

# West Orange Public Schools



## **Diversity & Equity Updates: Recruitment, Hiring, and Retention Graduation & Post-Secondary Paths District Equity Audit**

*Dr. Joseph Vespignani, Dr. Tamika Pollins, Dr. J. Scott Cascone*


**Board of Education Meeting  
November 8, 2021**

# Update on Action Plan

| Goal   | Measurable Action   |
|--|---|
| Partner with local organizations and college/university schools of education | Outreach to explore partnerships with a minimum of five new organizations and colleges/universities         |
| Research and attend additional career fairs                                  | Ensure district representation at an additional three career fairs for the 2020-2021 school year            |
| Assess the structure of our current Tomorrow's Teachers program at WOHS      | Research the structure of other similar programs that may impact the recruitment of West Orange students    |
| Monitor and review Human Resources hiring practices                          | Monitor the number of diverse candidates hired for the 2020-2021 school year and compare on an annual basis |


# Outreach, Partnerships, and Career Fairs

Several partnerships have been established with organizations and universities/colleges:

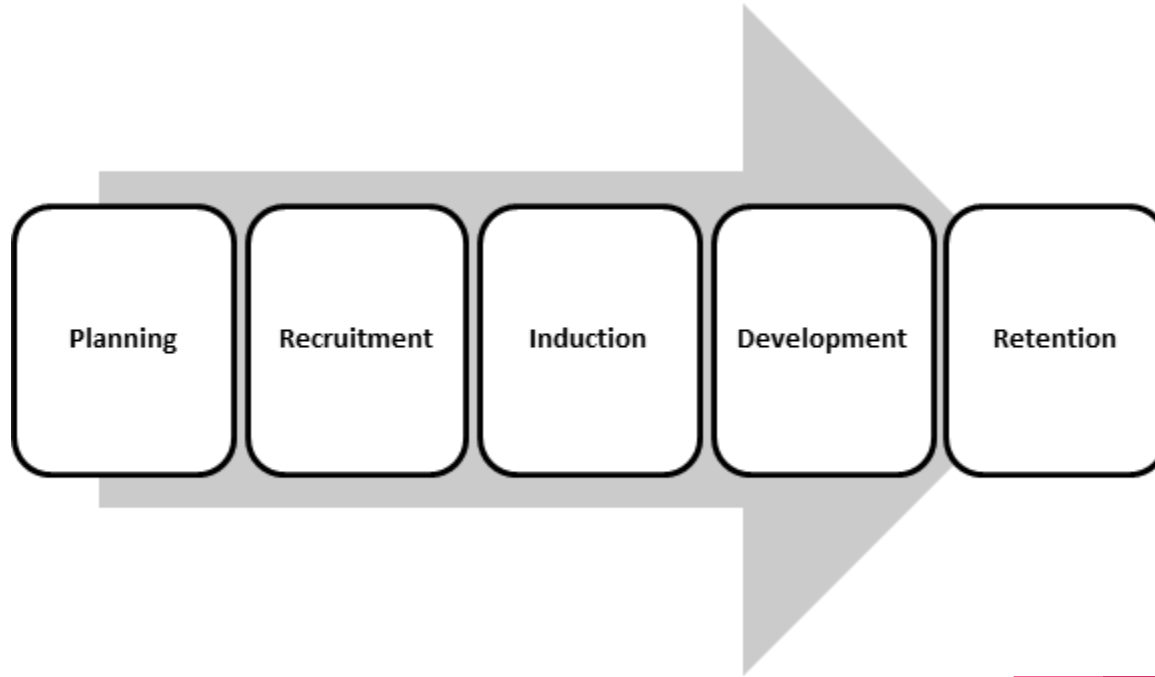
- **NEMNET** - Recruitment/Career Fair
  - **Central Jersey Program for Recruitment of Diverse Educators (CJPRIDE)** - Career Fair/Workshops
  - **Montclair State University** - Career Fair/Homegrown Recruitment Program Exploration
  - **NJ 2021 Education Career Fair**
  - **Rider University** - Career Fair
  - **NJIT** - Recruitment Career Fair via Handshake
  - **West Orange Virtual Career Fair**
  - **Metropolitan YMCA of the Oranges** - Staff Wellness
  - **Fairleigh Dickinson University** - Educational Leadership Program
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# Training and Networking

Several seminars have been attended to develop strategies and build our network:

- Building Black Male Educator Pipelines Through Effective Recruitment
  - Annual New Jersey Convening for Diversifying the Teacher Workforce
  - Kean University Diversity Council on Global Education and Citizenship - Bias, Prejudice, and Stereotypes: How Do They Affect Us?
  - Great Schools New Jersey: The Association of High Need School Districts - Teacher Diversity and Shortage Areas: Systemic Causes and Future Directions
- 

# Human Capital Management System



# Induction, Development, and Retention

Induction in school districts typically comprises new staff orientation in the summer, mentoring for first year teachers, and professional development days throughout the school year. Programs vary across districts, creating an inconsistent patchwork of induction. Some components of our induction program include the following:

- New Staff Orientation
- 30-60-90 day check-ins
- Educational Leadership Program
- Staff Wellness
- Quarterly HR Newsletter



# Inclusive Environment for Retention

In some cases, the first contact applicants have with the district is through our job postings. Branding presents an opportunity to highlight the values, culture, and goals that are important to the district. It is therefore critical to align the vision for diversifying the candidate pool with the messaging connected to job vacancies. The message below is being used now when the district posts open positions:

*The West Orange Public School District is seeking dynamic and collaborative educators who are dedicated to supporting the academic growth and well-being of its students. The district prides itself on the diversity of its student body and is committed to fostering a culturally responsive staff. Applicants from diverse backgrounds are strongly encouraged to apply for our vacancies.*



# Inclusive Environment for Retention

The online application in Recruiting & Hiring is another opportunity to express the areas that are important to the district in terms of creating an inclusive environment for both staff and students.

- Approximately 70% of school districts in New Jersey use Recruiting & Hiring.
- As part of the online application, Recruiting & Hiring provides general questions.
- Districts rarely personalize the questions.
- By using our own questions, this differentiates the district from others during the application process.

The following question is an example of our own question being used now:

*Please provide an example of how you have fostered an inclusive learning environment that ensures students from all backgrounds feel celebrated and included and that prepares them for real life success.*





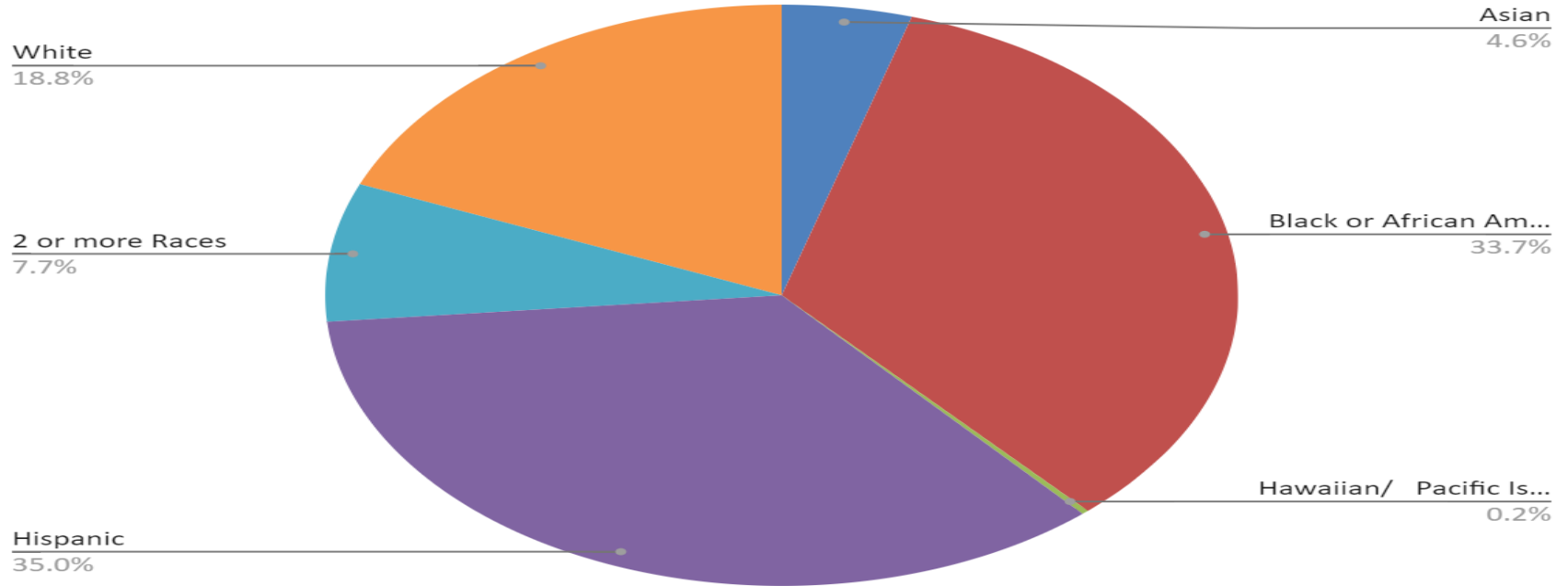
# 2021-2022 Staff Data

The Human Resources Department has been monitoring data for new hires since July 1, 2020, as well as shifts in staffing percentages in each location. This data assists in identifying locations where a significant disproportionality remains in regard to diversity between the percentage of students compared to the percentage of staff.

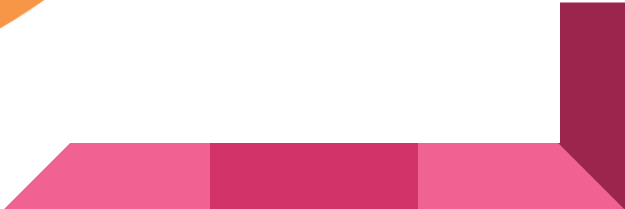
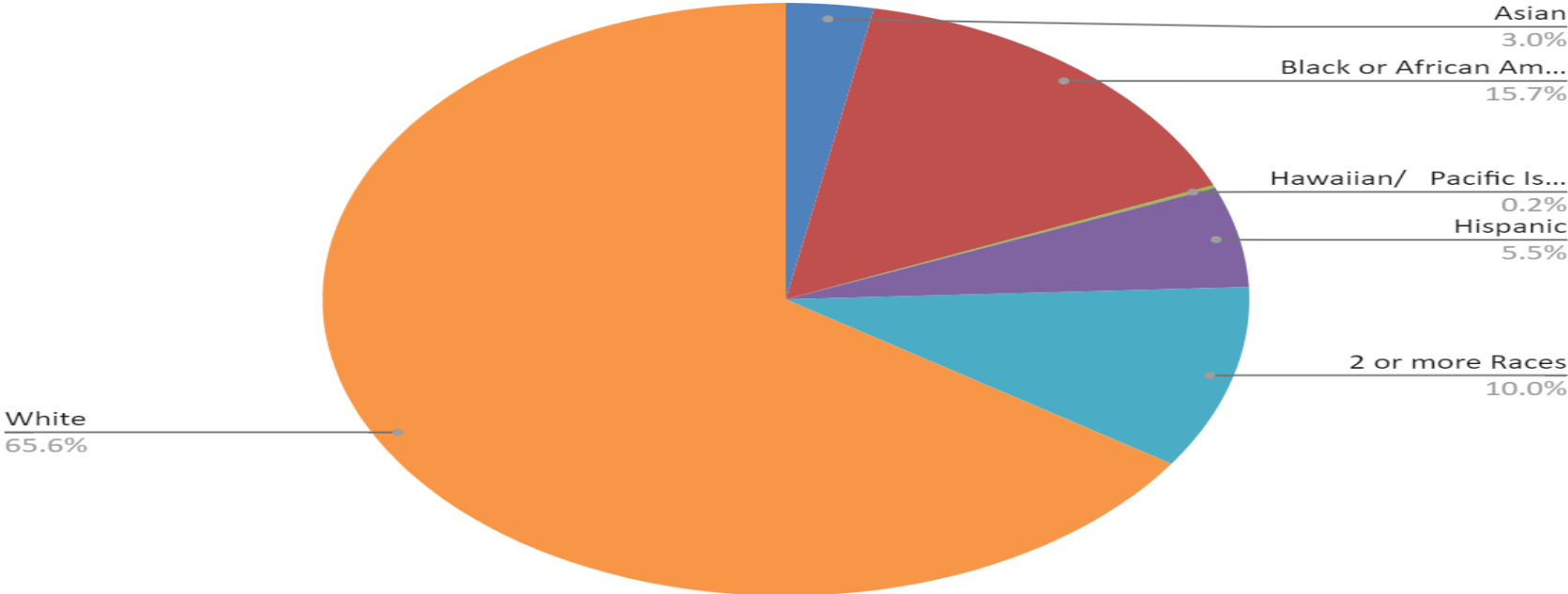
- All new hires complete a Staff Member Identification (SMID) form that includes demographic data. This is entered into Systems 3000 and staff data was exported from this platform.
- All data is self-reported.



# 2021-2022 Student Data



# 2021-2022 Staff Data



# 2021-2022 Staff Data by Certification and Location

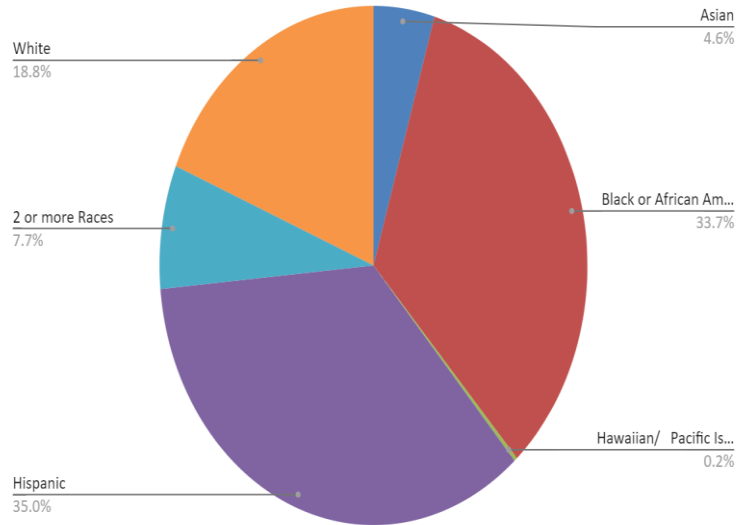
The 2021-2022 disaggregated data by certificated and non-certificated staff can be viewed in the link below. This has also been organized by location.

- [2021-2022 Staff Data](#)

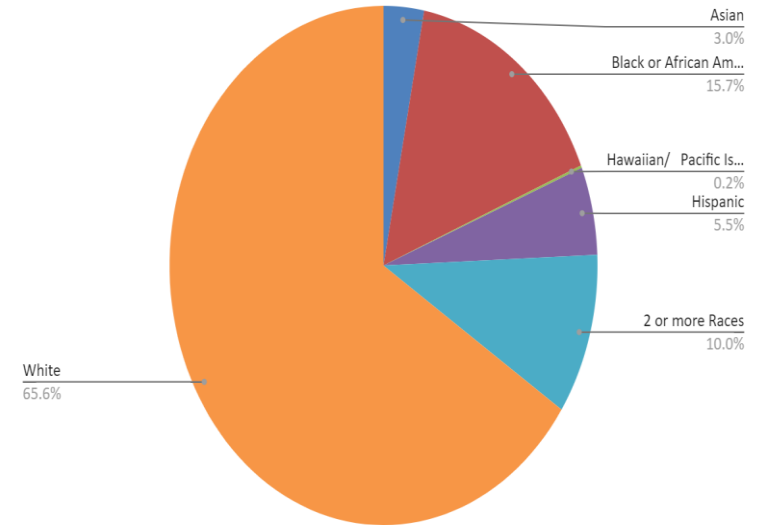


# 2021-2022 Student and All Staff Comparison

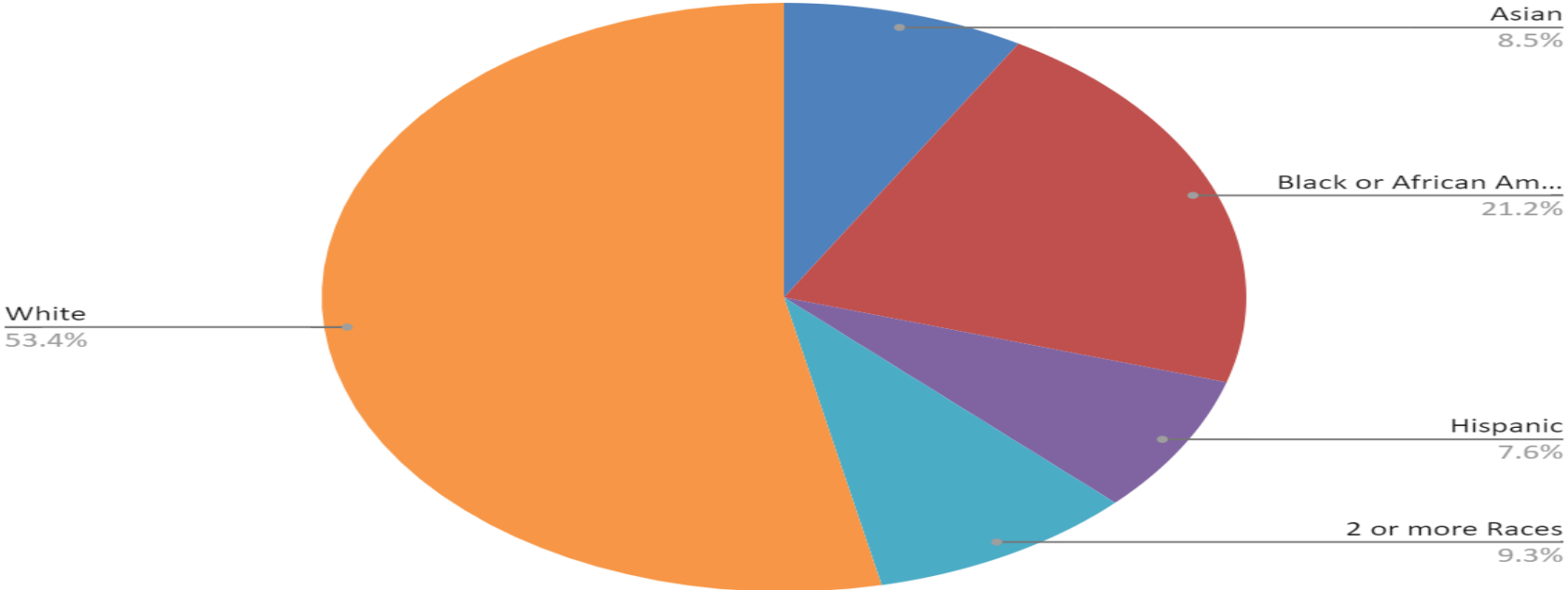
## Students



## All Staff



# New Hires 7/1/20 - 9/30/21



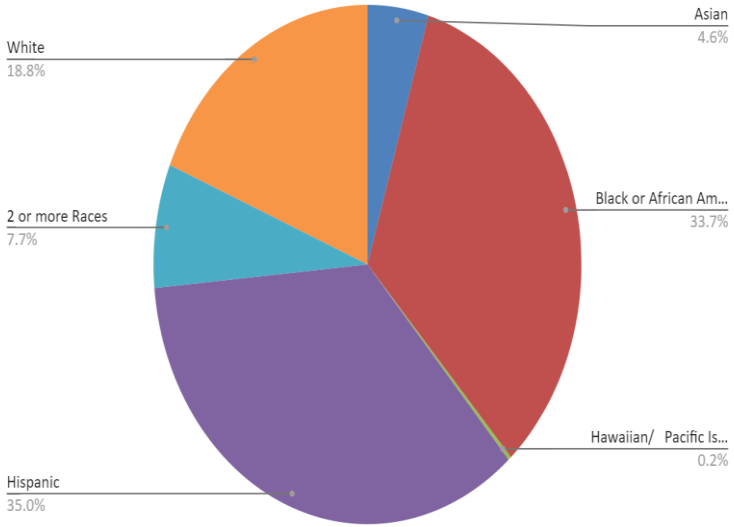
# New Hires 7/1/20 - 9/30/21

The disaggregated new hire data by certificated and non-certificated staff can be viewed in the table below.

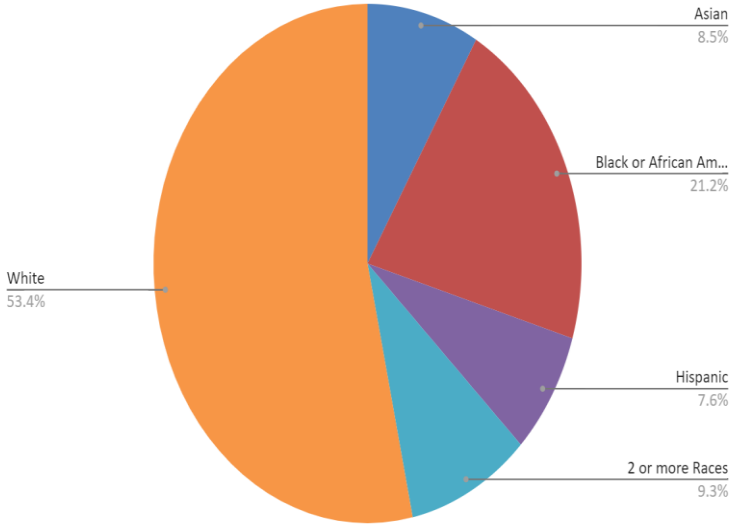
|                  | <b>Asian</b> | <b>Black or African American</b> | <b>Hawaiian/ Pacific Island</b> | <b>Hispanic</b> | <b>2 or more Races</b> | <b>White</b> |
|------------------|--------------|----------------------------------|---------------------------------|-----------------|------------------------|--------------|
| Certificated     | 6.78%        | 8.47%                            | 0%                              | 0.85%           | 5.93%                  | 38.98%       |
| Non-Certificated | 1.69%        | 12.72%                           | 0%                              | 6.78%           | 3.39%                  | 14.41%       |

# Student and New Staff Comparison

Students



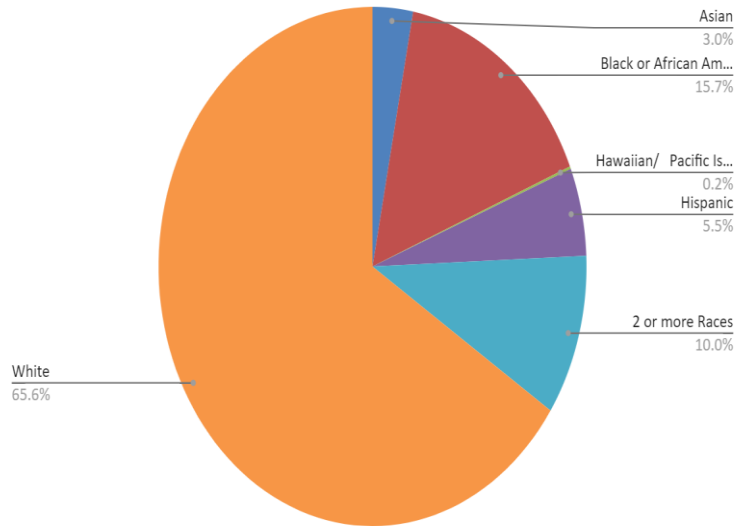
New Hires 7/1/20-9/30/21



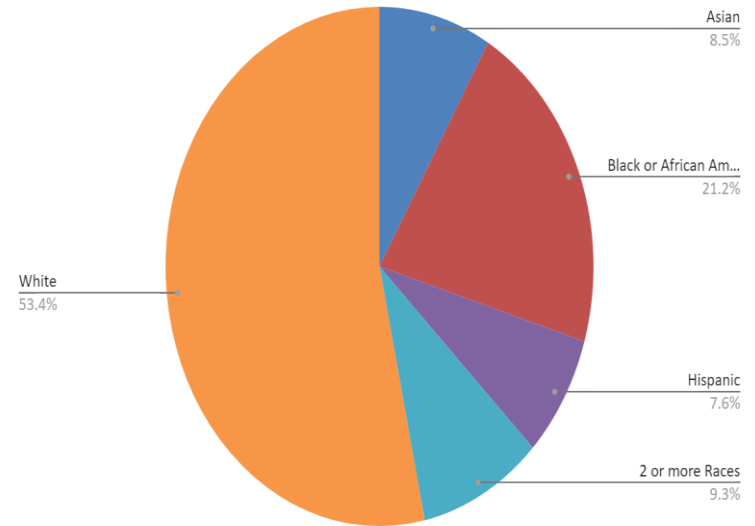


# All Staff and New Staff Comparison

All Staff

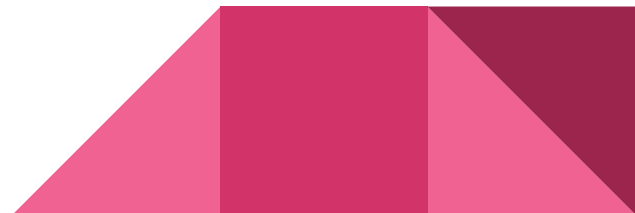


New Hires 7/1/20-9/30/21



# Next Steps

- Continue to foster and/or seek partnerships with organizations and colleges/universities
- Increase recruiting efforts at various career fairs
- Increase visibility at seminars to build our network
- Determine the best option for a home grown recruitment program
- Monitor the number of diverse candidates hired for the 2021-2022 school year and share on an annual basis



# Post-Secondary Data 2020-21



The COVID-19 pandemic has complicated college plans not only in West Orange but across the country. However, many of the students for the Class of 2021 had a plan in the end. When surveying the students at WOHS about their post secondary plans there were some that changed their initial plans for the following reasons:

- Not able to pay for school because of changes to household income
- Changes to financial aid
- Had or concerned about getting COVID
- Uncertain about how school might change
- Changes to campus life - Vaccination required and not ready to get vaccinated
- Helping take care of someone with COVID in the household
- Helping to care for siblings in the household

There were some who expressed an interest in going to college later. There were others who were trying to find employment to assist their families



# Four Year Graduation Cohort 2021

## Graduation Rate: 91.5%

NJ SMART shows the preliminary rate at this time.

Any appeals made during the last month and submitted for approval to the NJ DOE will not be reflected in NJ SMART until November 30th, 2021.

West Orange has submitted 5 appeals.



# Post Secondary Plans for Class of 2021

| <u>Outcome</u>                 | <u>Number</u>        | <u>% of students</u> |
|--------------------------------|----------------------|----------------------|
| 2 Yr College                   | 60                   | 10%                  |
| 2 Yr College (Unspecified)     | 1                    | 0.2%                 |
| 4 Yr College                   | 470                  | 82%                  |
| 4 Yr College (Unspecified)     | 1                    | 0.2%                 |
| Apprenticeship Program         | 0                    | 0%                   |
| Career Education               | 8                    | 1.4%                 |
| College Prep School            | 0                    | 0%                   |
| Dropped-out                    | 0                    | 0%                   |
| Employed                       | 18                   | 3.1%                 |
| Military                       | 3                    | < 1%                 |
| Non-U.S. College               | 0                    | 0%                   |
| Non-U.S. College (Unspecified) | 0                    | 0%                   |
| Other                          | 5                    | < 1%                 |
| Other Schools                  | 3                    | < 1%                 |
| Undecided/No Plans             | 0                    | 0%                   |
| Unknown                        | 5                    | < 1%                 |
| Year Off                       | 2                    | 0.3%                 |
|                                | <b>Total:</b><br>574 |                      |

## CLASS of 2021 Post Secondary Plans

| <u>Ethnic/Racial Identity</u>          | 2 Year    | 4 Year     | Military | Employment | Career Education (Trade School) |
|--|-----------|------------|----------|------------|---------------------------------|
| Asian                                  | 5         | 22         |          |            |                                 |
| Black or African American              | 17        | 167        |          | 7          | 5                               |
| Hispanic or Latino                     | 24        | 165        | 1        | 8          | 1                               |
| Alaskan/Native American                | 0         | 0          |          |            | 1                               |
| Multiracial                            | 0         | 7          |          | 1          |                                 |
| Hawaiian Native/Other Pacific Islander | 0         | 2          |          |            |                                 |
| White (Not Hispanic)                   | 14        | 106        | 2        | 2          | 1                               |
| Unclassified                           |           |            |          |            |                                 |
| <b>Total</b>                           | <b>60</b> | <b>470</b> | <b>3</b> | <b>18</b>  | <b>8</b>                        |

American Academy of Dramatic Arts-New York

American International College

American University

Atlantic Cape Community College

Barnard College

Berklee College of Music

Binghamton University

Bloomfield College

Caldwell University

Centenary University

Clarion University of Pennsylvania

Clark Atlanta University

Coastal Carolina University

College of the Holy Cross

Concordia University-Chicago

Cornell University

County College of Morris

Culinary Institute of America

CUNY Borough of Manhattan Community College

CUNY John Jay College of Criminal Justice

Delaware State University

Delaware Technical Community College

DePaul University

Dickinson College

Drew University

Drexel University

Duquesne University

East Carolina University

Eastern University

Eastwick College- Paterson Campus

Embry-Riddle Aeronautical University-Daytona Beach

Emerson College

Empire Beauty School

Endicott College

Essex County College

Fairleigh Dickinson University

Fashion Institute of Technology

Florida State University

Fordham University

George Washington University

Georgia State University

Georgian Court University

Hampton University

Harvard University

Haverford College

Houston Community College

Howard University

Hudson County Community College

Iona College

Ithaca College

Johnson & Wales University

Johnson C Smith University

Kean University

Kent State University at Kent

Lafayette College

Lincoln Technical Institute

Louisiana State University and Agricultural & Mechanical College

Louisiana Tech University

Loyola University Maryland

Massachusetts College of Pharmacy and Health Sciences

Mercer County Community College

Merrimack College

Middlesex County College

Monmouth University

Montclair State University

Montserrat College of Art

Morgan State University

Muhlenberg College





|   |                                     |   |   |
|---|-------------------------------------|---|---|
| NASCAR Technical Institute                | Sacramento City College             | United States Military Academy          | Villanova University                                |
| New Jersey City University                | Sacred Heart University             | University at Buffalo                   | Virginia Polytechnic Institute and State University |
| New Jersey Institute of Technology        | Saint Michael's College             | University of California-Davis          | Virginia State University                           |
| New York University                       | Saint Peter's University            | University of Colorado Colorado Springs | Western Connecticut State University                |
| North Carolina A & T State University     | Santa Monica College                | University of Connecticut               | William Paterson University of New Jersey           |
| Northampton County Area Community College | Sarah Lawrence College              | University of Delaware                  | Worcester Polytechnic Institute                     |
| Northeastern University                   | Savannah College of Art & Design    | University of Hartford                  | Yale University                                     |
| Ohio State University                     | Seton Hall University               | University of Maine                     |   |
| Pace University                           | Spelman College                     | University of Maryland-College Park     |   |
| Parisian Beauty Academy                   | St. John's University               | University of Massachusetts-Amherst     |   |
| Paul Mitchell the School Charlotte        | Stanford University                 | University of New Haven                 |   |
| Pennsylvania State University             | Stevens Institute of Technology     | University of North Carolina Wilmington |   |
| Pensacola State College                   | Stockton University                 | University of Rhode Island              |   |
| Post University                           | SUNY at Albany                      | University of Rochester                 |   |
| Princeton University                      | Sussex County Community College     | University of Scranton                  |   |
| Quinnipiac University                     | Syracuse University                 | University of South Carolina-Columbia   |   |
| Ramapo College of New Jersey              | Temple University                   | University of Vermont                   |   |
| Rhode Island School of Design             | The College of New Jersey           | University of Wisconsin-Madison         |   |
| Rowan University                          | The College of Saint Rose           |   |   |
|   | The Institute of Culinary Education |   |   |
|   | Towson University                   |   |   |





# OVERVIEW OF THE EQUITY AUDIT PROCESS


West Orange Public Schools

November 2021

# District Equity Audit: Research Questions

## Research Questions

Hanover's data analyses will address the following research questions:

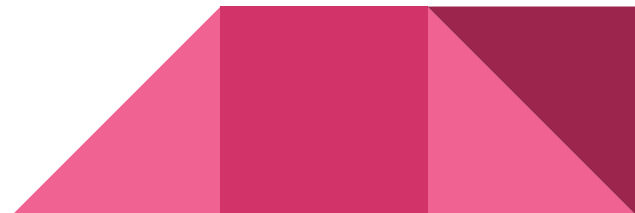
- Where do disparities in student academic and behavioral outcomes exist in the district?
  - Where do disparities in student participation in state assessments and enrollment in programs exist in the district?
  - Have these disparities diminished over time? At which schools, in which grades, and among which student subgroups is there less disparity in recent years? Where is there more disparity?
- 

# Participants-*Survey Closed Today*

**Spring 2021 administration** - 2,241 respondents

**Fall 2021 administration**

- **Total n=2,603**
  - Students n=1,749
  - Parents n=685
  - WOPS staff n=169
    - District admin n=5
    - School admin n=9
    - Classroom teacher n=100
    - Other cert. staff n=33
    - Non-instructional staff n=22



# Student Data

Student Enrollment and Demographics

State Assessment Scores

Benchmark Test Scores

Discipline

Course Enrollment and Performance

National Student Clearinghouse Data

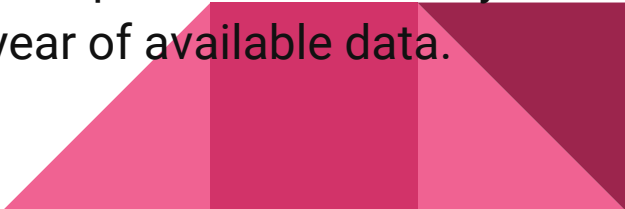


# Survey Data + Student Data = Equity Scorecard

Hanover's equity scorecard and data dashboard analysis provides a set of interactive visualizations for the district to compare student performance and access outcomes across subgroups.

The scorecard dashboard will allow the district to quickly assess where it is doing well in supporting equitable outcomes across subgroups and where areas of improvement remain.

The "Equity Data Dashboard" will allow the district to dive deeper into the data by breaking down comparisons across subgroups for each year of available data.



# USER'S GUIDE

The Equity Scorecard Dashboard is comprised of three interactive tabs, which offer different ways of viewing student outcomes across groups. In each tab, there are fixed segmentations that divide outcomes into groups for comparison. There are also filters that allow the user to choose a specific subset of the data to view across those segments.

## Overview of Visualizations

| Dashboard Tab            | Example Filters and Segmentation  | Best Used For  |
|--------------------------|---|--|
| <b>Equity Scorecard</b>  | <b>Filters:</b> school, school year, school level, grade<br><b>Segmentations:</b> race/ethnicity, LEP status, SPED status, economic disadvantage status           | Quickly displaying differences in representation across student subgroups, using the standardized representation index (RI) metric |
| <b>Outcomes by Group</b> | (same as Equity Scorecard)  | Quickly displaying differences in outcome rates (%) across subgroups   |
| <b>Side-by-Side</b>      | <b>Filters:</b> student outcome, school, grade, race/ethnicity, LEP status, SPED status, economic disadvantage status<br><b>Segmentations:</b> school year, grade | Comparing outcome rates across two customizable groups over time, capable of drilling down to subgroups within subgroups           |

# Audit Process

Scorecard available to the public and presented in public in January, 2022

Strategic Planning Process Begins

Infused into district professional learning and achievement goals

Reestablishment of a standing multi-stakeholder, Diversity & Equity Committee





# Questions

