



Oak Park Elementary  
School District 97

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## Recruitment and Hiring Review: Findings and Recommendations

*December, 2018*

# Thank You!

## Alma Advisory Group would like to thank the following people for their support of the Oak Park Recruitment and Hiring Review:

- **Laurie Campbell and Carrie Kamm**, for their combined leadership and stewardship of this process, as well as their commitment to this work going forward. Specifically:
  - Laurie and her team for their commitment to continuous improvement within HR, willingness to examine current practices, and persistence in working through challenges in gathering data
  - Carrie for her willingness to engage around tough questions, and her commitment to pushing equity work forward
- **Principals, teachers, community members, union leaders, and central office leaders**, for sharing their candid insights through interviews and focus groups
- **Dr. Carol Kelley**, for her unwavering support for this work

# Purpose and Approach

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# Recruitment and hiring strategies aimed at helping D97 attract and keep effective teachers of color are most powerful when they are aligned with the district's vision

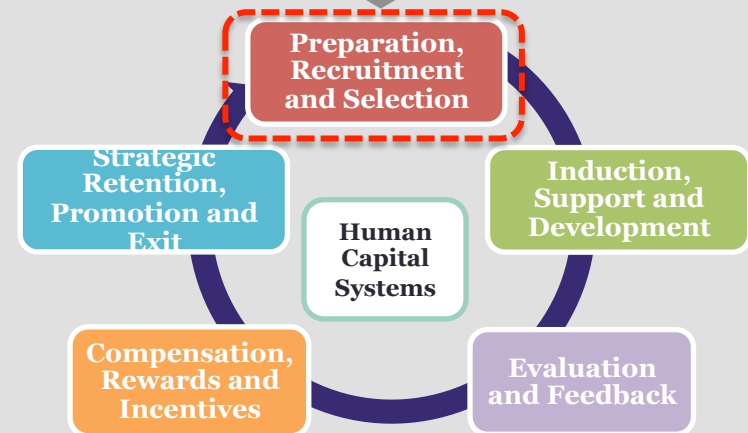
1. To understand the role of HR, the Alma team seeks **first to understand the district's vision for student achievement and equity**, and how employees support that vision.

District's Vision and Stated Expectations for Student Achievement and Equity

Clear Definition of Performance Expectations

2. Today, our presentation is focused on **teacher recruitment & hiring**:

- Is D97 hiring teachers of color?
- How can the district recruit and hire more candidates of color?
- What work is already underway?



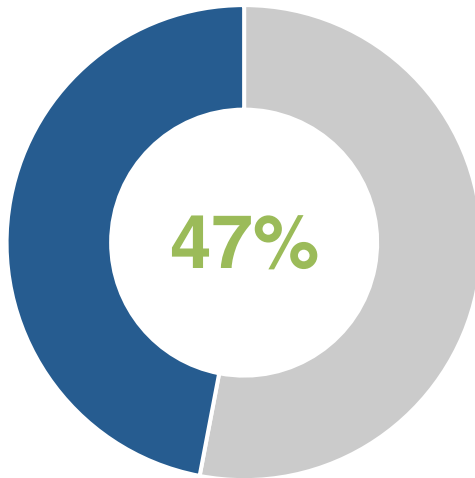
## Review Methodology Overview

In gathering information for this report, Alma carried out the following activities:

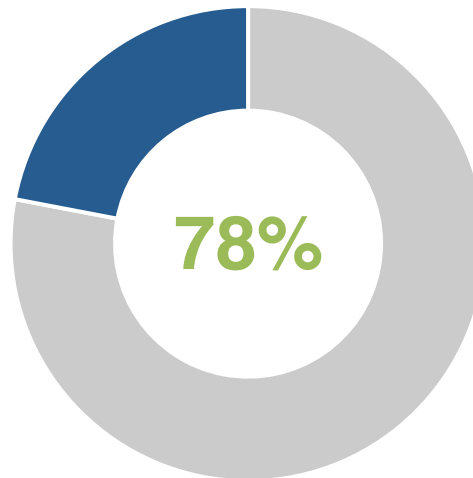
- Completed two site visit, which included:
  - **Interviews with D97 Senior Oak Park leadership:** Senior Director of Equity, Assistant Superintendent for Human Resources, HR staff, Senior Director of Policy, Planning and Communication, Senior Director of Special Education, and the Chief Academic and Accountability Officer
  - **Interviews with other stakeholders:** OPTA Leadership, board member
  - **Focus groups with:** D97 principals, newly hired teachers, the Diversity Council, and an external stakeholders focus group representing several community groups
- Reviewed district data and reports
- Conducted external research to benchmark the district in national hiring and diversity employment trends



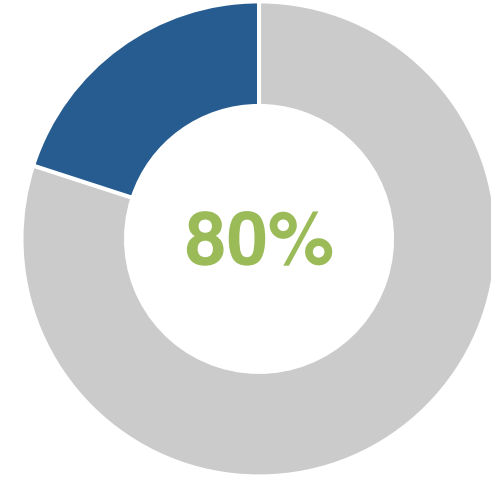
# Oak Park is home to people of many different racial and ethnic backgrounds, but the teacher force is primarily white



of Oak Park's students are students of color



of Oak Park's teachers are White



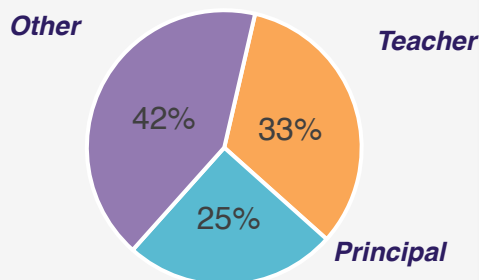
of teachers, nationwide, are White

Source: Oak Park HR Data; NCES report, 2015-16

# Research shows that high quality, diverse teachers are essential to student learning

## Teacher quality has a direct and significant impact on student learning

### *School-based Factors Impacting Student Achievement*



One third of a school's impact on student achievement is attributable to teacher effectiveness.<sup>1</sup>

Research shows that one third of a school's impact on student achievement is attributable to teacher effectiveness.<sup>1</sup>

- Teachers have a lasting impact on students' life outcomes: Students are more likely to go to college and gain approximately \$39,000 in lifetime income from having an above average teacher in a single grade.<sup>2</sup>

New research is also shows that diverse teachers benefit all students (see appendix for additional details)

- A landmark New York University study found that students felt more motivated and supported by their Black and Latino teachers.<sup>4</sup>

1. Marzano, Waters & McNulty. "School leadership that works: From research to results." Association for Supervision and Curriculum Development (2005)

2. Chetty, Friedman, and Rockoff. Measuring the Impacts of Teachers II: Teacher Value-Added and Student Outcomes in Adulthood, American Economic Review 2014. An above average teacher is defined as one standard deviation improvement in teacher Value Added.

3. Cherng and Haplin. "The Importance of Minority Teachers: Student Perceptions of Minority Versus White Teachers." Educational Researcher (2016); Notes: report analyzed data from the 2009-2010 school year of the Measure of Effective Teaching study.

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## **Executive summary**

Purpose of the assessment & Alma's approach

Background: Why is this work important?

Recruiting and hiring: Findings, recommendations & actions already underway

- Overall trends
- Applications
- Recruiting and Hiring Process
- Timing of Hiring

Appendix

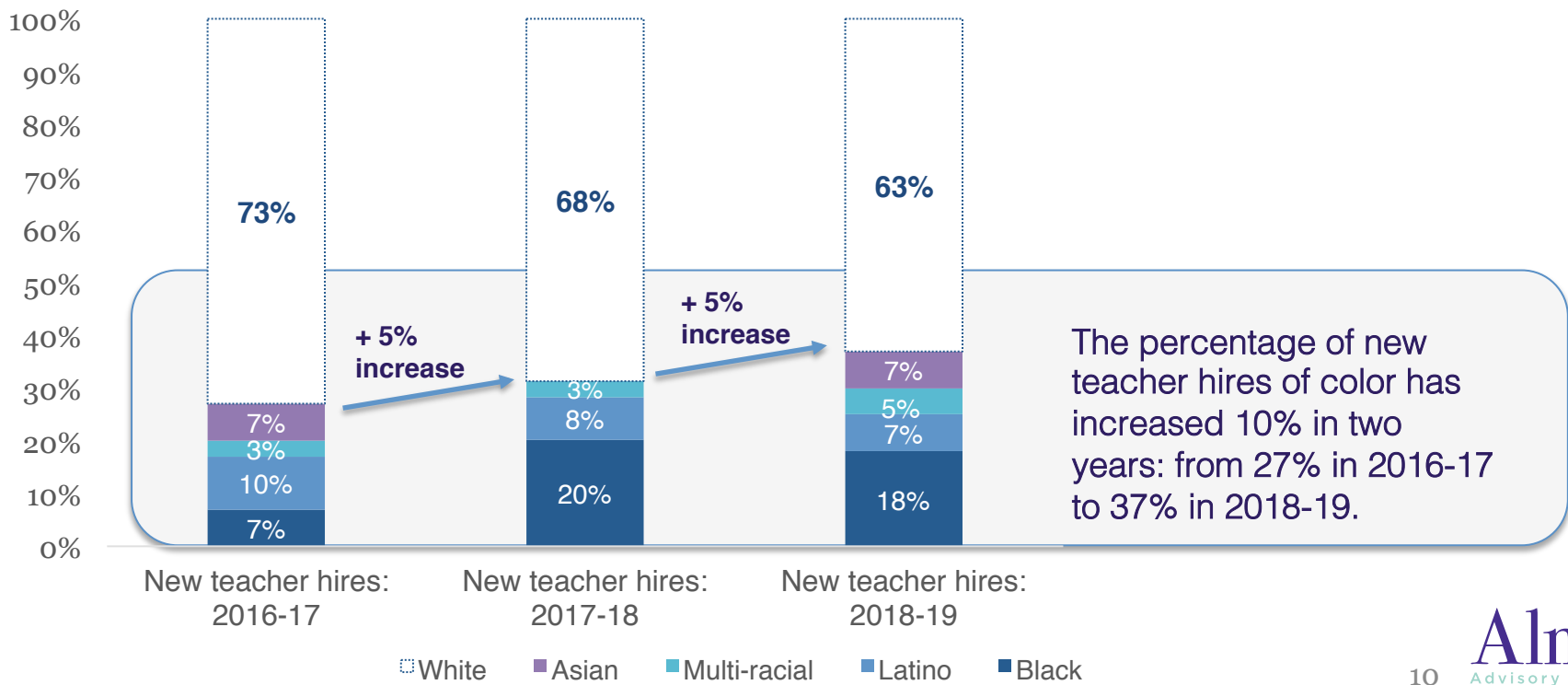


## Recruiting and Hiring:

*Findings, recommendations and actions underway*

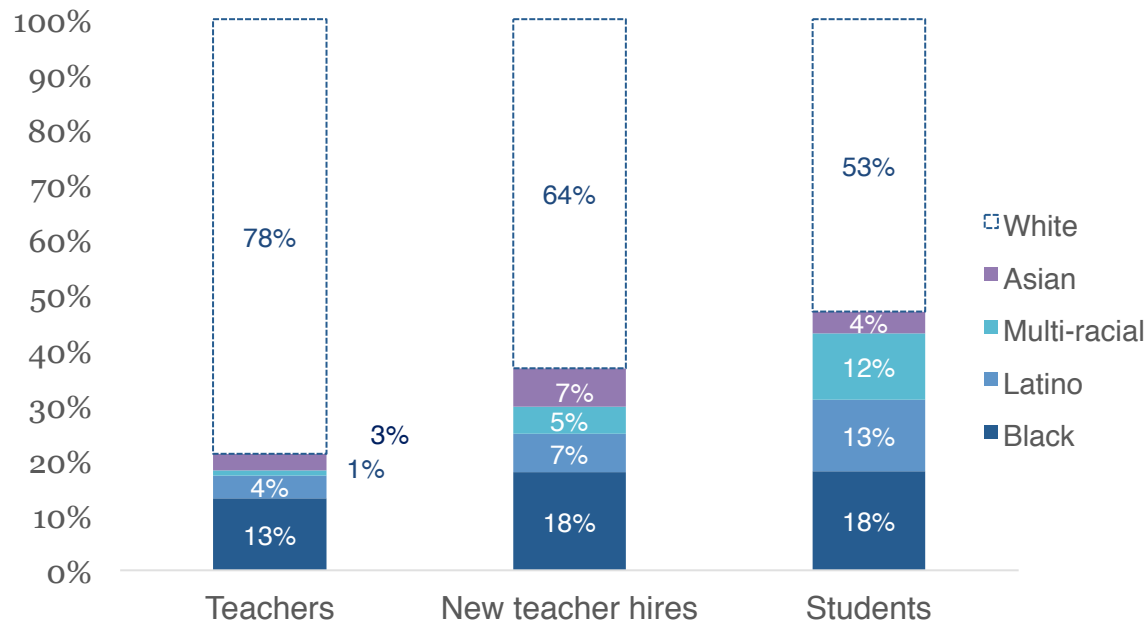
# Over the last few years, Oak Park has hired more teachers of color

Demographics of new teacher hires, 2016-17 through 2018-19



# However, the diversity of new hires doesn't reflect the demographics of Oak Park students

Demographics of teachers, new teacher hires, and students



- All people of color are underrepresented among teachers compared to students.
- Latino and multi-racial teachers are particularly under-represented: only 5% of teachers are from these groups, compared to 25% of students.
- This year's new hires are more racially diverse than the current teaching staff, but not as diverse as the student body.

Source: Oak Park HR Data

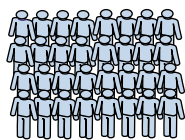
# Finding #1: Oak Park attracts more than enough applicants overall, including many applicants of color, but the applicant pool is primarily white

**59 new teachers hired this year**



*Each year, Oak Park hires 30+ new teachers. These teachers will shape the talent and diversity of the workforce for years to come.*

**Over 1,000 applied**



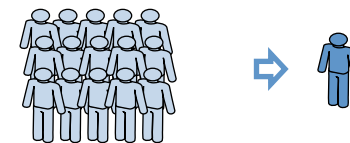
*Oak Park received 1,055 new applications this year. This provides principals with many applicants to choose from for most non-shortage positions.*

**Including 3.5 applicants of color/vacancy**



*There are enough applicants of color to allow Oak Park to fill many positions with teachers of color.*

**And 15 white applicants/vacancy**



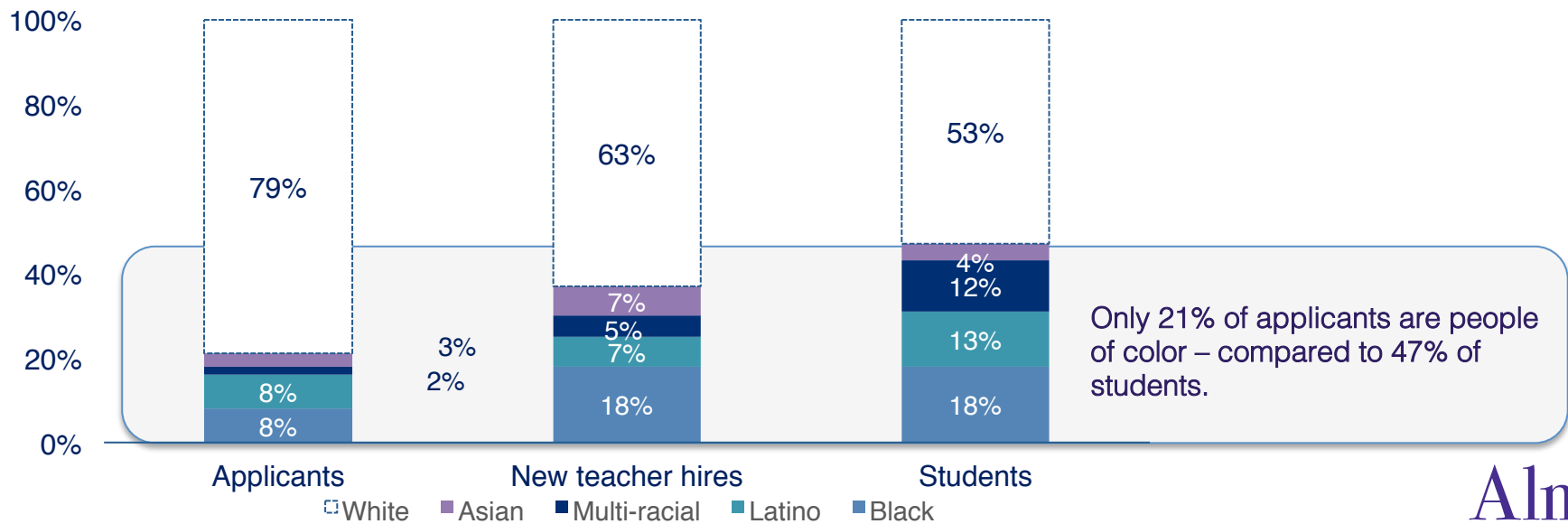
*This means 80% of applicants are white, which poses a challenge in significantly increasing the percentage of teachers of color hired.*

Source: Applitrack data – of note, data only includes applicants on whom we have race or ethnicity data.

## Recommendation: To increasing the number of teachers of color hired, start by increasing the diversity of the applicant pool

**It will be challenging to increase the number of teachers of color hired if there is not an increase of applicants of color**

Demographics of applicants, new teacher hires, and students, 2018-19



Source: Oak Park HR Data

## Recommendation: Expand on recruiting efforts in Oak Park that encourage teachers of color to apply



**Oak Park generates many local applicants, a third of whom are candidates of color, indicating a strong local reputation which can be expanded on**

110 teacher applicants were from Oak Park

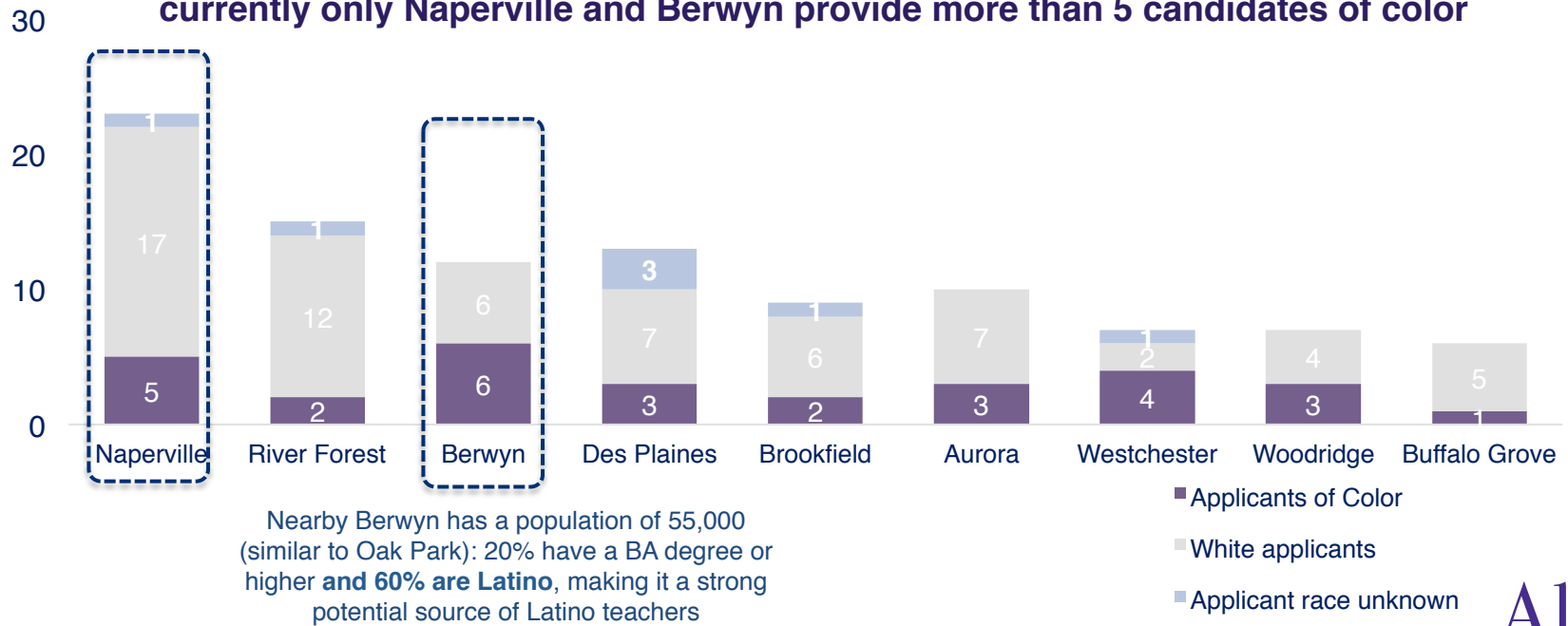
- Oak Park is the second largest source of its own teacher applicants, after Chicago.
- 33% of applicants were people of color, making Oak Park the second largest source of applicants of color. This rate is similar to the population of Oak Park overall.

- This indicates that Oak Park Elementary School District 97 has a strong local reputation among residents, including residents of color.
- The district has worked with the community to encourage applicants of color to apply.

*Could such efforts/results be replicated in nearby communities that have high populations of people of color?*

# Recommendation: Conduct more-targeted recruitment efforts in surrounding cities

Outside of Chicago and Oak Park, few cities provide a large number of applicants of color, indicating a need for more targeted recruitment efforts in diverse nearby areas: currently only Naperville and Berwyn provide more than 5 candidates of color



Source: Applitrack data

## Recommendation: Focus recruiting efforts on the handful of schools that provide a significant number of applicants of color

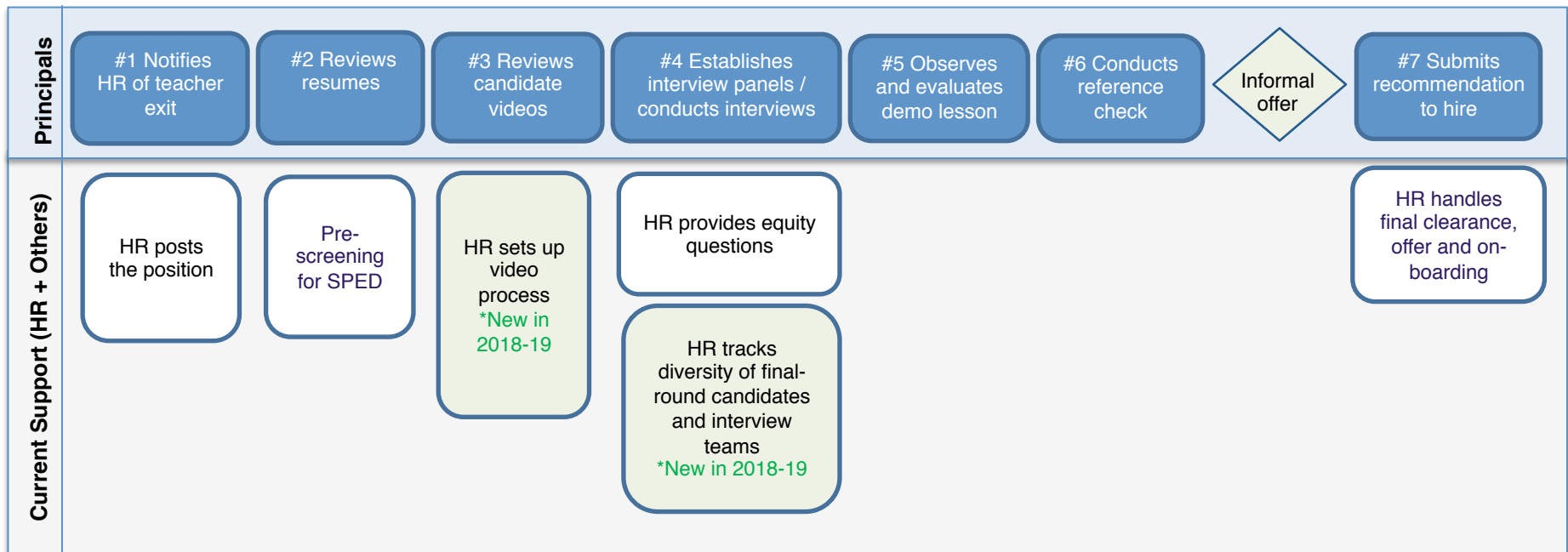
School	Total applicants	Applicants of Color	Asian	Black	Latino	Multi-racial
Concordia University, IL	68	26 (38%)	2	16	7	1
DePaul University, IL	47	10 (21%)	1	5	1	3
Northeastern Illinois University, IL	33	7 (21%)	1	4	1	1
University of Illinois, Chicago, IL	29	8 (28%)	1	4	2	1
Indiana University, Bloomington, IN	23	3 (13%)	0	0	3	0
Illinois State University, Normal, IL	19	4 (21%)	0	0	2	2
National Louis University, Chicago, IL	19	7 (37%)	0	5	1	1
Northern Illinois University, IL	18	5 (28%)	0	4	1	0
Dominican University, IL	18	5 (28%)	0	2	1	2
University of Wisconsin, Madison, WI	16	7 (44%)	1	3	2	1
Chicago State University, IL	15	7 (47%)	0	4	2	1

Source: D97 Applicant Data – note the that applicants could list multiple institutions



## Finding #2: Oak Park uses a consistent, well-defined hiring process and principals use the tools provided by HR

### Hiring process flow for new instructional hires



## **Recommendation:** Continue to enhance the tools and support provided to principals during the hiring process

Principals are currently using a combination of questions provided by HR and their own questions and making their own assessments of candidates. The district should work with principals to develop additional tools to use during the hiring process, including:

1. Descriptions of competencies needed for new teachers
2. Interview questions aligned to competencies and evaluation tools
3. Hiring “look-fors” for each stage of the process
4. Rubrics to assess candidates against the competencies
  - Consistent rubrics ensure that the strongest candidates are hired and relieve principals of needing to develop their own tools. (School leaders could select and modify questions to meet their school’s specific needs.)

### **What are the benefits of a competency-based process?**

- Focuses on the skills the district cares most about: Not based on gut or impression
- Allows candidate to demonstrate skills
- **Greater equity and objectivity**
- More transparent
- Legally sound

**Recommendation:** Create systems to ensure that high-priority applicants – those in shortage areas and applicants of color – are a top priority

**A candidate management system should differentiate and track candidates to ensure that strong candidates do not fall through the cracks**

**Oak Park receives 3.5 applicants of color per vacancy – it is key that the strongest applicants remain engaged**



**Differentiation**

- Identify strong shortage areas candidates and candidates of color
- Identify candidates' motivations and barriers through key conversations
- Increase candidate touchpoints to address motivations and barriers

**Tracking:**

- Track candidate touchpoints more rigorously to ensure candidates get frequent and differentiated communication
- At the end of the process, manage applicants who could have multiple offers

## Recommendation: Build on current efforts to ensure that hiring committees and final round interviewees are diverse

### Work to date

This year, Oak Park began manually tracking the number of candidates of color interviewed, as well as the number of people of color on the interview team.

- Most of the interview processes recorded included at least one candidate of color and at least one interviewer of color

### Recommendations

- Automate the process so that 100% of interview processes are captured (underway)
- Work towards all interview teams including **at least one person of color**
- Provide principals with strong candidates of color, with the goal of **at least one and preferably two or more strong candidates** of color making it to the final interview

### Relevant research

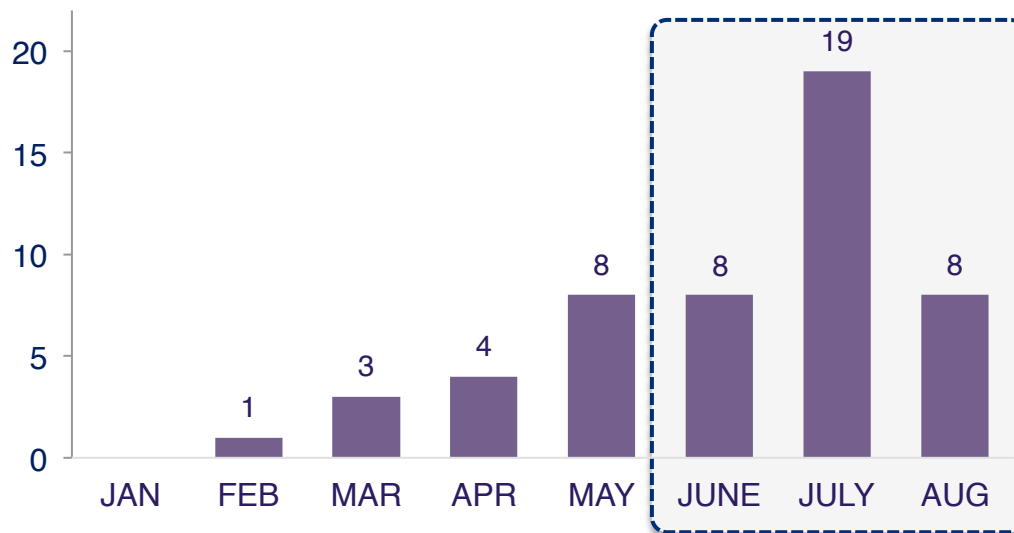
Emerging research shows that **candidates of color have dramatically better chances of getting hired when there are two or more candidates of color in the finalist pool**. Researchers hypothesize that “standing alone makes them stand out as different, tripping unconscious bias”

*“The odds of hiring a minority were **193 times greater** if there were at least two minority candidates in the finalist pool.”*

*University of Colorado Researchers*

## Finding #3: This year, Oak Park posted the majority of teacher positions over the summer

2018-19 Teacher vacancies, by month posted



Two out of three teacher vacancies – 68% – were posted over the summer

- Late posting and hiring means that Oak Park is missing out on some of the strongest candidates, particularly strong candidates of color. These candidates are often hired in the spring or earlier.
- Oak Park HR is aware of this and is actively taking steps to post vacancies earlier for the 2019-20 SY, and move up hiring timelines.

Source: Applicant data pull as of Nov. 2018. Does not include posting or applications from September and October

# Recommendation: Move hiring timelines up to early to mid spring

## Benefits of early hiring

Access to high-quality candidates and more candidates of color who are in high demand

Prevent the summer scramble for high-quality candidates

Help quickly identify high-quality candidates for better candidate management

## Actions underway

Oak Park has set a goal of filling all known vacancies before the end of the school year. To this end, HR is:

- Working with principals to forecast vacancies – meetings are now underway.
- Working with the leadership team to move budgeting decisions impacting teacher hires to March.
- Encouraging principals to post positions and review applications early.

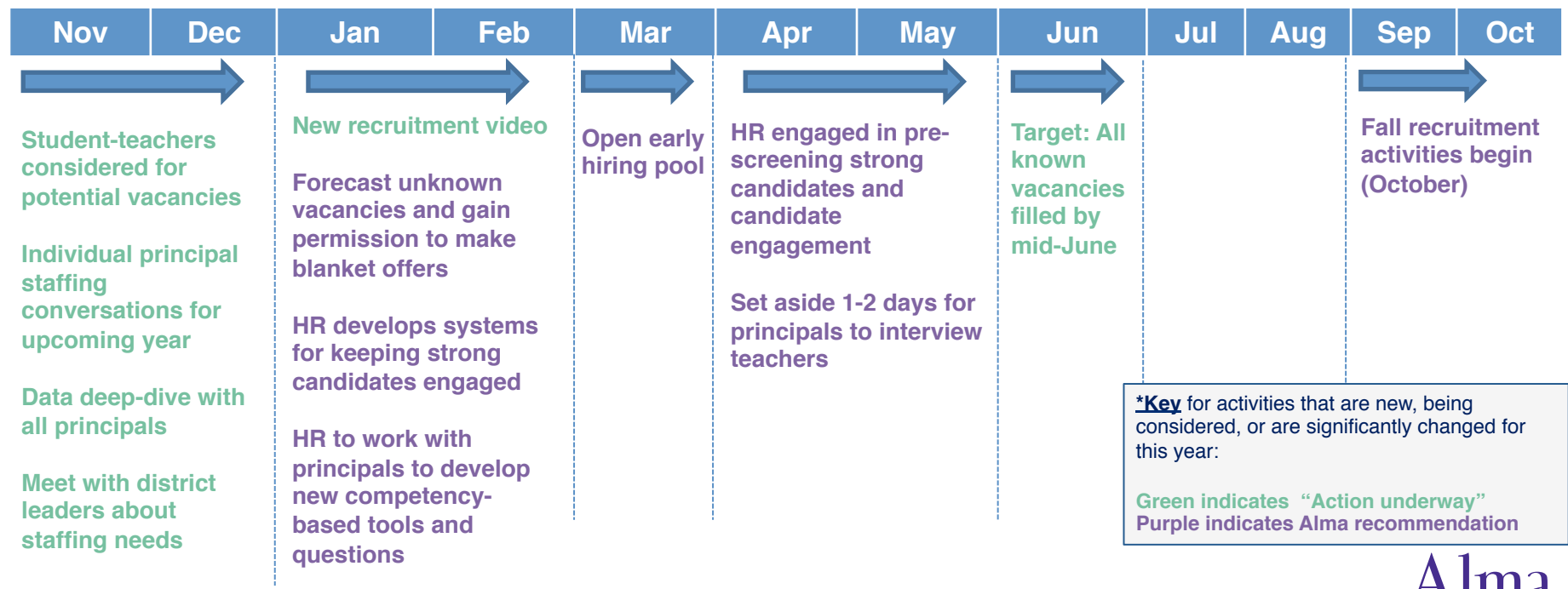
## Recommendations

Work to further move timeline up to early to mid-spring (or even winter) to hire the best candidates:

- Don't wait for teacher resignations before posting and hiring – open up applicant pools and use forecasting tools to allow the district to make offers before all exits are confirmed.
- HR pre-screens candidates so that principals can quickly interview strong candidates
- Set aside 1-2 days in the spring for principal interviewing to ensure earlier offers are made

# Bringing several recommendations together, Oak Park can develop a robust recruiting and hiring calendar

## Draft D97 recruitment and hiring year-at-a-glance: New and Alma-recommended activities



**\*Key** for activities that are new, being considered, or are significantly changed for this year:  
 Green indicates "Action underway"  
 Purple indicates Alma recommendation

*Existing hire activities included in the appendix*



# Questions & Comments?

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# Thank You!

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# Appendix

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## About Alma

Alma Advisory Group, LLC (Alma) is a consulting firm with the mission of fostering the culture, people, and practices that enable staff to do their best, teams to do great work, and organizations to accomplish outstanding results. Alma was launched in September 2016.

- We partner closely with our clients to first understand their unique context, and the conditions that affect their ability to ensure the success of their staff.
- Then we work in collaboration with our clients to chart a path to solving their most pressing human capital needs, building the capacity in-house to lead and continue to strengthen their work beyond our time with them.
- Our practice areas include: talent management assessment, talent strategy design, implementation, team capacity-building, diversity, equity and inclusion, leadership pipeline, support and supervision, and executive search.
- Alma works with districts nationwide, and has worked to help many districts recruit, hire and retain great teachers and school leaders. Our clients in this work have included: Madison Metropolitan School District\*, Guilford County Schools\*, Shelby County Schools, Oakland Unified Schools and Highline Public School

*\*Notes a specific focus on diversity, equity and inclusion*

## Greater racial diversity in the teaching profession has positive impacts on student experiences and outcomes

- Students report feeling more motivated and supported by their Black and Latino teachers (Chemo and Haplin, 2016)
- Students have more favorable perceptions of Black and Latino teachers compared to their perceptions of White teachers (Raudenbush and Jean, 2014)
- Black elementary students taught by Black teachers score higher on math tests compared to Black students taught by non-Black teachers (Dee, 2004)
- Teachers of color typically have higher expectations for students of color compared to White teachers (Fox, 2015)
- Black teachers are more likely to see the potential of students of color (Gershenson et al., 2015)
- Teachers of color tend to provide more and better instructional support to students of color compared to White teachers (Casteel, 1998)
- Black early elementary students taught by Black teachers are less likely to drop out of high school and more likely to take a college entrance exam (Gershenson et al., 2017)
- All students are less likely to be disciplined when taught by a Black teacher (Gershenson et al., 2017)

In addition to the positive impacts on students, greater staff diversity benefits the district as a whole. **More diverse organizations tend to make better decisions:** “Diversity of informed views enables objections and alternatives to be explored more efficiently and solutions to emerge more readily and be adopted with greater confidence” (Hunt, Layton and Prince, 2015).

# Given the proximity and diversity of Chicago, Oak Park could increase the number of high-quality applicants of color from Chicago

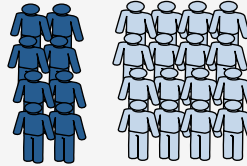
287

Applicants from Chicago

Chicago is Oak Park's biggest source of applicants, contributing 287, or 27% of the total of applicants this year

1 in 3

Applicants of Oak Park's diverse applicants are from Chicago



Chicago is also Oak Park's largest source of applicants of color – almost 1/3 of applicants of color come from Chicago

60%

46%

22%

Diversity of Chicago

Diversity of CPS teachers

Diversity of applicants from Chicago

**However**, only 22% of applicants from Chicago are people of color, compared to 60% of the total population, and 46% of CPS teachers

This indicates that Oak Park may not be maximizing the diversity of Chicago applicants

# Oak Park recruitment and hiring calendar: existing activities

## Draft D97 Recruitment and Retention Year-At-A-Glance

