



# 2017 Talent Management Review

November 20, 2017



We exist to recruit, develop, and retain exceptional team members and empower them to make a difference for Tulsa children and families.

Area of focus	Director
School leaders and district office staff	Bradley Eddy
Certified staff	Coy Nesbitt
Support staff	Bill Naftzger
Talent Strategy	Carlos Lopez
Talent Initiatives	Quentin Liggins
Organizational learning and equity	Jamie Lomax
Compensation and benefits	Gary Potter



We continue to lower barriers to entry by expanding teacher pipelines.

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## STUDENT TEACHERS

- We continue to expand the student teacher pipeline and cultivate them into full-time teachers.
- 42 student teachers were placed in our classrooms during SY16-17
- 22 student teachers hired

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## BOOTCAMP

- Bootcamp is the alternative certification pathway and recruiting pipeline for special education positions
- 40 bootcamp attendees for SY16-17
- 16 attendees hired to full-time positions
- Cohort average 5:1 instructor/attendee ratio

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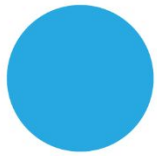
## APPRENTICES

- Apprentices provide stability in our classrooms while teachers complete the necessary steps toward certification
- We hired 153 apprentices for SY16-17
- 76 apprentices received a certification by end of year
- 53 apprentices resigned during the year
- 24 did not complete certification



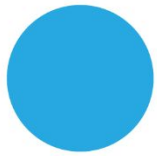
Reflecting on this year's successes





This year, we recruited a large applicant pool and were nearly staffed on the first day of school.

	2015	2016	2017
Applicants recruited	2042	1522	1332
Completed applications	1269	1079	1235
Number of hires	471	309	446
Applicant to vacancy ratio	3:1	4:1	3:1
Number of teacher vacancies on the first day of school	0	0	9.5



In the face of continued challenges, we remained focused on recruitment and cultivation and expanded our online outreach.

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## **RECRUITING EVENTS**

- TPS hosted 11 recruiting events, including our “Day in the life” campaign
  - We met 587 leads as a result of these events
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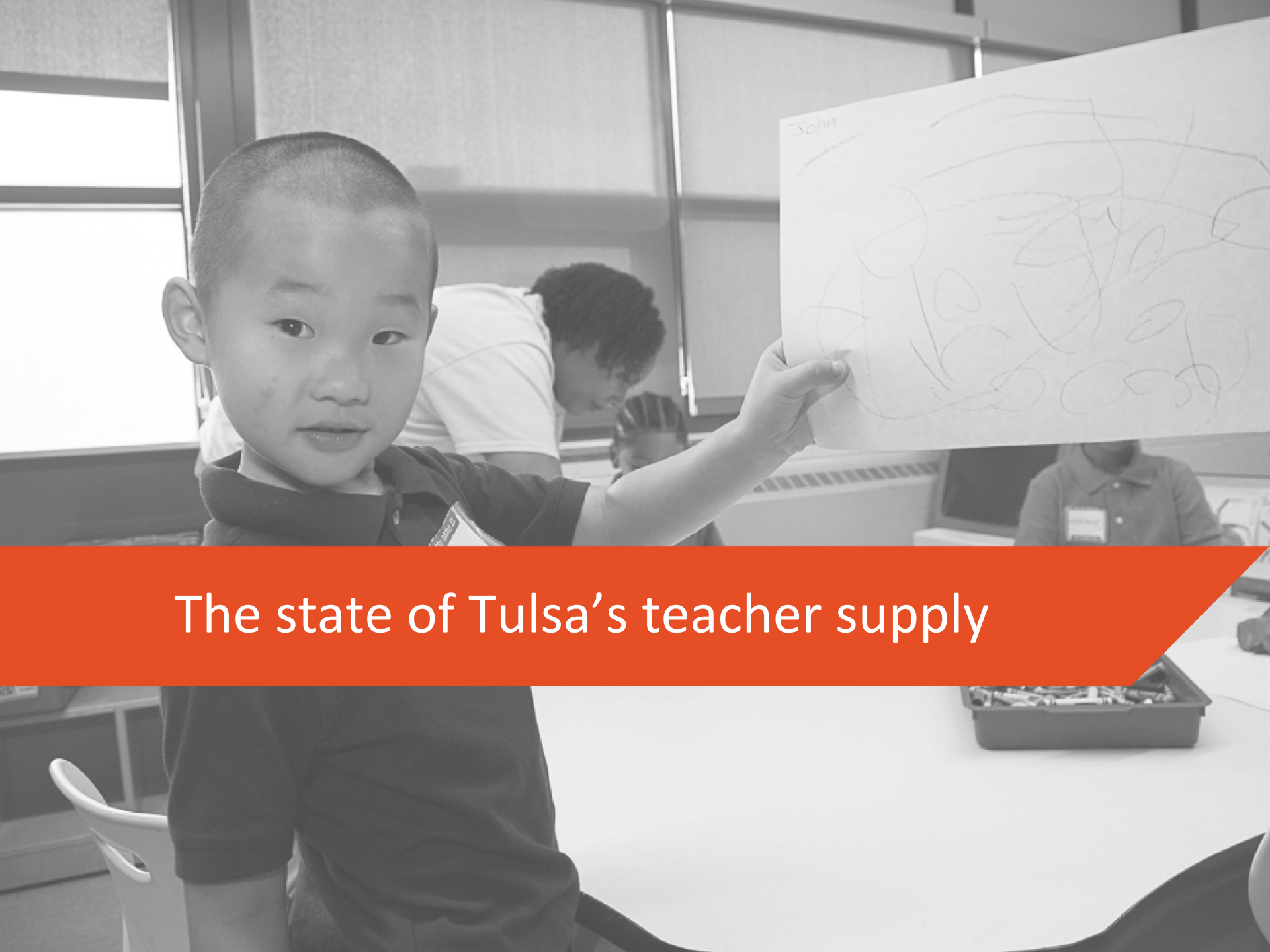
## **CULTIVATIO N**

- Talent Management made over 1,000 phone calls and sent several thousand emails to build relationships with candidates
  - The Novice Teacher Supports team used thousands of calls and emails for outreach to new hires during the summer
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## **ONLINE OUTREACH**

- We increased our online presence through Facebook and Twitter to promote teaching opportunities
  - We hosted several webinars for follow-up opportunities with university leads
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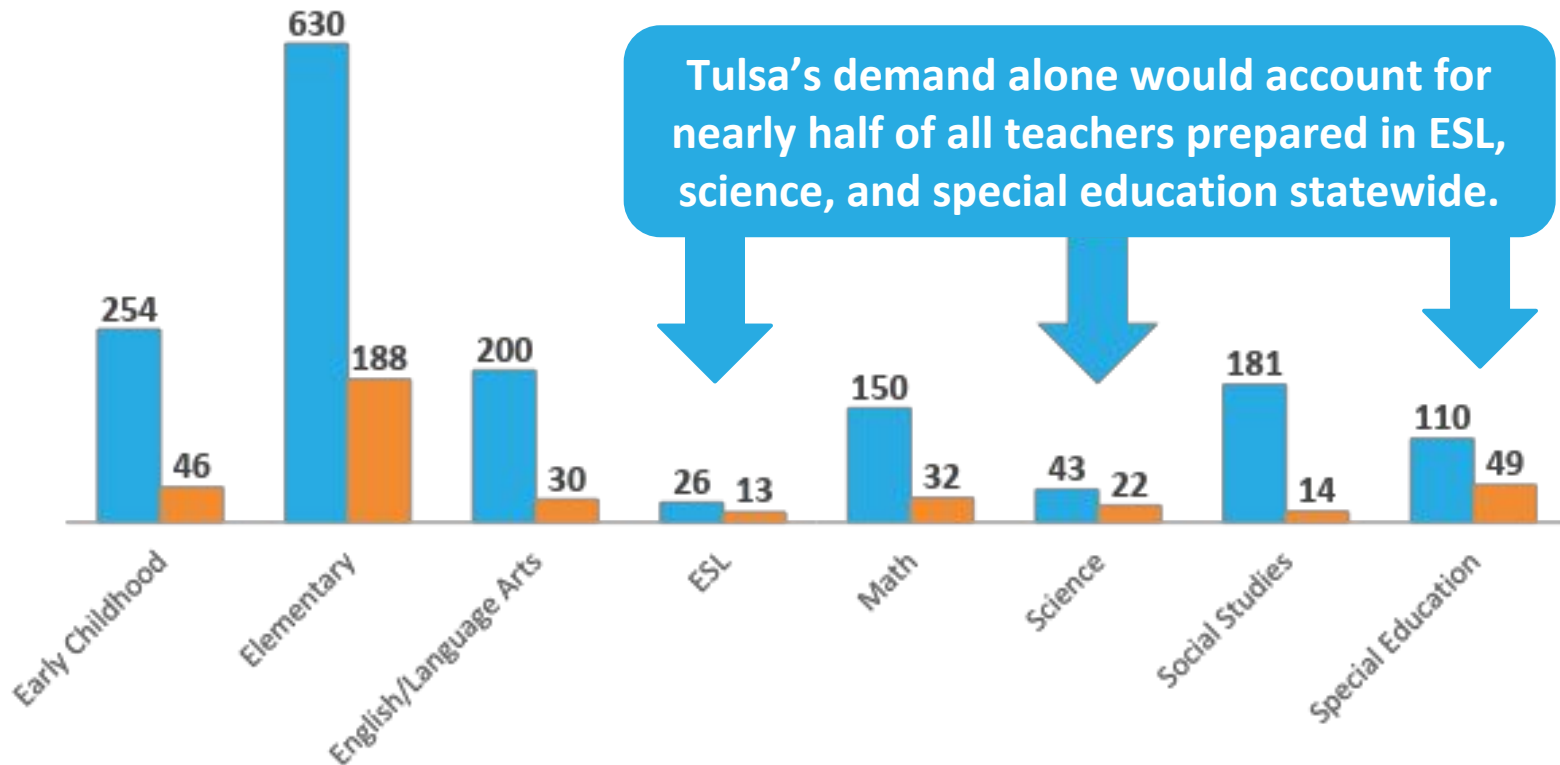


## The state of Tulsa's teacher supply



The supply of new certified teachers in Oklahoma continues to be insufficient to meet hiring needs.

Statewide supply compared to Tulsa demand, 2015

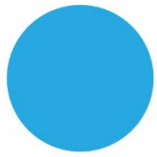


■ Statewide Teacher Supply from OK Prep Programs, Academic Year 2014-15 ■ Tulsa's 2015 Hiring Need

Teacher supply data from "teachers prepared" in Title II database;

Tulsa need calculated from historical hiring data



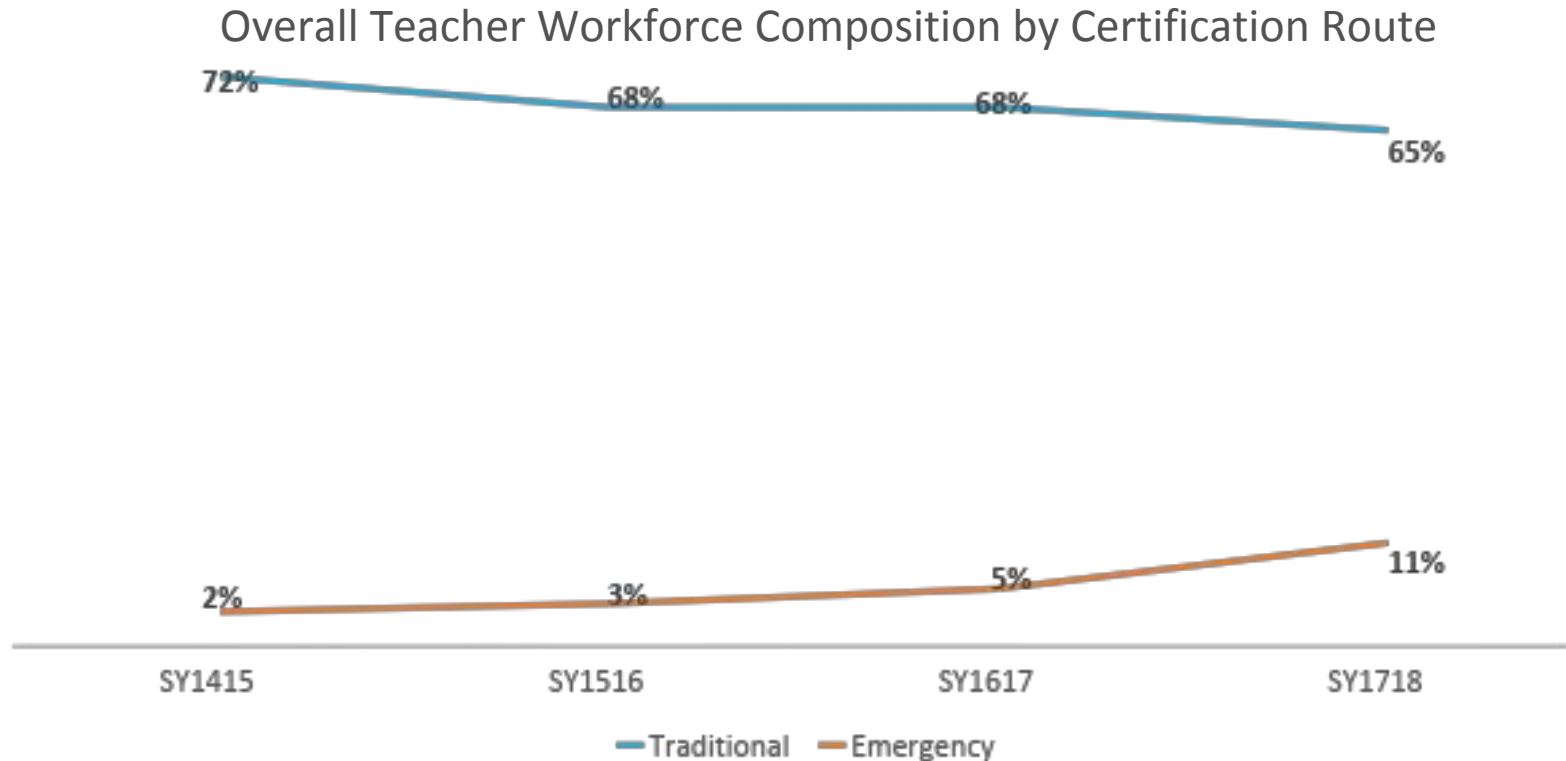


We visited 11 universities for job fairs, resulting in 34 applicants and 9 hires.

University	Number of Leads	Leads Converted to Applicants	Leads Converted to Hires	Applicants of Color	Hires of Color
Emporia State	74	0	0	0	0
Langston	29	1	0	1	0
MSSU	12	0	0	0	0
NSU	21	5	3	2	1
OSU	35	14	4	6	2
OU	16	3	1	0	0
Pittsburg	7	3	1	0	0
TU	11	3	0	3	0
UA-F	15	1	0	0	0
UA-PB	31	1	0	1	0
Wichita	28	3	0	1	0



The percentage of traditionally trained teachers is in decline, necessitating an increase in emergency certifications.

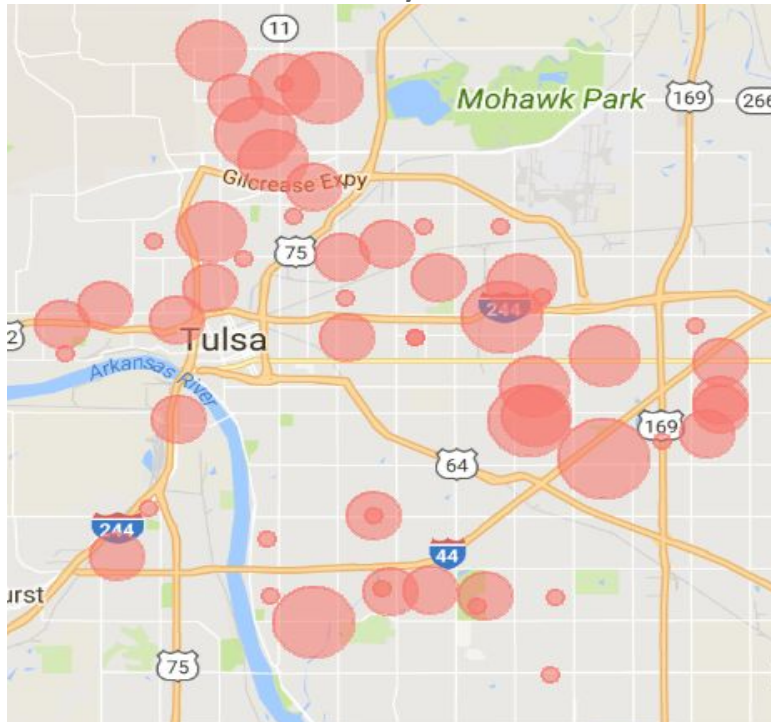


If current trends continue, we could expect traditionally trained teachers to be the minority by SY2024-2025.

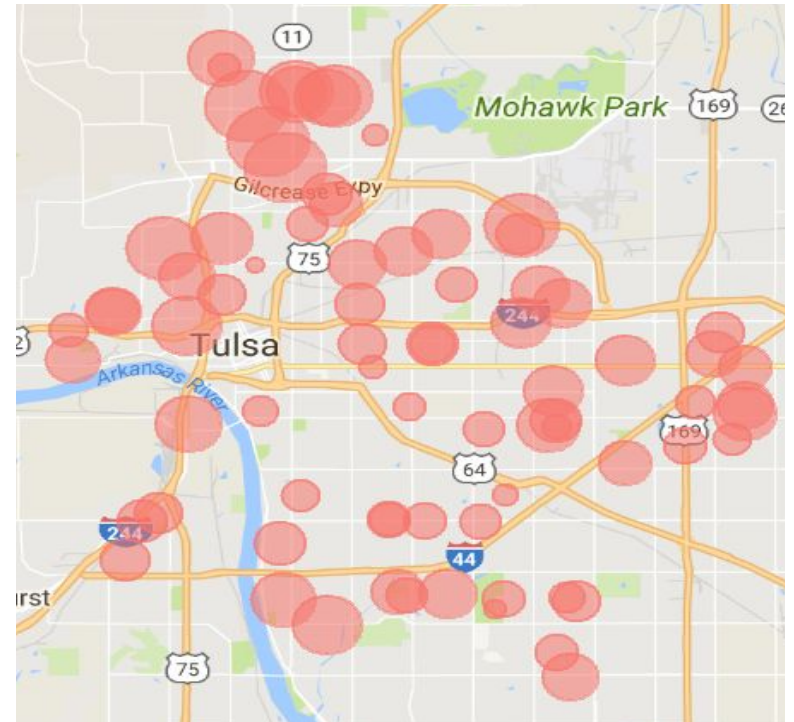


Emergency certified new hires and novice teachers are spread throughout the district.

Number of Emergency Certified New Hire Teachers by Site, SY17-18



Percentage of Novice Teachers by Site, SY17-18



*Emergency Certified teacher records kept by Talent Management department; Novice Teachers defined as teachers in their first or second year of teaching and determined through MUNIS*

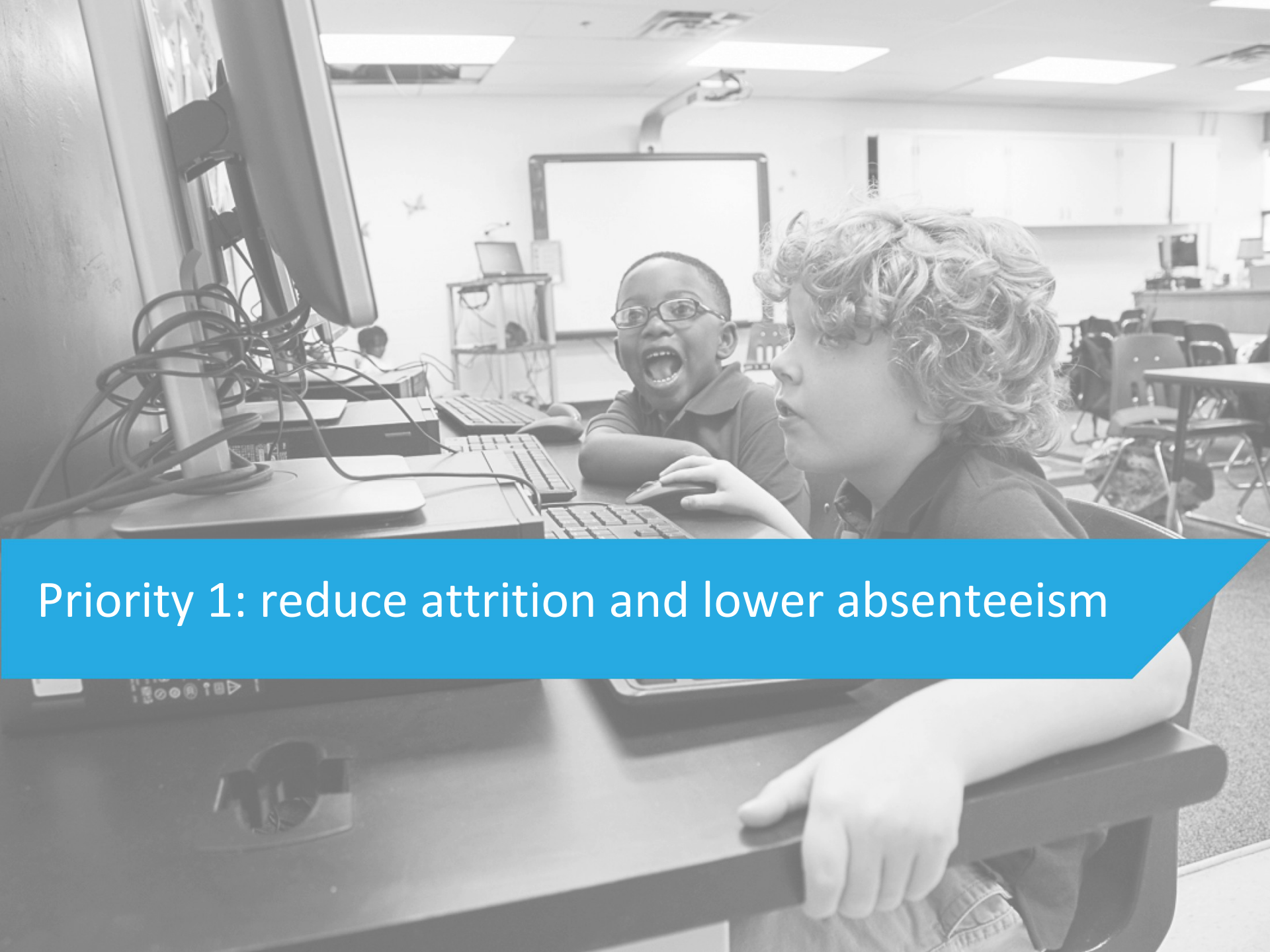


# Recommended priorities for 2018

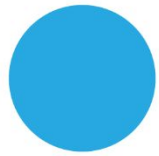
1. **Reduce** attrition and absenteeism
2. **Support** a diverse workforce



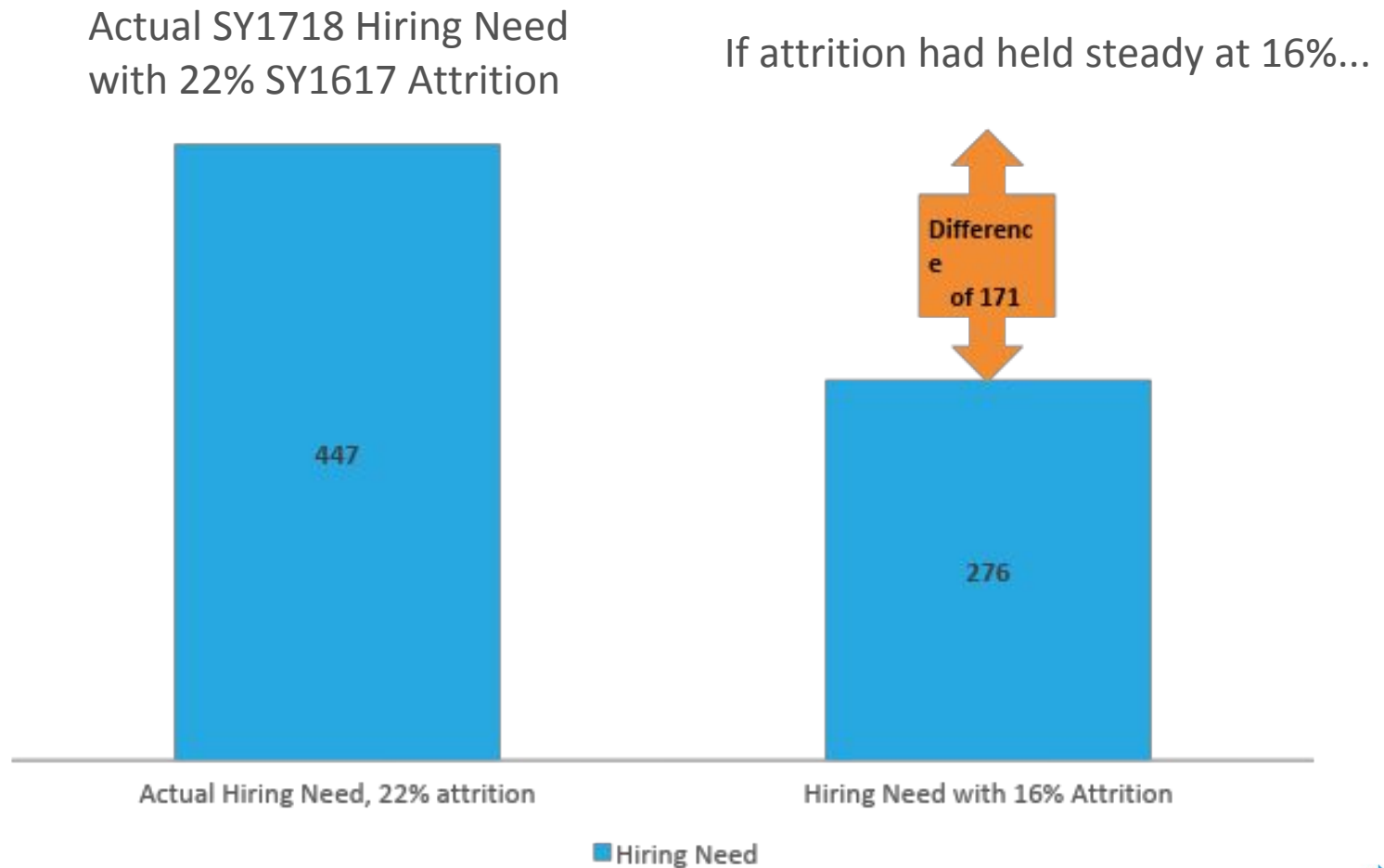




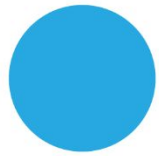
Priority 1: reduce attrition and lower absenteeism



With a 6% increase in teacher attrition in SY1617, we had to hire 171 more instructional staff for SY17-18.







Our focus on absenteeism and attrition will ensure that students get more time with their teachers.

Research suggests that a **10-DAY** increase in teacher absenteeism is associated with **6-10 DAYS** of learning loss in English language arts and **15-25 DAYS** in mathematics.





Priority 2: diversify the workforce





Our teacher workforce is increasingly composed of non-traditionally certified novice teachers.

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### **NOVICE HIRES**

**58%** of new hire teachers are novices with one year or less experience in the classroom.

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### **ALTERNATI VE ROUTES**

**65%** of new hire teachers are alternatively certified, compared to 29% of returning teachers.

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### **EMERGENC Y CERT**

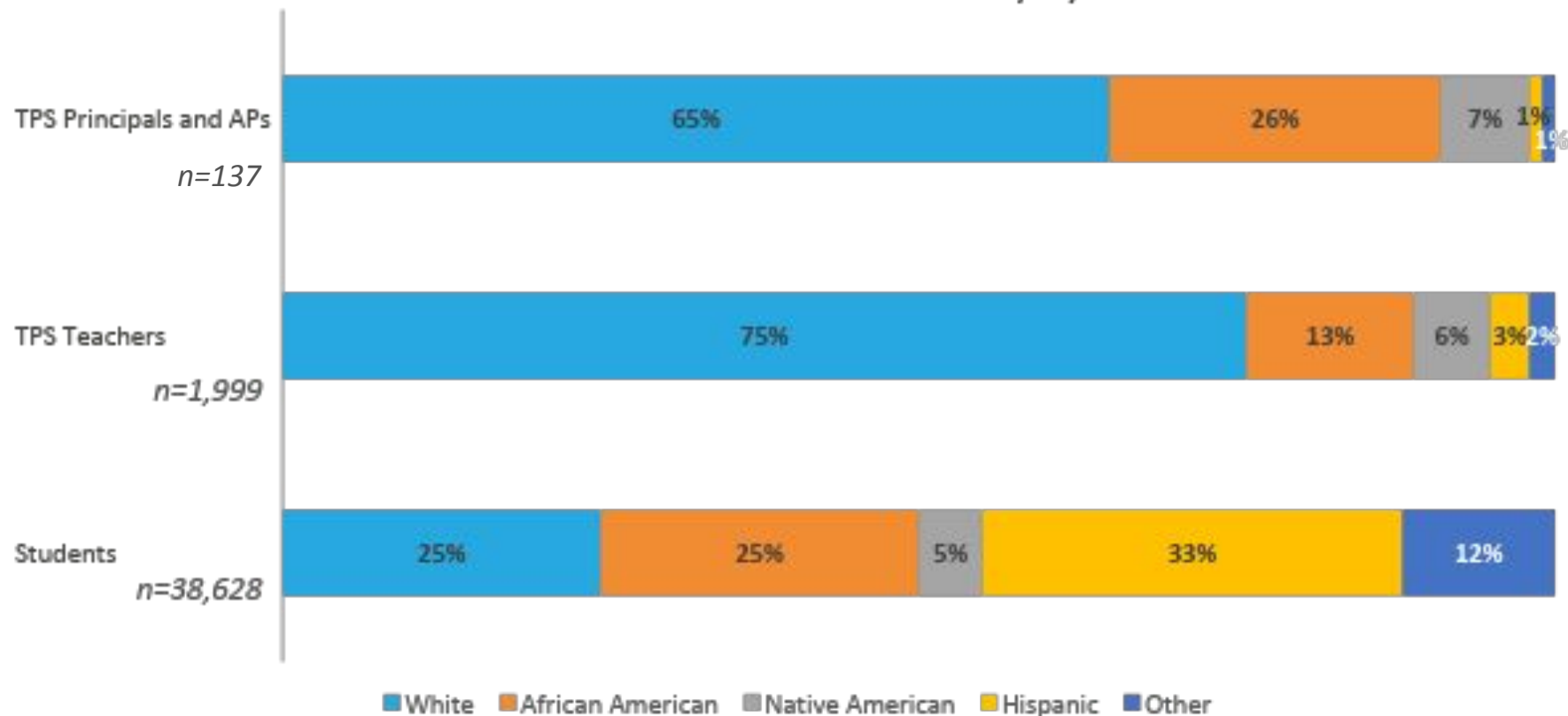
Emergency certifications are increasing within Tulsa - **35%** of new hires have emergency certification.

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Our teacher workforce does not reflect the diversity of our students.

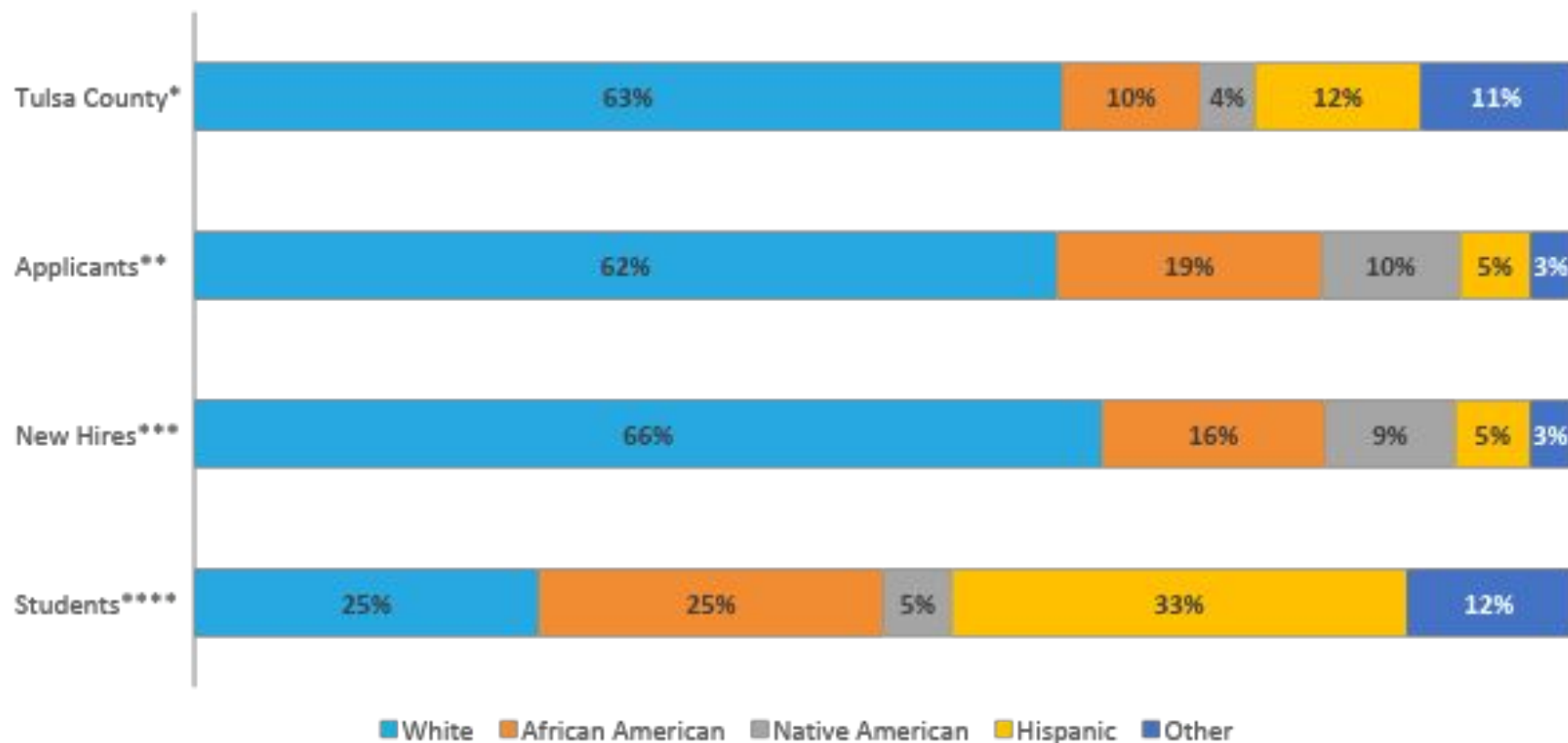
Teacher workforce and student body by race



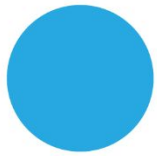


We must attract and hire more teachers of color, especially Hispanic teachers who are underrepresented among applicants and hires.

Population, applicants, hires and students by race



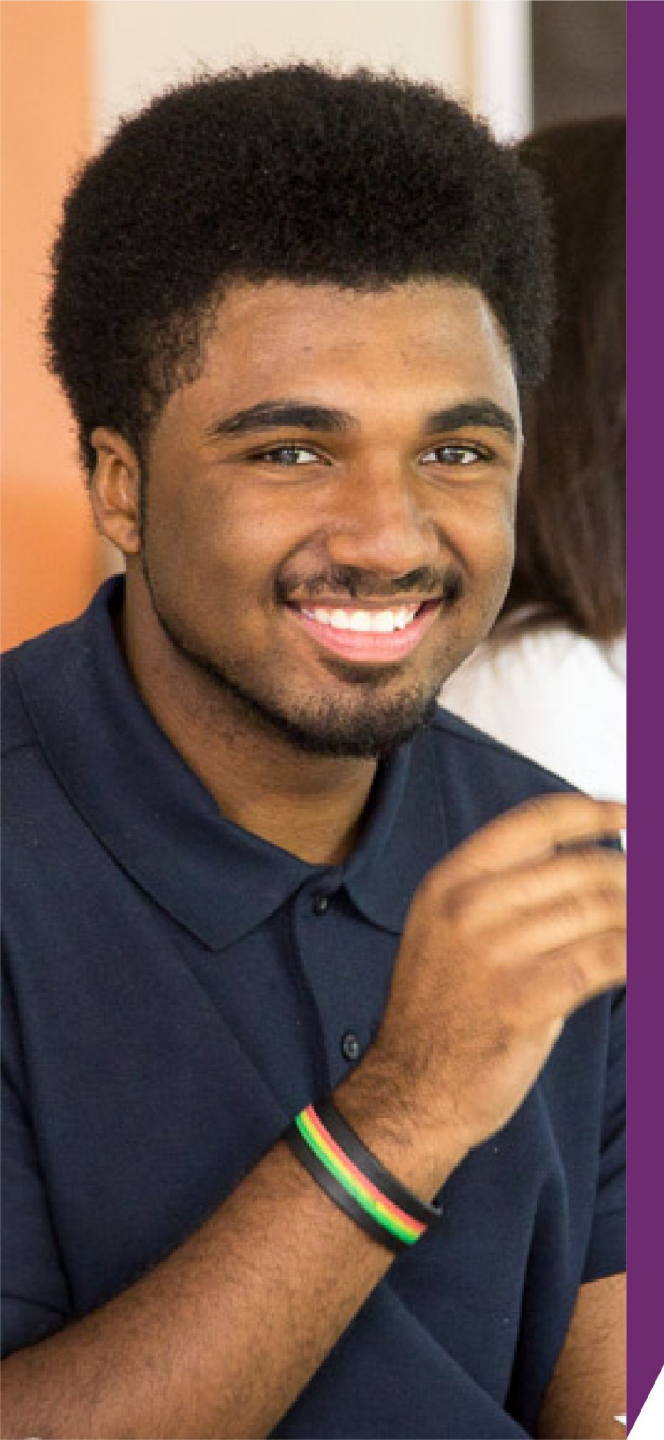
- \*2015 American Community Survey
- \*\*Applicants and New Hires only include those who chose to disclose their race.
- \*\*\* New Hires are include those hired after May 20, 2017 as of August 21, 2017 whereas Applicants are counted from January 1, 2017 through August 21, 2017.
- \*\*\*\* Student data is from October 2016



We must also develop and retain the teachers of color we do have in our schools.

Race	SY16-17 Attrition	If we had decreased attrition to 16% across teachers of color, that would have meant keeping...
African American	20%	15 more African American teachers
Asian	30%	6 more Asian teachers
Hispanic	27%	10 more Hispanic teachers
Native American	22%	9 more Native American teachers





## Next steps

1. **Train new teachers:** Focus on providing support to all novice teachers, as they make up an increasing portion of the workforce.
2. **Support teacher quality:** Implement systems and policies to attract and retain more highly effective teachers, with a focus on educators of color. Reduce attrition and absenteeism through stronger supports and initiatives.
3. **Improve and Sustain:** Build upon successes to keep Tulsa Public Schools as close to fully staffed as possible. Improve Talent Management processes for a more effective hiring and onboarding experience.

