

Date: January 5, 2016

To: Maria Geryk

From: Rachel Bowen

RE: Human Resources Annual Staff Report

As of October 1, 2015, there were 122 staff of color in the Amherst-Pelham, Amherst Public and Pelham Public School Districts. On October 1, 2014 there were 121 staff of color, which represents an increase of 1 staff. The total number of contracted staff in 2014 were 654, the total number of staff in 2015 were 635, a decrease of 19 staff. The recruitment and retention of a diverse representation of highly qualified educators remains at the forefront of district goals. The Office of Human Resources continued to focus on recruitment and retention initiatives during the 2014-2015 school year, with emphasis in the Spring 2015 recruitment and contract renewal season.

Data contained in this report was obtained from the Massachusetts Department of Elementary and Secondary Education (ESE) and district data sources. The data reflects the period from October 1, 2014 through September 30, 2015. During this twelve month period 78 contracted staff members were hired and 100 contracted staff members left the district. Additional information about both groups is included in the report. The report also includes an update on the work of the Office of Human Resources over the past year as well as plans for the current school year.

The Office for Human Resources focused on initiatives directly relevant to Superintendent Geryk's vision for our schools. Our work "includes a commitment to continual improvement, informed reflection, and the collection and analysis of data". The role of human resources is to provide support to the faculty, staff, students, parents/guardians and community members of The Schools of Amherst. We are committed to "attract and retain excellent educators who can provide a challenging, relevant and cohesive curriculum that serves the needs of our diverse students".

FY15- Summary Student/Staff Data

As of October 1, 2014, Students of Color represents 43.5% (+.5% since 2013) of the total K-12 student population, while the percentage of Staff of Color in all job categories is 17.8%. The breakdown by district is as follows:

Amherst	18.2% Staff of Color
Pelham	7.8% Staff of Color
Region	16.1% Staff of Color

FY 15 Applicant Profile

The following chart represents the employment applicant pool breakdown by race for the period of October 1, 2014 through September 30, 2015.

School Year 2015-2016 Applicant Pool by Race/Ethnicity	Number of Applicants	Percentage of Applicants
Asian	35	3.7%
African American	24	2.6%
Latino/a	76	8.2%
Native American	0	0%
Multiracial	19	2.0%
White	639	68.7%
Native Hawaiian or Other Pacific Islander	0	0%
Undeclared by applicant	137	14.7%
Total Applicants	930	100.0%

Hiring Data- October 1, 2014 through September 30, 2015

Our data reflects the periods from October 1st of one year to September 30th of the following year which means that some of the hiring and terminations/resignations below occurred during the prior school year. The districts hired a total of 78 contracted staff between October 1, 2014 and September 30, 2015.

Race/Ethnicity	Total Number of New Hires	Percentage of Total New Hires
Asian	2	2.6%
Latino/a	9	11.5%
African American	11	14.0%
White	56	72%
Total	78	100%

FY15 Comparison of Staff and Students of Color

A comparison of Staff of Color with Students of Color shows that these students currently comprise 43.5% (+.5% over 2014) of the district wide student body while Staff of Color comprise 16.2% (+.06% over 2014) of the current contracted staff. Approximately 45 staff are employed in more than one of our three districts, creating a disparate effect on the district wide totals. The following is a total head count by district:

FY 15	Total Staff Head Count	Staff of Color	% Staff of Color
Amherst	308	56	18.2%
Pelham	64	5	7.8%
Region	298	48	16.1%
Total	670	109	16.2%

Further breakdown by employment collective bargaining agreement or employment group follows:

FY 15 Bargaining Unit	Employment Group	Staff of Color	White	Total Group	Staff Of Color % (Change) FY 14
AFSCME	Maintenance/Custodial/ Transportation	12	35	47	25.5%
APAA	Administrator/Asst. Prin./Program Directors	2	5	7	28.6%
APEA-A	Teachers	48	297	345	13.9%
APEA-B	Clerical/Administrative Asst.	6	30	36	16.7%
APEA-C	Paraeducator	41	125	166	24.7%
Non-Unit	Administration+ Administration Support	13	21	34	38.2%
Total		122 (19.2%)	513 (80.8%)	635	

FY 15 Amherst Regional High School Honors Level Teacher Assignments

At the Amherst Regional High School in the current trimester there are 57 honors classes being taught. Of these 57 classes, 10 (17.5%) are being taught by Teachers of Color. There are 7 Teacher of Color teaching these 10 classes.

Professional Teacher Status Analysis

Teachers who hold a valid ESE license and who successfully complete three continuous of employment in the district, are awarded professional teacher status, commonly referred to as tenure, on the first day of their fourth year of employment in the district. There are 286 teachers in the three districts. 231 hold professional teacher status. Of the 55 who do not hold PTS, 10 are Teachers of Color.

Racial Composition of Students/Staff – Nine-Year Summary Comparison

Students of Color in Amherst comprise the majority of students in the district for a second consecutive year. Based on historical data, the percentage of Students of Color will continue to increase and the percentage of Students of the Global Majority, who currently comprise less than 50% of the student body, will decrease. Students of Color in Region have increased by 7% over the past nine years. The percentage of Students of Color in both Amherst and Pelham has increased by 3% over the same time period. As of October 1, 2015, the percentage of Students of Color in the district is as follows:

2015-2016	Students of Color
Amherst	51.6%
Region	38.0%
Pelham	20.0%

	Students of Color		Staff of Color		Students of Color	Staff of Color
	Amherst	Region	Amherst	Region	Pelham	Pelham
2008	48%	31.6%	21%	14%	16.7%	0%
2009	48.8%	32.8%	21%	14.6%	13.7%	0%
2010	47%	35.3%	19%	14.5%	16.8%	0%
2011	47.7%	36.1%	18.5%	15.0%	20.0%	0%
2012	47.8%	36.7%	18.4%	15.3%	22.8%	0%
2013	49.3%	37.4%	16.3%	15.8%	23.7%	4.3%
2014	50.3%	39.4%	18.3%	17.5%	26.0%	9.5%
2015	51.6%	38.8%	18.5%	18.6%	20.0%	12.9%
2016	51.6%	38.0%	18.2%	16.1%	20.0%	7.8%

The following chart represents the FY16 percentages, by

building, of Students of Color and Teachers of Color:

Building	Students of Color	Teachers of Color
CF	55.0% (+6%)	10.7% (-3.6%)
FR	51.1% (-1.1%)	5.7% (-3.7%)
WW	49.0 (+2.5%)	20% (+6.2%)
PEL	20.0% (-3.7%)	7.8% (-1.3%)
MS	39.3% (+1.1%)	17.5% (+6%)
HS	38.5 (+2%)	15.7% (+1.9%)

October 1, 2011 – September 30, 2015 – Staff Exit Information

The goal of the Office of Human Resources is to obtain Staff Exit data from all contracted employees who leave our districts. School districts are required to report a single general reason for the resignation, retirement or employment termination of all professional staff to ESE on an annual basis. More comprehensive responses to the Staff Exit survey are used by school administrators and others to better understand the reasons staff leave the districts. During the four-year period from October 1, 2011 through September 30, 2015, 357 contracted staff members left our employ. 100 staff members left the districts between October 1, 2014 and September 31, 2015. Please note that temporary staff in positions such as coaches, tutors and substitutes are not reflected above and are not officially tracked due to the amount of natural turnover in these positions.

The following chart breaks down exiting staff by race and exit reason over this four year period:

	Career Change/ Advance ment	Other Position in Education (PK-12 or Postsecondary)	Retired	Non-Performance resulting in Termination or Resignation	Position Eliminated/ Layoff	Relocation	Personal (Includes death, family needs)	Total
White	36	73	75	47	10	12	31	284 (79.5%)
Black	5	6	5	3	0	2	5	26 (7.3%)
Asian	5	3	2	4	1	2	0	17 (4.7%)
Latino	8	4	4	6	0	0	5	27(7.6%)
Native American/ Hawaiian	2	0	0	0	0	1	0	3 (.01%)
	56 (15.7%)	86 (24%)	86 (24%)	60 (16.8%)	11 (3%)	17 (4.7%)	41 (11.5%)	357 (100.0%)

The following chart breaks down exiting staff by race and employment group over this four year period:

	Administrators (Non-unit or APAA)	Teachers (Unit A)	Clerical (Unit B)	Paraeducators (Unit C)	Custodial/Maintenance (AFSCME)	Total
White	12	139	6	115	12	284 (79.5%)
Black	1	7	0	17	1	26 (7.3%)
Asian	1	9	1	5	1	17 (4.8%)
Latino	1	9	3	14	0	27 (7.6%)
Native American/ Hawaiian	0	3	0	0	0	3 (.01%)
	15 (4.2%)	167 (46.8%)	10 (2.8%)	151 (42.3%)	14 (3.9%)	357 (100.0%)

Recruitment and Retention:

The districts recruit Teachers of Color through participation in career fairs, personal references, strategic online and print media advertising, followed by other personal contact. Beginning in May 2015, we expanded the distribution of employment opportunity notices by distributing the notices to all staff. Staff members are encouraged to share notices with their professional and personal communities. The response from staff to this initiative has been very positive. We will continue to expand the distribution of employment opportunities through local colleges, universities and other networks. Key employment opportunities are also posted on the Town of Amherst employment opportunities webpage.

The in-district “Grow Your Own” Special Education license program has 24 participants, 8 are staff of color. The program is held after-school and there is no cost to participants. Staff members remain fully employed while enrolled in the program. Participants have access to no cost MTEL (teacher licensure tests) preparation programs through our partnership with Mount Holyoke College. No or reduced cost undergraduate and graduate credits are available to participants through agreements with the University of Massachusetts and Mount

Holyoke College. Four of the first cohort participants were hired as teachers for the current school year. One of the four hires is a Teacher of Color.

The Office of Human Resources provided recruitment leadership for two key positions in the Family Center. The district successfully recruited two outstanding Persons of the Color to the positions of Out of Time School Coordinator and Family Outreach Counselor.

Due to our continuing increase in non-English speaking students, both Spanish and Chinese speakers, we advertise all of our employment positions with a statement addressing our preference for bilingual/bi-cultural applicants. When an applicant self-identifies as being proficient in a language other than English, a bilingual staff member who is fluent in the identified second language is assigned to the interview. This bilingual interview team member is assigned a set of questions to ask the interviewee in the identified second language. This team member is responsible for assessing the proficiency of the applicant. During the 2015-2016 hiring season, 21% of new hires in all job categories were bilingual hires.

With the support of key administrators, the Office of Human Resources led the way to rewrite our employment application and interview questions. Both now focus now on demonstrated practices of inclusion and academic achievement. Our standard application essay questions were revised in order to achieve this goal by asking applicants to provide specific examples of “how have you” demonstrated inclusion and fostered the academic achievement growth of all students instead of asking “how would you” do the same.

The retention of highly qualified staff is in the best interest of all students. In the 2014-2015 school-year, newly hired staff of color were vulnerable to reduction in force notification as the district faced significant budget cuts at the secondary level, grades 7-12. Through early retirement incentives and reassignment of existing staff within areas of educator licensure, the district was able to renew contracts for five teachers of color projected to be laid off, and re-hire two Paraeducators of Color as teachers beginning on August 31, 2015.

All applicants for pre-practicum and internship opportunities for aspiring teachers and other service providers such as school psychologists, speech language pathologists and counselors, are required to submit online applications for placement. A total of 67 applications were evaluated and screened by the Office of Human Resources from October 1, 2014 through September 30, 2015. This practice has served to strengthen relationships with our educator preparation partners throughout the region. We use the applicant pool and online application platform as a pool of as a recruitment source. The applicant pool is open to all aspiring educators, which serves to provide access to larger pools of students who may fall outside a traditional educator preparation program route, or do not have access to a qualified higher education academic advisor or placement advocate.

Teacher Orientation/Induction/Mentorship

Our negotiated Unit A contract provides for two additional, unpaid days at the start of the school year to acclimate new teachers to our district. These New Teacher Orientation days, planned by the Office of Teaching and Learning under the direction of Assistant Superintendent Michael Morris as well as building principals, are used to introduce new teachers to the vision, mission, and goals of the district; to get to know building-based and district administrators; and to provide training in district procedures. This two-day training provides a foundation for getting new staff members positioned well for beginning their employment with the district. In addition, it provides a venue to make strong connections with other new peers as a cohort of staff members who offer great contributions to our students.

During the first year of employment, teachers are assigned a mentor by the Office of Teaching and Learning. Mentors receive a stipend, participate in an orientation session, and are provided written guidelines to support establishment of an ongoing relationship and to support their mentee.

Throughout a teacher's first two years, they are required to participate in an Induction Program. This formal, structured program is conducted during the school year and focuses on planning, teaching, and creating a culture and environment conducive for learning. Through the induction program, teachers new to our district, form and work in collaborative, professional learning communities. Using protocols to support teacher collaboration, teachers explore texts together, learn from looking at student work, and bring dilemmas in their practice to the group for feedback. In addition, teachers work with the new MA Curriculum Frameworks, increase and enhance effective family communication, learn about the Educator Evaluation Model and district initiatives such as PBIS and RTI.

Year 2 of the Induction program focuses in depth on the district's commitment to equity and social justice. Participants learn about this integral part of district work using the definition of equity from Dr. Rossi Ray-Taylor: "Equity has grown to be defined as student access to the system (desegregation); participation in the system (integration) and benefit from the system (achievement outcomes and goal attainment)." New teachers learn how social justice intersects with fundamental instructional practices. Monica Hall, Director of Diversity and Equity directs Year 2 of the Induction program.

Development and Succession Planning

Rachel Bowen, Assistant Director of Human Resources, is serving as a member of the administration negotiating teams for successor agreements for Units A, B, C and AFSCME. She is the designated HR representative on the team, supported by Kathryn Mazur, Director of Human Resources. Jennifer Ortiz, Benefits Specialist, in partnership with the Town of Amherst is working with our Health Care Trust Fund advisors on Affordable Care Act mandates and other employee benefits and health care related matters. Damany Gordon, HR Specialist provides support to all of our staff in the area of general employment matters and serves as a back-up to both Ms. Bowen and Ms. Ortiz. The HR staff is well positioned to support proposed reconfiguration plans in the coming year and beyond.

Strategic Plans for Special Educator Recruitment:

The number of special education teachers expected to retire from our district in the next 1-4 years continues to be significant. Of the total 115 staff members who are currently eligible or who will become eligible to retire in the period 28% (32) of which are Special Educators, School Psychologists, School Adjustment Counselors, Occupational and Speech Therapists, and Therapeutic Teachers. We also have an increased demand for Special Educators and for those who hold two or more licenses, one of which is a Special Education license. In order to address expected retirements and the increase in demand and competition for highly qualified special educators, we targeted our 2015 Special Educator recruitment efforts in an early and comprehensive recruitment marketing campaign which began in January 2015. The results were impressive. We increased the number of qualified applicants in specialized position applicant pools by up to 400%, from an average of four applicants in 2014 to more than 40 qualified applicants in 2015. Many applicants were dual license holders, and experienced in multiple disciplines.

Our plan for the 2016 recruitment season is to expand on our successful efforts of 2015. We will continue to seek dual licensed Special Education applicants with particular interest in bilingual and bi-cultural applicants.