</td>
<td>2015-2016</td>
<td>51%</td>
<td>17%</td>
</tr>
<tr>
<td>Kentucky</td>
<td>2015-2016</td>
<td>21%</td>
<td>5%</td>
</tr>
<tr>
<td>New Jersey</td>
<td>2015-2016</td>
<td>54%</td>
<td>15%</td>
</tr>
<tr>
<td>Washington</td>
<td>2015-2016</td>
<td>44%</td>
<td>10%</td>
</tr>
<tr>
<td>Missouri</td>
<td>2015-2016</td>
<td>27%</td>
<td>7%</td>
</tr>
<tr>
<td>KCPS</td>
<td>2015-2016</td>
<td>91%</td>
<td>33%</td>
</tr>
</tbody>
</table>
Student-Teacher Demographic Data

**STUDENT ETHNICITY**
- Am Indian / AK Native: 10%
- Asian / Pac. Islander: 2%
- Black: 27%
- Hispanic: 0%
- Multi-Racial: 4%

**TEACHER ETHNICITY**
- Am Indian/AK Native: 0%
- Asian / Pac. Islander: 2%
- Black: 28%
- Hispanic: 7%
- Multi-Racial: 0%
- White: 62.6%
## Recruitment / Retention Challenges

### Student-Teacher Demographic Data

<table>
<thead>
<tr>
<th>Year</th>
<th>% Students of Color</th>
<th>% Teachers of Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>91%</td>
<td>33%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>91%</td>
<td>35%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>90%</td>
<td>37%</td>
</tr>
</tbody>
</table>
### KCPS Classroom Teacher Retention Rate

<table>
<thead>
<tr>
<th>School Year</th>
<th>Total number of classroom teachers</th>
<th>Total Number of teachers who departed</th>
<th>Retention rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>SY 2014-15</td>
<td>993</td>
<td>164</td>
<td>83.48%</td>
</tr>
<tr>
<td>SY 2015-16</td>
<td>1005</td>
<td>145</td>
<td>85.57%</td>
</tr>
<tr>
<td>SY 2016-17</td>
<td>1031</td>
<td>197*</td>
<td>80.89%</td>
</tr>
</tbody>
</table>

*$20,000 retirement incentive offered
The Kansas City Public Schools Board of Education affirms in our actions that each student in our school system can, will and shall learn, and that it is the responsibility of the school district to provide each student the necessary supports to achieve his or her highest potential.

Strategic Plan – Pillar C – Priority 7

Attract, develop, and retain diverse, effective personnel at all levels
KCPS Recruitment Strategies

- 42 University Recruitment/Teacher Interview Days
  (Truman State, UMKC, NWMSU, UCM, KU, MU, MSSU, MNU, Avila, Pittsburg, K-State, Missouri Western, Washburn, Rockhurst, Park, Emporia, University of Nebraska, Iowa State, University of Arkansas, Minnesota Education Fair, Howard University, University of New Mexico, Harris Stowe, Alabama State, Lincoln University, Southern Mississippi, Oklahoma State)

- KCPS Job Fair (Feb. 3rd)
  - 149 certified candidates attended
  - 25 Contracts were issued to blue card recipients
  - 15 letters have been signed and returned
  - Principal-teacher match event (April 5th)
KCPS Recruitment Strategies

- Hiring for hard to fill subjects (Science, Math, ELL, Sped)

- Strategic Outreach: Recruitment for teachers of color (still adding to our schedule)
  - Howard University
  - Alabama State University
  - Harris Stowe State University
  - Lincoln University of Missouri
  - University of New Mexico
KCPS Recruitment Strategies

- Key Partnerships
  - TFA (7) - Carver(1), East(4), Whittier(1), Banneker(1)
  - KCTR (12) - Garcia(1), Northeast(4), Rogers(4), Troost(2), SEHS(1)
  - MU Fellows (2) - Gladstone(1), Hale Cook(1)
  - UMKC (student teachers)

- Grow Your Own Initiative (Ed Prep Program)
  - 7 students currently enrolled at Manual Tech

- More Competitive Compensation
KCPS Retention Strategies

- All new teachers receive a mentor within their school (Arranged by Curriculum and Instruction in partnership with the school Principal)
- Revised onboarding process (began July 2017)
  - (to include KCPS priorities: Cultural Competency, Equity in Practice and Trauma-Informed Care and a 2nd day curriculum-dive for teachers only)
  - July 2018- 2nd day Principal/district leader orientation
- Quarterly “Teacher Check-Ins” designed to touch bases and hear from 1st year teachers.
- Annual Employee Recognition & Service Awards Ceremony
- Teacher/Principal of the Year Ceremony
- KCPS Intramural Days
Recommendations and Request for Support

1. Look at how Kansas is able to recruit non-traditional teachers.
2. Ability to compensate teachers in hard to fill areas at a higher rate than others and those at more challenge schools.
3. Alternative certification routes for non-traditional professionals that are more affordable and accessible.
4. College money and requirements to support recruitment and retention of graduates of minority teachers.
5. Level playing field with charters on CBA agreement requirements.
6. Required coursework/student teachers assignments in urban classroom management