



Report on Brooke Staff Recruitment and Retention, 4.2.2019

The following is our 2nd annual report, updated to include 2018-2019 data, on past and current staff recruitment practices at Brooke, particularly focused on the recruitment and retention of great Black and Latinx teachers. The goal of the report is to communicate how our approach to staff recruitment has evolved over time and how we believe it relates to our number one strategic priority: creating cultures of high achievement in all of our schools and classrooms. We hope you find this report both interesting and aligned with our organizational values. If there's anything in here that you'd like to hear more about or follow up on, please consider reaching out to Jon Clark directly to discuss it.

Overview

Brooke is a human capital organization. We have clarity that what matters most in the work we do is the quality of experience that our students (and their families) have with their teachers. Similarly, we depend on great people to support our teachers in their work. Therefore, finding, developing, and keeping great people, teaching and non-teaching staff alike, is a critical strategic priority.

In many ways, we have been fortunate at Brooke over the years to have found so many great people. We've never committed our resources to building a big recruitment team. And, we've been fortunate to have high teacher retention rates, which we think is largely attributable to the existence of strong working cultures at our schools, where teaching is revered, and where there has been a strong record of student achievement.

But we have reason to believe we could do better and the most obvious area for improvement has been our ability to attract more great Black and Latinx teachers to Brooke. The historical proportions of Black and Latinx teachers at Brooke are laid out in the tables and graphs in the following pages. Those tables show not only that we've made a lot of progress, but also that there was (and still is) a lot of progress to be made! In early 2017, in order to help us figure out our plan for improvement, we hired an education consulting company (Bellwether) to do an assessment of our recruiting practices and identify areas for improvement. Many of the recommendations from that report are highlighted below.

Note that throughout this report, we specifically refer to the objective of increasing the proportion of great Black and Latinx staff, rather than increasing diversity more broadly. We believe that diversity, defined broadly, is important and leads to better teams that make better decisions. But given the fact that our students identify overwhelmingly as Black and Latinx, we are most concerned with the critical shortage of Black and Latinx teachers, and therefore focus most intently on that priority here. There are also times throughout this report where we refer to teachers of color more broadly, most often when we are discussing the culture at Brooke for current staff. Where we have referred to staff of color rather than Black and Latinx staff, we have done so intentionally. Also, we refer throughout the text of this report to staff who identify as Latinx, but some of the tables in this report refer to Hispanic staff because that is the classification used in most state and federal reporting.

Our belief in the value of diverse teams is supported by a lot of research that demonstrates the positive effects on academic achievement and life outcomes of Black and Latinx students when they have the opportunity to be taught by Black and Latinx teachers, although the size of those effects [vary](#). We now have [multiple studies](#) that show teachers of color tend to have [higher expectations](#) for students of color, all else being equal. [One recent study](#) showed that, all else being equal, Black teachers' expectations for Black students are 30-40% higher than expectations of those same students by non-Black teachers. We also have extensive and conclusive evidence that higher expectations result in better student outcomes across the board, as highlighted in the summary/video of research on the [Pygmalion effect, which](#) all Brooke teachers have viewed and discussed during professional development (it's now part of new-teacher induction on day one).

Further research has demonstrated that when Black and Latinx students have Black and Latinx teachers, there is not just a positive impact on student achievement, but also on life outcomes. [One recent study](#) showed that black students who have had at least one Black teacher in grades 3-5 are more likely to graduate high school and to consider attending college. For low-income Black boys, the chance of high school graduation is 39% greater. [Another study from 2013](#) showed that in high schools with higher proportions of Black teachers, teenage pregnancy rates among Black girls is lower.

Not only does increasing the proportion of great Black and Latinx teachers on staff help us better serve our kids, it also stands to help improve our staff culture. [Diverse teams make better decisions](#). And the perspective of Black and Latinx staff who share many lived experiences with many of our students and families has been and will continue to be a particularly important asset to teams across our network.

As described in the next section of this report, our numbers indicate that recruitment of great Black and Latinx teachers has been a much bigger growth area than retention at Brooke. However, we have prioritized retention efforts as much as or more than recruitment. As described below, many things we can do to make Brooke a choice destination for top candidates of color are inextricably intertwined with the way our culture is both experienced by current staff of color and perceived by potential candidates. That interconnectedness explains why many of the initiatives described below relate to enhancing our workplace culture, particularly as staff of color experience it.

In short, we prioritize the recruitment and retention of great Black and Latinx teachers and staff because doing so undergirds the cultures of high achievement in our schools and classrooms that we know our kids need and deserve.

None of this is to say that we can or should give up on recruiting and retaining great white teachers as well. Great teachers come in all forms and we have no plans to cease hiring great teachers who happen to be white. Furthermore, as long as the proportion of teachers of color in Massachusetts remains low (currently 8%), it is very likely we will have a significant proportion of white teachers at Brooke, who are committed to creating and sustaining cultures of high achievement for our kids.

Finally, although we don't devote much space to it in this report, we have also spent a lot of time in recent years thinking about how we hire candidates for non-teaching, non-instructional roles at Brooke. We have increasing clarity that previous teaching experience at Brooke is an invaluable asset to

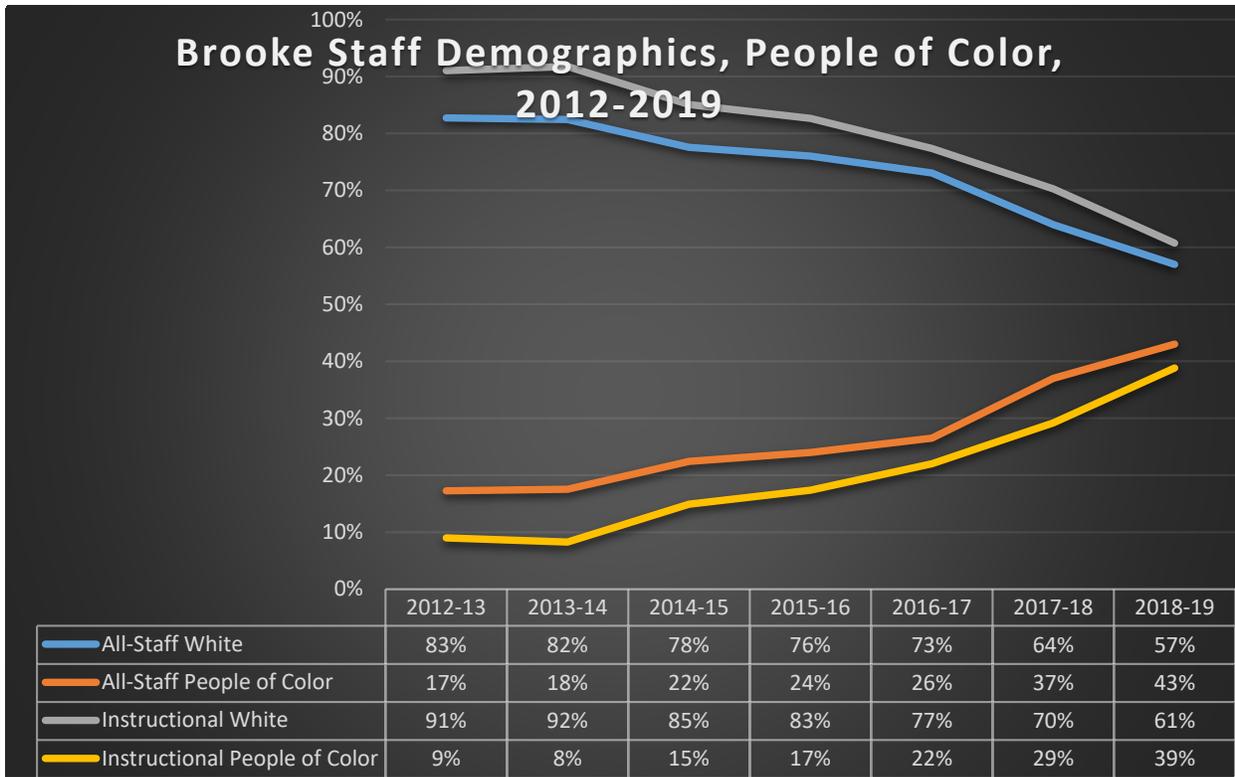
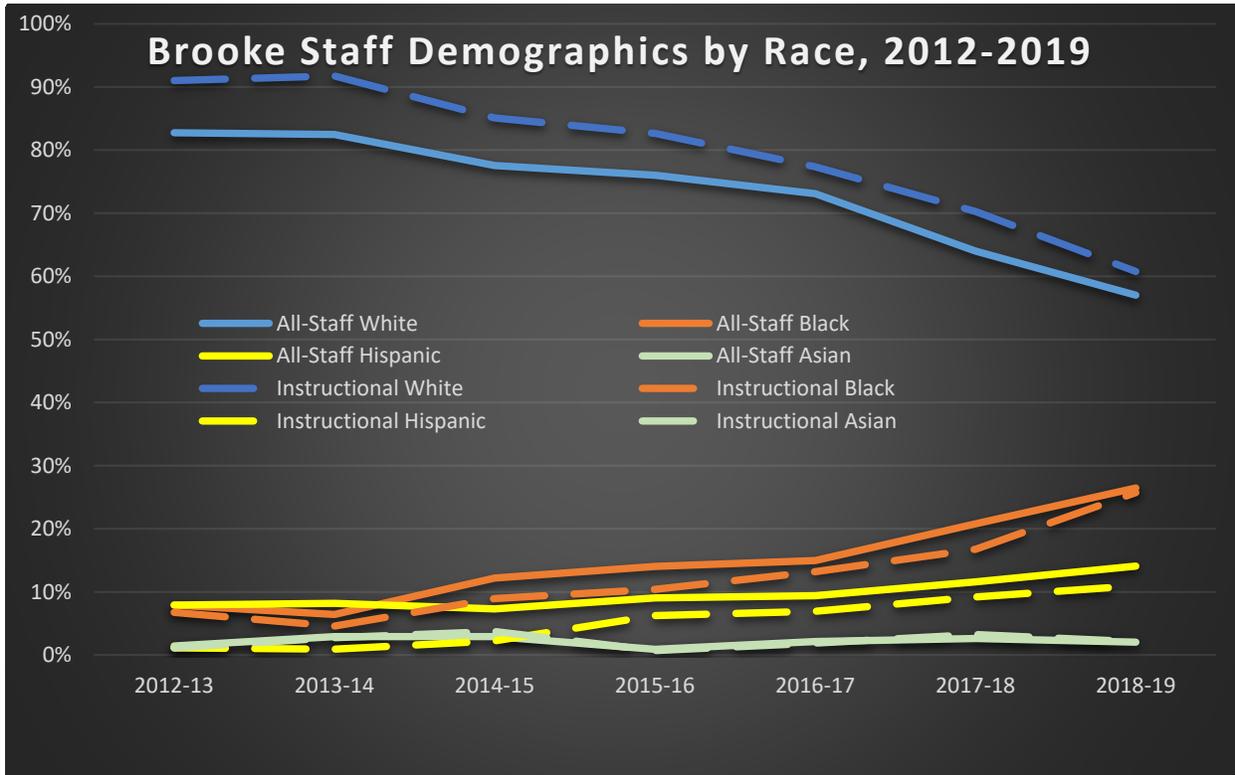
candidates for most jobs at Brooke ranging from principal to school-based and network operations roles. Understanding how and why we prioritize and define great teaching, is a critical element of success in our work for all roles at Brooke. While teaching here isn't the only way to develop that understanding, it's certainly the most direct and effective. Because of the value we place on prior teaching experience for most roles, getting more great Black and Latinx staff into non-teaching roles at Brooke depends heavily on our ability to get more great Black and Latinx candidates into the teacher pipeline at Brooke.

Historical Data

Whether or not an objective rises to the level of a top priority is probably best measured by the resources (i.e. time and money) an organization commits to that work. And, while the recruitment and retention of great Black and Latinx staff at Brooke has always been important to us, we have made it a much bigger priority in recent years. That increased commitment can be measured by the resources (time and money) we have committed to it, which is described in depth in the following section (“what we've learned and what we're doing about it”)

The data shows that this prioritization is having a positive impact on our staff demographics. Figure 1 and Table 1 below show the rising proportion of staff of color amongst all Brooke staff over the last five years. While we are glad to have made this progress, we are also clear that we can and should make more progress still. Thankfully, we have reason to believe that the work we have already undertaken and continue to sustain will bear even more fruit in the years to come. We expect that our progress will not be linear, but may in fact accelerate over time.

Figures 1a & 1b. Brooke Staff Demographics by Race, 2012-2019



Source: Internal data as reported to state

Table 1. Brooke Staff Demographics, 2018-19

All Staff	Out of 266 (%)
White	160 (60%)
Black	68 (26%)
Asian	5 (2%)
Hispanic	33 (12%)
Native American	1 (0.4%)
POC Total	107 (40%)

Instructional Staff	Out of 237 (%)
White	144 (61%)
Black	61 (26%)
Asian	5 (2%)
Hispanic	26 (11%)
Native American	1 (0.4%)
POC Total	93 (39%)

Instructional Staff (minus ATs)	Out of 217 (%)
White	138 (64%)
Black	49 (23%)
Asian	5 (2%)
Hispanic	24 (11%)
Native American	1 (0.6%)
POC Total	69 (36%)

Leadership (Principals, Deans, Ops Leaders, + Network C-Level)	Out of 27 (%)
White	16 (59%)
Black	8 (30%)
Asian	0 (0%)
Hispanic	3 (11%)
Native American	0 (0%)
POC Total	11 (41%)

Source: Internal Data

Table 2 and Figure 2 show that an important element of our growth in staff diversity has been our ability to generate recruiting classes of lead teachers, that are more diverse than the demographics of our current staff, and more diverse than previous recruiting classes.

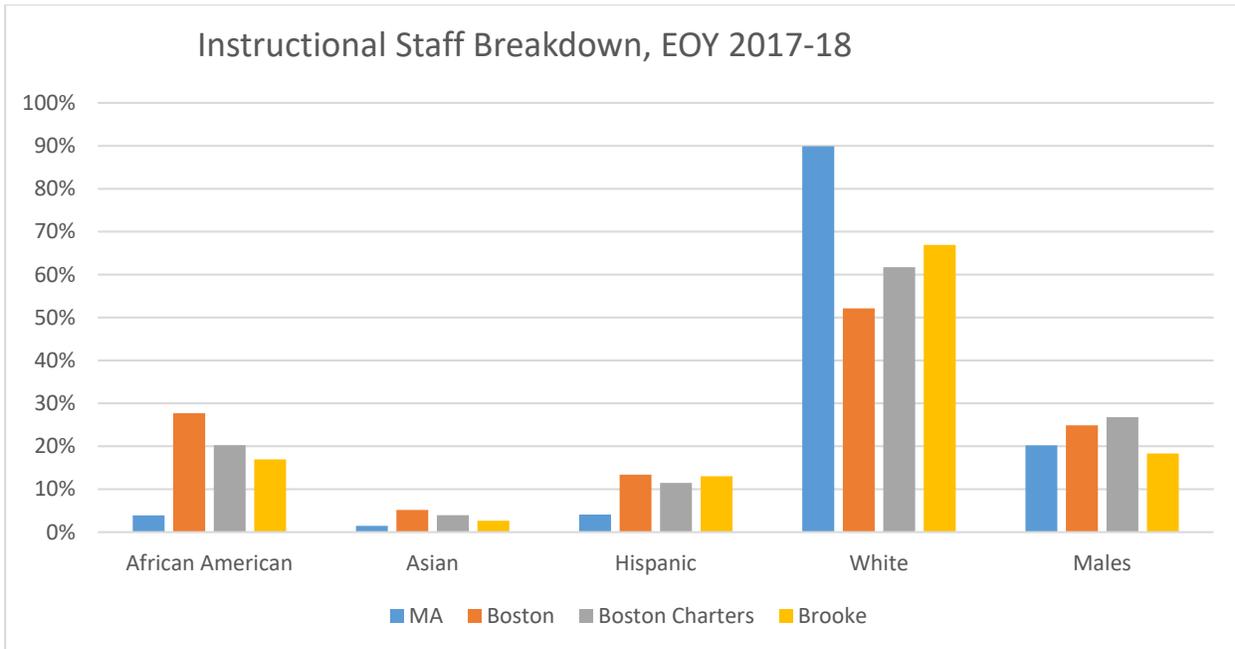
Table 2. Brooke’s 2018-19 Recruiting Class by Race

Race	Year	Total	AT's	Teachers	Other
Black	2018-19	33%	56%	18%	50%
	2017-18	33%	44%	19%	50%
Latinx	2018-19	15%	12%	9%	42%
	2017-18	5%	12%	0%	6%
Asian	2018-19	3%	4%	2%	0%
	2017-18	5%	6%	3%	6%
White	2018-19	50%	28%	70%	8%
	2017-18	57%	38%	78%	38%
POC	2018-19	50%	72%	30%	92%
	2017-18	43%	62%	22%	62%

Source: Internal Data

Figure 2 shows where Brooke’s teacher demographics stand vs. Boston, the state, and state charters, as of the end of 2017-18. (Note that the gap between Brooke and others has closed more in 2018-19, but the data for other organizations for 2018-19 is not yet available).

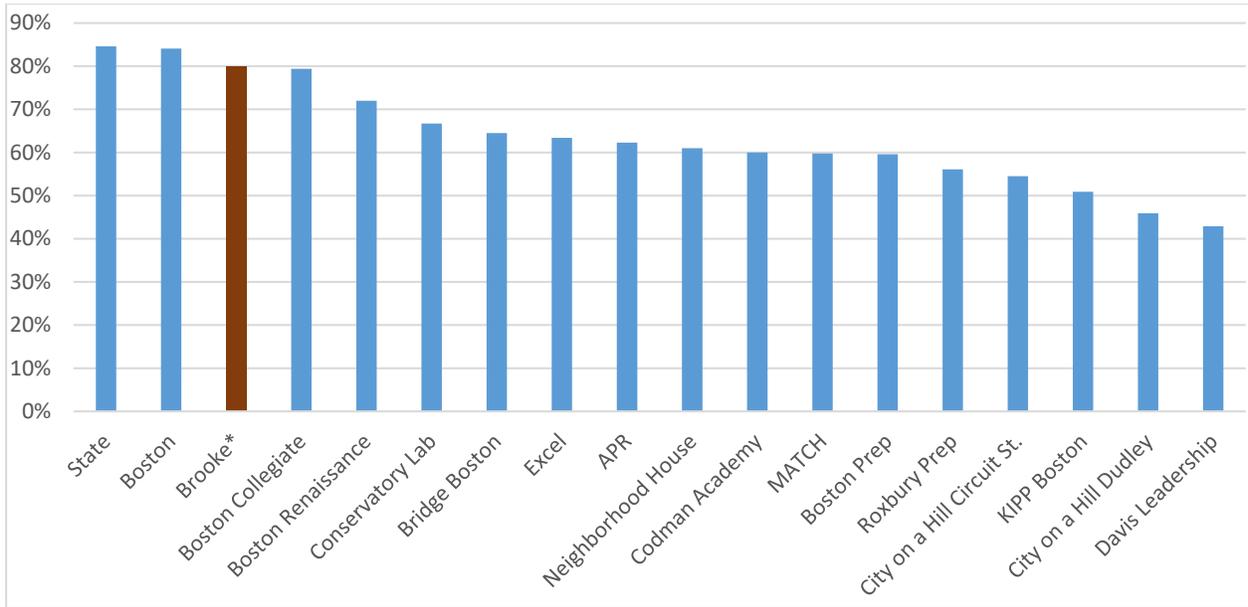
Figure 2. Brooke Instructional Staff vs. Massachusetts, All MA charters, and Boston Public Schools



Source: DESE district and school profiles

As Figure 3 below indicates, retention at Brooke has been strong

Figure 3. Staff retention at Boston Charter Schools, 2019

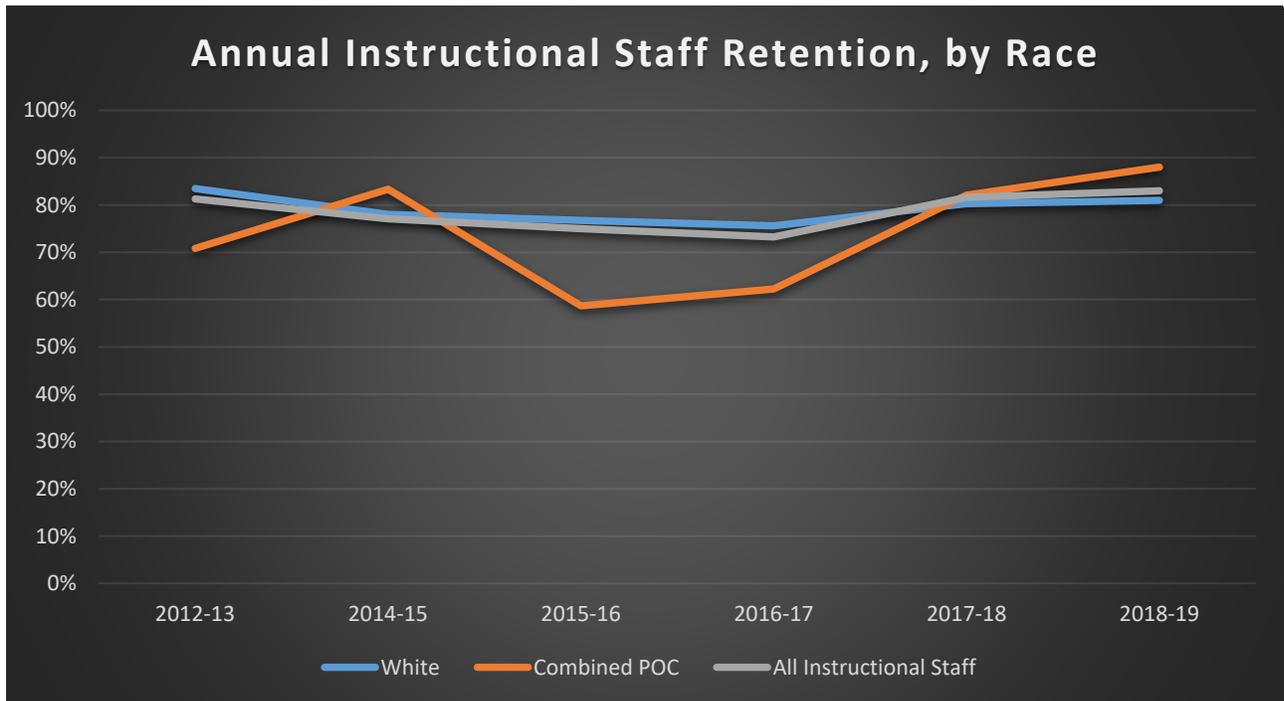


Source: DESE School and District Profiles

***Note that DESE reports Brooke’s retention rate including associate teachers, and puts it at 72.3% overall**

... and as shown in Figure 4 and Figure 5, retention hasn’t differed significantly across lines of race, despite some year to year fluctuations.

Figure 4. Annual Instructional Staff Retention by Race (Does Not Include Associate Teachers)



Source: Internal Data

What We've Learned and What We're Doing About It

Over the last several years, we've engaged in a lot of work to try to learn from other school-based organizations with more recruiting expertise and who have recruited more diverse staffs than we've historically had at Brooke. In addition to engaging Bellwether to perform the study mentioned earlier and reading extensively on the topic (see appendix below), we have also done visits and interviews with Davis Leadership Academy, Codman Academy, Teach for America, IDEA Public Schools, and Uncommon Schools, and presented on the challenge of recruiting more great Black and Latinx staff to a panel of at the Charter School Growth Fund annual meeting (and collected feedback from the group).

Recruiting First-Year Teachers as a Diversification Strategy

The biggest single learning we took away from all of the organizations we consulted, is the importance of focusing on the recruitment of teachers who are just entering the profession. Every one of these organizations shared that a central component of their diversification strategy has been to focus on recruiting first-year teachers with no previous teaching experience, largely because that applicant pool is much bigger and more diverse than the applicant pool of experienced teachers. The difficulty for Brooke in taking that approach is that we have always committed to ensuring that classroom teachers have previous experience before being charged with leading their own classrooms. We believe that approach has served our kids well and we are committed to continuing it. That is one of the reasons we have been unable to come to agreement with Teach for America about placing first year corps members in our schools, despite the fact that over 50% of TFA corps members are now people of color (TFA insists that first year corps members serve as lead teachers). Nonetheless, we think we've crafted an approach over that allows us to competitively recruit and develop first year teachers without placing them as lead teachers in year one.

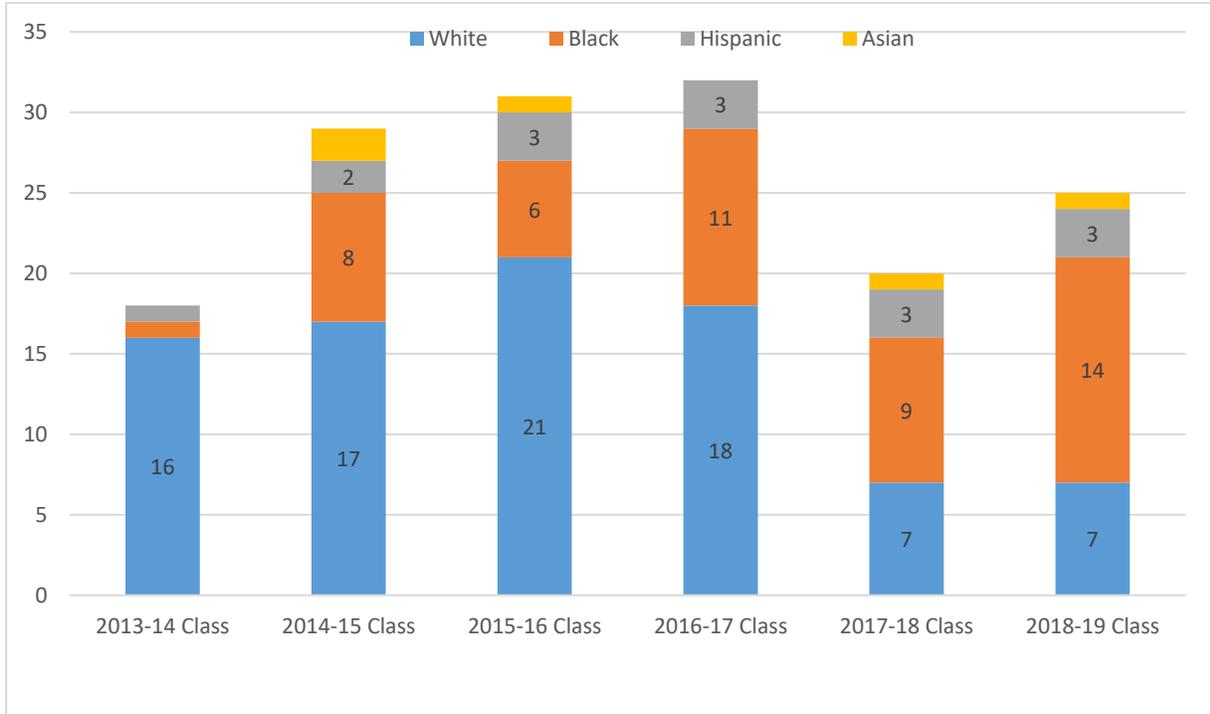
Diversifying the Associate Teacher Corps – We launched our associate teacher program in 2006. We did not initially create the program with the explicit intention of diversifying our staff, but rather to help us develop a broader pool of strong teaching candidates. The associate teacher program became an increasingly important source of classroom teachers when Brooke opened its second and third campuses in 2011 and 2012 and had to fill a growing number of teaching positions each year as a result.

As we talked with other organizations about their strategies for diversifying staff by competing for first-year teachers, however, it became clear that our associate teacher program gave us the best possible opportunity to compete for entry-level teachers. Focusing on that opportunity, we began to be able to develop a much more diverse associate teacher corps beginning in 2014-15. Between 2010 and 2014, 79% of Brooke's associate teachers were white. In the four years since, the corps has become increasingly more diverse, such that in 2018-19, only 28% of Brooke's associate teachers identified as white.

Now that Brooke's K-8 schools have all reached full capacity, we have a less urgent need for a large supply of classroom teacher candidates matriculating from the associate teacher program. We are,

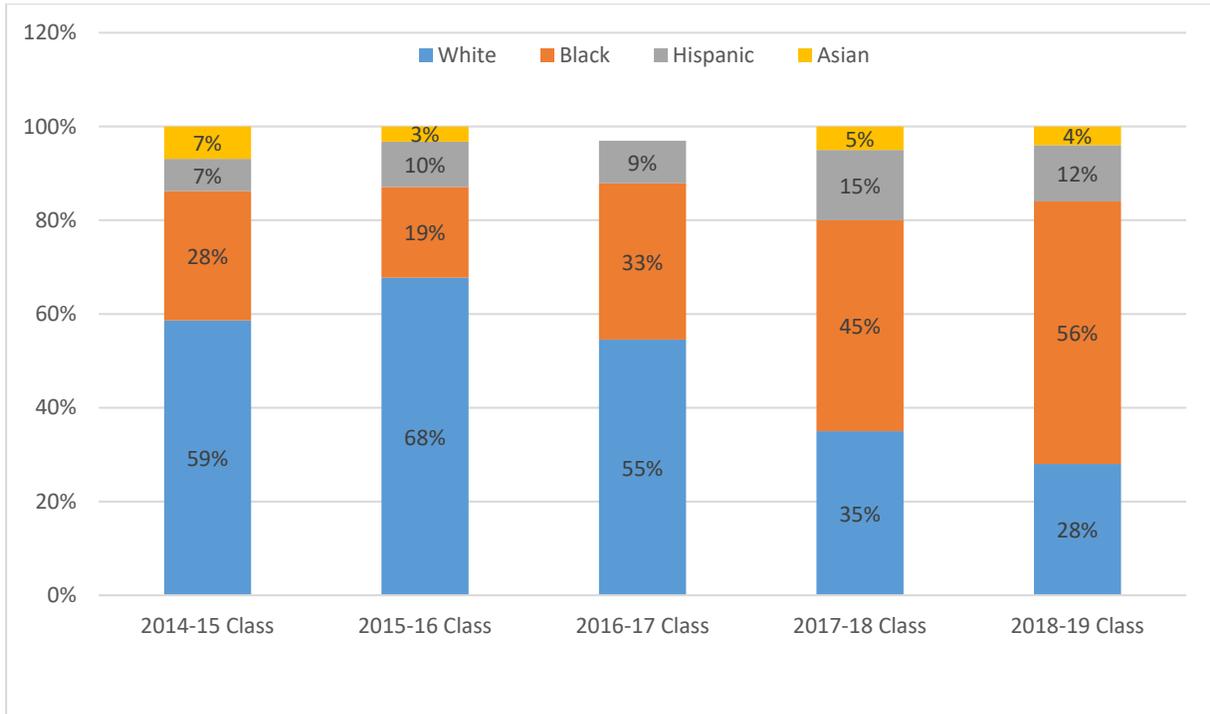
however, committed to continuing the program as an important source of potentially great teachers of color. The current annual budget for the associate teacher program is approximately \$1 million.

Figure 5. Brooke Associate Teachers by Race (absolute numbers), 2012-2018



Source: Internal Data

Figure 6. Brooke Associate Teachers by Race (proportional), 2014-2018



Source: Internal Data

Table 3. Brooke Associate Teacher Annual Retention by Race, 2013-2018

Race	2013-14 Class	2014-15 Class	2015-16 Class	2016-17 Class	2017-18 Class
White	56% (9 of 16)	35% (6 of 17)	48% (10 of 21)	56% (10 of 18)	29% (2 of 7)
Black	100% (1 of 1)	50% (4 of 8)	50% (3 of 6)	73% (8 of 11)	89% (8 of 9)
Hispanic	100% (1 of 1)	100% (2 of 2)	33% (1 of 3)	33% (1 of 3)	100% (3 of 3)
Asian	NA (0 of 0)	0% (0 of 2)	100% (1 of 1)	NA (0 of 0)	0% (0 of 1)
Total	61% (11 of 18)	41% (12 of 29)	48% (15 of 31)	58% (19 of 32)	65% (13 of 20)

Source: Internal Data

Associate Teacher Scholarship - One obstacle to being competitive in the market for first year teachers has been that while Brooke will only hire first year teachers as associate teachers, there are many other organizations in Boston, including BPS and many charter schools, who will hire first year teachers as classroom teachers. That by itself isn't necessarily an obstacle, since there are plenty of young teaching

candidates to whom the associate teacher program has a lot of appeal (i.e. who want to learn and develop before taking on the responsibility of leading their own classrooms). However, the competitive disadvantage lies in the fact that we are able to pay associate teachers only 2/3 of what they could make at other organizations as lead classroom teachers. This salary discrepancy puts us at a particular disadvantage when competing for candidates who may have extensive student loans to repay or other significant financial responsibilities, and who have the opportunity to work immediately elsewhere as a classroom teacher.

In response to that challenge, we created the “associate teacher scholarship” in the summer of 2015. That “scholarship” is essentially a salary stipend that is available by competitive application to 10 associate candidates each year. The stipend amount is intentionally designed to make up the difference between what an associate teacher might make at Brooke vs. what he/she might make elsewhere as a first-year classroom teacher. Associate teacher candidates may apply for the scholarship at the same time they apply for an AT position at Brooke, so that they may know the total compensation offer if and when we offer them a job. Applicants must present a summary of existing student loan obligations and write a one-page summary of how they have experienced adversity. The total budget for the associate teacher scholarship is \$150,000 per year.

Generation Teach Partnership - One of our hopes for further diversifying the associate teacher corps has been to expand the pool of potential associate candidates by hooking current college students on the idea of teaching – particularly Brooke alums. A few years ago, we learned from Uncommon Schools that they had launched a summer teaching fellowship intended to do just that, whereby college students teach in a summer program and are evaluated and potentially offered jobs as associate teachers on that basis. As we considered launching a similar program in the 2014-15 school year, we discovered Generation Teach and developed a partnership with them that would allow them to launch in Boston in the summer of 2015, housing the program at Brooke Roslindale (they had previously operated only in Denver). Since that time, we’ve hired seven Generation Teach alums as associate teachers, all of whom identify as people of color, and nine Brooke alums have become summer fellows with Generation Teach. The annual budget for the Generation Teach partnership is \$55,000. Generation Teach will house their program this summer at Brooke High School.

Recruiting Diverse Cohorts of Experienced Teachers

In the market for experienced teachers, we have learned that we are not the only organization to have had disappointing results from recruiting channels where there are likely to be many candidates of color. For instance, for many years we recruited in-person at HBCU’s and through other recruiting organizations like NEMNET in the hope of finding more great Black and Latinx candidates. It was helpful to hear from other organizations that they had similarly disappointing returns on those efforts. We learned from these organizations that focusing on staff referrals and developing strong word-of-mouth have been the most effective strategies they’ve found in expanding the supply of great experienced Black and Latinx teacher candidates.

Staff Referrals - For as long as we’ve been tracking recruitment data, referrals of candidates from existing Brooke staff has been the largest source of new staff each year. This source of new teachers has been both a blessing and a curse. The blessing has been that this has served as a supply of excellent

teaching candidates in a market where great teachers of all backgrounds are hard to come by. And, we certainly take it as a sign of organizational health that current staff recommend their workplace to others. The curse has been that because our staff has been predominantly white, the referrals of candidates from existing staff has also been disproportionately white. This reality has of course served as a challenge as we have sought to diversify our staff.

Table 4 shows that, over time, we have been able to diversify the referrals that current staff have made of new teaching candidates. Referrals of candidates of color have been increasing since FY17. And, as the proportion of teachers of color at Brooke increases, the number of referrals of teachers of color is likely to increase along with it.

Table 4. Brooke Hires Referred by Staff, by Race, FY16 – FY19

	FY 16	FY 17	FY 18	FY 19
# of hires	63	67	80	78
# of referrals	26	23	23	34
# of POC referrals	6 (23% of referrals)	6 (26%)	10 (43%)	22 (65%)

Source: Internal Data

Recruiting TFA Alumni - Historically, the third biggest source of new teachers at Brooke, after staff referrals and associate teachers, has been Teach for America alumni. In fact, in our first several years of operation, TFA alumni was by far our biggest source of new candidates. And although TFA alums are no longer our biggest source of candidates, it remains a strong pipeline, and one that has become increasingly diverse over time as TFA has worked to diversify its corps. We are continuing to explore ways we can a better job of putting Brooke on the radar screen of TFA alums, particularly those teaching in the Boston area and/or with Boston roots, including developing closer relationships with TFA alumni coordinators in New England, inviting TFA alums to Brooke events like our middle school student book club events, and providing Brooke-crafted professional development to current TFA corps members in the Boston area. This year, we hosted the first ever TFA Boston career fair at Brooke High School.

Making Brooke a Top-Notch Destination for Talented Candidates of Color - When it comes to developing word-of-mouth, the most important learnings we’ve gathered from research and from other organizations are summarized in *Whistling Vivaldi* by Claude Steele (p. 140-147). Paraphrased here, those learnings amount to the following:

1. Candidates will be well aware of current staff demographics (i.e. whether there is a “critical mass” of people of color on staff). When they analyze staff profiles on line, they will count the number of brown and black faces. When they arrive on campus, they will count. Similarly, candidates will be aware of the demographics of leadership within the organization. When there

are no powerful people of color within an organization, it sends a signal to candidates that they may have fewer opportunities for success there. Research shows this is an important factor that candidates weigh when applying to an organization or considering accepting an offer.

2. Research shows that almost equally important to potential candidates as this issue of “critical mass” is how an organization describes itself and its values to external audiences. In short, it is likely to matter hugely to a strong candidate of color that an organization makes clear its commitment to diversity, equity, and inclusion and to valuing the contributions of staff of color, and that the existence of this strong statement of values can help compensate for a lack of present diversity.

Communicating to External Audiences – Steele’s second finding above led us to reconsider how we describe Brooke to external audiences. Two years ago, our inclusive culture working group (more on that group below) led us to create a statement of commitment to diversity, which we posted to our website, along with a description of some of the work related to diversity, equity, and inclusion that we have undertaken to this point.

Looking Inward - Over the last few years, we have undertaken the work described below to build a more inclusive culture at Brooke in order to become a better organization for our kids, our families, and our staff. Doing so has required that we look inward rather than outward. We know that developing a more inclusive culture is about much more than rooting out bias, as important as that work continues to be. We believe that creating an inclusive culture requires a further understanding that the impact of racism on all of us goes way beyond the continued existence of racial bias itself. Our very knowledge that racism exists, without always knowing exactly where and in what form, has profound impacts on the way we behave and interact with one another. As Steele says, “the worry about devaluation can be as costly as the devaluation itself.” Therefore, creating an inclusive culture means going beyond rooting out bias, and must in addition rest on proactive efforts to create an environment and culture that is affirming, empowering, and combats mistrust. That work has included all of the following:

- **Data-Gathering** - In order to understand the extent to which we are creating an inclusive culture, we’ve focused on ensuring that we have the data we need to make that assessment. Some of that data has come in the form of our staff surveys, the results of which we have broken down by race of respondents. Some of that data has come in narrative form gathered through focus groups. That data has been telling. Our staff survey results showed us that broadly speaking, staff of color expressed less workplace satisfaction across the board than their white colleagues.

That finding is unfortunately [the rule and not the exception](#) in our country. However, our goal is to create a culture that helps combat that phenomenon and the feedback we’ve gathered through focus groups has generated helpful insights. The feedback we gathered from many associate teachers in our staff focus groups in 2016-17 contributed to a revamping of our associate teacher program in 2017-18 that has resulted in higher overall satisfaction of participants. Furthermore, it was in focus groups conducted in 2017-18 about how staff view Brooke’s work around diversity, equity, and inclusion, that helped us see how important it is to

communicate better within our organization about what we're working on at the network level and why (which is one of the reasons we began putting out this report).

- ***Inclusive Brooke Culture Group*** – This working group was launched in 2015-16 (originally it was called the stronger community ties group). This group was responsible for the work to develop school-based race and culture professional development across the network for the last few years, including hiring a consultant to help plan that work. This group also developed a proposed revamp of our character education program (which last year took the form of another working group). And, this group was responsible for analyzing our recruitment and retention data and for generating most of the recruiting initiatives described in this report.
- ***Affinity group***– Brooke's Diversity Initiative Group (DIG) was initially launched four years ago in order to help acclimate an increasingly diverse associate teacher corps to Brooke. We quickly found that there was a lot of interest for participation in this group across the network and beyond just associate teachers. The goal of the group is to provide a place where associate teachers of color and experienced staff of color from across the network can have the opportunity to get to know one another and support one another.
- ***Associate Teacher Reboot*** – In focus groups in 2016-17, we heard from many associates that we could improve the quality of the experience for associate teachers, primarily by ensuring the consistent quality of mentoring, clarifying benchmarks, and clarifying our procedures for communicating those benchmarks. We saw this as an issue of race and equity and inclusion, both because the majority of our associates are people of color, and because a lack of clarity and consistency is certain to be felt more profoundly by associates of color (i.e. it is likely to ignite or exacerbate the worry that Steele describes). As a result, a working group of veteran Brooke staff, led by Kimberly, met and planned a revamp of the program going into the 2017-18 school year featuring monthly rubrics, enhanced content professional development for associates, more professional development for mentors, and the hiring of a full-time Associate Teacher Program Manager for 2018-19. As noted earlier, the changes made to date, have resulted in a higher level of satisfaction among associates this year according to surveys of participants.

The Road Ahead: Goals

Brooke's mission is to provide an academically rigorous education to our kids that will ensure that they are prepared to succeed in college. Our theory of change is that what matters is great teaching. Our recruiting goals exist to serve our mission and our theory of change. Our recruiting goals exist because we know that by recruiting the best candidates possible, which includes valuing the potential contributions of great teachers of color, we will become a better organization that can do even better by our kids and their families. The higher the proportion of great Black and Latinx teachers is at Brooke, the more our kids will benefit. The higher the proportion, the stronger our staff culture is apt to be for all of our teachers, and the stronger the signal to great teaching candidates that Brooke is a place where the contributions of great Black and Latinx teachers are valued and recognized.

There has been a lot of research and understanding in recent years that has highlighted the dangers of becoming [too focused on narrow goals to the exclusion of a higher objective](#). We are well aware of those dangers, and so present these goals simultaneously with a commitment to always remember the larger mission that these recruitment goals serve, and to never allow ourselves to prioritize more narrow goals over our mission and theory of change.

The initiatives we have undertaken in the last few years have helped us make progress in the racial diversity of our staff. Over the last five years, the proportion of staff of color at Brooke has risen from 18% to 43%, and the proportion of Black and Latinx staff has risen from 14% to 40%. We believe that if we continue to focus on the work described in this report, we can repeat that progress in the next few years and reach the goal of having a staff where the majority identify as people of color. We think getting the following internal benchmarks will help us meet that goal:

Goals	Status
<ul style="list-style-type: none"> • AT Program Goals <ul style="list-style-type: none"> ➤ 70% of the initial Associate Cohort will be lead teachers at Brooke the next year ➤ 70% of the initial Associate Cohort will be non-white ➤ 50% of the initial Associate Cohort (about 70% of the hired lead teachers) will be effective as first year lead teachers. ➤ Non-white associates will meet the same metrics named for all associates 	Partially met in 2018-19. 72% of AT cohort in 2018-19 are people of color. 65% of 2017-18 AT cohort became classroom teachers in 2018-19.
<ul style="list-style-type: none"> • Staff Referrals – 30 new staff members hired each year from staff referrals, 10 or more being people of color 	Exceeded in 2018-19 (22 of 34, or 65% of referrals were people of color)
<ul style="list-style-type: none"> • New Hires – 25% of new hires each year will be people of color 	Exceeded in 2018-19 (30% of newly hired teachers, 50% of all newly hired staff were people of color)
<ul style="list-style-type: none"> • Other Benchmark Hiring Metrics TBD – The Bellwether report outlines a strategy for internal “sourcing” metrics (i.e. how many applicants, how many phone screens, how many in-person interviews, etc.). Because of the turnover in our director of recruitment role, we’ve yet to put that plan in place, and aim to do so for 2018-19. 	In Progress

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Below is a list of studies and readings cited by or used to inform this report.

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