

Affirmative Action: 2008 Annual Report



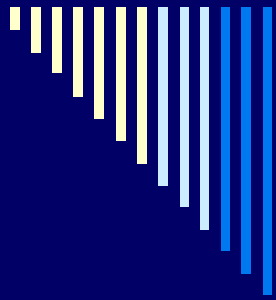
Cambridge Public Schools
Presented to the Cambridge School Committee
September 2, 2008

Progress

- For SY 08-09, as of 8/25/08 measurable progress has been made in several Affirmative Action categories, continuing an upward trend. Persons of color represent:
 - 27% of new teacher hires
 - 47% of new classroom teacher hires
 - 43% of new administrative hires
 - 27% of newly hired and internally promoted administrators.

- Additionally, percentage increases have occurred in 6 of 9 EEO-5 employment categories over the previous school year.





SY 08-09 New Hire Data

2008/2009 NEW HIRES

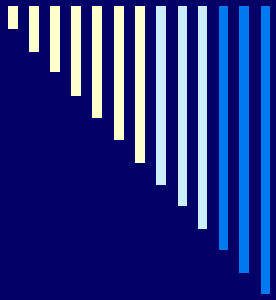
	Total	Asian/Pacific Islander	Black/African American	Hispanic/ Latino	Native American	No. Minority	% Minority	White	Percent White
Officials/Administrators	5	1		1		2	40%	3	60%
Principals	1							1	100%
Assistant Principals/Deans	1			1		1	100%	0	0%
Teachers	99	11	8	7	1	27	27%	72	73%
Instructional Aides	12	1	2			3	25%	9	75%
Total	118	13	10	9	1	33	28%	85	72%

2008/2009 ADMINISTRATIVE APPOINTMENTS

Includes new hires, internal promotions, acting positions)

	Total	Asian/Pacific Islander	Black/African American	Hispanic/ Latino	Native American	No. Minority	% Minority	White	Percent White
Officials/Administrators	5	1		1		2	40%	3	60%
Principals	2							2	100%
Assistant Principals/Deans	4			1		1	25%	3	75%
Total	11	1		2		3	27%	8	73%





SY 08-09 Minority Teacher Hires by Teaching Category

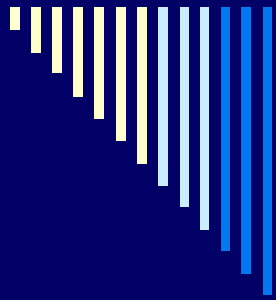
Elementary / Secondary	Total Hires	No. Minority	% Minority
Elementary Classroom	31	15	48%
Elementary Specialists	14	3	21%
Elementary Sped	28	3	11%
HS Classroom	7	3	43%
HS Specialists	14	2	14%
HS Sped	5	1	20%
Total	99	27	27%

Combined Elementary / Secondary	Total Hires	No. Minority	% Minority
All Classroom Teachers	38	18	47%
All Specialists	28	5	18%
All Sped	33	4	12%
Total	99	27	27%

By Ethnicity / Gender



	Number	GENDER	
		Female	Male
Asian / Pacific Islander	11	9	2
Black / African American	8	6	2
Hispanic/ Latino	7	3	4
Native American	1	1	
Total	27	19	8
Percent		70%	30%

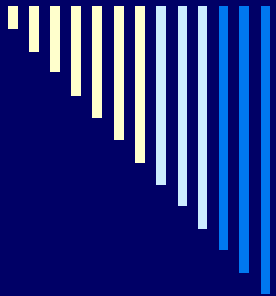


Staff Diversity: Trending *Up*

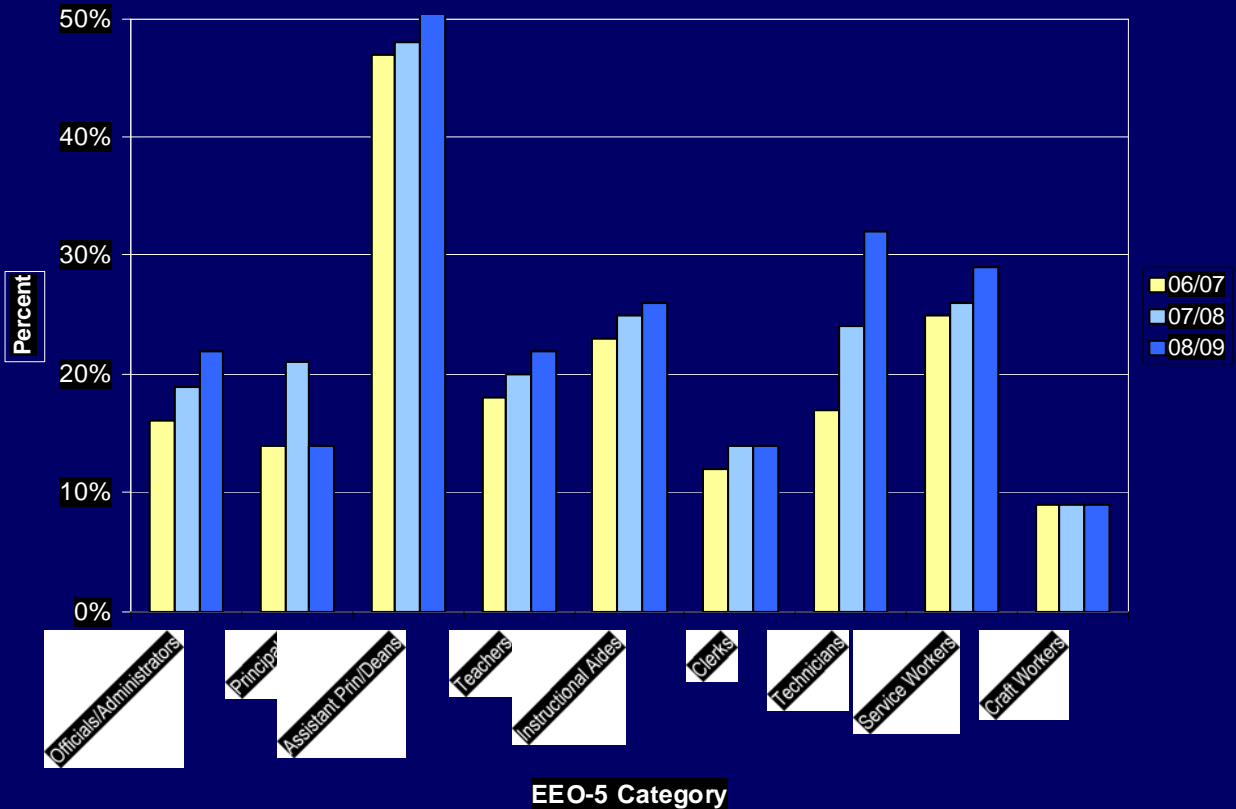


- New hires this year have resulted in improvements in total staff percentages in 6 of 9 EEO-5 employment categories. The three-year trend is as follows:

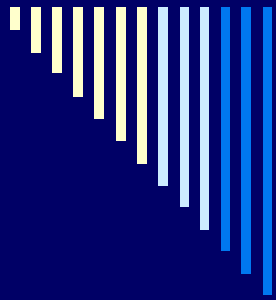
	<u>06/07</u>	<u>07/08</u>	<u>08/09</u>
□ Officials/Administrators:	16%	19%	22%
□ Principals:	14%	21%	14%
□ Assistant Principals/Deans:	47%	48%	52%
□ Teachers:	18%	20%	22%
□ Instructional Aides:	23%	25%	26%
□ Clerks:	12%	14%	14%
□ Technicians:	17%	24%	32%
□ Service Workers:	25%	26%	29%
□ Craft Workers:	9%	9%	9% (No attrition)



EEO-5 3-Year Employment Trend



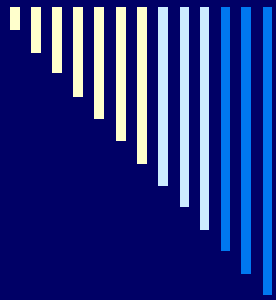
AA Goal: 25%



Factors Contributing to Gains in Increased Staff Diversity

- ❑ The “*good news*” about Cambridge is spreading
- ❑ Commitment from the top
- ❑ Goal ownership by principals
- ❑ Steady focus on accountability and progress.
- ❑ Continuous review.
- ❑ Extensive, year round recruitment & networking with direct principal involvement
- ❑ Early job offers
- ❑ Enhanced tech support & customized software

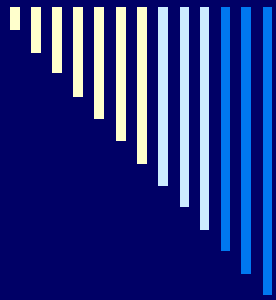




....Additional Factors Contributing to Increased Staff Diversity

- ❑ Principals are provided with progress reports reflecting the level of diversity achieved among each school's staff.
- ❑ Progress towards attaining Affirmative Action goals is considered in evaluating each principals performance.
- ❑ Every hiring recommendation reviewed for:
 - Candidate quality
 - Certification
 - Diversity among the applicant pool for each position.
 - Diversity among candidates selected for interview for each position.
 - Diversity among interview committee members.





Initiatives to Support Diverse Staff Recruitment & Retention

❑ CPS Aspiring Leaders Administrative Internship (AIP)

8 CPS teachers have completed internships over past 3 years, with 2 teachers of color (25%) being appointed to administrative positions within CPS.

❑ Teacher of Color Network (TOC)

The TOC Network provides a forum where diverse staff members from across the district come together for professional development, social, and networking activities. Events during 07-08 included discussion of international travel professional development opportunities in China and South Africa, a reception at the Mayor's Office, and an end-of-the year social.

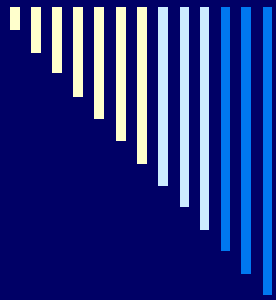
❑ Cambridge In-District Licensure Program (CLIP)

Supports teachers in moving from preliminary to initial teacher licensure/certification.

❑ New Teach for America Partnership (TFA)

This new partnership is anticipated to provide an additional source of diverse, committed teacher candidates as TFA opens its new Boston site.





Current Affirmative Action Issues

- Passage of the MTELEs required for Massachusetts certification/ licensure continues to be an obstacle to teacher candidates of color seeking to enter or remain in the teaching field at a higher rate than for white teachers.
- This gap makes it difficult for school districts to bring more diversity into public schools teaching staff.
- In response, CPS has arranged with the ESE for Title IIA funds to be made available for MTEL prep courses for CPS teachers of color and others who are teaching under waiver. Additionally, the AAO is partnering with Wheelock to develop a new program geared towards supporting paraprofessionals and others to successfully prepare for teaching positions, and support grads in passing the MTEL.



Summary

- Cambridge's continued commitment to increased staff diversity continues to yield positive results:
 - 27% of new teachers are persons of color.
 - Percentage increases have occurred in 6 of 9 EEO-5 categories over the previous school year.
 - Additionally, the 25% employment goal has now been achieved or exceeded in 3 of 9 employment categories.
 - We constantly seek new and creative means of enhancing diversity recruitment and retention results.
 - New initiatives include the forthcoming Teach for America partnership, and provision of support for MTEL preparation programs.
 - We anticipate continued positive progress.

