

Diversity Data and Recruitment Action Plan

West Orange Board of Education Meeting

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2020-2021 Staff and Student Data

The [Staff/Student Diversity Comparative Data spreadsheet](#) has been created to analyze data regarding the schools where there is a significant disproportionality 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 new students/families provide demographic data during registration. Student data was exported from PowerSchool.
- All data is self-reported.



Key Data Points

- In regard to Black or African American data, the student population is 20% higher than the staff population at the elementary level. The difference is 24% at the secondary level.
- In regard to Hispanic data, the student population is 30% higher than the staff population at the elementary level. The difference is 27% at the secondary level.
- In regard to two or more races, at both the elementary and secondary levels, the percentage of staff is higher than the percentage of students.



Key Data Points

- In regard to Asian data, notable differences where the student population is higher than the staff population are at BMELC, Mt. Pleasant, and St. Cloud. The difference is 8% or higher in these schools.
- In regard to Black or African American data, notable differences where the student population is higher than the staff population are at Kelly, Liberty, and WOHS. The difference is 30% or higher in these schools.
- In regard to Hispanic data, notable differences where the student population is higher than the staff population are at BMELC, Hazel, Kelly, Washington, Edison, and Roosevelt. The difference is 30% or higher in these schools.



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

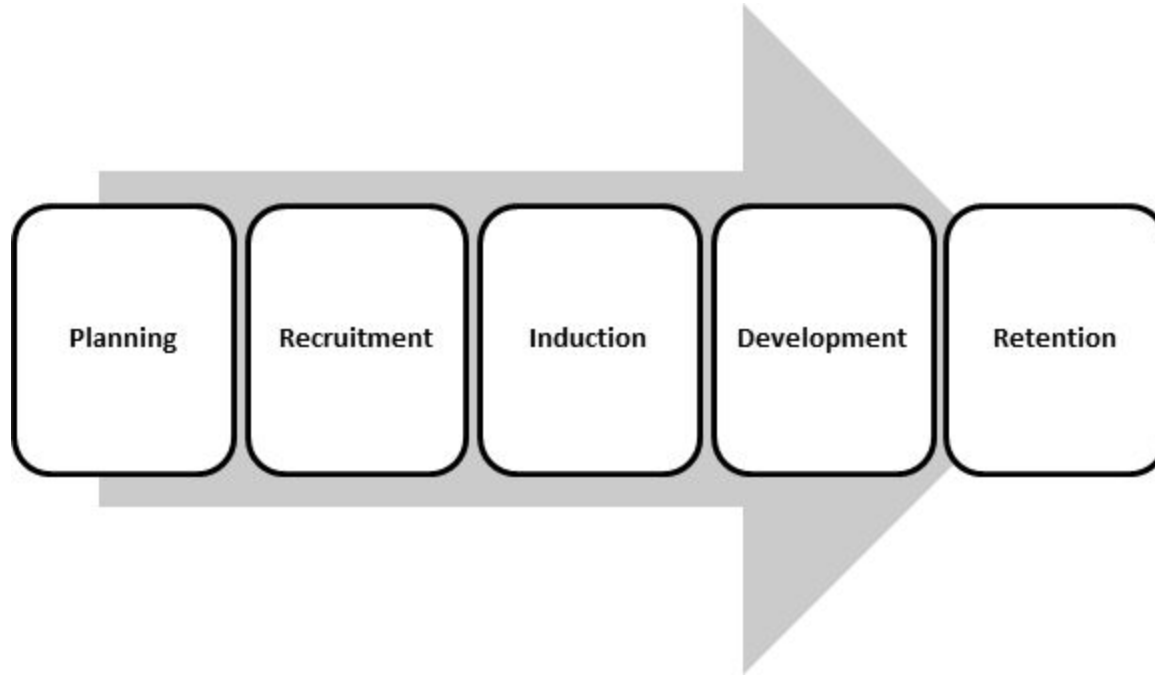
Outreach and Partnerships

Several organizations and universities/colleges have been contacted to explore partnerships for this school year.

- Selected - Urban Teacher Recruitment Grant
- NEMNET
- Metropolitan YMCA of the Oranges
- William Paterson University
- Fairleigh Dickinson University



Human Capital Management System



Induction and Development

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 Year One and Year Two
- Mentoring guidelines and logs
- 30-60-90 day check-ins
- School Improvement Panels (SciPs)



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 explain your vision for an inclusive learning environment that ensures students from all backgrounds feel celebrated and included and that prepares them for real life success.



Additional Considerations for Retention

It is important to foster programs that demonstrate that we value our staff. The following programs and training are in development to assist in establishing an inclusive environment:

- Leveled professional growth opportunities
- Implicit bias training
- Staff Wellness/Employee Assistance Program



Questions

