Rochester City School District
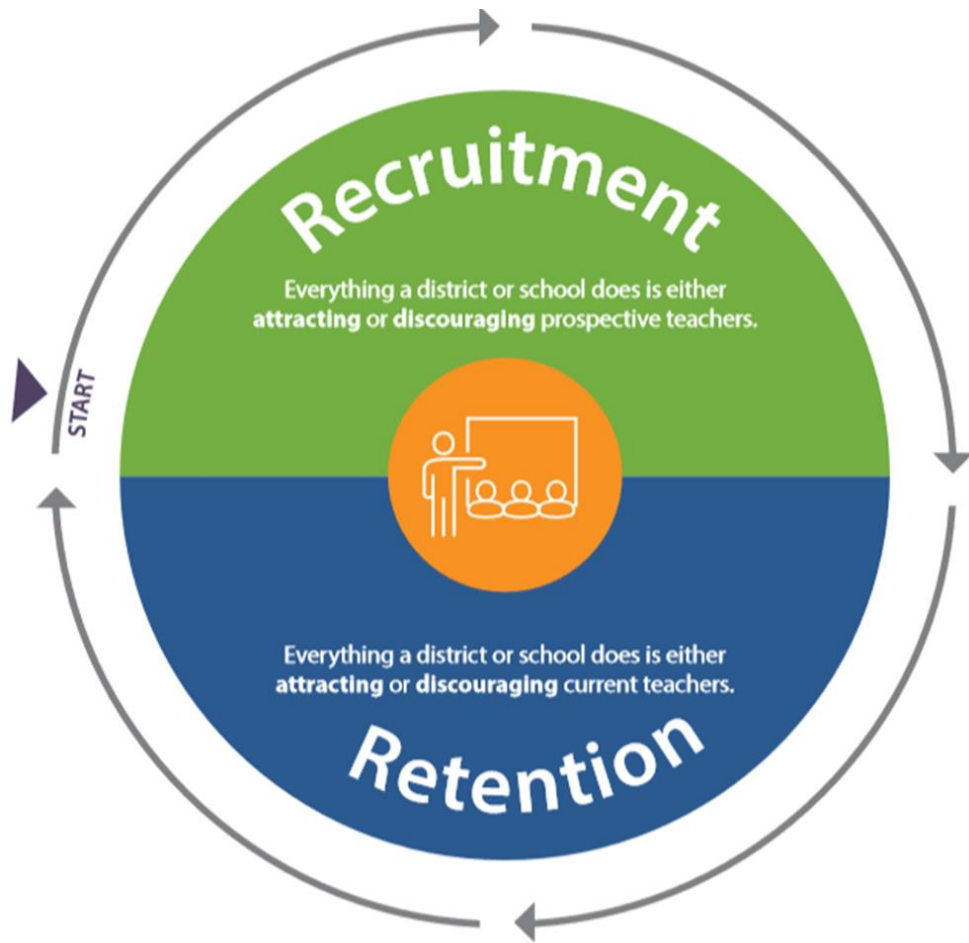
WHO WE ARE.
WHAT WE DO.

HUMAN CAPITAL

Recruit, develop, support, and retain
the most effective diverse staff.

Agenda

1. **Staff Diversity Data**
2. **New Hire Data**
3. **Vacancy Update**
4. **Recruitment Initiatives**
5. **Priorities & Future Needs**

RCSD Human Capital

Recruitment

Everything a district or school does is either **attracting** or **discouraging** prospective teachers.

START

Everything a district or school does is either **attracting** or **discouraging** current teachers.

Retention

The need for greater diversity in the classroom

- More than 40% of public schools in the U.S. lack a single teacher of color on staff.

- Males of color comprise just 2 percent of the teaching force in the U.S.

- **Research shows students of color benefit from seeing teachers that look like them.**

- **All students benefit from being taught by teachers from a variety of different backgrounds, races, and ethnic groups.**

RCSD Human Capital

In the RCSD, students of color represent 86% of the student population, just 25% of teachers are teachers of color.

86% vs. 25%

Students of Color

Teachers of color

RCSD Human Capital

Comparative Teacher Diversity Data

District	Teachers of Color
Buffalo Public Schools	15%
Rochester City School District	25%
Syracuse City School District	24%
Nationally	19%*

Source: National Center for Education Statistics

RCSD
Human
Capital

Definitions

Data provided on the subsequent slides are from October 2022, with prior years for comparison.

- **All Staff:** All RCSD staff, full-time, part-time, substitute
- **RTA:** Rochester Teachers Association
- **ASAR:** Association of Supervisors & Administrators of Rochester
- **BENTE:** Board of Education Non-Teaching Employees
- **RAP:** Rochester Association of Paraprofessionals

RCSD Human Capital

Percent of All Staff by Race, n= 6,576, 5,940, 6,440
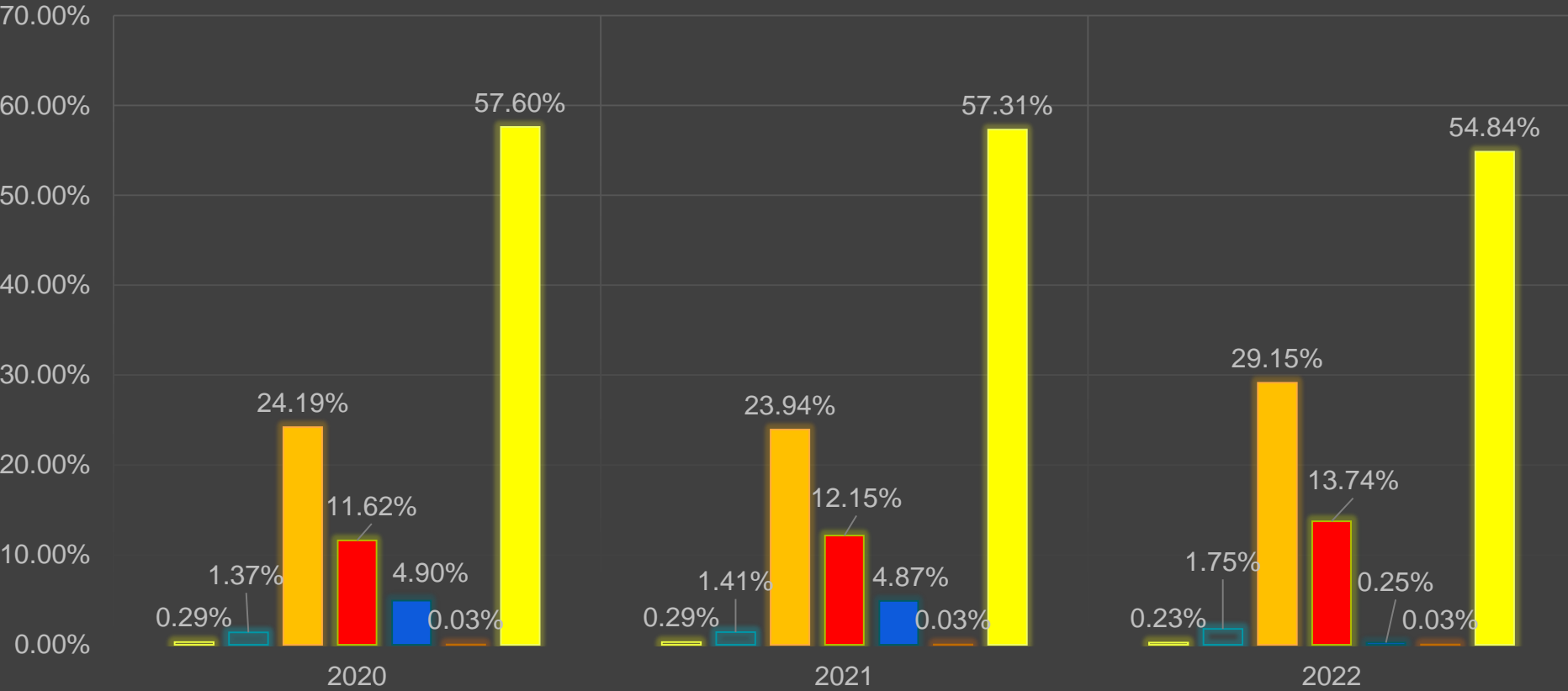
New Hire Data—All Staff, since July 1, 2022

	Male	Female	Total
AmIndian	0	2	2 (0.3%)
Asian	5	16	21 (3%)
Black	84	174	258 (36%)
Hispanic	30	82	112 (16%)
NSpec	1	12	13 (2%)
Pacific	0	0	0
White	92	213	305 (43%)
Total	212 (30%)	499 (70%)	711 (100%)
Total POC	120 (57%)	286 (57%)	406 (57%)

RCSD Human Capital

New Hire Data—All Staff, since July 1, 2022

All Staff	Percent
Rate of People of Color	45%
Hiring Rate	57%
Difference	12% points

RCSD Human Capital

Percent of RTA by Race, n= 3,947, 3,521, 3,144
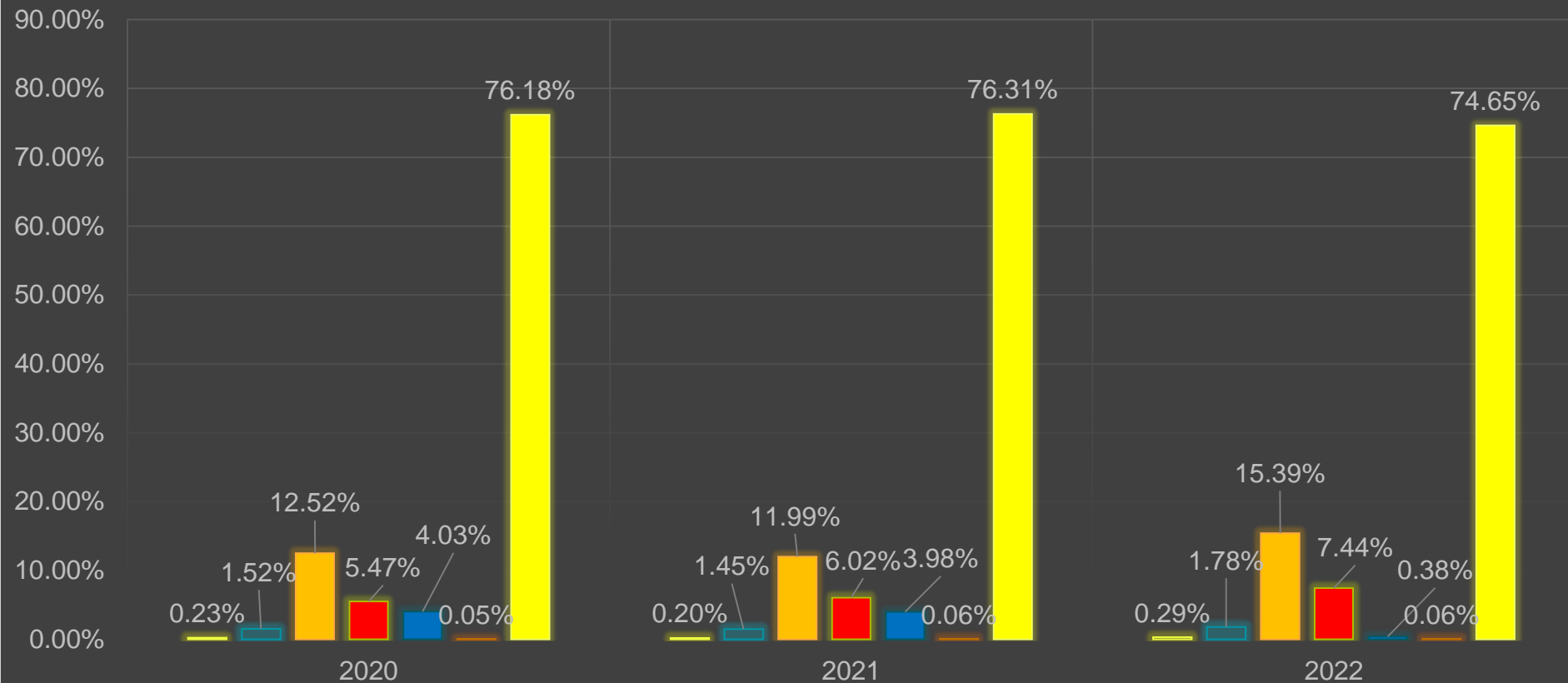
New Hire Data—RTA, since July 1, 2022

	Male	Female	Total
AmIndian	0	2	2 (.05%)
Asian	4	9	13 (3%)
Black	20	70	90 (23%)
Hispanic	9	29	38 (10%)
NSpec	1	9	10 (3%)
Pacific	0	0	0
White	72	159	231 (60%)
Total	106 (28%)	278 (72%)	384 (100%)
Total POC	34 (32%)	119 (43%)	153 (40%)

RCSD Human Capital

New Hire Data—RTA, since July 1, 2022

RTA	Percent
Rate of People of Color	25%
Hiring Rate	40%
Difference	15% points

Percent of Principals by Race, n= 52, 49, 49

Legend: AmIndian, Asian, Black, Hispanic, Not Spec, Pacific, White

2020: 0.00%, 0.00%, 38.14%, 6.19%, 2.06%, 53.61%
2021: 0.00%, 0.00%, 38.10%, 5.95%, 2.38%, 53.57%
2022: 2.04%, 4.08%, 48.98%, 10.20%, 0.00%, 34.69%
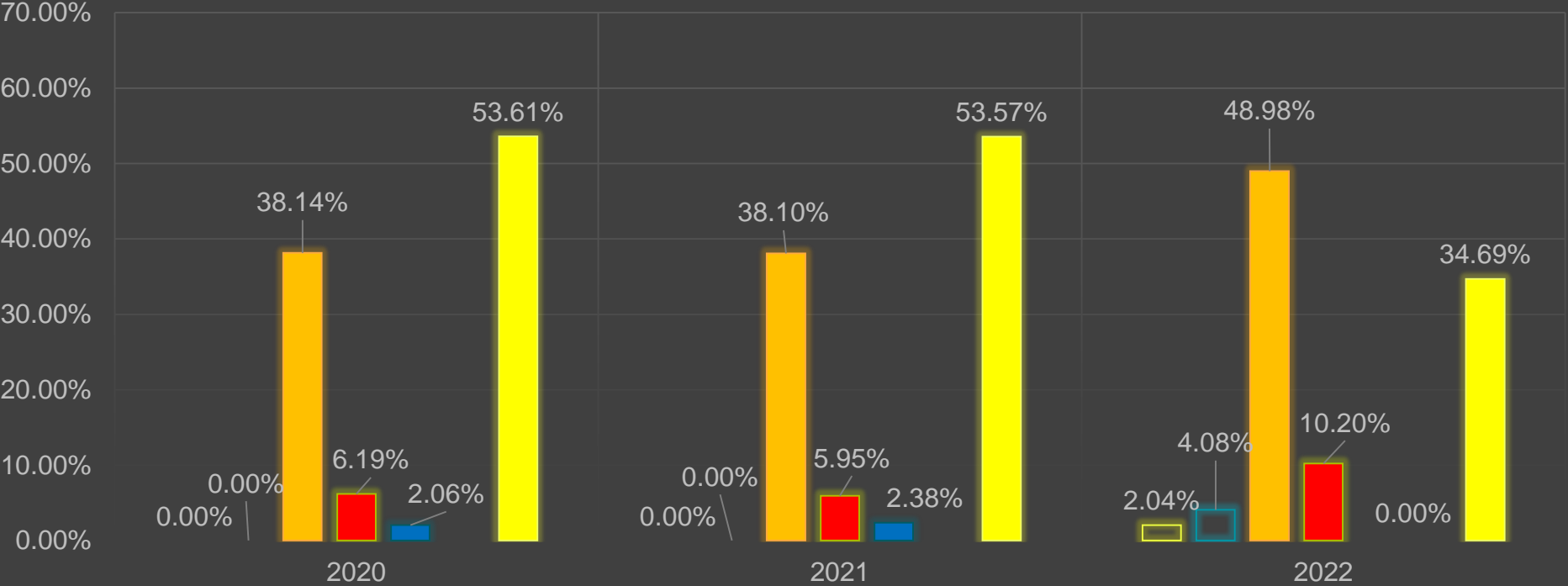
Percent of ASAR Civil Service by Race, n= 114, 102, 90
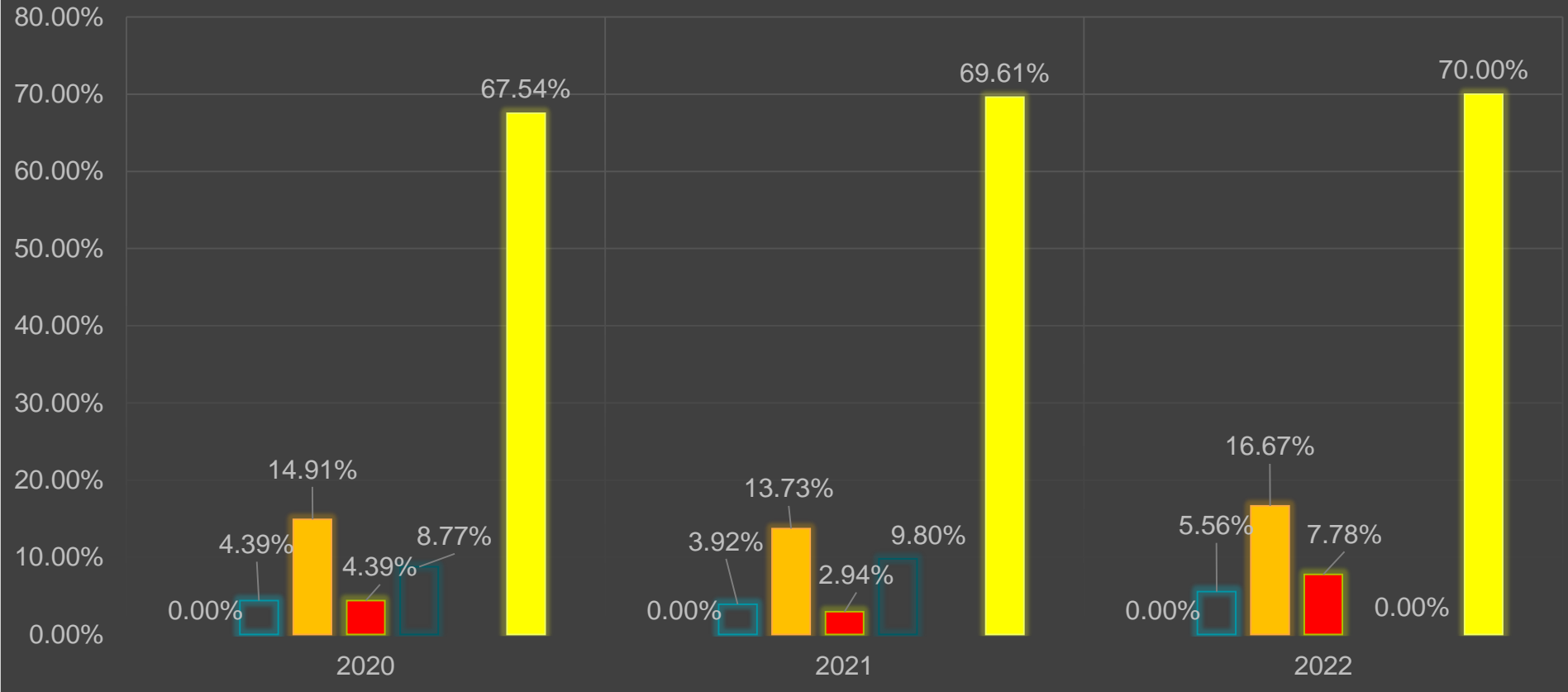
New Hire Data—ASAR, since July 1, 2022

	Male	Female	Total
AmIndian	0	0	0
Asian	0	0	0
Black	3	11	14 (26%)
Hispanic	2	6	8 (15%)
NSpec	0	0	0
Pacific	0	0	0
White	9	22	31 (58%)
Total	**14 (26%)**	**39 (74%)**	**53 (100%)**
Total POC	**5 (36%)**	**17 (44%)**	**22 (42%)**

RCSD
Human
Capital

New Hire Data—ASAR, since July 1, 2022

ASAR	Percent
Rate of People of Color	38%
Hiring Rate	42%
Difference	4% points

RCSD Human Capital

Percent of BENTE by Race, n= 1,343, 1,243, 1,112

Legend: □ AmIndian □ Asian ■ Black ■ Hispanic □ Not Spec □ Pacific ■ White

2020
- AmIndian: 0.30%
- Asian: 0.97%
- Black: 38.20%
- Hispanic: 24.94%
- Not Spec: 7.30%
- White: 28.29%

2021
- AmIndian: 0.32%
- Asian: 1.45%
- Black: 36.69%
- Hispanic: 25.99%
- Not Spec: 7.40%
- White: 28.16%

2022
- AmIndian: 0.18%
- Asian: 1.17%
- Black: 43.53%
- Hispanic: 29.77%
- Not Spec: 0.00%
- White: 25.36%

19
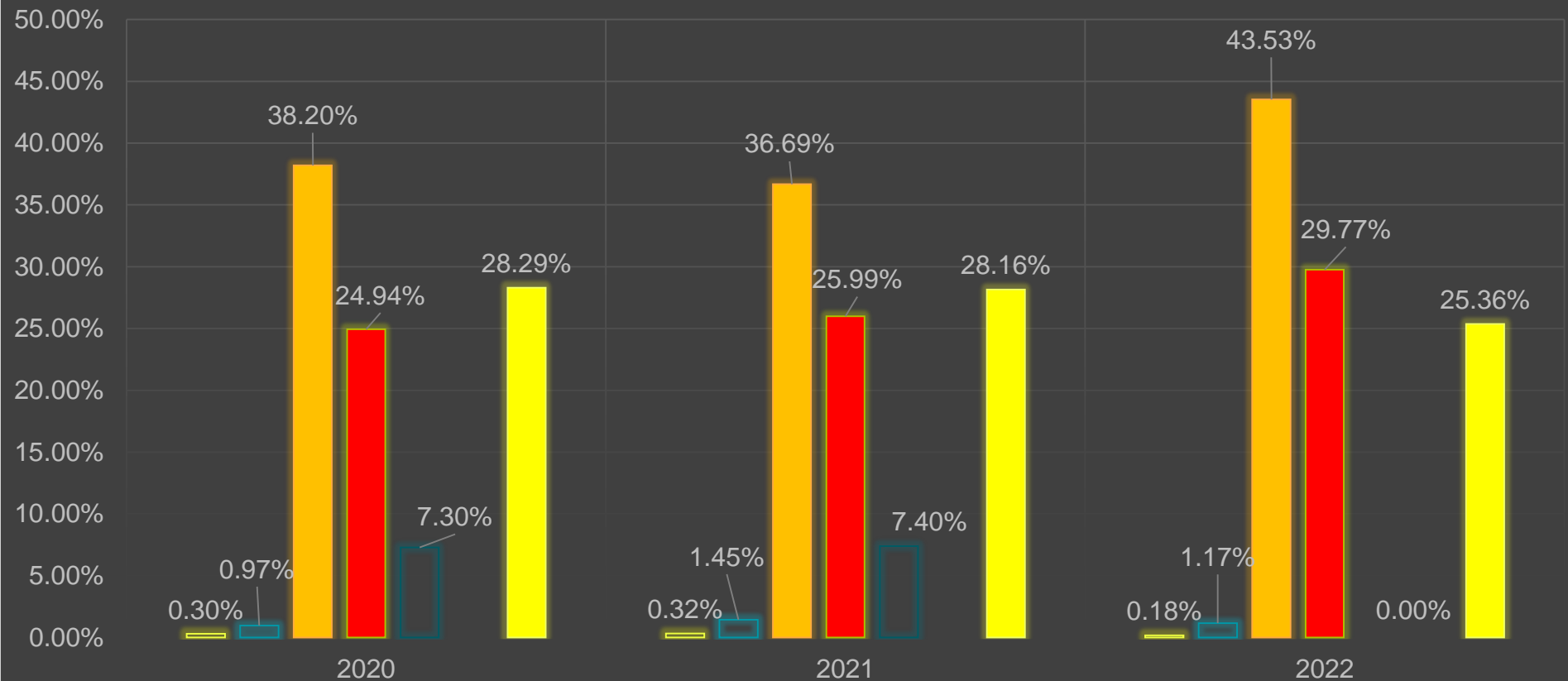
New Hire Data—BENTE, since July 1, 2022

	Male	Female	Total
AmIndian	0	0	0
Asian	1	1	2 (2%)
Black	32	26	58 (54%)
Hispanic	14	17	31 (29%)
NSpec	0	1	1 (1%)
Pacific	0	0	0
White	6	9	15 (14%)
Total	53 (50%)	54 (50%)	107 (100%)
Total POC	47 (89%)	45 (83%)	92 (86%)

RCSD Human Capital

New Hire Data—BENTE, since July 1, 2022

BENTE	Percent
Rate of People of Color	74%
Hiring Rate	86%
Difference	12% points

Percent of RAP by Race, n= 796, 714, 753

Legend: AmIndian, Asian, Black, Hispanic, Not Spec, Pacific, White

2020:
- AmIndian: 0.63%
- Asian: 1.01%
- Black: 56.66%
- Hispanic: 21.11%
- Not Spec: 5.28%
- White: 15.33%

2021:
- AmIndian: 0.70%
- Asian: 1.12%
- Black: 57.98%
- Hispanic: 20.45%
- Not Spec: 4.90%
- White: 14.85%

2022:
- AmIndian: 0.40%
- Asian: 2.39%
- Black: 60.96%
- Hispanic: 21.91%
- Pacific: 0.13%
- White: 14.21%
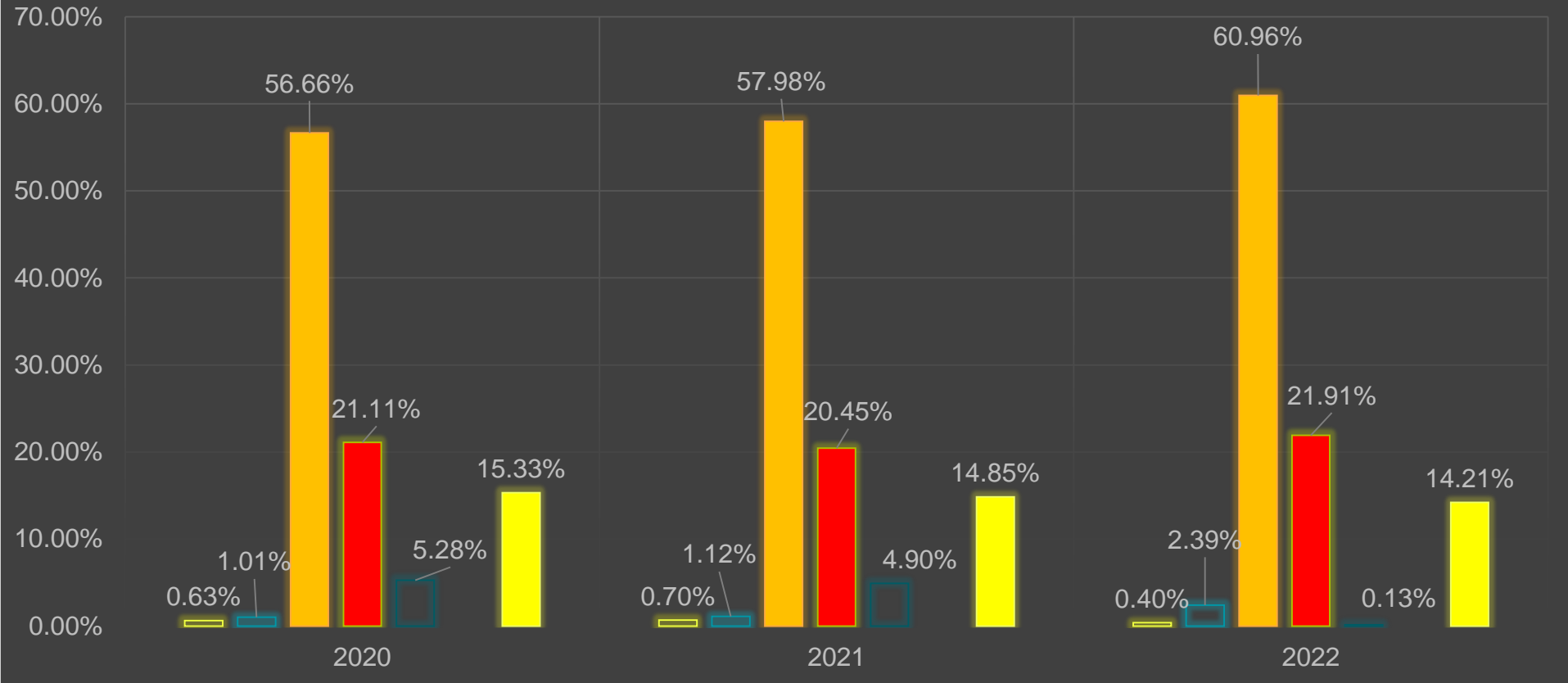
New Hire Data—RAP, since July 1, 2022

	Male	Female	Total
AmIndian	0	0	0
Asian	0	3	3 (3%)
Black	13	45	58 (60%)
Hispanic	4	21	25 (26%)
NSpec	0	1	1 (1%)
Pacific	0	0	0
White	0	9	9 (9%)
Total	**17 (18%)**	**79 (82%)**	**96 (100%)**
Total POC	**17 (100%)**	**70 (89%)**	**87 (91%)**

RCSD
Human
Capital

New Hire Data—RAP, since July 1, 2022

RAP	Percent
Rate of People of Color	85%
Hiring Rate	91%
Difference	6% points

RCSD Human Capital

Human Capital Staff Diversity Data, current

|	Male	Female	Total
AmIndian	0	0	0
Asian	0	2	2 (7%)
Black	2	8	10 (36%)
Hispanic	0	6	6 (21%)
Pacific	0	0	0
White	1	9	10 (36%)
Total	3 (11%)	25 (89%)	28 (100%)
Total POC	2 (11%)	16 (89%)	18 (64%)

RCSD Human Capital

New Teacher Certification Update

- Hired **363** new teachers to start the 2022-2023 school year.
- Of these, **228 or 63%** were fully certified, in their position, to start.
- **18** were certified in another content area.
- **107** were not fully certified in their position to start.
  - **4** have since received certification
  - **6** have applications under NYSED review
  - **97** engaging in Teacher Certification Actions Plans (T-CAPs)

RCSD
Human
Capital
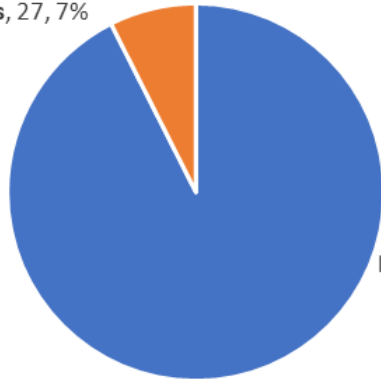
New Teacher Mentoring

NEW Teachers & Service Providers With Mentor Support (as of 11/2/22)

PS Long-term Per Diem Subs with Mentors, 8, 3%

PS Uncertified with Mentors, 68, 20%

INTERNS with Mentors, 260, 77%
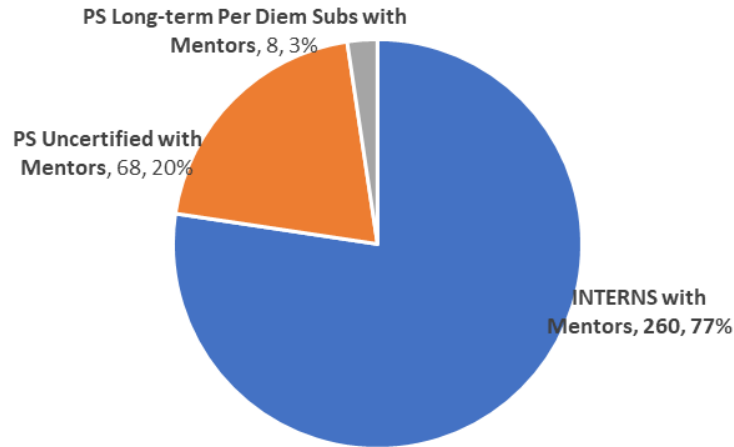
New Teacher Mentoring

CIT New Teacher and Service Provider Mentor Assignments

NEW TEACHERS without Mentors, 27, 7%

NEW TEACHERS with Mentors, 336, 93%

Tenure Area of Unassigned	
Counselor	5
CTE-Culinary	1
Elem K-6	6
ESOL	3
For Lang	2
Health	1
Library Med Spec	0
Math	1
Science	2
Social Worker	5
Technology	1

RCSD Human Capital

New Teacher Mentoring

CIT Actions to Address Mentoring Shortfall

1. Filling/Shifting Mentor Caseloads
2. Recruitment of New Mentors in high need areas
3. CIT Governing Panel Interviews of new mentor candidates: 5 New Mentors selected
4. Recruitment of Former Mentors in high need areas: 9 former Mentors returned to serve
5. Recruitment of recently retired CIT Mentors: 1 accepted, 1 delayed (but hopefully soon)
6. Utilizing existing Central Office and School TOAs to provide support while CIT Mentor support is arranged

RCSD Human Capital

Staff Vacancies (as of 10/28/2022)

Operations	10/28 FTE Vacant
Facilities/Custodial	**17.50**
Food Service	**19.20**
Transportation	**10.84**
Safety & Security	**4.00**
TOTAL	51.54

Schools	10/28 FTE Vacant
Classroom Teachers	**48.13**
Non-Classroom Teachers	**2.10**
Paraprofessionals & Teaching Assistants	**23.17**
Clerical	**8.80**
TOTAL	82.20

RCSD Human Capital

Teacher Vacancies, 10/28/22

Vacant Position	FTE
Social Worker Bilingual	1.00
Auto Mechanics	0.20
Elementary Bilingual	6.00
Elementary	2.00
ESOL	8.26
Family Consumer Sci.	0.70
Foreign Language	5.00

Vacant Position	FTE
Mathematics	4.50
Music	0.10
Pre-Kindergarten	1.67
Reading	1.00
Science	2.50
Social Studies	0.20

Vacant Position	FTE
Special Education	9.30
Special Ed. Bilingual	4.00
Speech & Hearing	1.10
Technology	2.70
Total	**50.23**

RCSD Human Capital

Teacher Vacancies, 10/28/22

# 12 - Anna Murray-Douglass Academy	FTE
Elementary	1.00
Elementary Bilingual	1.00
Special Education	0.80

# 15 - Children's School - ES	FTE
ESOL	0.20

# 19 - Dr Charles T Lunsford – ES	FTE
Technology	0.40

# 17 - Enrico Fermi - ES	FTE
Elementary Bilingual	3.00
ESOL	1.00
Foreign Language	1.20
Special Education	0.40
Special Education Bilingual	2.00

# 22 - Abraham Lincoln - ES	FTE
Elementary Bilingual	1.00
Elementary	1.00

# 28 - Henry Hudson - ES	FTE
Social Worker Bilingual	1.00
Elementary Bilingual	1.00
ESOL	1.90
Family/Consumer Science	0.40
Social Studies	0.20
Special Education Bilingual	2.00
Technology	0.80

RCSD Human Capital

Teacher Vacancies, 10/28/22

# 3 - Dr Alice Holloway Young	FTE
Foreign Language	1.00

# 33 - John James Audubon - ES	FTE
Special Education	1.00
Speech & Hearing	0.70

# 34 - Dr Louis A Cerulli - ES	FTE
Special Education	0.50

# 39 - Andrew J Townson - ES	FTE
Reading	1.00

# 4 - George M Forbes - ES	FTE
Special Education	0.60

# 45 - Mary McLeod Bethune - ES	FTE
Special Education	1.00

# 5 - John Williams - ES	FTE
ESOL	1.00
Mathematics	0.50
Science	0.20
Technology	0.50

# 50 - Helen B Montgomery - ES	FTE
Family/Consumer Science	0.30
Mathematics	1.00

Teacher Vacancies, 10/28/22

# 53 - Montessori Academy	FTE
Special Education	1.00
Pre-Kindergarten	1.67

# 58 - World of Inquiry	FTE
Mathematics	0.80

# 8 - Roberto Clemente – ES	FTE
Speech & Hearing	0.40

All City High	FTE
Reading	1.00

Edison Career & Technology HS	FTE
Auto Mechanics	0.20

James Monroe Lower School	FTE
Foreign Language	1.40

Jos. C. Wilson Found Academy	FTE
Special Education	1.40

North STAR Educational Program	FTE
Technology	1.00

Northeast High School	FTE
ESOL	0.20
Foreign Language	0.40
Mathematics	1.60
Music	0.10
Science	1.30
Special Education	2.60

Teacher Vacancies, 10/28/22

Rochester International Academy	FTE
ESOL	3.96

School of the Arts - HS	FTE
Foreign Language	1.00

School Without Walls - HS	FTE
Mathematics	0.60

RCSD Human Capital

Barriers to Recruiting & Retaining Teachers

Several systemic barriers exist that prevent us from recruiting, retaining and developing a high quality and diverse teaching force

Systemic Barriers to Recruiting and Retaining Teachers

- Insufficient supply of teachers in hard-to-staff subject areas (SPED, BIL)
- Schools face considerable challenges in attracting and retaining teachers
- Declining supply of teacher candidates of color and competition for these candidates
- Local, regional, national shortage has impacted suburban districts, who recruit our teachers
- Ineffective hiring processes, lack of recruitment strategy
- School and District culture gaps, lack of consistent retention strategy

RCSD Human Capital

Our strategy includes several key programmatic work streams to attract, retain, and develop the right talent

NEW TEACHER RESIDENCY PROGRAMS	STRONGER TEACHER RECRUITMENT	INTENSIVE RECRUITMENT SUPPORT OF SCHOOLS	DEFINED ROLES FOR TEACHER LEADERSHIP	NEW, DIVERSE TEACHER PIPELINES
Prepare 275+ new teachers in high-demand subject areas over the next 5 years	Improve recruitment strategy and operations to attract high quality, diverse candidates	Provide talent management support to schools to recruit, hire grow, develop, and retain staff	Recognize excellence among teachers with opportunities for leadership without leaving the classroom	Engage with partners for a citywide effort to grow the diversity of the teacher talent pool long-term

Recruit, develop, support and retain the most effective diverse staff.

RCSD Human Capital

Teacher Recruitment Pipelines

Goals

1. Increase number of teachers in hard to staff areas/subjects

2. Increase number of teachers of color and who are bilingual

3. Provide assistance to cover some tuition costs in exchange for commitment to work in RCSD—partner with multiple colleges to pipeline to RCSD

RCSD Human Capital

Teach Rochester Program

Goals

1. Create middle school clubs for students who may be interested in teaching, field trips, visits to East & colleges

2. Link those students to the East HS Teaching & Learning Institute (TLI) students

3. Increase enrollment in East TLI in 9th grade

4. Develop second TLI-like program at a different high school focused on bilingual recruitment

RCSD Human Capital

Career Ladders & Grown our Own

- Paraprofessionals to Teaching Assistants

- Teaching Assistants to Teachers

- Teacher to Teacher Leader, Aspiring Leader

- Safety & Security—Sentries

- Assistant Custodial Engineers

RCSD
Human
Capital

Recruitment Ambassadors & HBCU Recruitment

- Trained Recruitment Ambassadors who will represent the RCSD Brand
    - Diverse representation
    - HBCU graduates
    - Current RCSD Staff & Trained Stakeholders

- Represent RCSD at recruitment events locally, regionally, nationally

- Develop and implement a race and class consciousness rubric for recruitment to ensure we build a workforce our students need

RCSD Human Capital

Priorities & Future Needs

- Financial assistance for development of Recruitment Ambassadors & related travel

- Sustained commitment to resources to support recruitment & retention activities post CRRSAA & ARP

- Financial assistance for tuition reimbursement & career ladder programs to grow our own

**RCSD
Human
Capital**