

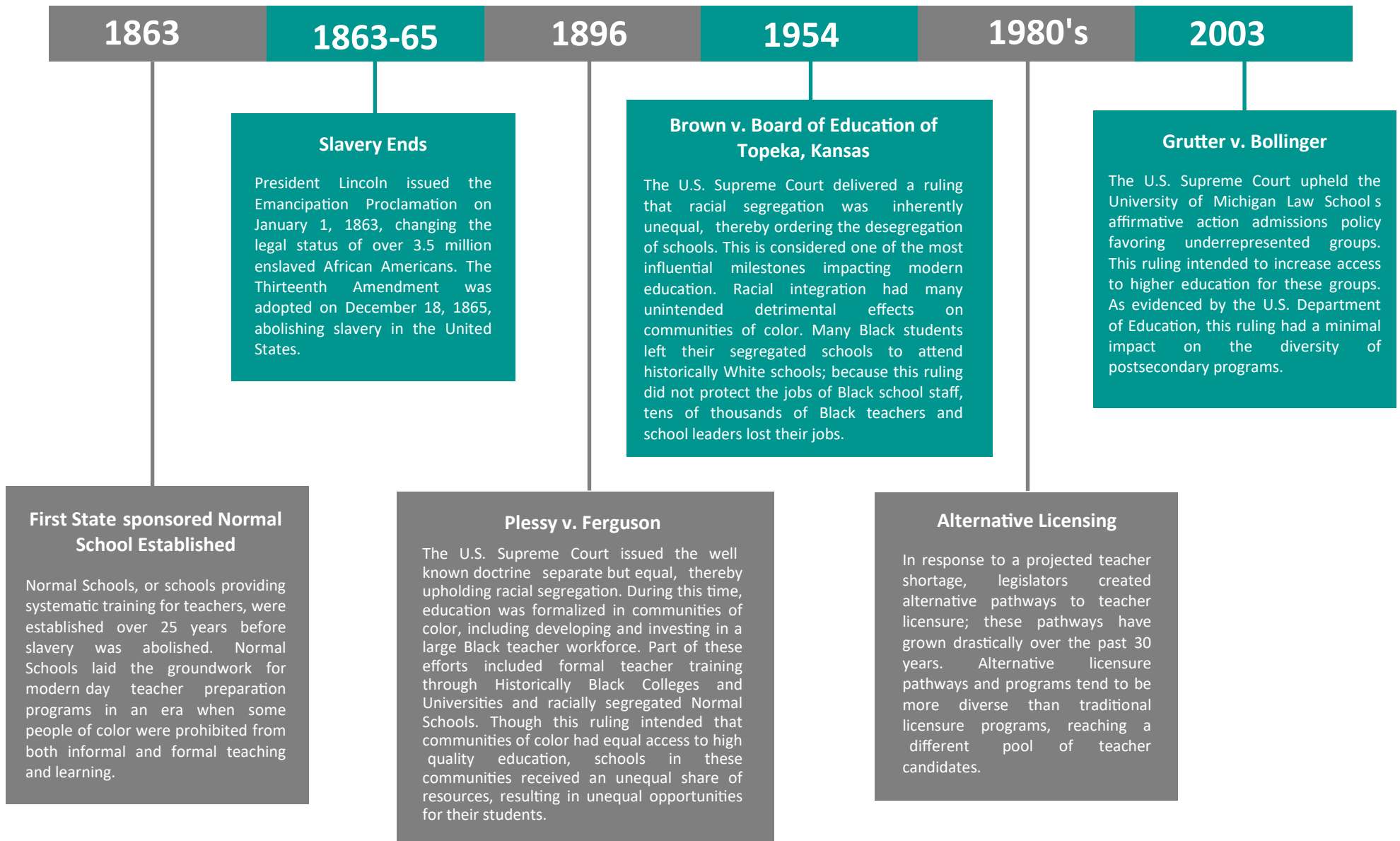
Human Resources Equity and Diversity Impact Assessment: Final Report

Equity and Integration | Accountability, Research, and Equity
November 2018

Framing: Systemic Racism and the Teacher Workforce

This section provides important framing for the EDIA report, including a timeline of key racial and educational milestones that have negatively impacted public schools' ability to recruit, hire, and retain teachers of color across the United States, throughout the state of Minnesota, and within Minneapolis Public Schools.

The information provided in this section is grounded in empirically-based research. It is not meant to provide a comprehensive overview of key milestones or statistics related to systemic racism and education, but to support understanding of the larger system in which we work.



Postsecondary education programs attract largely white students:

According to the U.S. Department of Education (2016), postsecondary education programs are less diverse than other fields of study. As of 2012, 73% of education majors identified as White as compared to 62% of students studying other fields.



Across the United States, teachers of color experience challenging work environments:

Teachers of color reportedly face racial stereotyping and bias in the workplace. Teachers of color, for example, report being “pigeonholed” into disciplinary roles, which is often perceived to be a result of their enhanced ability to connect with and support students of color. This challenging work environment negatively impacts their well-being and professional growth.



Limited resources lower teacher retention rates:

The same survey also found that teachers of color frequently leave their positions due to school staffing changes, such as layoffs and school closings (25%).



Teachers of color are in short supply:

According to the U.S. Department of Education (2016) and as of 2011-2012, only 18% of public school teachers nationwide identified as people of color. Teachers of color are in even shorter supply in the state of Minnesota. Whereas 28% of Minnesotan students identify as people of color, this is true for only 4% of our teachers (Minnesota Educational Equity Partnership, 2015).

MPS mirrors national trends, employing disproportionately low numbers of teachers of color. Whereas 65% of MPS students identify as people of color, this is true for only 17%, or 562, of MPS teachers.

Teachers of color often leave their positions due to these challenging environments:

A survey administered by National Center for Education Statistics (NCES; 2015) found that teachers of color most frequently leave their positions because they are dissatisfied (50%) and/or because of personal reasons (46%).



Introduction

During the summer of 2017, the Board of Education directed the Accountability, Research, and Equity (ARE) Division to identify and examine inequities in Human Resources' (HR) policies, practices, and procedures through the Equity and Diversity Impact Assessment (EDIA). This EDIA examined the extent to which HR's policies, practices, and procedures influence the recruitment, hiring, and retention of effective teachers of color. ARE worked in partnership with the MPS HR Division and the EDIA Committee to complete the HR EDIA.

Human Resources Division

HR aims *"to ensure high academic achievement of all Minneapolis Public Schools (MPS) students by recruiting, selecting, retaining, and supporting a diverse and highly talented staff."* The HR Division is composed of four departments: Talent Acquisition, Talent Management, Employee Relations, and Human Resources Information Systems (HRIS). The Talent Acquisition team is responsible for identifying, attracting, and on-boarding top talent, and the Talent Management team oversees performance management and Quality Compensation (Q Comp). Employee Relations focuses on discipline, grievances, contract administration, and contract negotiations. Finally, the HRIS team is responsible for maintaining HR's personnel data and systems. More information about HR is available on their [website](#).

Methods Overview

ARE collected and analyzed data from eight different data sources. Each of the sources are described in Table 1 on the following page. The first column of this table identifies the data source, and the next column provides a brief description, including what this source provided and, in some cases, why it was collected. The third column identifies important dates related to this data source; for sources collected by ARE (i.e., surveys, focus groups), this column provides dates of administration and for archival (i.e., existing) data, this column identifies the school years represented in the resource. Finally, the last column provides detail about who is represented in each source, including number of participants and/or positions represented.

Current Report

Preliminary findings were presented to the Board of Education on February 27, 2018 ([a full slide deck is available here](#)). The current report provides a comprehensive summary of findings from the HR EDIA.

Considerations

This report **can** support:

- Awareness of recruitment, hiring, and retention practices and process in MPS
- Understanding of barriers identified by stakeholders regarding the challenges MPS faces in recruiting, hiring, and retaining teachers of color
- Understanding of strategies attempted by MPS leaders—to overcome these barriers
- Inferences about the thoughts and experiences of school leaders, teachers, of color, and Human Resources staff

This report **cannot** support:

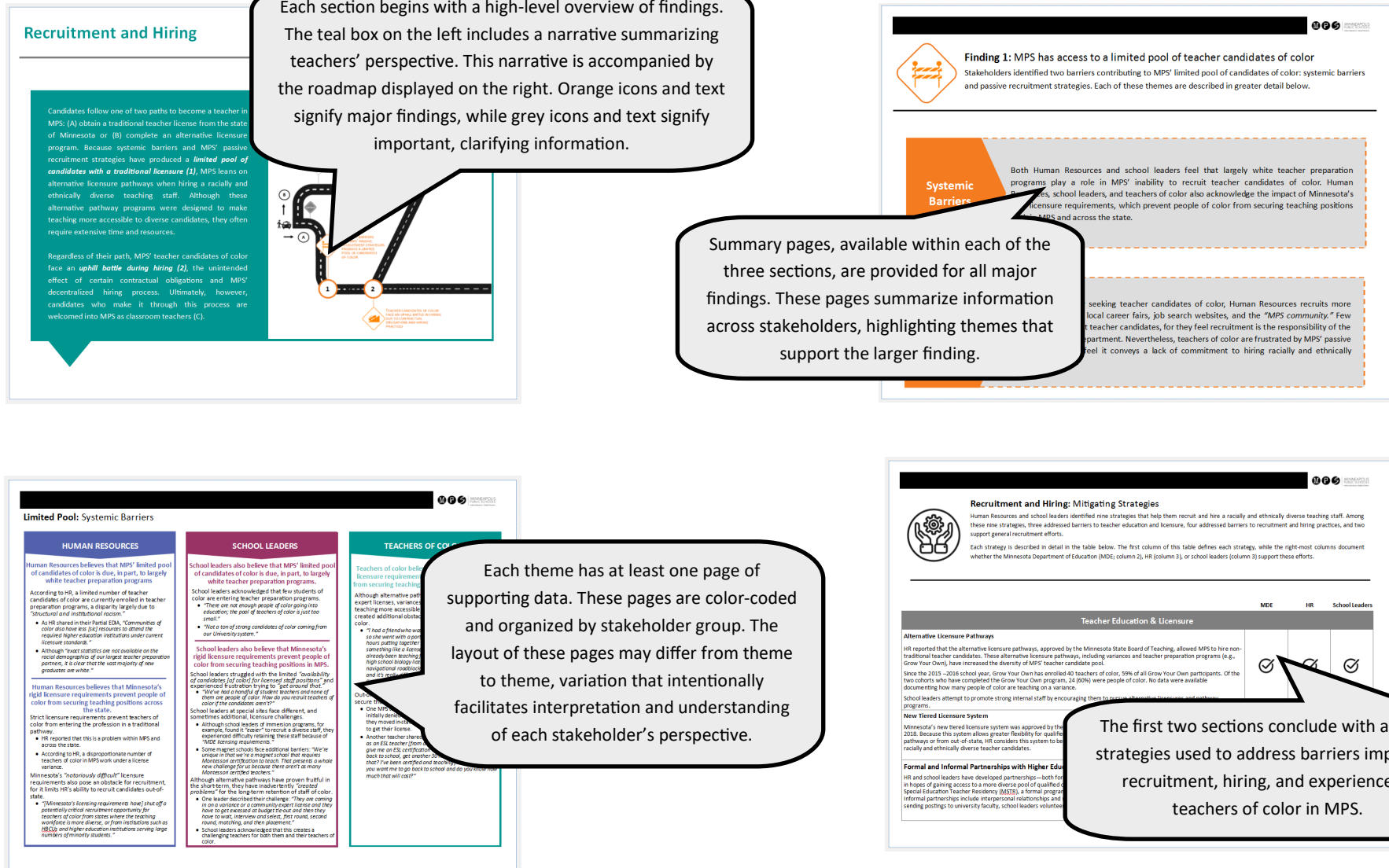
- Awareness of how recent changes to the District's budget and the state's licensure requirements impact the recruitment, hiring, and retention of teachers of color in MPS
- Comprehensive understanding of teachers, school leaders, and Human Resources' perceptions and experiences
- Understanding of other stakeholders' perceptions, such as union stewards, white teachers, and District leaders
- Comprehensive knowledge of strategies—attempted by stakeholders across the District—to overcome barriers to recruiting, hiring, and retaining teachers of color in MPS

Table 1. EDIA Methods Overview

Data Source	Description	Dates	People Reached
Focus Groups	Four focus groups were conducted with MPS teachers of color to examine and document teachers' lived experiences as people of color in MPS schools.	June 11 – June 13, 2018	33 MPS teachers of color.
Interviews	Interviews were conducted with MPS teachers of color who were unable to attend focus groups. These interviews used the same questions as the focus groups described above.	June 5 – July 6, 2018	10 MPS teachers of color.
Interviews	Twenty interviews were conducted with school leaders to explore barriers, strategies, and solutions to recruiting, hiring, and retaining teachers of color.	February 15 – March 30, 2018	25 school leaders, including 16 Principals and 9 Assistant Principals.
Survey	A survey was administered to leaders who did not participate in the interviews. These interviews used the same questions as the interviews described above.	April 12 – April 30, 2018	51 school leaders, including 28 Principals and 23 Assistant Principals.
Exit Survey	HR's exit survey is an ongoing survey accessible to all exiting MPS staff. This survey is available through the HR intranet page; in some cases, it is also emailed directly to staff. Responses were only analyzed for staff on a teacher contract who exited MPS during the 2016-2017 or 2017-2018 school years.	SY 2016-2017 SY 2017-2018	195 exiting teachers, including 40 (21%) teachers of color.
Group Interview	One group interview, conducted with Directors in the HR Department, examined the role of HR Directors in the recruitment, hiring, and retention of teachers of color.	August 31, 2018	The Director of Labor Relations, Director of Talent Acquisition, and Director of Talent Management.
Partial EDIA Forms	The Partial EDIA form, completed by HR, documented the Division's processes and procedures as well as their barriers and strategies for recruiting, hiring, and retaining teachers of color.	SY 2017-2018	N/A
Personnel Data	Personnel data were provided by the Human Resources Information Systems (HRIS) Department. This data documented hiring, retention, and exit data disaggregated by race/ethnicity.	SY 2013-2014 SY 2014-2015 SY 2015-2016 SY 2016-2017 SY 2017-2018	All MPS staff on a teacher contract.

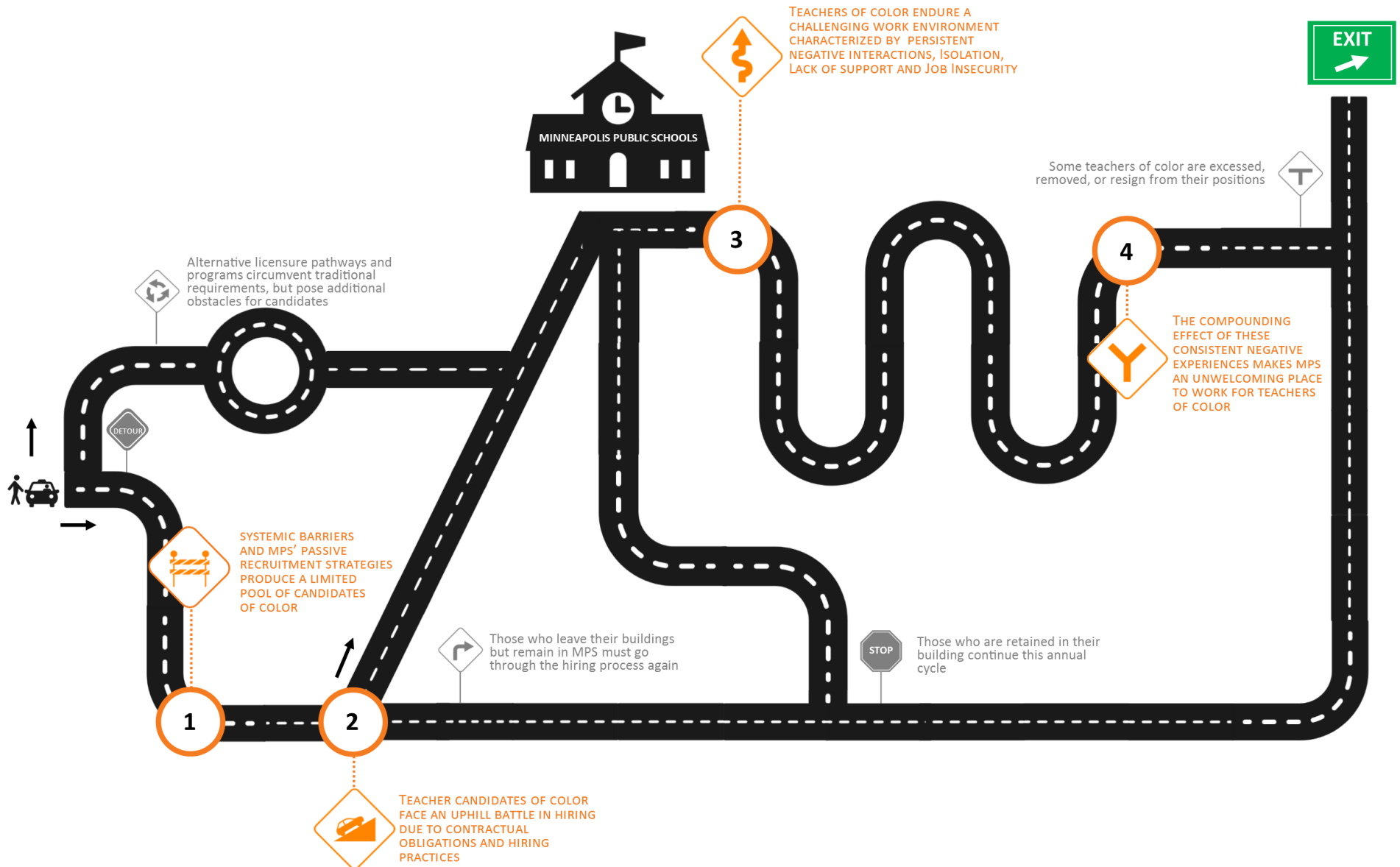
Report Guide

This report is composed of three distinct sections: (1) Recruitment and Hiring, (2) Teacher Experience, and (3) Retention and Exit. These three sections feature four components, each of which are outlined below.



Human Resources EDIA: Roadmap

This roadmap provides a visual overview of findings from the perspective of MPS teachers of color.

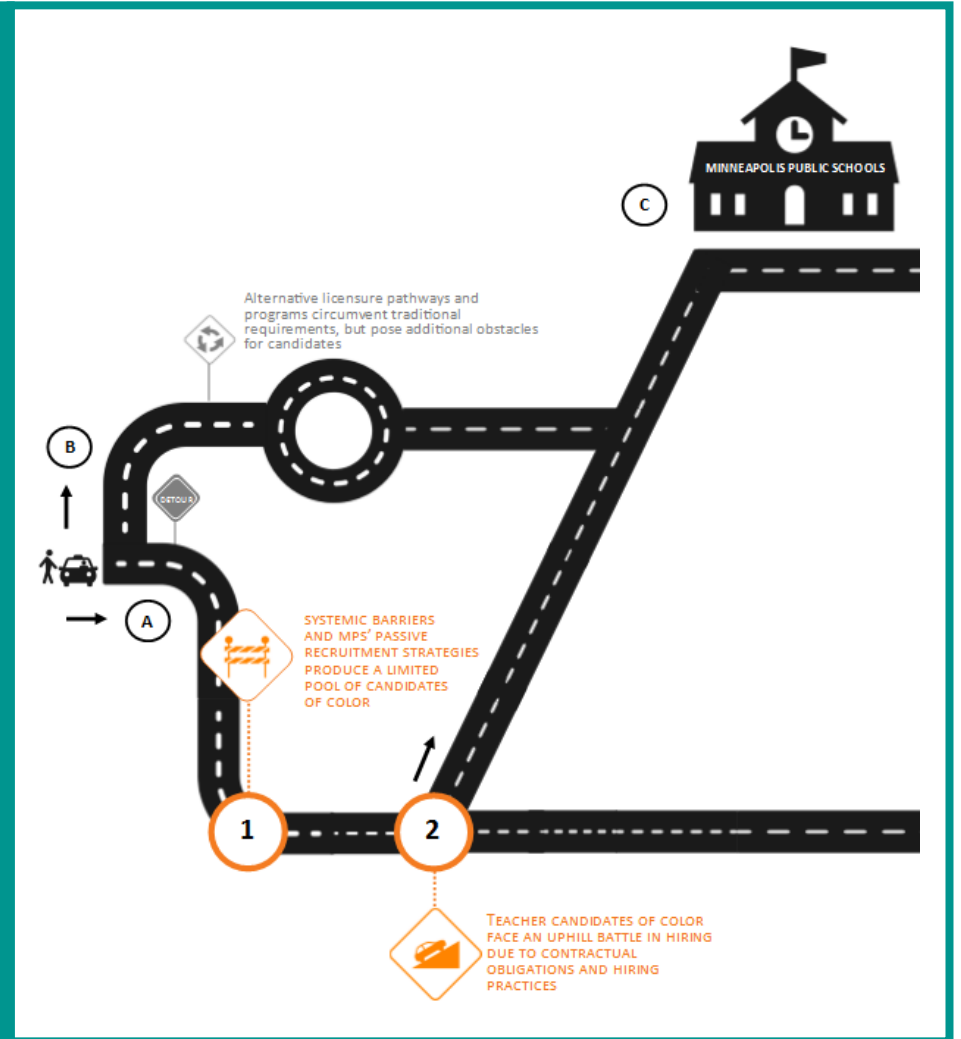


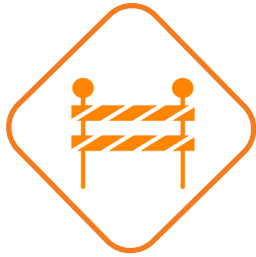
Recruitment and Hiring

This roadmap provides a visual overview of findings from the perspective of MPS teachers of color.

Candidates follow one of two paths to become a teacher in MPS: (A) obtain a traditional teacher license from the state of Minnesota or (B) obtain licensure through an alternative licensure pathway or program. Because systemic barriers and MPS' passive recruitment strategies have produced a **limited pool of candidates with a traditional teaching license (1)**, MPS leans on alternative licensure pathways and programs when hiring a racially and ethnically diverse teaching staff. Although these alternative pathways and programs were designed to make teaching more accessible to diverse candidates, they often require extensive time and resources.

Regardless of their path, MPS' teacher candidates of color face an **uphill battle during hiring (2)**, the unintended effect of certain contractual obligations and MPS' decentralized hiring process. Ultimately, however, candidates who make it through this process are welcomed into MPS as classroom teachers (C).





Finding 1: MPS has access to a limited pool of teacher candidates of color.

Stakeholders identified two barriers contributing to MPS' limited pool of candidates of color: **systemic barriers** and **passive recruitment strategies**. Each of these themes are described in greater detail below.

Systemic Barriers

Both Human Resources and school leaders feel that largely white teacher preparation programs play a role in MPS' inability to recruit teacher candidates of color. Human Resources, school leaders, and teachers of color also acknowledge the impact of Minnesota's rigid licensure requirements, which may prevent people of color from securing teaching positions both in MPS and across the state.

Passive Recruitment Strategies

Rather than actively seeking teacher candidates of color, Human Resources recruits more passively, relying on local career fairs, job search websites, university partnerships, and the "MPS community." Few school leaders recruit teacher candidates, for they feel recruitment is the responsibility of the Human Resources Department. Nevertheless, teachers of color are frustrated by MPS' passive approach, for they feel it conveys a lack of commitment to hiring racially and ethnically diverse candidates.

Limited Pool: Systemic Barriers

HUMAN RESOURCES

Human Resources believes that MPS' limited pool of candidates of color is due, in part, to largely white teacher preparation programs

According to HR, a limited number of teacher candidates of color are currently enrolled in teacher preparation programs, a disparity largely due to "structural and institutional racism."

- As HR expressed in their Partial EDIA, "Communities of color also have less [sic] resources to attend the required higher education institutions under current licensure standards."
- Although HR shared that "exact statistics are not available on the racial demographics of our largest teacher preparation partners," they reported that "it is clear that the vast majority of new graduates are white."

Human Resources believes that Minnesota's rigid licensure requirements prevent people of color from securing teaching positions across the state.

Strict licensure requirements prevent teachers of color from entering the profession in a traditional pathway.

- HR reported that this is a problem both within MPS and across the state.
- According to HR, a disproportionate number of teachers of color in MPS work under a license variance.

Minnesota's "notoriously difficult" licensure requirements also pose an obstacle for recruitment, for it limits HR's ability to recruit candidates out-of-state.

- "[Minnesota's licensing requirements have] shut off a potentially critical recruitment opportunity for teachers of color from states where the teaching workforce is more diverse, or from institutions such as HBCUs and higher education institutions serving large numbers of minority students."

SCHOOL LEADERS

School leaders also believe that MPS' limited pool of candidates of color is due, in part, to largely white teacher preparation programs.

School leaders acknowledged that few students of color are entering teacher preparation programs.

- "There are not enough people of color going into education; the pool of teachers of color is just too small."
- "Not a ton of strong candidates of color coming from our University system."

School leaders also believe that Minnesota's rigid licensure requirements prevent people of color from securing teaching positions in MPS.

School leaders struggled with the limited "availability of candidates [of color] for licensed staff positions" and experienced frustration trying to "get around that."

- "We've had a handful of student teachers and none of them are people of color. How do you recruit teachers of color if the candidates aren't?"

School leaders at special sites face different, and sometimes additional, licensure challenges.

- Although school leaders of immersion programs, for example, found it "easier" to recruit a diverse staff, they experienced difficulty retaining these staff because of "MDE licensing requirements."
- Some magnet schools face additional barriers: "We're unique in that we're a magnet school that requires Montessori certification to teach. That presents a whole new challenge for us because there aren't as many Montessori certified teachers."

Although alternative pathways have proven fruitful in the short-term, they have inadvertently "created problems" for the long-term retention of staff of color.

- One leader described: "They are coming in on a variance or a community expert license and they have to get excessed at budget tie-out and then they have to wait, interview and select, first round, second round, matching, and then placement."
- School leaders acknowledged that this creates a challenging situation for both them and their teachers of color.

TEACHERS OF COLOR

Teachers of color believe that Minnesota's rigid licensure requirements prevent people of color from securing teaching positions across the state.

Although alternative pathways and programs (e.g., community expert permission, variances) were designed to make teaching more accessible, they have unintentionally created additional obstacles for some teachers of color.

- "I had a friend who was on a variance for middle school so she went with a portfolio option. She spent easily 100 hours putting together these samples together... to get something like a license for something that she had already been teaching for three years and she had a high school biology license... so there are not only those navigational roadblocks but just the time... It adds up and it's really difficult for someone who has less available resources to figure that all out."

Out-of-state candidates find it particularly difficult to secure their teaching license in Minnesota.

- One MPS teacher, for example, shared that they were initially denied for a Minnesota teaching license when they moved in-state, and had to "fight tooth and nail" to get their license.
- Another teacher shared, "It's a nightmare. I'm certified as an ESL teacher [from another state] but they won't give me an ESL certification here. They want me to go back to school, get another 30 hours. Why would I do that? I've been certified and teaching for 12 years and you want me to go back to school and do you know how much that will cost?"

Limited Pool: Passive Recruitment Strategies

HUMAN RESOURCES

Human Resources passively supports the District recruitment process.

HR believes that recruitment is not solely owned by their department, but is *“the responsibility of the entire Minneapolis Public Schools community.”*

HR engages in a passive recruitment process, characterized by *“posting job openings at various websites and attending relevant career fairs.”*

- Limited resources, tied to several years of budget cuts, have prevented HR from adopting a more active approach to recruitment.
- Before the 2017-2018 school year, HR did not have a dedicated recruitment staff member.

Though diversity of new teachers has increased in recent years, a large majority of these new hires identify as white.

- During the 2013-2014 school year, only 17% of new teacher hires identified as people of color, as compared to 30% in 2017-2018.
- More data are available in the appendix.

SCHOOL LEADERS

School leaders believe that recruitment is the responsibility of Human Resources.

School leaders rely on HR to recruit a diverse and qualified pool of teacher candidates.

- *“Technically [school leaders are] not in charge of recruitment. I assume HR is doing that.”*
- *“The recruiting process is centralized through HR. They screen and send candidates to us.”*
- *“HR is in charge of recruiting candidates.”*

School leaders are not satisfied with HR’s passive approach to recruitment.

- Some school leaders expressed concerns about screened applicants of color, including limited content knowledge, poor interviewing skills, lack of professionalism, and *“very few qualified people of color.”*
- *“A challenge in hiring is that MPS does not actively seek candidates of color. Another challenge is that MPS does not do marketing outside of the city.”*

TEACHERS OF COLOR

Teachers of color feel that Human Resources’ passive recruitment strategies convey a lack of commitment to hiring candidates of color.

Teachers of color recognized their *“very small network”* across the District.

- *“There’s very few teachers of color and maybe it’s that there are some but I’ve been in schools where I am the only one.”*

Given their personal experiences, teachers of color expressed a sense of distrust in HR’s efforts to recruit and hire candidates of color.

- One teacher, for example, questioned the District’s efforts, stating, *“I heard many years ago when I first got hired [MPS was] really diligent about hiring teachers of color... I don’t know if this is true.”*
- Another teacher shared that although they applied for a teaching position, their application *“sat there”* for a year until an MPS staff member approached them at a community gathering. This produced a sense of distrust: *“I don’t know what applications of color might be just sitting out there that are being glazed over for I don’t know what reasons. I don’t know why mine was sitting there for a whole year and not looked at.”*



Finding 2: Teacher candidates of color face an uphill battle in hiring due to District and contractual policies and practices.

The hiring process is challenging for Human Resources, school leaders, and teachers alike, largely due to certain **contractual obligations** and **District hiring practices**. These challenges are described in greater detail below.

Contractual Obligations

Certain contractual obligations, particularly those associated with the internal hiring process, unintentionally create obstacles for teachers of color; these obstacles are evident to both school leaders and Human Resources. The internal hiring process – including seniority, Interview and Select, and Matching – prevents Human Resources from posting most positions externally, leaving MPS’ largely white workforce in place. The internal hiring process also poses challenges for school leaders, who feel unable to “*shield*” their less senior teachers of color during budget cuts, are frustrated by the ways in which Interview and Select delays Human Resources’ hiring timeline, and feel that Matching prevents them from intentionally hiring staff to meet their buildings’ needs.

Hiring Practices

Hiring is a decentralized process in MPS. Whereas Human Resources is responsible for managing vacancies, screening applicants, and submitting official offers, school leaders are responsible for conducting interviews and selecting acceptable candidates. School leaders found this process to be problematic, for they feel that Human Resources’ hiring timeline is slow and their communication is lacking. Teachers of color were also challenged by Human Resources’ lacking communication, and desired additional support navigating the system through the hiring process.

HR Practices and Contractual Obligations: Contractual Obligations

HUMAN RESOURCES

Human Resources feel that the internal hiring process, dictated by contractual obligations, limits their ability to hire racially and ethnically diverse teachers.

The internal hiring process prevents HR from reaching many external candidates of color.

- Per labor contracts, MPS must share vacancies internally before making them available to the public.
- The internal hiring process must follow strict guidelines (i.e., Interview and Select, Matching) that tend to favor seniority in the District. Because the current workforce is largely white, and because MPS teachers of color tend to have fewer years of seniority, these processes limit HR's ability to diversify the workforce.
- As HR shared, *"Internal candidates with seniority are given preference in the Interview and Select process that most positions go through to be filled."*

HR reported that this internal hiring process has many *"unintended effects on the composition and placement of [MPS'] teacher workforce."*

- Interview and Select and Matching have also resulted in a larger proportion of external openings – ultimately filled by *"young and inexperienced"* candidates – in *"more distressed communities with larger concentration of students of color."*
- As shared by HR, these unintended outcomes are *"not caused by a single policy or practice, but rather a series of individual decisions influence [sic] by a set of incentives and disincentives."*

Though diversity of new teachers has increased in recent years, a large majority of these new hires identify as white.

- During the 2013-2014 school year, only 17% of new teacher hires identified as people of color, as compared to 30% in 2017-2018.
- More data are available in the appendix.

SCHOOL LEADERS

School leaders are also challenged by the internal hiring process.

School leaders found the internal hiring process—including seniority, Interview and Select, and Matching—to be limiting, for it left them with little flexibility to hire and *"shield"* newer teachers of color during budget cuts.

- *"The system [seniority] is flawed because it does not honor the new talent we receive. We really need to consider a system that allows us to focus on effective teachers rather than years of service. Years of service does not equate to effective."*
- *"Last person hired, first person out makes it a challenge to hire and retain people of color."*
- *"If we have to cut people, they will be our teachers of color."*
- *"District-Teacher negotiated contractual obligations often prevent us from retaining our non-tenured teachers. Many of these younger teachers are persons of color."*
- *"Teacher-negotiated contract that ensures seniority over everything else. Many of our younger teachers are persons of color. When the budget cuts come, non-tenured teachers are laid off."*
- *"Seniority. Every year, I face having to release the most recent hires. I spend many hours recruiting outside of Minneapolis for teachers of color, but during BTO, I end up having to excess many of them."*

School leaders are challenged by the timing of the internal hiring process, for it delays HR's external hiring timeline.

- *"Timing of Interview and Select for MPS puts us at a distinct disadvantage for hiring when compared to other districts. By the time we figure out that we might be able to rehire some of the people we laid off, they have gotten jobs in other districts."*

Leaders found Matching to be highly problematic because it has prevented them from intentionally hiring staff to meet their building's needs.

- Matching was described as a process that places *"teachers at a school without the consent of the building principal."*

HR Practices and Contractual Obligations: Hiring Practices

HUMAN RESOURCES

Hiring is a decentralized process.

Hiring in MPS involves both HR Consultants and department or school-based hiring managers.

- Before the 2018-2019 budget cycle, HR Consultants were responsible for managing vacancies, posting positions, screening applicants, supporting the interview process, and making official offers. Each consultant supported about 25 schools or departments within MPS, reaching about 1,600 individual positions across the District.
- Department or school-based hiring managers are responsible for coordinating interviews, executing interviews, and selecting an acceptable candidate.

SCHOOL LEADERS

School leaders are frustrated with Human Resources' hiring practices.

School leaders found HR's hiring timeline highly problematic.

- Both internal (i.e., Interview and Select) and external processes start later and move slower than neighboring Districts. These delays create serious obstacles for school leaders, for *"once MPS is allowed to consider external applicants, most high quality candidates (of color and white) are already employed."*
- One school leader shared, *"Timing. Minneapolis is way behind the eight ball on this. By the time Minneapolis moves, we've lost a lot of candidates."*
- Another expressed, *"I think that for everyone, our hiring process is ridiculous. I've been in the District for [decades]. I remember I had to go through the process from the beginning; I started to do it and I just quit. For people of color or anyone that has to go through the process, it's not good."*

School leaders felt that HR's communication was lacking between both hiring managers and candidates.

- The time it takes HR to extend an official offer to schools' selected candidates was problematic for school leaders, for the delay has resulted in several candidates accepting positions in other buildings or districts.
- One school leader, for example, shared, *"There have been many incidents in previous years where I went to extend an offer through HR and it would be days (even weeks) before the candidate was called. By this time the candidate would already be picked up by another school/district."*
- Similarly, another leader stated, *"There have been times when we have been trying to hire a teacher and that HR responded too slowly, and we lost that teacher to another district."*

TEACHERS OF COLOR

Teachers of color feel that MPS' hiring practices convey a lack of commitment to hiring candidates of color.

Teachers of color described inconsistent or lacking communication between HR, school leaders, and prospective employees.

- Current employees recounted slow response times from HR Consultants, and in some cases, no response at all.
- Some teachers of color were able to improve communication by raising the issue to their school leaders (e.g., *"I started to include [the school leader] in the emails and when I started to include her in the emails, a lot of things started changing"*).

HR offered teachers and teacher candidates of color little to no support navigating the system. These frustrations ultimately prevented teachers of color from encouraging people in their networks to apply to MPS.

- *"I've encouraged people of color to apply in the District, right? When they go through the interview process.. it's hard for them to navigate... right? And then the people in HR don't reach out to them and tell them what's going on and then I have to call people in HR and say, 'Well, you know you can do this or you can do that.' And it's just ridiculous... And then [HR Consultants] just don't do it."*
- *"I have not been doing that for years to be honest with you. I don't want to recruit people anymore because... I felt embarrassed. Why should I recruit teachers of color and when they go through the process with HR, they don't call you... They're just disappointing and I'm tired of recruiting them and encouraging them to apply and then when they go through the process the majority of them have had bad experiences."*











Recruitment and Hiring: Mitigating Strategies

Human Resources and school leaders identified nine strategies that help them recruit and hire a racially and ethnically diverse teaching staff. Among these nine strategies, three addressed barriers to teacher education and licensure, four addressed barriers to recruitment and hiring practices, and two support general recruitment efforts.

Each strategy is described in detail in the table below. The first column of this table defines each strategy, while the right-most columns document whether the Minnesota Department of Education (MDE; column 2), Human Resources (HR; column 3), or school leaders (column 4) support these efforts.

	MDE	HR	School Leaders
Teacher Education & Licensure			
Alternative Licensure Pathways and Programs <p>Alternative licensure pathways and programs, approved by the Minnesota State Board of Teaching, allow MPS to hire candidates who did not obtain a traditional teaching license in their subject area. These alternative pathways and programs, including variances and teacher preparation programs (e.g., Grow Your Own), have increased the diversity of MPS' teacher candidate pool.</p> <p>School leaders attempt to promote strong internal staff by encouraging them to pursue alternative licensures and pathway programs.</p>	✓	✓	✓
Tiered Licensure System <p>Minnesota's new tiered licensure system was approved by the Minnesota State Board of Teaching and implemented as of July 1, 2018. Because this system allows greater flexibility for qualified candidates to enter the teaching profession through non-traditional pathways or from out-of-state, HR considers it to be a strategy by which they can successfully recruit and hire racially and ethnically diverse teacher candidates.</p>	✓	✓	
Formal and Informal Partnerships with Higher Education <p>HR and school leaders have developed both formal and informal partnerships with higher education institutions across the state in hopes of gaining access to a more diverse pool of qualified candidates. An example of a formal partnership includes the Minneapolis Special Education Teacher Residency (MSTR), a program supported by both MPS and the University of Saint Thomas. Examples of informal partnerships include interpersonal relationships and networking among MPS and higher education staff (e.g., MPS staff sending postings to university faculty, school leaders volunteering in teacher preparation programs).</p>		✓	✓

Recruitment and Hiring: Mitigating Strategies (Cont.)

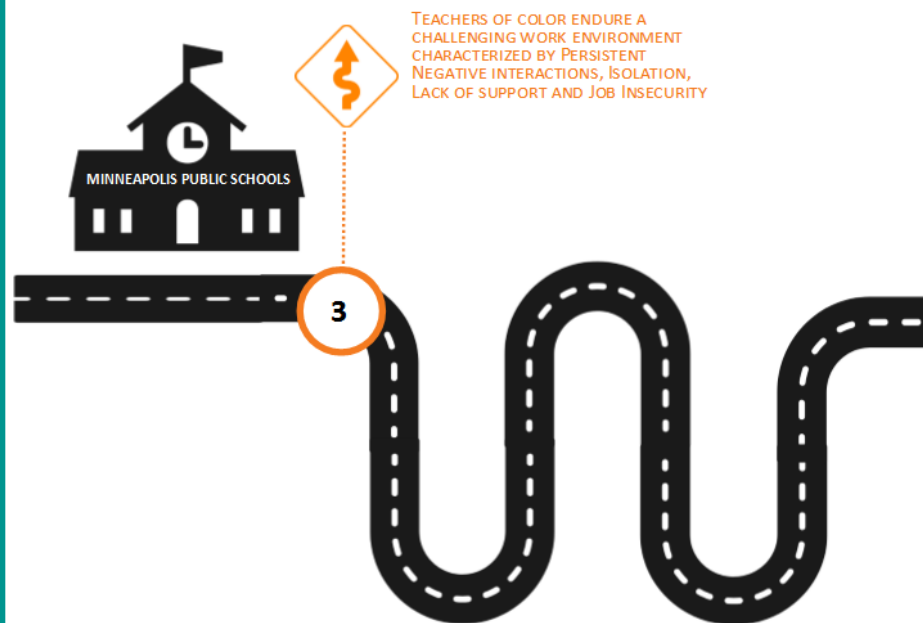
	MDE	HR	School Leaders
Modifications to District Recruitment & Hiring Practices			
Early Contracts Early contracts, in which teacher candidates are granted early access to the internal hiring process, are now offered to exceptional teacher candidates, including all Grow Your Own residents as well as for “hard to fill” positions (as designated by the state).			
Early Retirement Teachers who were with MPS for 25 years, at least 55 years of age, and vested in a pension (including those who had already submitted retirement paperwork) were invited to apply for a \$15,000 severance contribution associated with early retirement. HR only offered these teachers early retirement during the 2018-2019 budgeting cycle, as they felt it could generate cost savings and reduce layoffs, particularly among newer, untenured teachers of color.			
HR Recruitment and Retention Coordinator MPS funded a new position during the 2016-2017 school year dedicated to recruiting and retaining teachers of color.			
Marketing HR reported increasing MPS’ visibility on job search websites in hopes of reaching a diverse candidate pool. Some school leaders have also been developing school-specific marketing materials as a way to recruit diverse candidates.			
General Recruitment Efforts			
Close School Leader-HR Consultant Relationships Many school leaders felt that it was “important to have a good relationship” with their HR Consultants. Several school leaders reported that they capitalized on these relationships to learn more about non-traditional candidates and to gain institutional support promoting strong, internal candidates.			
Networking In hopes of recruiting and hiring teacher candidates of color, school leaders leveraged their relationships both within (e.g., with other school leaders) and outside (e.g., with higher education institutions) of MPS. School leaders also leveraged their teachers’ relationships, inviting them to share openings with their personal and professional networks.			

Teacher Experience

This roadmap provides a visual overview of findings from the perspective of MPS teachers of color.

Once they are hired, teachers of color *endure a challenging work environment (3)*. Teachers face persistent negative interactions, isolation, and bias—ranging from microaggressions to more serious behaviors—from colleagues, leaders, and the larger school community alike. Neither school leaders nor Human Resources are able to provide teachers with sufficient technical or adaptive supports, making them feel unsupported and unwelcomed.

When teachers of color attempt to confront these inequities, they feel silenced and targeted, an experience that is only enhanced among non-tenured staff. Ultimately, these negative experiences and interactions have a compounding and detrimental effect on teachers' personal and professional well-being and success.





Finding 3: MPS Teachers of color endure a challenging work environment.

Teachers of color endure a challenging environment at MPS, characterized by **persistent negative interactions, isolation, insufficient technical and adaptive supports, and job insecurity**. These challenges are described in greater detail below.

Persistent Negative Interactions

Teachers of color feel they are assigned different, and sometimes additional, roles based on their race or ethnicity; this includes being directed to High Priority schools, being responsible for teaching “*tough*” students of color, and/or taking on the role of Behavior Dean. Teachers of color also feel as though they are held to a different standard than their white colleagues, while simultaneously receiving messages that they are not meeting these expectations. Finally, teachers experience consistent negative interactions with the school community; these interactions range from microaggressions to more serious forms of bias.

Human Resources and school leaders are aware of these issues. Although some leaders are working to address this challenging climate, their efforts are not always well received by the school community.

Isolation

Because they work in racially isolated spaces, teachers of color often feel excluded and unwelcome in their buildings. Given these persistent, negative, and exclusionary interactions, many teachers of color feel responsible for modeling respectful and inclusive interactions with their white colleagues. Ultimately, these experiences perpetuate teachers’ feelings of isolation in the workplace.

School leaders are aware that their teachers of color are isolated, and see connections between the building demographics and the intensity of teachers’ feelings.

Insufficient Technical Supports

Teachers of color, school leaders, and Human Resources are challenged by MPS' limited ability to offer technical supports. Human Resources provides basic, standardized information to new teachers, but leans on school leaders to provide more detailed, site-specific information. Both teachers of color and school leaders were dissatisfied with this onboarding process; teachers of color found the process to be limited in scope and poorly timed, and school leaders found the District's system to be insufficient in preparing new staff for their roles.

Human Resources does not provide training or resources designed specifically for teachers of color. School leaders are challenged by these limited opportunities, as they feel teachers of color require additional training that they cannot provide.

Insufficient Adaptive Supports

Teachers of color feel unsupported by their leaders, though some teachers feel that the District, rather than their leader, is to blame.

Neither Human Resources nor school leaders feel that they are able to provide teachers of color with sufficient adaptive resources, or supports to navigate systems and structures. Human Resources provides training and resources for school-based leadership teams (e.g., Equity and Engagement), expecting these teams to bring relevant information to their staff.

Job Insecurity

Teachers of color feel targeted by their colleagues – and, in some cases, school leaders – when they *“speak their truth”* to confront bias and inequity in their buildings. These feelings are enhanced among teachers who do not yet have tenure, as they are more likely to be excessed during the budget tie-out process. Ultimately, teachers' lived experiences intersect with the weight of certain contractual obligations, and produce a sense of job insecurity among many teachers of color across MPS.

School leaders know that teachers of color feel targeted by their colleagues. School leaders agree that certain contractual obligations create job insecurity among many teachers of color, and often struggle to *“shield”* these staff.

Teacher Experience: Persistent Negative Interactions

TEACHERS OF COLOR

Teachers of color are assigned different, and sometimes additional, roles and responsibilities based on race.

Teachers reported that they were placed in certain roles (often those involving student discipline) and buildings (typically High Priority) because they were a person of color.

- *"I think the biggest challenge is HR and the makeup of HR being mostly white folks and white folks pigeon holing us in these [roles]... There's this mindset that we can only work with our own kind and that's not fair and it's not true, and we can connect and we can support kids and HR has to see that potential in everybody."*
- *"There's someone [of color] that I worked with last year who was a phenomenal reading and English teacher... [She] made these gains... and finally, towards the end of the year she was told, 'You know what, you make a good dean.' And she's been removed as a reading teacher."*
- *"I have never felt welcomed by my white peers. I am constantly given the crap shifts and treated by fellow teachers as though I should serve them as a [support staff] rather than a peer with [the same credentials]."*
- *"[School leaders] like to load us down because you're a person of color so you can take all the hard kids of color. [School leaders] don't care about our threshold and what we can and cannot maintain."*

Teachers of color face biased expectations from the school community.

Teachers of color felt as though they were held to a different standard than their white colleagues, while simultaneously receiving messages that they are not meeting these standards.

- *"There is extra scrutiny. You get it from the parents, you get it from the students themselves, and you certainly get it from your colleagues and administration. You're constantly doing everything that you're expected to and more."*
- *"You're held under a different standard, you're under a ton of scrutiny and you are made to feel like you don't know what you're doing and your education is subpar."*
- *"[School leaders] don't seem to accept that there are different work styles that achieve the same goal. [School leaders have] been pushing staff out because they do things differently from what a white staff may do."*
- *"My second day hired into this job and my principal... wanted to check in because 'I'm concerned that there's problems with your performance already just based on what these teachers are saying.' I'm like, 'How? We haven't [had] one of these IEP meetings. We haven't done anything.' 'Well, they're saying they [don't] want you take on all these different tasks and different things but I think you're strong enough and you're going to have to be so you tell me what you need and I will back you'... the harassment that I would receive when we were in meetings was just terrible."*
- In the HR exit survey, teachers of color were less likely to feel that the performance evaluation process was fair and professional (44% TOC; 55% white).

Teachers of color experience regular hostility, ranging from microaggressions to bullying, in their buildings.

Teachers of color experience frequent microaggressions.

- *"You're so put together.' That's what [other staff] say to me. When I report it to my supervisor he has always been, 'He didn't mean it. You have to assume the positive. You just need to get along with other people.'"*
- *"[Colleagues] expect me not to get things and it's almost like it's the same thing from staff. I get bullied in a different way because I'm [a person of color] and so they expect me to be dumb and not catch on to things. I am bright and I can catch on to things quickly."*
- *"I've seen [white] people who look like one another and have the same struggles but instead of being pushed and insulted, they are being coddled and helped. By way of being insulted, it's 'Well, I don't see how you can't see it this way or I don't know where you're getting this from'... But then when they're having conversations with their white peers, 'Oh, I get that. This is what I did.' So if we can have more coming alongside and seeing each other as fellow people instead of someone who is so different that I can't seem to relate [to]."*

Some teachers of color reported experiencing more serious forms of bias from the school community.

- *"I personally experience someone who straight out said that they were prejudiced and the reason why is that all of us people who get here with programs and she had to 'work her butt off.' And that was a general theme that people were working their butts off and if you're a person of color than you got the job because you were a person of color and did not have that same rigor."*
- *"All that bullying is happening, adult bullying in that building. It's completely directed towards anyone in the building who is perceived as being different. And it's at all levels. This has not happened to me personally but this person told me that there was a 'We hate [the teacher's name] club' in the building, literally by adults."*

Teacher Experience: Persistent Negative Interactions

SCHOOL LEADERS

School leaders know that teachers of color experience discrimination from the school community.

School leaders acknowledged the prevalence of microaggressions in their building; most frequently, these microaggressions were manifested as white teachers questioning the qualifications and skills of teachers of color.

- *“White staff have certain obvious apparent [bias] assuming people of color aren’t qualified, this makes it very hard to retain staff [of color].”*
- *“After we hired the teacher of color, I had a white teacher ask me if the person had her teaching license. I told the teacher, ‘yes the teacher of color I hired did have her license.’”*
- *“Our District has to understand if you put new people with snarky seasoned folks, it will be a challenge.”*

School leaders were also aware of more serious cases of bias among staff in their buildings.

- *“I think sometimes people are doing things that sabotage people of color. I have experienced it and seen others experience it. Maybe it is not intentional but people [of color] need support.”*
- *“I have seen discriminatory practices from teachers towards student teachers that are black but not white.”*

This bias often extended into the larger school community.

- *“I am not against recruiting candidates of color, I think our school population would like me to recruit the best candidate, rather than specifically recruit people of color.”*
- *“Staff of color dealing with white parents with community perception... Their own racist comments. A Southside perspective. When I was on the Northside I don’t think our staff of color dealt with that as much as Southside.”*
- *“We had an Asian woman and she was misplaced, she had such low English skills. She was teaching reading in first grade and it was too hard. Parents were too critical...They are hover jet parents – like helicopter – they are concerned about things like safety and resources, less about color and money.”*

School leaders have worked to address these biased mindsets and behaviors within their school communities, but their efforts have not always been well received.

- *“I am trying to create a culture for my staff of color but the white staff is really struggling with it. And that worries me, but I’ll keep doing it.”*
- School leaders were challenged by *“the growth mindset (or lack thereof) of a large percentage of our veteran staff regarding equity and how to engage students of color.”*

HUMAN RESOURCES

Human Resources is aware that racial dynamics are a challenge in some school buildings.

HR reported receiving their *“fair share”* of complaints that could be *“rooted in race-centered issues.”*

- HR escalates cases that may be deemed discriminatory to the Office of the District General Counsel and the Office of Equality and Civil Rights, as these cases require an investigation.

Teacher Experience: Isolation

TEACHERS OF COLOR

Teachers of color feel unwelcome and isolated in their buildings.

When working in racially isolated spaces, teachers of color reported feeling vulnerable, excluded, and unwelcome.

- *"And you can feel it... Navigating it, not just in Minneapolis Public Schools. It's what I would call 'white spaces' and... at most of the schools that I served at, being the only teacher of color."*
- *"I would say that it feels isolating in some ways...I'm the only [person of color], mainstream teacher... I feel like the pressure, 'Well, I'm the voice [of color] in the room. We're doing the equity work and we're talking about this.' I've heard this so many times... I'm never really included ... I remember it was a couple of years ago and they went around interviewing staff of color, black staff, and no one ever bothered to ask me any questions even though I'm a teacher. They talked to the deans, SEAs, and everyone else, and that sort of exclusion made me feel like, 'huh, am I not being valued?' These weird standards and perceptions of how people think you are and what kind of community you are and the way that I present myself. It feels very isolating and being a person of color as often as that is, it's just something that's always on my mind humming in the background. I think it's exhausting in that regards."*
- *"I have never felt welcomed by my white peers."*
- *"I remember I came on the first day and I was so excited that I have my job and the secretary was so mean. I'm like, 'I'm here early so I can set up my room' and guess what? [The secretary responded rudely] 'You're here early. You're supposed to come at bah, bah, bah.' She was just the rudest and meanest person. I was about to cry ...I could not believe how rude that secretary treated me. Like you are here early. Can you imagine someone from another country and you're here early and I'm not going to give you the key and bah, bah, bah. You're unwelcomed, unwelcomed, unwelcomed, unwelcomed... I could not believe [it]."*

Teachers of color felt responsible for modeling respectful and inclusive interactions with their white colleagues, a burden that perpetuated their feelings of isolation.

- *"It was really difficult to build relationships, to make connections, to feel connected, to feel welcomed in that environment. So then luckily though I didn't let that take over [my] life or [well-] being. I decided to talk to them. They don't know how to talk to me so I am going to have to show them how to talk to them. So then I started smiling and started to say hi to everybody.... I thought they didn't know how to talk to me because I look different. I never said that to them, 'You don't know how to talk to me so I'm going to talk to you.' I'm a human being."*
- *"That there is a lack of cross cultural communication between staff. It's like in high school where all the people of color just sit together and you understand that; you look the same and you sit together. But to try to cross, if we were able to talk more about crossing those lines and sitting with people and mixing the tables. We also have a lot of training that makes white people feel bad so then they feel angry because they made them feel bad and they tend to keep to themselves."*

SCHOOL LEADERS

School leaders recognize that teachers of color often feel unwelcome and isolated in their buildings.

School leaders acknowledged that staff of color often feel isolated, a feeling that was exacerbated by school demographics.

- *"At past schools, some teachers of color have felt lonely and isolated, and don't have a strong support network at the school."*
- *"I think being one of the only staff of color... at my building you are one of two or three. That's hard."*
- *"The bigger the building the more the chances of having African American feel - or teachers of color feel - they are less valued or isolated."*

Lack of Support: Technical

TEACHERS OF COLOR

Teachers of color are challenged by the onboarding process.

Teachers of color felt that the onboarding process was limited in scope and poorly timed.

- *"The onboarding process was a little confusing because with the department lead involved and with HR, I wasn't sure what questions to ask to whom."*
- *"Basically, there is no one for you to connect with before school starts unless schools are very proactive to reach out to new people to start the process of introduction. Teachers start middle of August. Some schools do only the day before or week before for teacher orientation. It's not like there's no effort that is made. They are doing some of the stuff and I think that it varies across buildings. It depends on the situation, depends on the school."*
- *"The onboarding process: it was initially doable... They did everything so fast. You go into the school and there's nobody... There was [sic] no systems in place. I don't know if that's a site thing but it was basically I was walking blind and I had to try remember any snit-bit that I could about the process. Even to get tenure like the SOEI. Where do you find that at? Those things weren't there and it would have been nice to have, I don't know, HR representatives or representatives at the training at orientation to be there at the school. When you're new in a building and you're trying to figure everything out. There was no go-to person."*

Teachers of color experience uncertainty in their work.

Teachers of color experienced greater uncertainty in their work than their white peers.

- In the HR exit survey, exited teachers of color were less likely than white teachers to report that:
 - MPS policies, rules, and procedures were clearly communicated to them (53% TOC; 66% white);
 - they knew what was expected of them in their job (65% TOC; 79% white);
 - the realities of their job matched what they expected when they were hired (44% TOC; 62% white); and
 - they understood how their work aligned with the goals and strategic direction of MPS (59% TOC, 69% white).

SCHOOL LEADERS

School leaders are dissatisfied with the District's onboarding process.

School leaders found the District's onboarding structures to be insufficient; as a result, they felt ill-equipped to support new teachers in their building.

- *"We don't do a good job onboarding people, making them feel welcome, show them how to go through the ropes, etc. We hired someone over the winter. It took over three weeks to get this person access to anything. Also, no one shared how she should get a sub, who to go to and talk about benefits, or who to call for anything. Even having a one-pager would have been good. There are bad experiences. We are all stretched but it was embarrassing for me. The job is hard enough."*
- *"[New teachers] don't feel comfortable because everyone does not tell [them] everything [they] need to know when [they] come to a new building or place to work... New people feel like it's hard to survive because [they] don't know everything."*

School leaders struggle to find resources to provide sufficient professional development and coaching for teachers of color.

School leaders felt as though teachers of color required additional training, but were unable to support them.

- *"Another barrier is you have to have money for training. Some schools... are doing great with staff development but they have resources. If you place a new person in this building, I have no resources to support them. Those are things we really have to think about; it's not that we don't want people of different races."*
- *"I would say training. When we have someone that doesn't have the license but let's give them the opportunity. But then, what are the wraparound supports we're going to give them outside the building? I have a non-tenured African American woman who is not doing the work she needs to do... But I don't want to get rid of her I want to support her. [I] don't have the supports at [the] building level because of budget."*

HUMAN RESOURCES

Human Resources provides onboarding through New Teacher Orientation, but expects school leaders to provide site-specific information.

HR provides basic, standardized information to new teachers during New Teacher Orientation.

- HR covers information like the MPS dress code, survival skills, and how to get a sub or reserve teacher.
- HR does not have a new employee manual documenting this information.

Human Resources does not provide training or resources designed specifically for teachers of color.

Beyond New Teacher Orientation, HR is not responsible for leading teacher professional development. Teachers of color must independently seek out necessary resources.

- Though HR does not feel this is the best approach, they do not want teachers to feel that certain resources are mandatory.

Lack of Support: Adaptive

TEACHERS OF COLOR

Teachers of color often feel unsupported by the school community.

Teachers of color did not see their school community as welcoming and inclusive.

- In the HR exit survey, exited teachers of color were less likely to:
 - view their school as inclusive and welcoming to staff from all backgrounds and cultures (62% TOC; 76% white); and
 - feel comfortable being themselves (50% TOC; 71% white).

Teachers of color often felt unsupported by their leaders.

- *"When I told the principal about what was being done to me, nothing was done."*
- *"As far as being supportive, I hear the support but I don't feel the support."*
- In the HR exit survey, exited teachers of color reported less positive experiences with their supervisors as compared to exited white teachers. Exited teachers of color were less likely to report that their supervisors:
 - established work rules and ensured they were followed (55% TOC; 71% white);
 - provided clear direction (39% TOC; 55% white);
 - were fair and provided opportunities and support to all team members (46% TOC; 59% white);
 - gave them feedback on their work, both positive and constructive (47% TOC; 59% white); and
 - were receptive to feedback, suggestions, and new ideas (39% TOC; 60% white).

However, some teachers of color felt unsupported due to factors beyond leaders' control.

- *"Just because the principal is of color does not mean... they take their marching order sometimes from... they're not their own person and they take their marching order."*
- *"The minute the principal tries to do anything, they go to the union... and [stop] the principal from being effective, and meanwhile, all that bullying is happening, adult bullying... It's completely directed towards anyone in that building who is perceived as being different. And it's at all levels."*

SCHOOL LEADERS

School leaders feel that MPS is unable to offer adaptive supports for teachers of color.

School leaders felt unable to provide formal adaptive supports for their teachers of color.

- *"No grounding with teachers of color—setting up collegiality and affinity groups, religious affiliations and social networks that help teachers of color from other states develop a sense of belonging."*
- *"Lack of training and support—find a sense of self. There isn't a mentorship system in place to build that support and affirmation. Everyone needs [mentorship] but it's more readily available for more white teachers given that the pool is larger."*

HUMAN RESOURCES

Human Resources does not provide adaptive supports directly to teachers of color.

HR reported providing training to school leadership teams (e.g., Equity and Engagement), who are expected to bring that training to the staff in their building.

Although teachers of color receive adaptive support through the PAR Mentorship program, this is not considered an expectation of PAR Mentors.

- HR acknowledged that PAR Mentors play a pivotal role in the experience of many teachers of color, but do not have the support or infrastructure to declare this form of mentorship a formal expectation of the PAR Mentor role.

Job Insecurity: Lived Experience and Contractual Obligations

TEACHERS OF COLOR

Teachers of color feel targeted by their colleagues and, in some cases, school leaders.

Teachers of color often felt targeted, especially when they “spoke their truth.”

- “To walk into a building day after day, and always be wondering what are they plotting for today or to catch you in something or to get you in some way. That’s not a way to go to work.”
- “A white male teacher was racist; he’s made several racist remarks to my kids on several occasions. It was documented, I reported it but nothing happened. I was targeted as harassing him in the workplace. I’m going to lose my job because I’m speaking up and being vulnerable.”
- “So one of [teacher] said to me, ‘You shouldn’t be quiet and you should speak [your] truth,’ but what happens when I speak my truth is that they come for me. You can say whatever you want and this is a reality.”
- “There are people that are strategically put in place that are what they call are the ‘moles’ that go back in and report [to leaders] and then it’s like people just don’t want to say anything... It’s a huge struggle.”
- “[A teacher] was told that ‘you are the fourth person of color that we hired this year. The one before you had too much to say.’ Either they left by choice or they didn’t go back or were not asked to come back.”

Teachers of color feel especially unsafe speaking their truth if they do not yet have tenure.

- “I don’t feel safe. I don’t feel like I have job security and part of that is because I’m not tenured.”
- “If you want to survive and get tenure, just keep your head down and your mouth shut... When I ask people, ‘How did you survive this? How did you last this long?’ from people of color that’s what I hear. It’s like just ‘keep your mouth shut.’”

MPS’ contractual obligations (i.e., seniority, alternative licensures) create job insecurity for many teachers of color.

Because a large proportion of teachers of color in MPS are new to the District and/or on alternative licensures, they are often unprotected.

- District efforts to secure positions for these staff members (e.g., early contracts) often left them feeling vulnerable and as though they “are not really set up for success.”
- Unfortunately, this uncertainty caused some candidates to leave the District: “I know people who have been hired at the end of the year and they were told to hang on a lot. We’ve actually had to assure [candidates] that we really want them when they have other job offers that they were considering.”

SCHOOL LEADERS

School leaders recognize that teachers of color feel targeted by their colleagues.

School leaders acknowledged that teachers of color feared losing their jobs, often as a result of negative work environments.

- School leaders acknowledged that their white teachers’ constant questioning of staff of color “makes it very hard to retain staff [of color].”
- Leaders also described instances in which white teachers have bullied their colleagues of color. One leader, for example, shared that during budget tie-out, white teachers taunted teachers of color about losing their jobs or “imply that the person of color was taking a position away from a white teacher.”
- Other leaders felt that their white teachers have tried to “sabotage people of color,” sometimes subconsciously.

Some contractual obligations limit school leaders’ ability to provide job insecurity to teachers of color.

School leaders reported that few of their teachers of color had enough seniority to protect them during budget cuts.

- This finding was discussed in more detail in the Recruitment and Hiring section (pp. 8-16).

HUMAN RESOURCES

Fewer teachers of color have established tenure, leaving them more vulnerable during the budgeting cycle.

A greater proportion of teachers of color are in probationary status.

- During the 2017-2018 school year, 34% of teachers of color were in probationary status, as compared to only 20% of white teachers.
- The proportion of teachers of color in probationary status has increased in recent years; in 2013-2014, only 27% of teachers of color were in probationary status, as compared to 34% in 2017-2018. This trend is likely a result of MPS’ efforts to hire a more racially and ethnically diverse teacher workforce.

Although a larger number of white teachers have been excessed in recent years, these cuts have impacted a greater proportion of teachers of color.

- In 2017-2018, 77 white teachers were excessed, representing less than 3% of all white teachers in MPS. In contrast, 29 teachers of color were excessed the same school year, representing over 5% of the population of all teachers of color in MPS.
- More data are available in the appendix.



Teacher Experience: Mitigating Strategies

Human Resources and school leaders identified six strategies that attempt to improve the experiences of MPS' teachers of color. Among these six strategies, three provide formal, technical support and three provide informal, adaptive support.

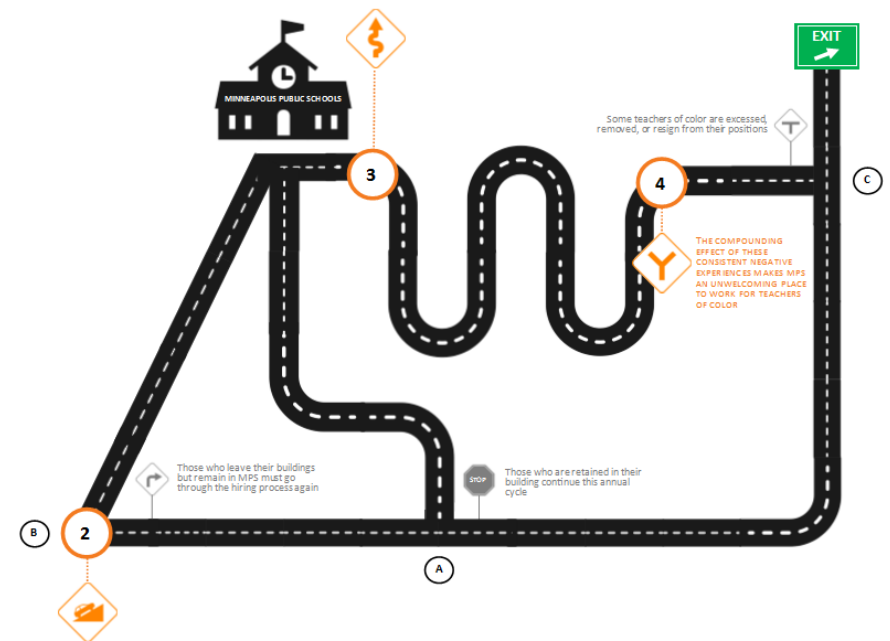
Each strategy is described in detail in the table below. The first column of this table defines each strategy, while the right-most columns document whether the Minnesota Department of Education (MDE; column 2), Human Resources (HR; column 3), or school leaders (column 4) support these efforts.

	MDE	HR	School Leaders
Formal & Technical Support			
New Teacher Orientation HR offers New Teacher Orientation (NTO) every August to provide a consistent onboarding experience for all new teachers. NTO is imperative for ensuring incoming teachers have a foundational understanding of MPS' policies, procedures, and practices. NTO is not designed to provide site-specific information.		✓	
Professional Assistance and Review (PAR) Mentor Program PAR mentorship, supported by HR, is designed to help new teachers develop and improve their teaching skills and become effective and participating members of school-based teams. All first year teachers have a PAR Mentor, though not all teachers of color are mentored by people of color. The PAR Mentor program is not designed to provide ongoing mentorship for teachers.		✓	✓
School Leadership Teams MPS' Quality Compensation (Q Comp) grant, allocated by the Minnesota Department of Education, provides funds to support school leadership teams. These teams, supported by HR as well as other central office departments, serve as the primary mechanism for developing and implementing a school wide-vision for equity and school climate, two important components of the teacher experience. These teams, however, do not systematically provide training or resources designed specifically for teachers of color. School leaders attempt to improve the experience of many teachers of color by inviting them to serve on these leadership teams, for they feel that by integrating their voice into major school initiatives, they will slowly shift the building's climate and culture.	✓	✓	✓
Informal & Adaptive Support			
Informal Mentorship and Relationship Building School leaders attempt to improve teacher experience by providing informal opportunities for mentorship and relationship building. Some school leaders build relationships with their teachers directly by holding formal and informal check-ins, validating teachers' experiences, and sharing about their personal lives. Other leaders create space or expectations for teachers of color to mentor both teachers of color and white teachers.			✓
Strategic Placement of Teachers of Color School leaders attempt to create spaces where teachers of color can work together. Some school leaders, for example, place teachers of color in the same grade-level or department team. Others make efforts to hire multiple teachers of color at once to ensure they do not feel as isolated or alienated.			✓
Transparency School leaders strive for transparency when hiring teachers of color to ensure they set clear expectations to promote understanding of the realities of working in MPS as a person of color.			✓

Retention and Exit

This roadmap provides a visual overview of findings from the perspective of MPS teachers of color.

The compounding effect of teachers' negative experiences make them feel that *MPS is an unwelcoming place to work (4)*. This leaves teachers at a professional crossroads: they can either (A) remain in their building in hopes it will improve, (B) remain in the District but take on a new role in a new building, or (C) exit the District entirely. Teachers who choose to remain in their building may face the same challenging environment they have in the past (3). Similarly, teachers who choose to stay with MPS but hope to transfer buildings must complete the hiring process again knowing that they may still face similar, negative experiences both during hiring (2) and in their new site (3). Ultimately, this challenging cycle makes it more difficult for MPS to retain teachers of color.





Finding 4: The compounding effect of these negative experiences makes MPS an unwelcoming place to work.

Teachers' overwhelmingly negative experiences in the District make it challenging for MPS to retain teachers of color. This finding is described in greater detail below.

Teacher Retention

Many teachers of color feel that MPS' white dominant culture discredits the ways they think and act. Teachers of color also question MPS' commitment to equity and diversity. These negative feelings and experiences have a compounding and detrimental effect on teachers' satisfaction and well-being, driving them to leave their site, and sometimes, the District. Regardless of their personal feelings, however, teachers are overwhelmingly concerned about how these dynamics harm the student experience.

Though both District and site-based retention rates are high, retention rates are noticeably lower among teachers of color. Both school leaders and Human Resources are aware of these trends. School leaders feel that their teachers' inability to be their whole selves at work makes it challenging to retain them. Human Resources feels largely unable to support teacher retention because of the decentralized nature of their work. Instead, Human Resources believes staff retention is dependent on department and school leaders.

Retention and Exit: Teacher Retention

TEACHERS OF COLOR

Many teachers of color feel that MPS is an unwelcoming place to work.

Teachers of color felt that MPS operates within a white dominant culture, which marginalizes, discredits, and/or oppresses ways they think and interact.

- *"I feel like although the District seems to value teachers of color, it operates within a very white structure that is hierarchical and I think that if there were more practices that were not part of the white dominating culture, I think that more teachers of color will be open to teach and speak their truth in the classrooms. I think that it also affects the expectations of the students which are white."*
- *"You can feel it. Even in the classroom or outside of the classroom. Navigating it - not just in Minneapolis Public Schools - it's what I would call 'white spaces' and being the only - at most of the schools that I served at - being the only teacher of color."*

Teachers of color questioned MPS' commitment to equity and diversity.

- *"I feel like it's sometimes like how it is [equity] in the papers but it's not real. It's not in action. People - they don't believe it - [in] their own practice, from [my] experience...and they have their own bias about equity. Even if you show them about equity it's like no, it's not there. Equity in our school district, it is nothing but in the papers."*
- *"[MPS wants] teachers of color but, 'Oh, look at what they are. They can't do this and they can't do that.'"*

These negative experiences accumulate, becoming a detriment to teachers' satisfaction and well-being. Ultimately, this drives many teachers of color to leave their site or the District.

- When issues were not addressed at the site-level, teachers of color felt they had nowhere else to go for support. As one teacher shared, *"If you want to retain people and if you feel like you can't go to your administration or your administration is the problem, where do you go?"* Another teacher shared, *"There's nowhere else to go...I'll be totally honest. I feel that our building gets judged a lot so...I don't go outside the building because I don't feel like we can trust anyone outside of our building to be honest with you."*
- Teachers of color reported feeling emotionally drained, which made them consider leaving their buildings: *"Look, I can't keep doing this. I give them every piece of what they want, and, in the end, they push the finish line a little more. I have nothing else to give. I have given every single thing. Just say, '[name], leave. Get out of this school and into a different school.'"*

Though teachers of color acknowledge that these experiences may harm their own well-being, they are most concerned about their students' success.

Teachers of color expressed concerns about how their students of color experience school.

- *"I'm usually the only teacher [of color] that [the students] get to see. It's always been difficult and I don't get another person [of color] to chat with. The kids don't get another person to chat with unless it's an AE or an EA or an engineer and so although my interviews I know I will not see another person like me and it's difficult - I think about those kids who also don't get to see another person like them. If it's difficult for me, I can't imagine how difficult it is for them. And I want to be somebody for those kids. We think it's so hard as it is. How about for those kids?"*
- *A teacher, a white male teacher was racist; he's made several racist remarks to my kids on several occasions. It was documented, I reported it but nothing happened... We need to also talk about what are we going to do with these white educators that should not be in front of my kids. Who are clearly racist and biased but they're still in that classroom."*
- *"It's a horrible way to exist and do your job or do your job well. As you said we are here for the children. If you are in the survival mode... it's not very good for our children."*

Retention and Exit: Teacher Retention

SCHOOL LEADERS

School leaders struggle to retain teachers of color.

School leaders felt that teachers' inability to be their whole selves at work made it challenging for leaders to retain staff of color.

- *"When they are not validated or acknowledged, or when they start to feel disconnected or lack of belonging."*
- *"One candidate of color was hired, did not feel supported, was disenfranchised with the job, and took another job with a charter school."*
- *"The most problematic challenge is getting teachers of color to trust that Minneapolis Public Schools values diversifying the workforce."*
- *"Do teachers of color feel supported by their colleagues? Do they feel like they can be their whole selves at work? Some have given feedback that they have to speak up for kids of color that they don't feel their ideas are always listened to. That's improved but still... Is the building a place teachers of color... want to stay? I think that extends to the broader District as well."*
- *"The culture has to change to retain teachers of color. You have to make people feel welcome. And you have to be open. Just hiring someone doesn't help."*

HUMAN RESOURCES

Though both District and site-based retention rates are high, retention rates are noticeably lower among teachers of color as compared to white teachers.

Over the past five school years, District retention rates have hovered at about 90%.

- District retention rates for teachers of color, however, have ranged from 87% to 90%; this is in comparison to retention rates of 90% to 93% among white teachers.
- Over the past five years, MPS has reported District retention rates more than five percentage points higher among white teachers as compared to teachers of color (see appendix for more detail).

Over the past five school years, site retention rates have hovered at about 80%.

- Site retention rates for teachers of color, however, have ranged from 75% to 79%. This is in comparison to retention rates of 78% to 83% among white teachers.
- Over the past five years, MPS has reported site retention rates more than six percentage points higher among white teachers as compared to teachers of color (see appendix for more detail).

The decentralized nature of Human Resources' work has prevented them from directly supporting staff retention efforts. Consequently, Human Resources considers staff retention to be the responsibility of school leaders.

HR's mission statement suggests that they are responsible for teacher retention.

- Per the [HR MPS website](#), HR's mission statement is: *"To ensure high academic achievement of all MPS students by recruiting, selecting, retaining, and supporting a diverse and highly talented staff."*

However, HR has struggled to intervene, for they feel that the decentralized nature of the District has prevented them from holding leaders accountable.

- *"A challenge we have is accountability with leadership. We don't manage principals. I may have a leader call me and say something that is problematic, and then I have to hand it off to the associate."*
- *"We have a PD committee who determines what their needs are on any given basis."*
- *"We get our fair share of principals calling and believing or expressing that people believe that things are rooted in race-centered issues. Honestly, we kind of... it becomes more formal if that's at the core of the conversation and connecting with [Office of Equality and Civil Rights staff person] and [Policy Development staff person] and General Counsel. HR can support and put teachers on an improvement plan."*

These structures have made HR feel as though staff retention is dependent on department and school leaders.

- *"Retaining staff is primarily the responsibility of managers and principals at the department and school level. However, it is the responsibility of the HR department and District leadership to provide support to managers to ensure they maintain quality talent and support struggling teachers."*

HR Response



Overview

Based on the findings of the EDIA process, the EDIA Committee provided MPS with feedback on ways to address the challenges identified. Human Resources (HR) and Accountability, Research, and Equity (ARE) worked collaboratively to develop an initial action plan based on the report and the Committee feedback.

This initial plan includes many technical solutions, but the goal is that it will lead to the adaptive changes in culture that are needed for long term success in making MPS a welcoming environment for our staff of color. We will begin with partial implementation in SY19 with full implementation in SY20.

HR and ARE presented this proposed plan to the EDIA Committee and the committee's additional feedback is embedded within.

Ongoing HR Commitments

- **Continue to develop pipelines and career trajectories** for critical and hard-to-staff positions across the District, including our Special Education Residency program
- **Centralize and enhance onboarding** to attract, excite and retain strong staff
- **Design recruitment and retention training** for leaders
- **Create and activate recruitment networks and partnerships** with our schools and communities
- **Increasing exit reflection session participation** to identify ways we can better support staff

Proposed MPS HR & Department Efforts

Human Resources: Hiring and Recruitment

- **Add an additional Recruitment and Retention Coordinator** to engage deeply and authentically with our broad MPS community, and provide feedback from community stakeholders to HR on ways that we can continually improve. *
- **Expand our recruitment budget** to more explicitly emphasize active, community-focused and out of state recruitment efforts. *
- **Deepen and expand the extent to which we train hiring managers and interview teams** on implicit bias in the hiring process, in order to ensure that all candidates are being treated fairly and consistently, and helping to ensure that we can continue to diversify our workforce.
- **Reframe our annual higher education partnership event to showcase and amplify voices of teachers of color**, to help our preparation partners better understand and prepare candidates for the authentic experiences of educators of color in MPS.
- **Investigate how new rules with the Professional Educator Licensing and Standards Board (PELSB) regarding including teachers of color as part of the definition of "hard-to-fill" licensure areas** can support our broader effort to increase the diversity of our new teacher hires.
- **Articulate how SOEI and SOESL (performance management rubrics for teachers and principals) indicators demonstrate equitable practices** in order to embed and crosswalk the language of equity into how we talk about, give feedback around, and measure effective practice.

*These action steps will require additional financial resources

Human Resources: Support and Retention:

- **Hire a Mediator** dedicated fully to helping employees resolve issues that are affecting their job satisfaction without having these issues rise to the level of formal Human Resources or Equal Opportunity Office processes. This new role would create a safe space for employees to share their thoughts, provide a structure for mediation between employees, and help maintain a positive staff culture across the district*.
- **Offer in-person feedback and reflection sessions** to all interested teachers of color who are leaving the district in order to gain critical insight into the reasons that we are losing talented staff.
- **Increase levels of mentorship support** for teachers of color in MPS*. This could take the form of hiring additional PAR mentors for supporting early-career teachers, but could also represent new or innovative models for ongoing mentorship support for teachers of color.
- **Emphasize the elimination of disparities** as an explicit focus in contract negotiations, particularly with our teacher's contract. Specifically, the EDIA Committee identified areas such as the internal hiring process and seniority-based layoffs as potential places for improvement.

Departments of Academics & Accountability, Research, and Equity:

- **Ensure all MPS leadership complete the IDI Assessment and engage in ongoing equity professional development** (Cabinet, Executive Directors, Directors, Principals, APs)*
- **Add additional equity coaches** to assist school leaders in supporting positive and inclusive climate*
- **Train principals on EDIA process** and create tools for small-scale, school-based EDIA processes. Doing so will allow the effects and impacts of the EDIA process to unfold at the site level.
- **Examine and leverage the new district calendar**, which presents new opportunities to provide additional professional development around equity to teachers at the beginning of each school year.
- **Support affinity groups for teachers of color** and provide avenues to access system leaders and decision makers.
- **Review current staff and student survey data** (from the 5E, spring survey, and others), and triangulate findings with HR data to inform improvements to school culture and climate by understanding both the student and staff experience with school environments across the district.

Timeline and Accountability:

Partial implementation of the plan will begin this school year, with additional investments and implementation for SY20. HR and ARE will meet with the EDIA committee quarterly to provide updates on implementation and gather feedback to inform and modify the plan.

*These action steps will require additional financial resources



Human Resources EDIA Proposal

	PHASE 1 (SY 18 19): Partial Implementation	PHASE 2 (SY 19 20): Full Implementation	Accountability
Recruitment & Hiring	<ul style="list-style-type: none"> • Deepen and expand the extent to which we train hiring managers • Reframe our annual higher education partnership event to showcase and amplify voices of teachers of color • Investigate new rules with the Professional Educator Licensing and Standards Board (PELSB) • Create and activate recruitment networks and partnerships 	<ul style="list-style-type: none"> • Hire an additional Recruitment and Retention Coordinator to engage deeply and authentically with our broad MPS community • Expand our recruitment efforts • Centralize and enhance onboarding • Leverage changes to teacher licensure to expand outreach and recruitment efforts 	Quarterly meetings with the EDIA Committee to provide updates on implementation and collect feedback
Support & Retention	<ul style="list-style-type: none"> • Continue to develop pipelines and career trajectories • Design recruitment and retention training • Offer in-person feedback and reflection sessions • Emphasize the elimination of disparities in teacher contract negotiations • Support affinity groups for teachers of color • Review current staff and student survey data • Increasing exit survey participation • Train principals on EDIA process and create tools for small-scale, school-based EDIA processes • Train school leaders on IDI and equitable practices 	<ul style="list-style-type: none"> • Examine and leverage the new district calendar to provide PD to all teachers 	

*These action steps will require additional financial resources

Appendix

Appendix: HR Data Guide

This section of the appendix provides personnel data from the MPS HRIS Department. This guide will support your reading of the graphs (p. 39) and data tables (pp. 40-45), by outlining key components of each figure or table and providing definitions and context for each data point.

The header of each graph will tell you which variable is summarized.

The “New Hires” graph displays the percentage of all new teacher hires who identified as either a **person of color** or **white**. Each bar adds up to 100%.

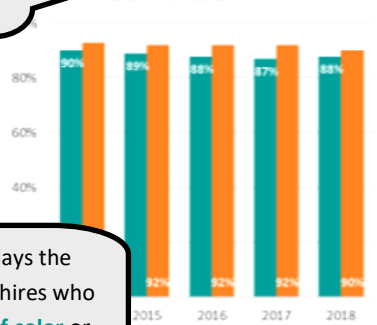
In all five graphs, data about teachers of color are provided in **teal**, whereas data about white teachers are provided in **orange**. In all but the “Probationary and Tenured Status” graphs, data about teachers of color are summarized in the left-most bar. In the “Probationary and Tenured Status” graphs, data are labeled.

The “Probationary & Tenured Status” graph is displayed in a slightly different format than the other graphs. In this graph, each year includes two bars: one for **teachers of color**, and one for **white teachers**. These bars, each of which adds up to 100%, display the proportion of teachers who are probationary (the left-most, light-colored portion of the bar) versus tenured (the right-most, dark-colored portion of the bar).

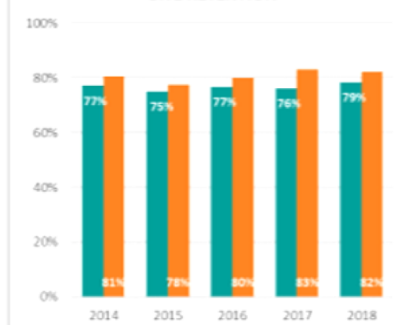
Appendix: HR Data Overview

This page of the appendix provides an overview of personnel data from the MPS HRIS Department. Data about teachers of color are displayed in **teal**, whereas data about white teachers are displayed in **orange**. Refer to the guide (p. 32) for more information. More detailed data are available on the following pages.

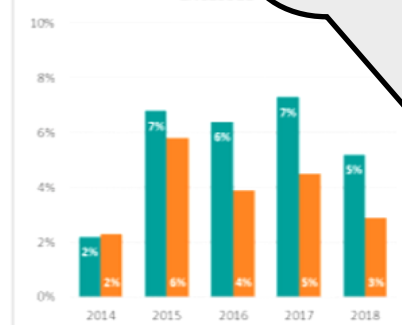
DISTRICT RETENTION



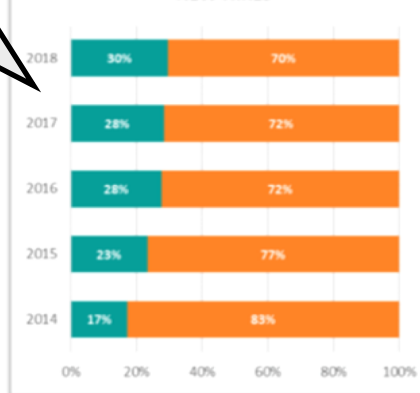
SITE RETENTION



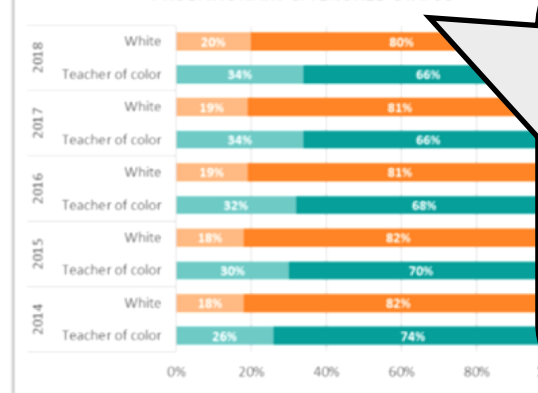
EXCESSED



NEW HIRES



PROBATIONARY & TENURED STATUS



Appendix: HR Data Guide

This section of the appendix provides personnel data from the MPS HRIS Department. This guide will support your reading of the graphs (p. 39) and data tables (pp. 40-45), by outlining key components of each figure or table and providing definitions and context for each data point.

Appendix: District Retention

	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
	N FTE	N Retained	% Retained	N FTE	N Retained	% Retained	N FTE	N Retained	% Retained	N FTE	N Retained	% Retained	N FTE	N Retained	% Retained
Race/Ethnicity															
Person of color	435.6	392.2	90.0%	471.7	419.1	88.8%	527.3	465.4	88.3%	551.7	477.1	86.5%	550.0	491.1	89.3%
White	2561.5	2389.1	93.3%	2755.5	2540.9	92.2%	2858.2	2620.3	91.7%	2859.1	2629.1	92.0%	2750.5	2540.9	92.4%
Not reported	0.0	0.0	0.0%	0.0	0.0	0.0%	0.0	0.0	0.0%	0.0	0.0	0.0%	0.0	0.0	0.0%
Hispanic/Latinx	92.9	83.9	90.3%	103.1	95.1	92.2%	113.7	104.5	91.9%	128.3	113.3	88.3%	133.7	113.3	84.8%
Hispanic/Latinx	2902.5	2697.4	92.9%	3119.3	2864.9	91.8%	3270.8	2981.2	91.1%	3282.5	2992.9	91.2%	3166.8	2864.9	90.5%
Not reported	1.7	0.0	0.0%	4.8	0.0	0.0%	1.0	0.0	0.0%	0.0	0.0	0.0%	0.0	0.0	0.0%
Native Hawaiian or other Pacific Islander	22.6	20.6	91.2%	23.6	21.6	91.5%	24.0	23.0	95.8%	25.8	24.8	96.1%	27.7	25.8	93.1%
Native Hawaiian or other Pacific Islander	81.5	75.2	92.3%	81.5	74.5	91.4%	97.3	86.1	88.5%	92.0	76.8	83.5%	83.5	76.8	91.9%
Black or African American	160.0	144.0	90.0%	171.7	154.5	89.9%	201.9	175.1	86.7%	214.4	180.0	84.0%	216.6	189.2	87.3%
Native Hawaiian or other Pacific Islander	1.0	1.0	100.0%	1.0	1.0	100.0%	1.0	1.0	100.0%	1.0	1.0	100.0%	2.0	2.0	100.0%
White	2566.5	2389.1	93.1%	2761.3	2540.9	92.0%	2864.2	2625.3	91.7%	2862.9	2632.9	92.0%	2754.3	2473.7	89.8%
Two or more races	111.2	103.6	93.2%	120.1	110.1	91.7%	117.9	102.9	87.3%	116.6	105.6	90.6%	110.0	99.1	90.1%
Not reported	54.3	46.3	85.3%	63.7	58.7	92.2%	79.2	72.3	91.3%	98.1	85.1	86.7%	106.4	86.9	81.7%
Total	2997.1	2781.3	92.8%	3227.2	2960.0	91.7%	3385.5	3085.7	91.1%	3410.8	3106.2	91.1%	3300.5	2952.5	89.5%

The header of each page will tell you which variable is summarized on that page.

The different rows represent different demographic breakdowns, aligning to Federal and State reporting guidelines. Note that the race/ethnicity variable combines the ethnicity and race variables, creating a "person of color" category that includes anyone who identifies as either non-white race or Hispanic/Latinx ethnicity.

The last row of data summarizes overall data points for each year.

Each page summarizes five years of data for a different data point. These tables include three columns per year of data. Within each year, the first column displays the total number of full time positions (i.e., FTEs). The second and third columns display the number and percent, respectively, of full time positions represented in (e.g., the number and percent of staff retained in the District in SY2018).

NOTE: The new hire data table looks slightly different than the other five data tables. See the data dictionary on the following page for more information.

Appendix: HR Data Guide

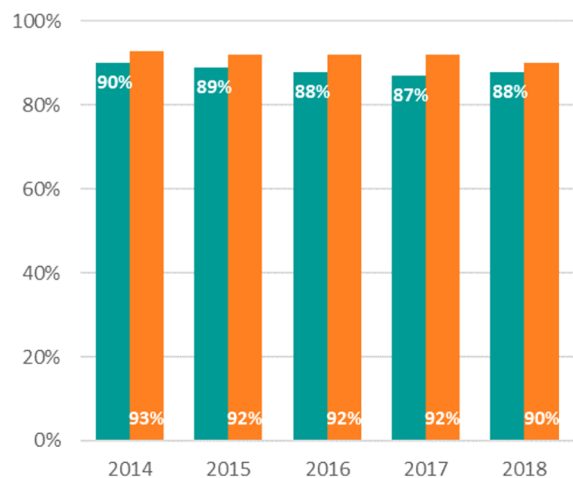
This section of the appendix provides personnel data from the MPS HRIS Department. This guide will support your reading of the graphs (p. 39) and data tables (pp. 40-45), by outlining key components of each figure or table and providing definitions and context for each data point.

Variable	Working Definition & Context
District Retention	<p>For a given school year, District retention is calculated by counting the number of teachers who were present from October 1 of that school year to October 1 of the following school year; this means that District retention rates for any given year are not calculated until October 1 of the following year. A staff member can still be considered retained in the District if they switch positions or buildings from year to year.</p> <p>The District retention variable excludes staff members who retired during the school year. Consequently, the total number of full time positions (i.e., FTEs) in this table differ from the total FTE counts in the other tables.</p>
Site Retention	<p>For a given school year, site retention is calculated by counting the number of teachers who were present in the same site from October 1 of that school year to October 1 of the following school year; this means that site retention rates for any given year are not calculated until October 1 of the following year. A staff member can be considered retained in their site if they switch positions but remain in the same building from year to year.</p> <p>The site retention variable excludes staff members who retired during the school year. Consequently, the total number of full time positions (i.e., FTEs) in this table differ from the total FTE counts in the other tables.</p>
Excessed	<p>The excessed variable includes a count of employees who were excessed in a given school year. MPS defines excessed as an employment status resulting from losing a position that has been eliminated or when there has been a reduction in staffing at a school or site.</p>
Tenured	<p>The tenured variable includes a count of staff members who have achieved tenure, which typically occurs at the start of one's fourth service year (see working definition on page 44).</p> <p>Staff members on a teaching contract are either probationary (see below) or tenured. Therefore, the tenured table represents the inverse of the probationary table; this means that in a given school year, the total number of FTEs is equal to the sum of the number of tenured teachers and the number of probationary teachers.</p>
Probationary	<p>The probationary variable includes a count of early career teachers who have not yet attained tenure, which typically occurs at the start of one's fourth service year.</p> <p>Staff members on a teaching contract are either tenured (see above) or probationary. Therefore, the probationary table represents the inverse of the tenured table; this means that in a given school year, the total number of FTEs is equal to the sum of the number of tenured teachers and the number of probationary teachers.</p>
New Hires	<p>The new hires variable includes a count of currently active employees in their first service year in MPS.</p> <p>The new hire data table is displayed in a slightly different format than the other data tables. The percentage column in the new hire table calculates the percentage of all new hires who identify with a particular racial and/or ethnic group, rather than the percentage of all FTEs who were new hires within a particular racial and/or ethnic group.</p>

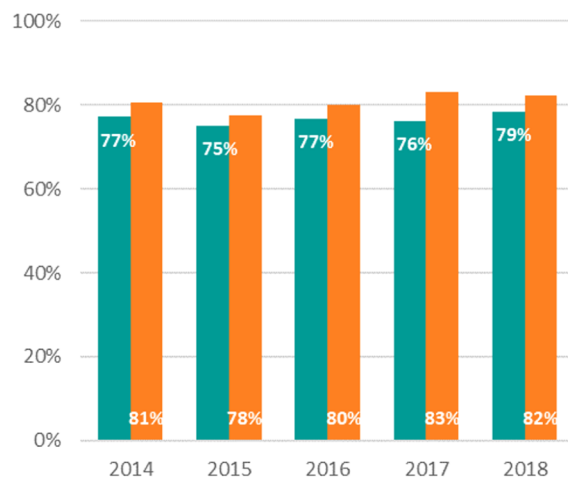
Appendix: HR Data Overview

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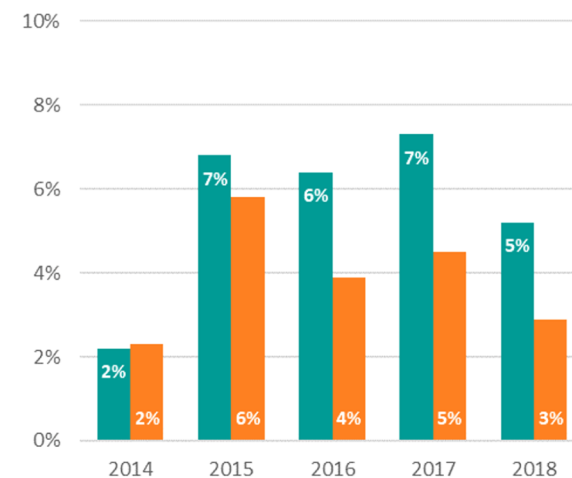
DISTRICT RETENTION



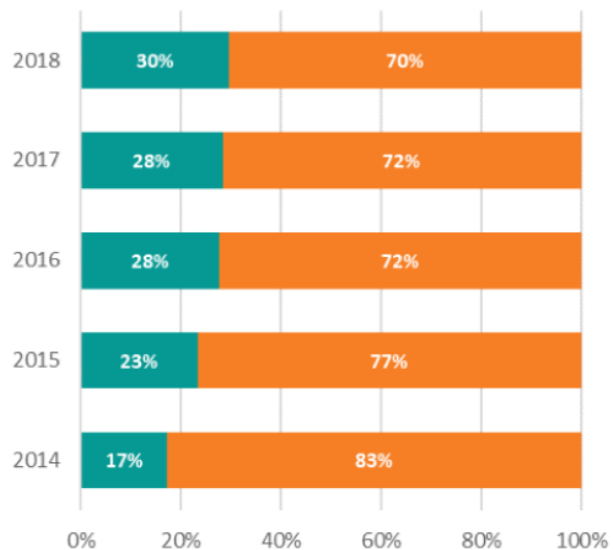
SITE RETENTION



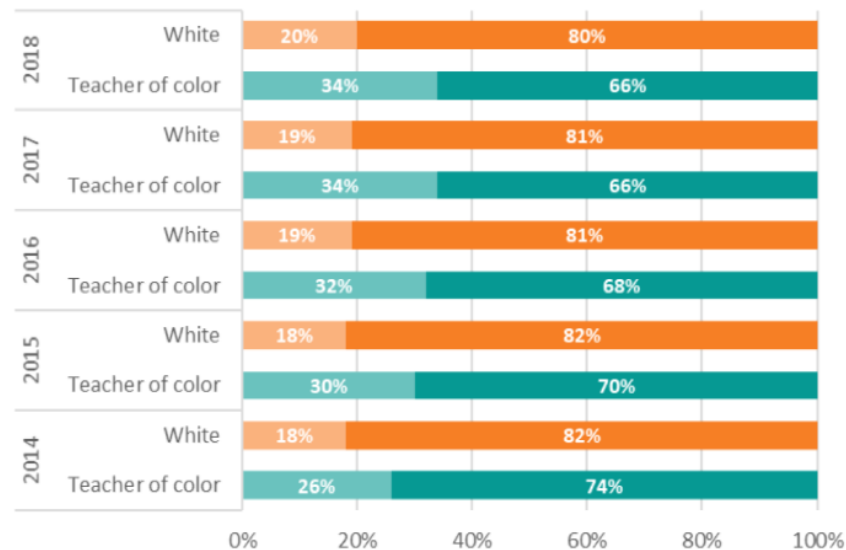
EXCESSED



NEW HIRES



PROBATIONARY & TENURED STATUS



Appendix: District Retention

	2013 2014			2014 2015			2015 2016			2016 2017			2017 2018		
	N FTE	N Retained	% Retained	N FTE	N Retained	% Retained	N FTE	N Retained	% Retained	N FTE	N Retained	% Retained	N FTE	N Retained	% Retained
Race/Ethnicity															
Person of color	435.6	392.2	90.0%	471.7	419.1	88.8%	527.3	465.4	88.3%	551.7	477.1	86.5%	550.0	482.6	87.7%
White	2561.5	2389.1	93.3%	2755.5	2540.9	92.2%	2858.2	2620.3	91.7%	2859.1	2629.1	92.0%	2750.5	2469.9	89.8%
Not reported	0.0	0.0	0.0%	0.0	0.0	0.0%	0.0	0.0	0.0%	0.0	0.0	0.0%	0.0	0.0	0.0%
Ethnicity															
Hispanic/Latinx	92.9	83.9	90.3%	103.1	95.1	92.2%	113.7	104.5	91.9%	128.3	113.3	88.3%	133.7	113.7	85.0%
Non-Hispanic/Latinx	2902.5	2697.4	92.9%	3119.3	2864.9	91.8%	3270.8	2981.2	91.1%	3282.5	2992.9	91.2%	3166.8	2838.8	89.6%
Not reported	1.7	0.0	0.0%	4.8	0.0	0.0%	1.0	0.0	0.0%	0.0	0.0	0.0%	0.0	0.0	0.0%
Race															
American Indian or Alaskan Native	22.6	20.6	91.2%	23.6	21.6	91.5%	24.0	23.0	95.8%	25.8	24.8	96.1%	27.7	25.5	92.1%
Asian	81.5	75.2	92.3%	81.5	74.5	91.4%	97.3	86.1	88.5%	92.0	76.8	83.5%	83.5	76.1	91.1%
Black or African American	160.0	141.5	88.4%	176.8	151.7	85.8%	201.9	175.1	86.7%	214.4	180.0	84.0%	216.6	189.2	87.3%
Native Hawaiian or other Pacific Islander	1.0	1.0	100.0%	1.0	1.0	100.0%	1.0	1.0	100.0%	1.0	1.0	100.0%	2.0	2.0	100.0%
White	2566.5	2393.1	93.2%	2760.5	2545.9	92.2%	2864.2	2625.3	91.7%	2862.9	2632.9	92.0%	2754.3	2473.7	89.8%
Two or more races	111.2	103.6	93.2%	120.1	106.6	88.8%	117.9	102.9	87.3%	116.6	105.6	90.6%	110.0	99.1	90.1%
Not reported	54.3	46.3	85.3%	63.7	58.7	92.2%	79.2	72.3	91.3%	98.1	85.1	86.7%	106.4	86.9	81.7%
Total	2997.1	2781.3	92.8%	3227.2	2960.0	91.7%	3385.5	3085.7	91.1%	3410.8	3106.2	91.1%	3300.5	2952.5	89.5%

Appendix: Site Retention

	2013 2014			2014 2015			2015 2016			2016 2017			2017 2018		
	N FTE	N Retained	% Retained	N FTE	N Retained	% Retained	N FTE	N Retained	% Retained	N FTE	N Retained	% Retained	N FTE	N Retained	% Retained
Race/Ethnicity															
Person of color	435.6	336.5	77.2%	471.7	354.4	75.1%	527.3	405.0	76.8%	551.7	420.9	76.3%	550.0	431.7	78.5%
White	2561.5	2061.9	80.5%	2755.5	2141.9	77.7%	2858.2	2287.0	80.0%	2859.1	2374.9	83.1%	2750.5	2263.9	82.3%
Not reported	0.0	0.0	0.0%	0.0	0.0	0.0%	0.0	0.0	0.0%	0.0	0.0	0.0%	0.0	0.0	0.0%
Ethnicity															
Hispanic/Latinx	92.9	71.1	76.5%	103.1	81.5	79.0%	113.7	89.5	78.7%	128.3	102.9	80.2%	133.7	97.3	72.8%
Non-Hispanic/Latinx	2902.5	2327.3	80.2%	3118.8	2414.8	77.4%	3270.0	2602.5	79.6%	3282.5	2692.9	82.0%	3166.8	2598.3	82.0%
Not reported	1.7	0.0	0.0%	5.3	0.0	0.0%	1.8	0.0	0.0%	0.0	0.0	0.0%	0.0	0.0	0.0%
Race															
American Indian or Alaskan Native	22.6	18.6	82.3%	23.6	19.6	83.1%	24.0	22.0	91.7%	25.8	23.8	92.2%	27.7	25.5	92.1%
Asian	81.5	69.9	85.8%	81.5	67.4	82.7%	97.3	74.9	77.0%	92.0	65.5	71.2%	83.5	68.9	82.5%
Black or African American	160.0	120.0	75.0%	176.8	123.7	70.0%	201.9	152.2	75.4%	214.4	154.9	72.2%	216.6	170.8	78.9%
Native Hawaiian or other Pacific Islander	1.0	1.0	100.0%	1.0	1.0	100.0%	1.0	1.0	100.0%	1.0	1.0	100.0%	2.0	2.0	100.0%
White	2566.5	2065.9	80.5%	2760.5	2146.9	77.8%	2864.2	2291.0	80.0%	2862.9	2378.7	83.1%	2754.3	2267.7	82.3%
Two or more races	111.2	85.2	76.6%	120.1	87.8	73.1%	117.9	89.6	76.0%	116.6	97.2	83.4%	110.0	89.2	81.1%
Not reported	54.3	37.8	69.6%	63.7	49.9	78.3%	79.2	61.3	77.4%	98.1	74.7	76.1%	106.4	71.5	67.2%
Total	2997.1	2398.4	80.0%	3227.2	2496.3	77.4%	3385.5	2692.0	79.5%	3410.8	2795.8	82.0%	3300.5	2695.6	81.7%

Appendix: Excessed

	2013 2014														
	N FTE	N Excessed	% Excessed	N FTE	N Excessed	% Excessed	N FTE	N Excessed	% Excessed	N FTE	N Excessed	% Excessed	N FTE	N Excessed	% Excessed
Race/Ethnicity															
Person of color	477.3	10.5	2.2%	538.6	36.6	6.8%	563.7	36.3	6.4%	558.5	40.6	7.3%	562.0	29.3	5.2%
White	2821.5	66.2	2.3%	2921.6	170.1	5.8%	2929.5	113.3	3.9%	2829.2	128.2	4.5%	2652.8	77.1	2.9%
Not reported	0.0	0.0	0.0%	0.0	0.0	0.0%	0.0	0.0	0.0%	0.0	0.0	0.0%	1.0	0.0	0.0%
Ethnicity															
Hispanic/Latinx	103.1	4.0	3.9%	115.7	9.0	7.8%	129.3	11.0	8.5%	133.7	14.7	11.0%	129.8	9.5	7.3%
Non-Hispanic/Latinx	3190.9	72.7	2.3%	3343.5	197.7	5.9%	3363.9	138.6	4.1%	3254.0	154.1	4.7%	3084.0	96.9	3.1%
Not reported	4.8	0.0	0.0%	1.0	0.0	0.0%	0.0	0.0	0.0%	0.0	0.0	0.0%	2.0	0.0	0.0%
Race															
American Indian or Alaskan Native	24.2	0.0	0.0%	24.5	4.0	16.3%	26.8	1.0	3.7%	28.7	0.0	0.0%	27.3	0.7	2.6%
Asian	83.5	1.6	1.9%	100.3	4.2	4.2%	93.0	4.4	4.7%	84.5	3.4	4.0%	89.9	3.8	4.2%
Black or African American	177.8	4.1	2.3%	205.9	12.4	6.0%	221.4	15.9	7.2%	220.6	15.5	7.0%	225.3	10.8	4.8%
Native Hawaiian or other Pacific Islander	1.0	0.0	0.0%	1.0	0.0	0.0%	1.0	0.0	0.0%	2.0	0.0	0.0%	3.0	0.0	0.0%
White	2826.5	66.2	2.3%	2927.6	170.1	5.8%	2933.3	113.3	3.9%	2833.0	128.2	4.5%	2656.8	77.1	2.9%
Two or more races	122.1	2.8	2.3%	120.7	9.0	7.5%	119.6	4.0	3.3%	112.5	7.0	6.2%	108.1	5.5	5.1%
Not reported	63.7	2.0	3.1%	80.2	7.0	8.7%	98.1	11.0	11.2%	106.4	14.7	13.8%	105.4	8.5	8.1%
Total	3298.8	76.7	2.3%	3460.2	206.7	6.0%	3493.2	149.6	4.3%	3387.7	168.8	5.0%	3215.8	106.4	3.3%

Appendix: Tenured

	2013 2014			2014 2015			2015 2016			2016 2017			2017 2018		
	N FTE	N Tenured	% Tenured	N FTE	N Tenured	% Tenured	N FTE	N Tenured	% Tenured	N FTE	N Tenured	% Tenured	N FTE	N Tenured	% Tenured
Race/Ethnicity															
Person of color	477.3	350.8	73.5%	538.6	379.1	70.4%	563.7	384.1	68.1%	558.5	370.3	66.3%	562.0	370.5	65.9%
White	2821.5	2307.5	81.8%	2921.6	2389.0	81.8%	2929.5	2364.3	80.7%	2829.2	2293.5	81.1%	2652.8	2129.0	80.3%
Not reported	0.0	0.0	0.0%	0.0	0.0	0.0%	0.0	0.0	0.0%	0.0	0.0	0.0%	1.0	0.0	0.0%
Ethnicity															
Hispanic/Latinx	103.1	72.5	70.3%	115.7	78.4	67.8%	129.3	85.5	66.1%	133.7	83.7	62.6%	129.8	82.7	63.7%
Non-Hispanic/Latinx	3190.9	2584.8	81.0%	3343.5	2689.7	80.4%	3363.9	2662.9	79.2%	3254.0	2580.1	79.3%	3084.0	2415.8	78.3%
Not reported	4.8	1.0	20.8%	1.0	0.0	0.0%	0.0	0.0	0.0%	0.0	0.0	0.0%	2.0	1.0	50.0%
Race															
American Indian or Alaskan Native	24.2	17.2	71.1%	24.5	22.5	91.8%	26.8	22.8	85.1%	28.7	22.0	76.7%	27.3	21.0	76.9%
Asian	83.5	67.2	80.5%	100.3	69.8	69.6%	93.0	68.5	73.7%	84.5	65.8	77.9%	89.9	69.1	76.9%
Black or African American	177.8	131.7	74.1%	205.9	138.7	67.4%	221.4	137.5	62.1%	220.6	131.4	59.6%	225.3	131.2	58.2%
Native Hawaiian or other Pacific Islander	1.0	1.0	100.0%	1.0	1.0	100.0%	1.0	1.0	100.0%	2.0	1.0	50.0%	3.0	1.0	33.3%
White	2826.5	2310.5	81.7%	2927.6	2393.0	81.7%	2933.3	2368.1	80.7%	2833.0	2297.3	81.1%	2656.8	2133.0	80.3%
Two or more races	122.1	90.6	74.2%	120.7	98.9	81.9%	119.6	96.2	80.4%	112.5	89.9	79.9%	108.1	87.7	81.1%
Not reported	63.7	40.1	63.0%	80.2	44.2	55.1%	98.1	54.3	55.4%	106.4	56.4	53.0%	105.4	56.5	53.6%
Total	3298.8	2658.3	80.6%	3460.2	2768.1	80.0%	3493.2	2768.1	80.0%	3387.7	2663.8	78.6%	3215.8	2499.5	77.7%

Appendix: Probationary

	2013 2014			2014 2015			2015 2016			2016 2017			2017 2018		
	N FTE	N Prob.	% Prob.	N FTE	N Prob.	% Prob.	N FTE	N Prob.	% Prob.	N FTE	N Prob.	% Prob.	N FTE	N Prob.	% Prob.
Person of color	477.3	126.5	26.5%	538.6	159.5	29.6%	563.7	179.6	31.9%	558.5	188.2	33.7%	562.0	191.5	34.1%
White	2821.5	514.0	18.2%	2921.6	532.6	18.2%	2929.5	565.2	19.3%	2829.2	535.7	18.9%	2652.8	523.8	19.7%
Not reported	0.0	0.0	0.0%	0.0	0.0	0.0%	0.0	0.0	0.0%	0.0	0.0	0.0%	1.0	1.0	100.0%
Hispanic/Latinx	103.1	30.6	29.7%	115.7	37.3	32.2%	129.3	43.8	33.9%	133.7	50.0	37.4%	129.8	47.1	36.3%
Non-Hispanic/Latinx	3190.9	606.1	19.0%	3343.5	653.8	19.6%	3363.9	701.0	20.8%	3254.0	673.9	20.7%	3084.0	668.2	21.7%
Not reported	4.8	3.8	79.2%	1.0	1.0	100.0%	0.0	0.0	0.0%	0.0	0.0	0.0%	2.0	1.0	50.0%
American Indian or Alaskan Native	24.2	7.0	28.9%	24.5	2.0	8.2%	26.8	4.0	14.9%	28.7	6.7	23.3%	27.3	6.3	23.1%
Asian	83.5	16.3	19.5%	100.3	30.5	30.4%	93.0	24.5	26.3%	84.5	18.7	22.1%	89.9	20.8	23.1%
Black or African American	177.8	46.1	25.9%	205.9	67.2	32.6%	221.4	83.9	37.9%	220.6	89.2	40.4%	225.3	94.1	41.8%
Native Hawaiian or other Pacific Islander	1.0	0.0	0.0%	1.0	0.0	0.0%	1.0	0.0	0.0%	2.0	1.0	50.0%	3.0	2.0	66.7%
White	2826.5	516.0	18.3%	2927.6	534.6	18.3%	2933.3	565.2	19.3%	2833.0	535.7	18.9%	2656.8	523.8	19.7%
Two or more races	122.1	31.5	25.8%	120.7	21.8	18.1%	119.6	23.4	19.6%	112.5	22.6	20.1%	108.1	20.4	18.9%
Not reported	63.7	23.6	37.0%	80.2	36.0	44.9%	98.1	43.8	44.6%	106.4	50.0	47.0%	105.4	48.9	46.4%
	3298.8	640.5	19.4%	3460.2	692.1	20.0%	3493.2	744.8	21.3%	3387.7	723.9	21.4%	3215.8	716.3	22.3%

Appendix: New Hires

	2013 2014		2014 2015		2015 2016		2016 2017		2017 2018	
	N New Hires	% New Hires	N New Hires	% New Hires	N New Hires	% New Hires	N New Hires	% New Hires	N New Hires	% New Hires
Race/Ethnicity										
Person of color	74.3	17.3%	95.4	23.4%	93.9	27.7%	64.0	28.3%	62.4	29.5%
White	354.4	82.7%	312.4	76.6%	244.6	72.3%	162.3	71.7%	147.8	70.0%
Not reported	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%	1.0	0.5%
Ethnicity										
Hispanic/Latinx	14.6	3.4%	18.5	4.5%	24.8	7.3%	15.9	7.0%	12.6	6.0%
Non-Hispanic/Latinx	410.3	95.7%	388.3	95.2%	313.7	92.7%	210.4	93.0%	196.6	93.1%
Not reported	3.8	0.9%	1.0	0.2%	0.0	0.0%	0.0	0.0%	2.0	0.9%
Race										
American Indian or Alaskan Native	3.0	0.7%	2.0	0.5%	3.0	0.9%	3.9	1.7%	1.6	0.8%
Asian	9.2	2.1%	21.4	5.2%	5.8	1.7%	6.8	3.0%	9.0	4.3%
Black or African American	30.6	7.1%	39.0	9.6%	44.9	13.3%	29.8	13.2%	32.8	15.5%
Native Hawaiian or other Pacific Islander	0.0	0.0%	0.0	0.0%	0.0	0.0%	1.0	0.4%	1.0	0.5%
White	355.4	82.9%	312.4	76.6%	244.6	72.3%	162.3	71.7%	147.8	70.0%
Two or more races	16.9	3.9%	13.0	3.2%	15.4	4.5%	6.6	2.9%	4.4	2.1%
Not reported	13.6	3.2%	20.0	4.9%	24.8	7.3%	15.9	7.0%	14.6	6.9%

Appendix: Key Terms

This glossary provides key terms you will see throughout the report. The working definitions below are meant to facilitate understanding of this report rather than provide a comprehensive definition of each term.

Term	Working Definition
Early Contracts	Teaching contracts granted to teacher candidates in the spring who are not currently employed with MPS so that they can participate in the hiring process for internal candidates (i.e., Interview and Select). This allows candidates to be hired into a vacant position before the hiring process opens up to external candidates.
Educational Assistant	Also known as EA; assists MPS staff and school personnel in a variety of school functions and locations aligned with The Standards of Effective Instructional Support for Educational Assistants.
Educational Support Professional	Also known as ESP; classified employees of Special School District No. 1, who are permanent employees, represented by the Educational Support Professional Chapter, MFT, Local 59 and included within the bargaining unit as certified by the Director of the Bureau of Mediation Services. Those under this classification include Associate Educators, Educational Assistant, and more.
Grow Your Own	Also known as GYO; an umbrella term for any program that offers opportunities for current MPS staff to advance their careers through preparation (and, if applicable, opportunities to obtain necessary licensure) for different roles in the organization. The official name of MPS' Elementary Residency Program.
Harassment	According to the MPS non-discrimination policy, a harasser may be a student or an adult. Harassment related to religion, race, color, creed, national origin, gender or gender identity, sex, sexual orientation, family care leave status, marital status, status with regard to public assistance, disability, age or veteran status is not tolerated and may include: name calling, jokes, or rumors; pulling on clothes; graffiti; notes or cartoons; unwelcome touching of a person or clothing; offensive or graphic posters, book covers, etc.; words or actions that embarrass you, make you feel uncomfortable, or make you feel fearful.
High Priority	Schools that rank among the lowest 25% in MPS in terms of both student achievement and student academic growth.
Human Resource Consultant	Also known as HR Consultant; MPS staff members who provide consultation and advice to hiring managers around staffing. Provide direct support to hiring managers and principals through the staffing process to ensure that schools and departments are able to hire high-quality staff for their open positions.
Interview and Select	Also known as I&S; the contractual process through which internal teachers can apply for and be hired into open positions each spring. This process takes place before remaining vacant positions are made available to external applicants.
Matching	A one-day process through which teachers, whose positions have been excessed (i.e., cut) and who do not find a position through Interview and Select, have an opportunity to meet with school leaders who are still hiring for open positions and potentially be hired on the spot.

Appendix: Key Terms

This glossary provides key terms you will see throughout the report. The working definitions below are meant to facilitate understanding of this report rather than provide a comprehensive definition of each term.

Term	Working Definition
Microaggression	Intentional or unintentional verbal, nonverbal, and environmental dismissals or insults, which communicate hostile, derogatory, or negative messages to target a person or persons based upon their marginalized group membership.
Minneapolis Special Education Teacher Residency	Also known as MSTR; a GYO program that offers a residency-based, one-year pathway to teaching licensure in special education to current MPS staff that want to teach but do not currently hold a teaching license. This program exists through a partnership between MPS and the University of St. Thomas.
Minnesota Department of Education	Also referred to ask MDE; a state agency of Minnesota that has information for educators, administrators, and the public on the state's academic standards, testing, licensing, programs, etc.
Minnesota State Board of Teaching	Also known as Board of Teaching or BOT; establishes and maintains standards for the preparation and licensure of teachers by assuring sound and relevant programs of teacher preparation, establishing and revising standards of licensure in instructional areas, approving licensure programs offered by teacher preparation institutions approved by the Board, implementing an assessment system for licensure, and
New Teacher Orientation	Also known as NTO; a professional development program designed to provide all new teachers within MPS with the tools and resources they need to be successful for navigating their schools and the larger district. New teacher orientation takes place before the start of the school year for teachers.
Probationary Teacher	A non-tenured teacher who is within the first three consecutive years of employment by the District.
Peer Assistance Mentor	Also known as Peer Assistance and Review Mentor or PAR Mentor; MPS staff members whose role is to coach and develop new teachers as well as to provide coaching to more experienced teachers requiring additional support.
Quality Compensation	A state program that provides substantial annual funding for teacher coaching, job-embedded professional development for teachers, stipends for teacher leadership roles, and collaboration opportunities between teachers and educational support staff.
Reserve Teacher	Commonly referred to as a substitute, reserve teachers fill in on a short or long-term basis when a teacher is absent or on leave.

Appendix: Key Terms

This glossary provides key terms you will see throughout the report. The working definitions below are meant to facilitate understanding of this report rather than provide a comprehensive definition of each term.

Term	Working Definition
Seniority	As MN Statute §122A.68 Subd.2 states that the resident year should be considered as a first-year placement, resident teachers will be recommended for continued employment as a second-year teacher on the salary schedule with seniority number based on the initial contract signed during the residency year
Structural Barrier	For the purpose of this report, persistent obstacles and processes that negatively impact and often prevent a person or persons from recruiting, hiring, or retaining teachers of color
Teacher	The term "teacher" used in this report shall mean all professional employees of Special School District #1 as defined by MN Statute §179A.03, Subd. 18, which states: <i>"Teacher' means any public employee other than a superintendent or assistant superintendent, principal, assistant principal, or a supervisory or confidential employee, employed by a school district: (1) in a position for which the person must be licensed by the Professional Educator Licensing and Standards Board (PELSB) or the commissioner of education; or (2) in a position as a physical therapist, occupational therapist, art therapist, music therapist, or audiologist."</i> All teachers on leave of absence shall be included.
Technical Support	The sharing of information, expertise, instruction, skills, training, knowledge, etc.
Tenure	Achievement of tenure is 1) for teachers in their first three years of service in Minneapolis Public Schools, 2) provides support toward achieving the Standards of Effective Instruction (SOEI) through successful completion of the A of T requirements which assist teachers in using the reflective skills they will need throughout their career, and 3) is supported by a District PAR mentor in the first year of teaching.
Tiered Licensure System	A new teaching licensure system in Minnesota that replaces the previous license designations (variance, community expert, full-time, limited, etc.), granting teaching licenses in one of four tiers based on a teacher candidate's skills, experiences, and teacher preparation pathway.
Variance	A license that the Minnesota Department of Education previously granted (before the implementation of Tiered Licensure) on a case-by-case basis to applicants who hold a teaching license but who are planning to teach in a field outside of their license area(s). These are now called Out-of-Field permissions under the new Professional Educator Licensing and Standards Board.
White Dominant Culture	The dominant, unquestioned standards of behavior and ways of functioning embodied by the vast majority of institutions in the United States .