

Report on Brooke Staff Recruitment and Retention, 9.3.2020

The following is our 4th annual report on past and current staff recruitment practices at Brooke, particularly focused on the recruitment and retention of great Black and Latinx teachers, and updated this year to include data for 2019-20. The goal of the report is to communicate how our approach to staff recruitment has evolved over time and how we think 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. And if there's anything in here that you'd like to hear more about or follow up on, please consider reaching out to Jon directly to discuss.

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 kids (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 current recruiting practice 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 that our students identify overwhelming as Black and Latinx, we are most concerned with the critical shortage of Black and Latinx teachers, and so 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 teachers 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. However, some of the tables in this report refer to Hispanic staff, because that is the classification used in most state and federal reporting.

There is now a lot of research that demonstrates the positive effects on the 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](#). There are now [multiple studies](#) that show that 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. There is also extensive and conclusive evidence that higher expectations results in better student outcomes across the board, as highlighted in the summary/video of research on the [Pygmalion effect](#) that all Brooke teachers have viewed and discussed during one PD session or another (now part of new-teacher induction).

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, chance of HS 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 serve our kids better, 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, the numbers indicate that recruitment of great Black and Latinx teachers has been a much bigger issue than retention at Brooke. However, we have prioritized retention efforts as much as or more than recruitment. As we describe below, many of the things that 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 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 stands to help us create 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 for all kids, come in all forms, and we have no plans to cease hiring great teachers who happen to be white. And, as long as the proportion of teachers of color in Massachusetts remains low (currently 8%), it is very likely that we will have a significant proportion of white teachers 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 think it is worth sharing that 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-

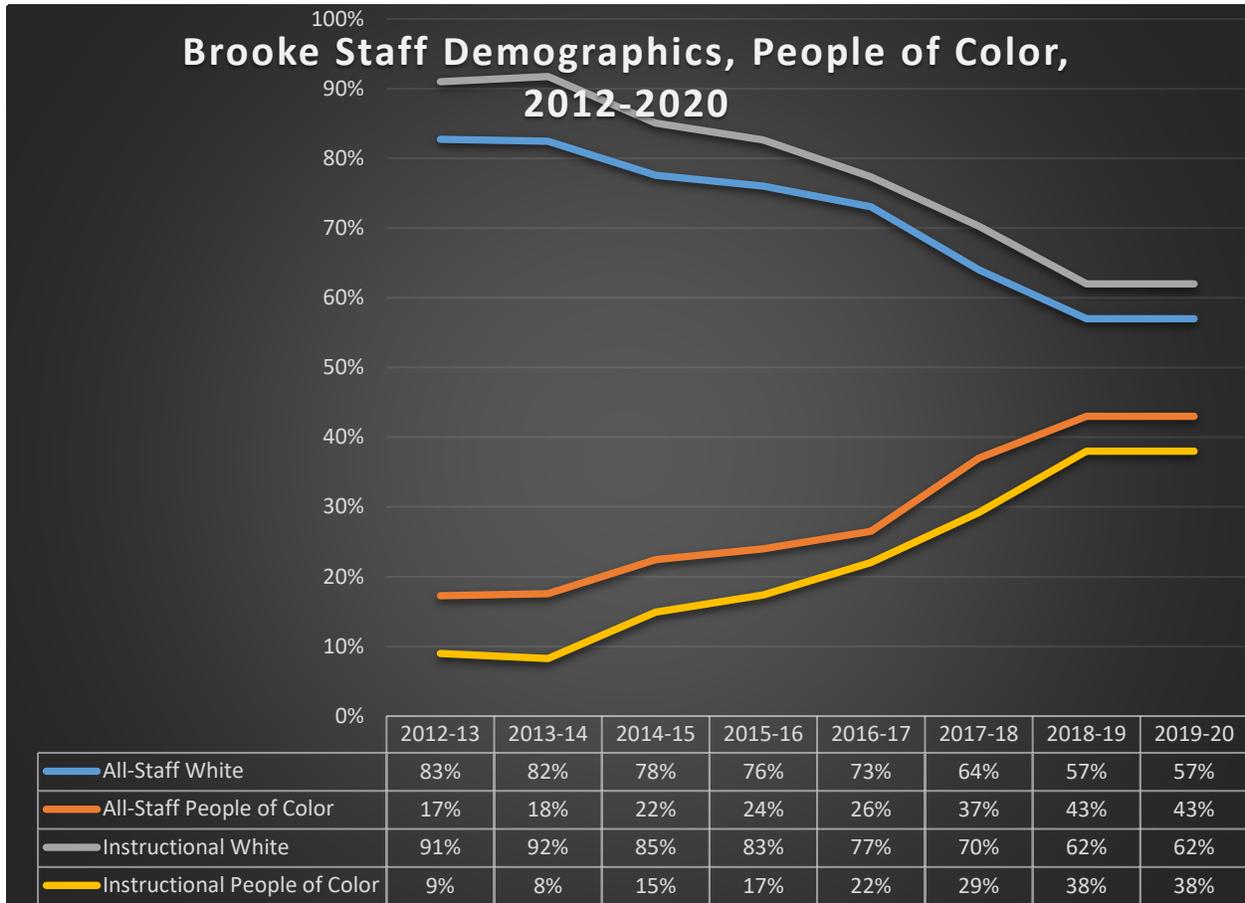
based operations roles to network operations roles . Understanding how and why we prioritize great teaching, and how we think about what great teaching is, is a critical element of success in our work for all roles at Brooke. And while teaching here isn't the only way to develop that understanding, it's certainly the most direct and effective. A corollary to that priority is that 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, and that commitment can be measured by the resources (time and money) we have committed to 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.

Figure 1. Brooke Staff of Color, 2013-2020



Source: Internal data as reported to state

Table 1. Brooke Staff Demographics, 2019-20

All Staff	Out of 315 (%)
White	178 (57%)
Black	70 (22%)
Asian	5 (2%)
Hispanic	47 (15%)
Native American	1 (0.3%)
Multiracial	13 (4%)
POC Total	137 (43%)

Instructional Staff	Out of 249 (%)
White	153 (61%)
Black	51 (21%)
Asian	5 (2%)
Hispanic	29 (12%)
Native American	1 (0.4%)
Multiracial	10 (4%)
POC Total	96 (39%)

Instructional Staff (minus ATs)	Out of 229 (%)
White	148 (65%)
Black	47 (21%)
Asian	5 (2%)
Hispanic	20 (9%)
Native American	1 (0.4%)
Multiracial	8 (4%)
POC Total	81 (35%)

Leadership (Principals, Deans, Ops Leaders, + Network C-Level)	Out of 32 (%)
White	18 (56%)
Black	11 (34%)
Asian	0
Hispanic	3 (10%)
POC Total	14 (44%)

Source: Internal Data

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

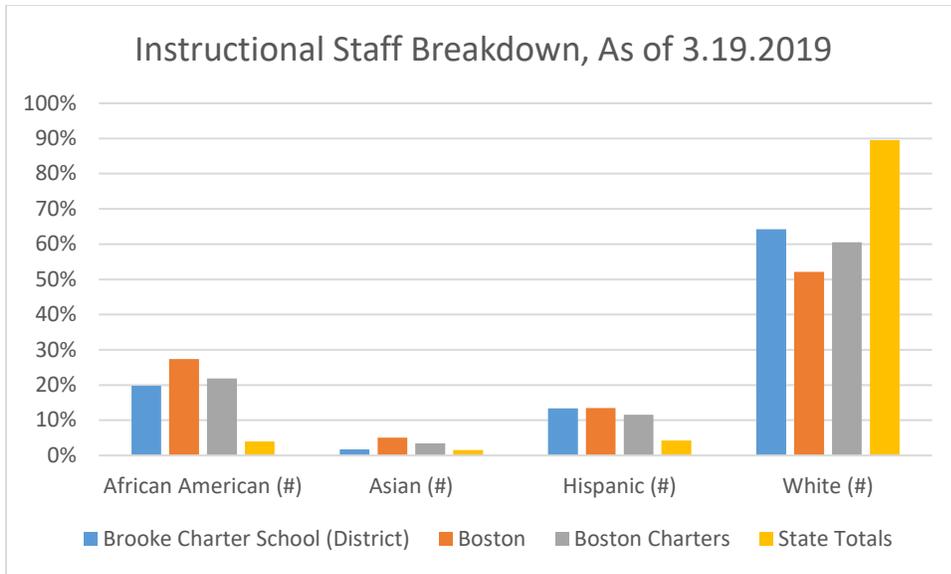
Table 2. Brooke’s 2019-20 Recruiting Class by Race

	Year	Total	AT's	Teachers	Other
Black	2019-20	16%	26%	7%	37%
	2018-19	31%	50%	18%	44%
	2017-18	33%	44%	19%	50%
Latino	2019-20	19%	39%	12%	13%
	2018-19	14%	13%	9%	44%
	2017-18	5%	12%	0%	6%
Asian	2019-20	3%	4%	2%	0%
	2018-19	3%	4%	2%	0%
	2017-18	5%	6%	3%	6%
White	2019-20	58%	22%	76%	37%
	2018-19	52%	33%	70%	11%
	2017-18	57%	38%	78%	38%
Multi-Racial	2019-20	3%	9%	2%	13%
	2018-19	NA	NA	NA	NA
	2017-18	NA	NA	NA	NA

Source: Internal Data

Figure 2 shows where Brooke’s teacher demographics stand vs. Boston, the state, and state charters, as of March 19, 2019.

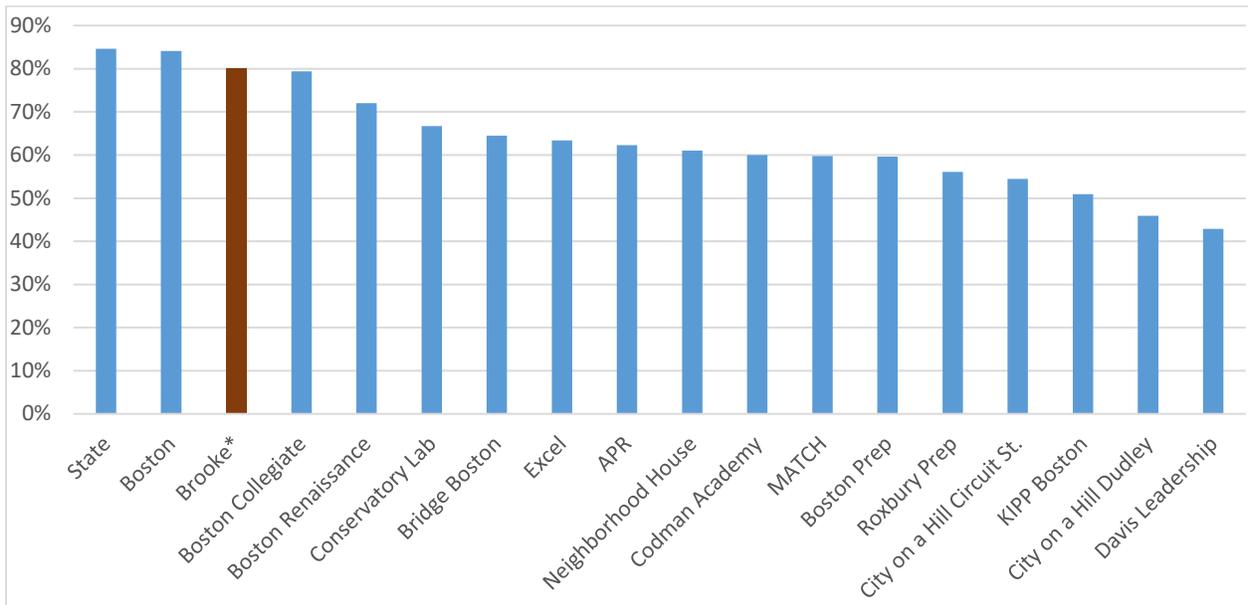
Figure 2. Brooke Instructional Staff vs. Massachusetts, All MA charters, and Boston Public Schools



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

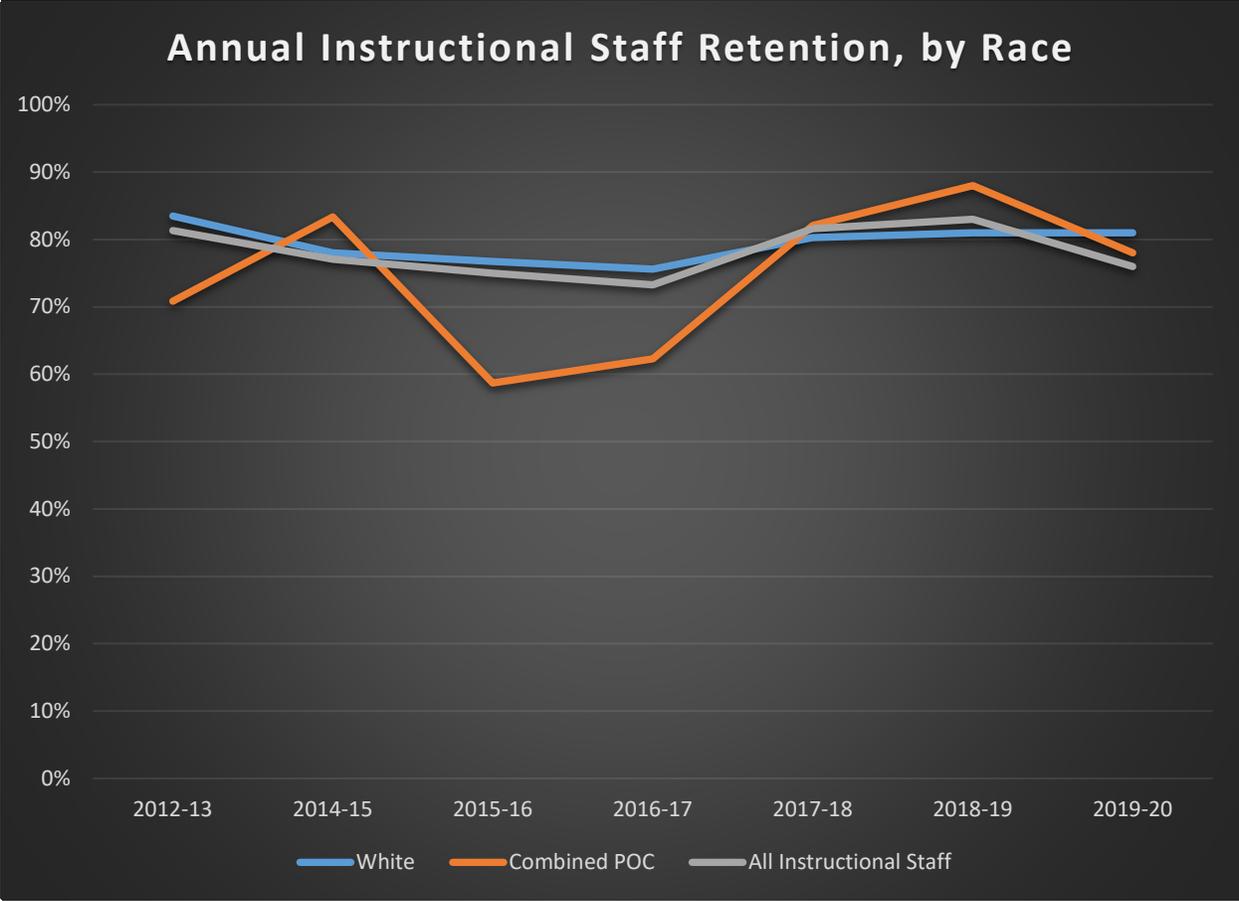


Source: DESE School and District Profiles

*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 whatever we could get our hands on (see appendix), that work has included visits and interviews with Davis Leadership Academy, Codman Academy, Teach for America, IDEA Public Schools, and Uncommon Schools, and presenting on the challenge of recruiting more great Black and Latinx staff to a panel of at the Charter School Growth Fund annual meeting (and collecting feedback from the group). Many of the following initiatives described sprung directly from that work. Where applicable, we've described the total annual cost of each initiative.

Recruiting First-Year Teachers as a Diversification Strategy

The biggest single learning we took away from all of the organizations we consulted with 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, 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 must be "classroom teachers of record"). Nonetheless, we think we've crafted an approach over the last few years that allows us to competitively recruit and develop first year teachers without placing them in their own classrooms in their first years.

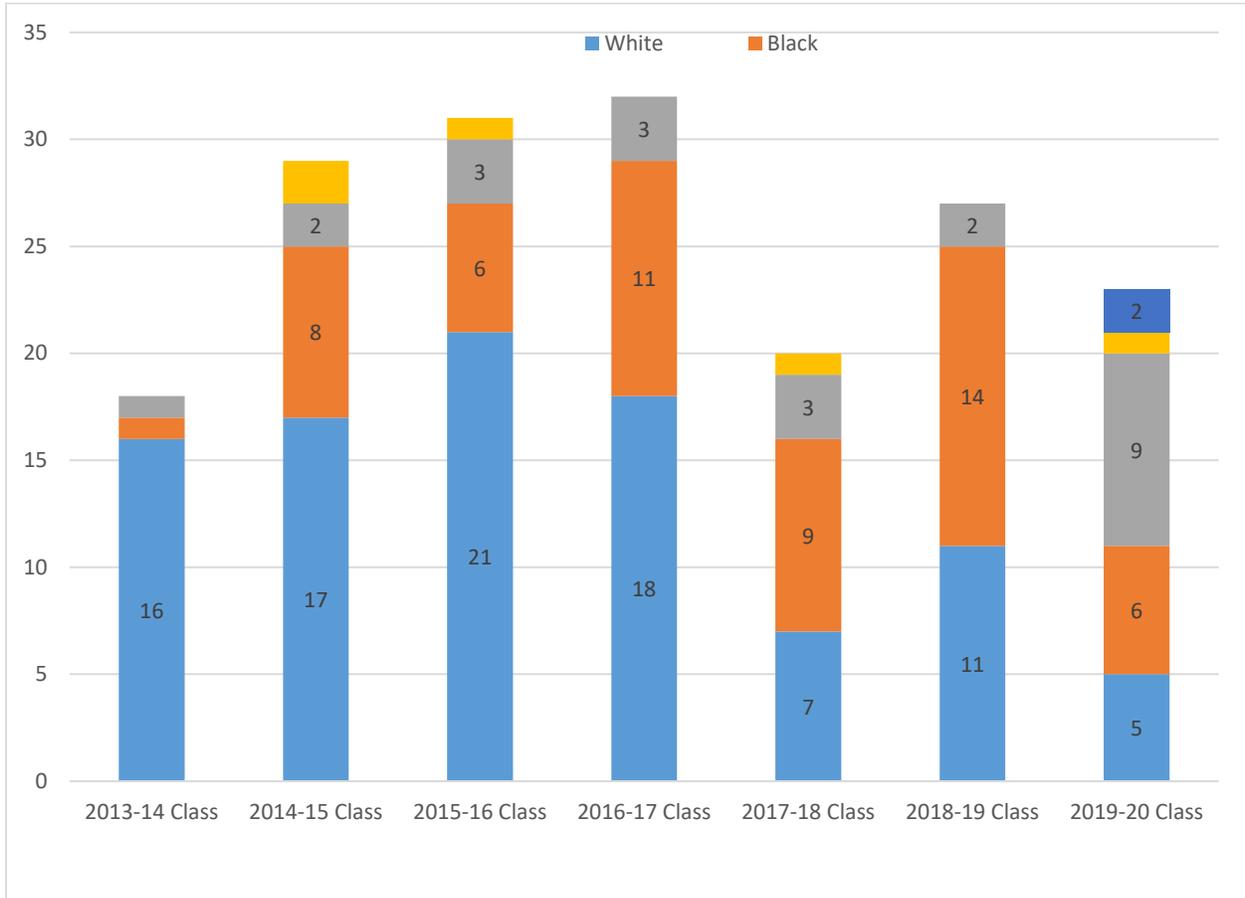
Diversifying the Associate Teacher Corps – We launched our associate teacher program in 2006. We did not create the program with the explicit intention of diversifying our staff, but rather to help us develop a broader pool of strong teaching candidates. The associate teacher program became increasingly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

However, as we talked with other organizations about their strategies for diversifying their staffs by being competitive in the market for first-year teachers, it became clear that our associate teacher program gave us the best possible opportunity to compete for those 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 2019-20, only 22% of Brooke's associate teachers identified as white.

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

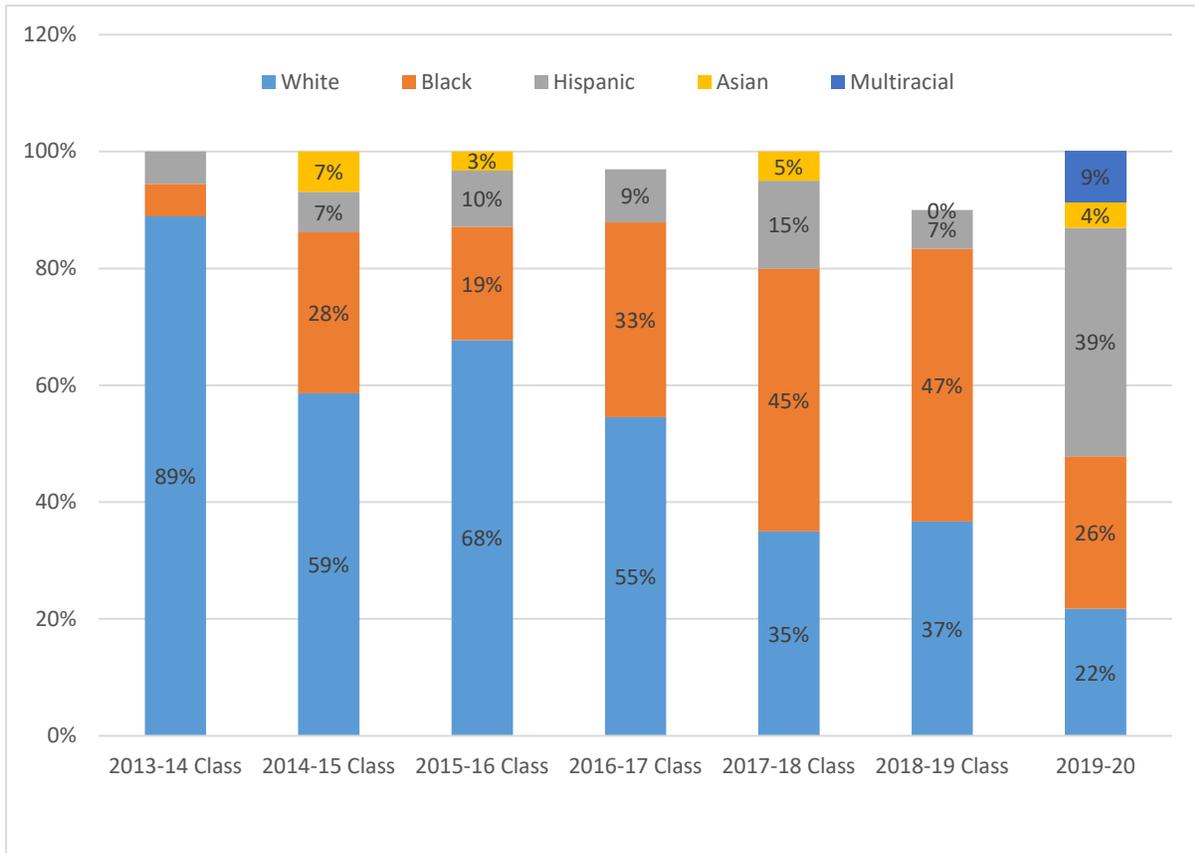
we have scaled the associate teacher program back somewhat from its peak, we are committed to continuing the program as an important source of potentially great teachers of color. The current annual budget for the associate teacher program is approximately \$1 million.

Figure 6. Brooke Associate Teachers by Race (absolute numbers), 2012-2019



Source: Internal Data

Figure 7. Brooke Associate Teachers by Race (proportional), 2012-2019



Source: Internal Data

Table 3. Brooke Associate Teacher Annual Retention by Race, 2013-2019

Race	2014-15 Class	2015-16 Class	2016-17 Class	2017-18 Class	2018-19 Class
White	35% (6 of 17)	48% (10 of 21)	56% (10 of 18)	29% (2 of 7)	73% (8 of 11)
Black	50% (4 of 8)	50% (3 of 6)	73% (8 of 11)	89% (8 of 9)	57% (8 of 14)
Hispanic	100% (2 of 2)	33% (1 of 3)	33% (1 of 3)	100% (3 of 3)	100% (2 of 2)
Asian	0% (0 of 2)	100% (1 of 1)	NA (0 of 0)	0% (0 of 1)	NA (0 of 0)
Multiracial					3 of 3 (100%)
Total	41% (12 of 29)	48% (15 of 31)	58% (19 of 32)	65% (13 of 20)	67% (20 of 30)

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 classroom teachers. This puts us at a particular disadvantage when competing with 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. That stipend makes 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 when applying. 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.

Associate Teacher Retention Bonus – In the 2020-21 school-year, Brooke implemented a 3-year retention bonus for associate teachers who are hired on as classroom teachers the following year. This initiative will provide an additional stipend to those former associates according to the following schedule:

- Year 1: \$4,000
- Year 2: \$3,000
- Year 3: \$2,000

The purpose of this initiative is to signal the value we place on the associate teacher program, and particularly make compensation even stronger for associate teachers in their first years at Brooke, before they become eligible for the more robust veteran raises.

We are happy with and proud of our overall approach to teacher compensation at Brooke, which is structured in a way that makes long-term compensation for great teachers at Brooke very robust by any standard. By enhancing that compensation for associate teachers with this retention bonus over the first 3 years of lead teaching experience at Brooke, we accomplish two important objectives:

1. We provide supplementary compensation to associate teachers at a time in their working career when their salary is lowest and therefore they are likely to need it the most.
2. We ensure that even when accounting for these stipends as a part of the total compensation package, eligible teachers will still receive an actual increase in compensation from year to year throughout their first three years as a lead teacher at Brooke.

The total budget for the associate teacher retention bonus is \$120,000 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 campuses for multiple years. 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 \$50,000.

Recruiting Diverse Cohorts of Experienced Teachers

In the market for experienced teachers, we have learned that other organizations have had similarly disappointing results by exploring 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 keeping 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 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	FY20
# of hires	63	67	80	78	82

# of referrals	26	23	23	34	25
# of POC referrals	6 (23% of referrals)	6 (26%)	10 (43%)	22 (65%)	11 (44%)

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 new 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 in the early stages of figuring out what we can do to do 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.

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 - Much of the work summarized below supports Steele’s second finding above. However, although we think this work is relevant to this section of the report, we want to be clear that we have not undertaken the work described below to create a more inclusive Brooke culture in order to

publicize that work. In fact, one of the reasons we felt it was so important to begin distributing this report each year is because we recognize that we could do a much better job of communicating about that work even with our current staff across the network, never mind communicating it to external parties (which is an order of magnitude more challenging).

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. In 2016, we created a workplace satisfaction survey that we administer to all-staff at the end of each year, with the explicit goal of generating workplace satisfaction data sorted by race, campus, and type of role (and limited to only those identifying categories in order to ensure anonymity of respondents).

When we first administered the survey, we found that broadly speaking, staff of color expressed less workplace satisfaction across the board than their white colleagues, rating their own workplace satisfaction about 12% lower than their white colleagues. That finding is unfortunately [the rule and not the exception](#) in our country.

However, since administering that first survey, as a result in part of many of the efforts described in this report, we have been able to narrow that gap considerably, such that each of the last two years we’ve administered the survey, the gap has stood at 3%. At several campuses, staff of color rated their workplace satisfaction higher than their white colleagues did.

- **Inclusive Brooke Culture Group** – This working group was launched in 2015-16 (originally it was called the stronger community ties group). It was this group that 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. It was this group that developed a proposed revamp of our character education program (which last year took the form of another working group). And it was this group that was responsible for analyzing our recruitment and retention data and for generating most of the recruiting initiatives described in this report.

- **Affinity group (DIG)** – Brooke’s Diversity Initiative Group 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 of our kids will have the opportunity to have one as their teacher. 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 those 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 and multiracial staff has risen from 14% to 41%. 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 2019-20. 78% of AT cohort in 2018-19 are people of color. 67% of 2017-18 AT cohort became classroom teachers in 2019-20.
<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 	Partially met in 2019-20 (only 25 total referrals, but 11 were people of color)
<ul style="list-style-type: none"> • New Hires – 25% of new hires each year will be people of color 	Did not meet in 2019-20 (23% of newly hired teachers, 41% of all newly hired staff were people of color)

References

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

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