Wellesley Public Schools

Panorama *Educator & Staff Experience Survey*
District & 6-12

Fall 2020

Office of Diversity, Equity & Inclusion

Panorama x WPS

WELLESLEY PUBLIC SCHOOLS

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Panorama & WPS Partnership

- Office of DE&I began talks with Panorama in October 2019
- Officially launched partnership in June 2020
- Partnership made possible through DESE Systems for Student Support (SfSS) Grant
- SfSS Grant Award
    - March 2020-Aug. 2020, Year 1
    - September 2020-Aug. 2021, Year 2

Panorama & SfSS Grant Priorities

- SfSS Grant Priorities
  - **Culturally Responsive Practices**
  - **Diversify Staffing**
- Panorama Survey
  - How well does the school/district meet staff and student needs?
    - Measure affirming culture (adult and student), belonging
    - Measure proxy for recruitment/retention (recommending WPS)
    - Identify relationships between affirming culture and belonging; and recruitment/retention

Goal 1 BIPOC faculty/staff report affirming culture, strong sense of belonging

Goal 2 WPS staffing will mirror student population ~ 30% BIPOC

Goal 3 Faculty/staff report affirming culture for students

Panorama Survey Domains

Primary Grant Focus Domains	• **Cultural Awareness and Action (Adult)** How well a school supports staff and faculty in learning about, discussing, and confronting issues of race, ethnicity, and culture
	• **Cultural Awareness and Action (Students)** How well a school supports students in learning about, discussing, and confronting issues of race, ethnicity, and culture
	• **Belonging** The extent to which faculty and staff feel that they are valued members of the school community

Panorama Survey Domains

Additional Focus Domains	• **Educating All Students** How faculty and staff feel about their capacity to teach all students
	• **Professional Learning About Equity** Perceptions of the quantity and quality of equity-focused professional learning opportunities
	• **Faculty Growth Mindset** Perceptions of whether teaching can improve over time

Data Notes

- Survey measures *schools*, not individual staff members.
  - Staff members at multiple schools may have completed the survey for each school.
- All categories are based on faculty/staff self-report:
  - School (6-12 does not include RLS)
  - Racial/ethnic group
    - BIPOC is all respondents who reported any racial/ethnic group membership other than or in addition to “White”.
    - “White” is all respondents who reported only “White” racial/ethnic group membership.

Celebrations

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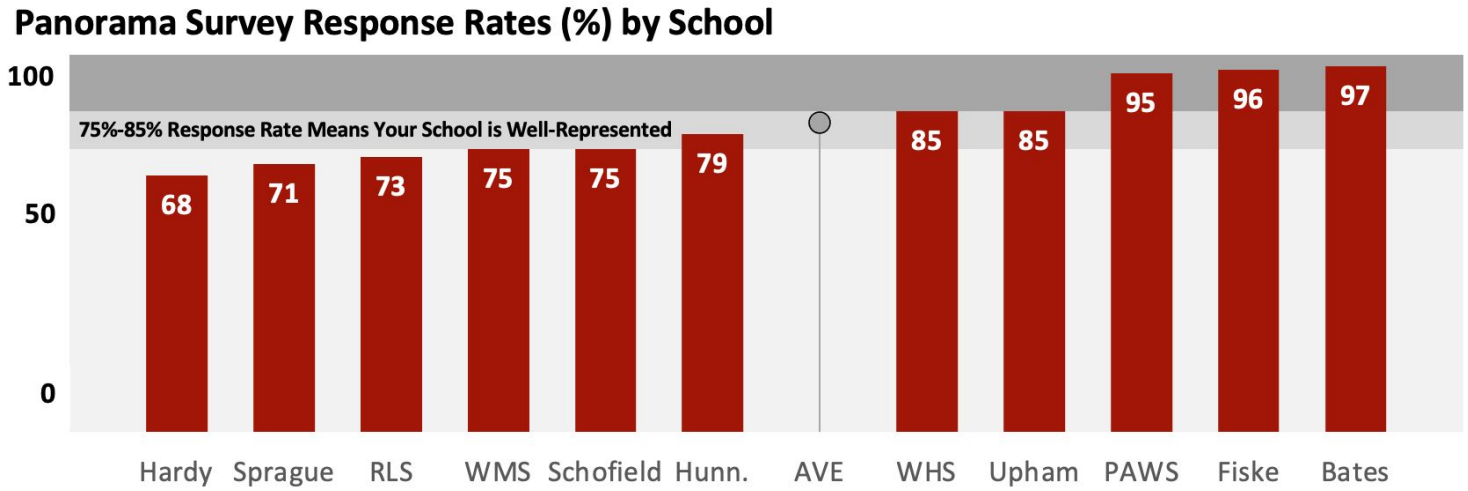
Celebrations

- 85% overall response rate
  - 647 district faculty & staff responses; 291 6-12 faculty & staff responses
  - Faculty and staff are interested, engaged, and invested



Celebrations

Belonging	
How much respect do colleagues in your school show you?	
79%	**WPS** *responded favorably*
76%	**6-12** *responded favorably*

Cultural Awareness	
How often do you think about what students of different races, ethnicities, or cultures experience?	
80%	**WPS** *responded favorably*
81%	**6-12** *responded favorably*

Celebrations

"**My colleagues take the time to listen to me** and my expertise in my area."

"I think the PD has been helpful for me in **recognizing my own privilege and biases** as well as **giving me language** to talk about issues of race and equity."

"**I lean on colleagues** and support professionals for guidance."

District & 6-12 Trends

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Initial Guiding Questions:
How well are schools meeting staff needs?

- How differently/similarly did BIPOC and White staff respond to each item (i.e., how many points difference between the two groups)?
- Where groups responded similarly, are the levels of favorable responses low, medium, or high?
- Was that degree of difference/similarity (e.g., 8-point difference) the same or different for staff across the district versus 6-12 staff only?

Belonging

Do BIPOC and White faculty and staff feel that they are valued members of the school community at the same rates?

Belonging Thoughts

"If I fully belonged, when I cry foul in terms of a decision **someone would respond and make real time changes** to support my/our well being."

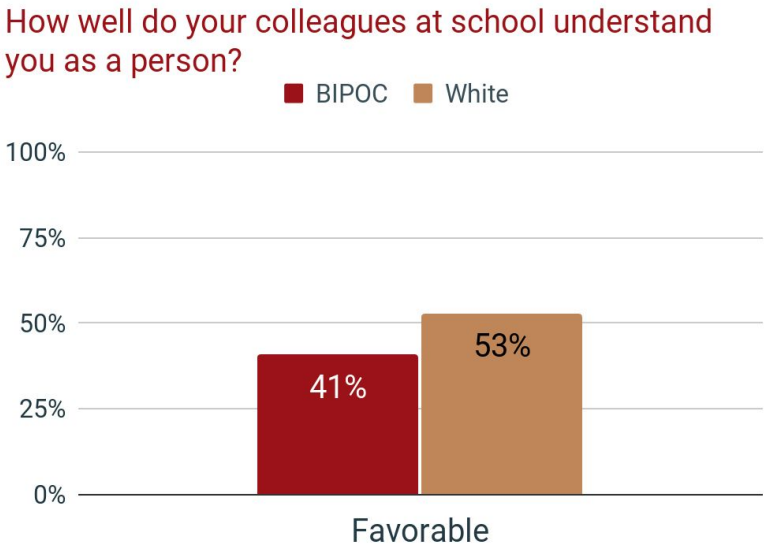
"I feel like **I belong in pockets within my school.** There are people I know **I can rely on** for support and then there are others who ... **undermine me.**"

"If asked these questions with regard to central administration and the larger district, I would also answer differently with much disappointment and the feeling that **I do not belong here.**"

Belonging: How well do your colleagues at school understand you as a person?

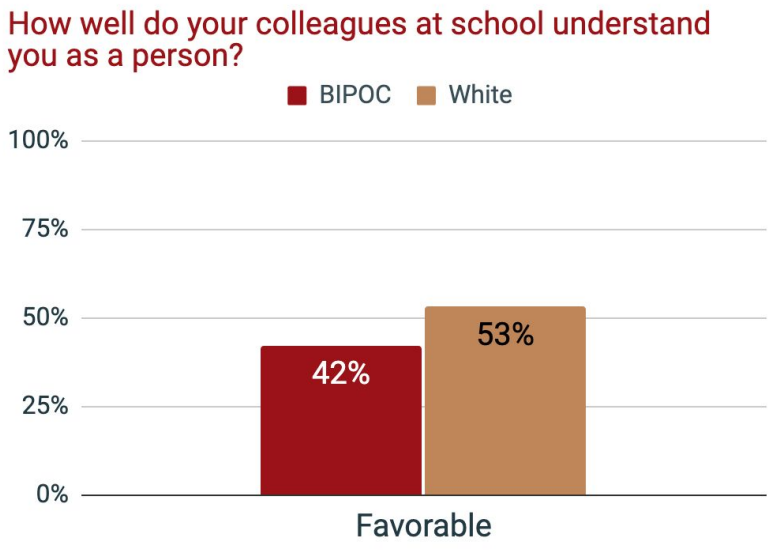
DISTRICT

41% of BIPOC staff and 53% of White staff felt their colleagues at their schools understood them as a person.



6-12

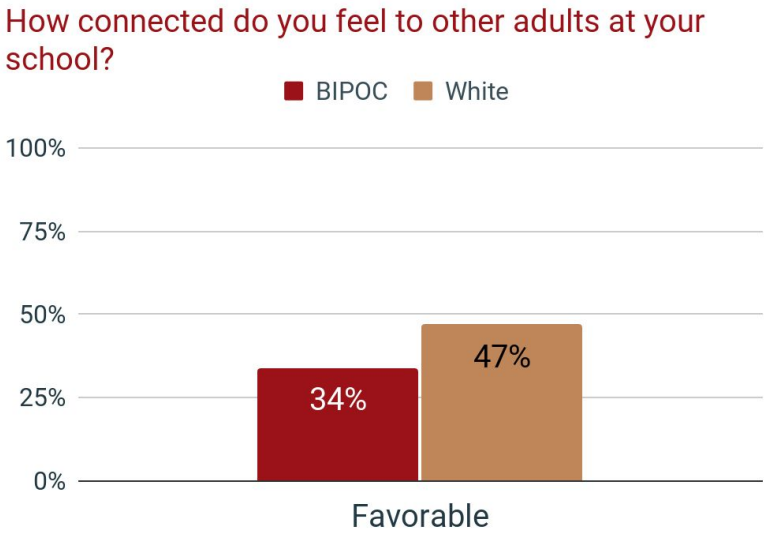
42% of BIPOC staff and 53% of White staff felt their colleagues at their schools understood them as a person.



Belonging: How connected do you feel to other adults at your school?

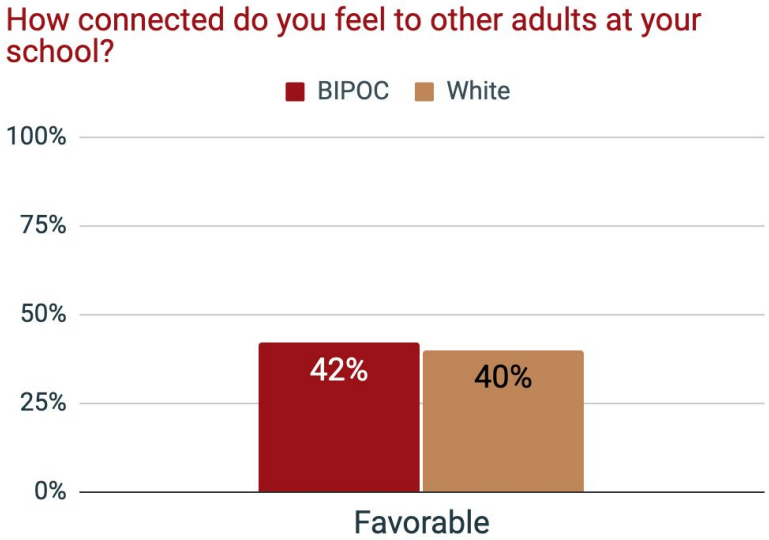
DISTRICT

34% of BIPOC staff and 47% of White staff felt connected to other adults at their schools.



6-12

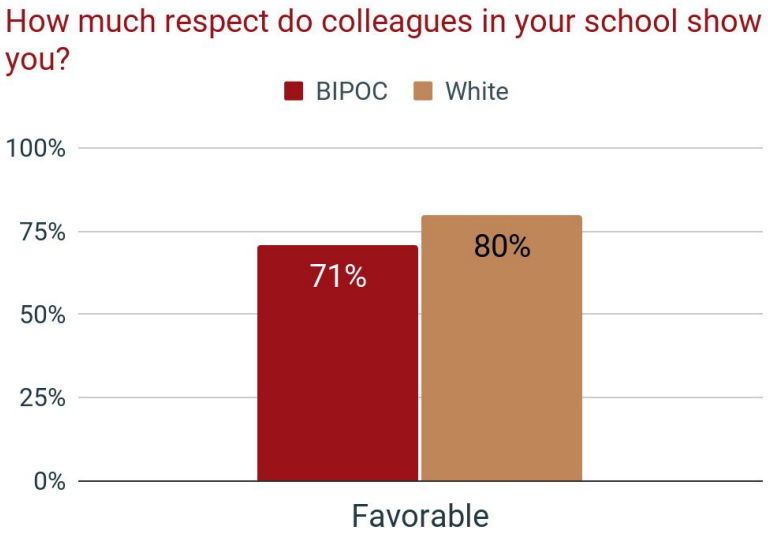
42% of BIPOC staff and 40% of White staff felt connected to other adults at their schools.



Belonging: How much respect do colleagues in your school show you?

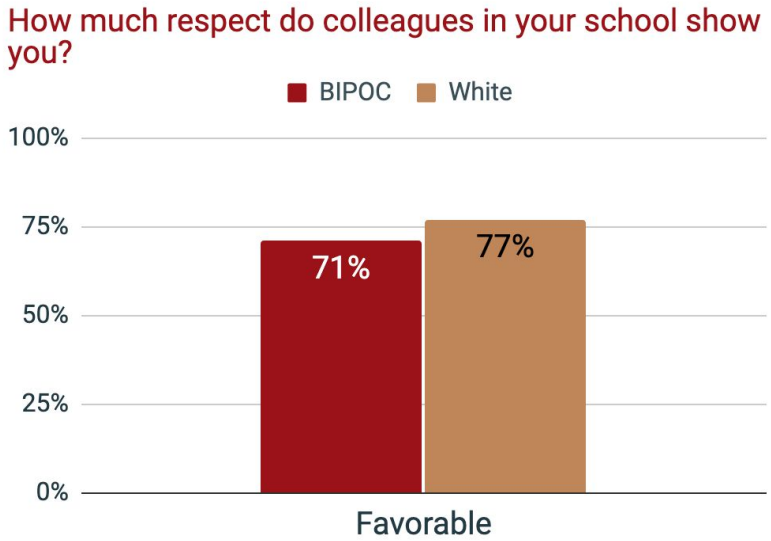
DISTRICT

71% of BIPOC staff and 80% of White staff felt respected by their colleagues in their schools.



6-12

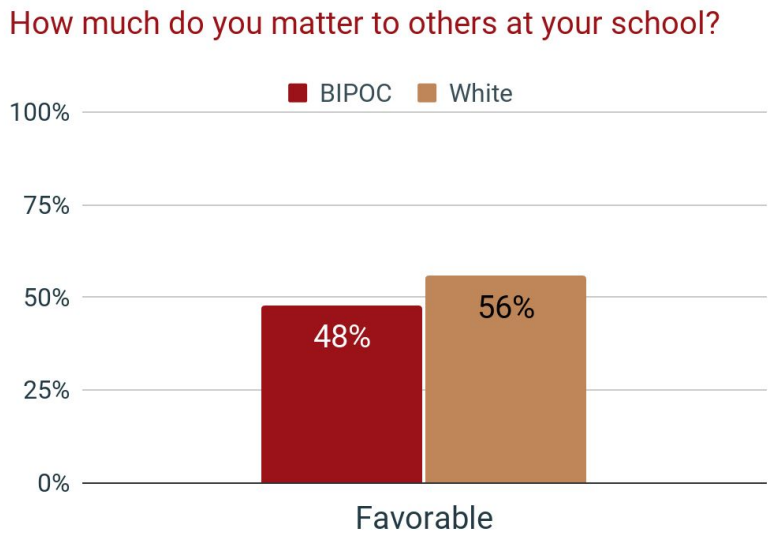
71% of BIPOC staff and 77% of White staff felt respected by their colleagues in their schools.



Belonging: How much do you matter to others at your school?

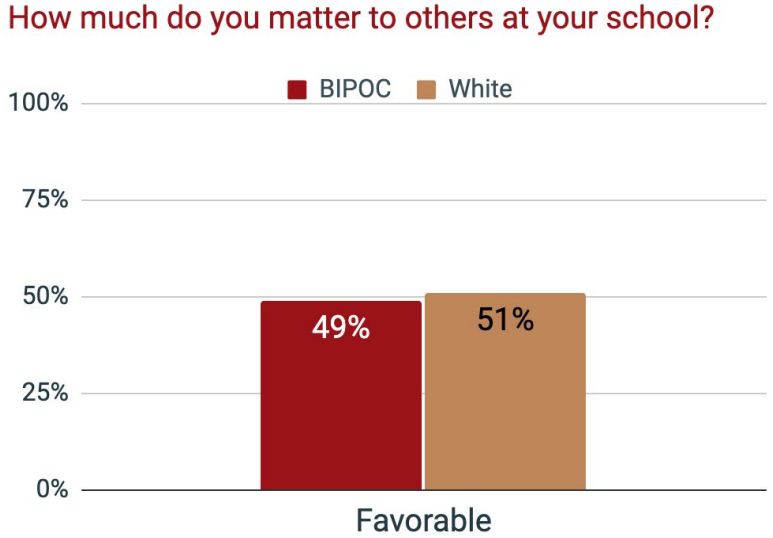
DISTRICT

48% of BIPOC staff and 56% of White staff felt like they matter to others at their schools.



6-12

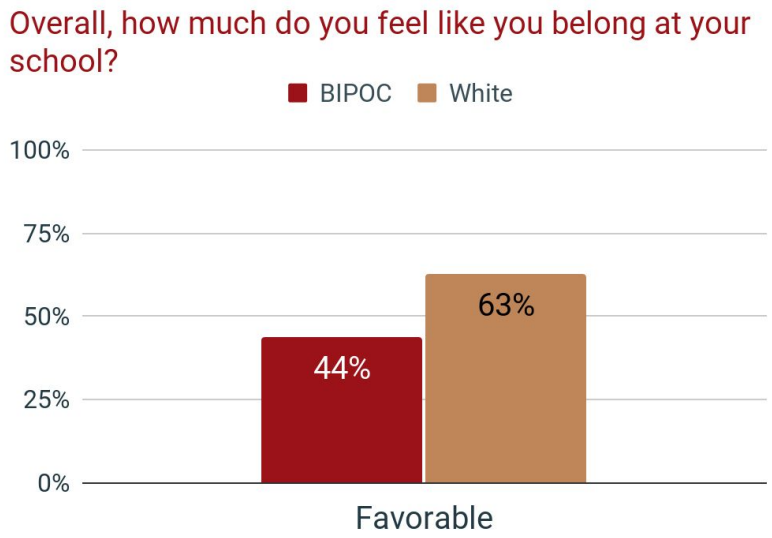
49% of BIPOC staff and 51% of White staff felt like they matter to others at their schools.



Belonging: Overall, how much do you feel like you belong at your school?

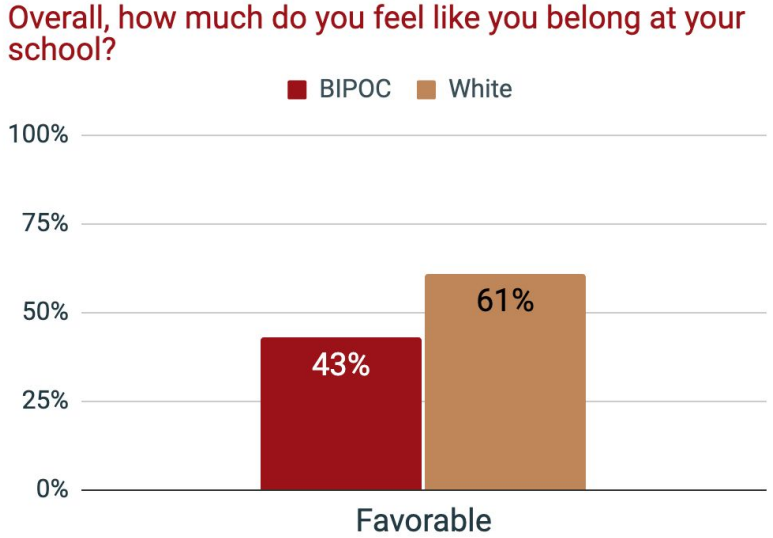
DISTRICT

44% of BIPOC staff and 63% of White staff felt like they belonged at their schools overall.



6-12

43% of BIPOC staff and 61% of White staff felt like they belonged at their schools overall.



Cultural Awareness & Action

Do BIPOC and White faculty and staff feel their schools support staff and faculty, and students, in learning about, discussing, and confronting issues of race, ethnicity, and culture at the same rates?

Cultural Awareness & Action (Adults) Thoughts

"I think that in the end, **people have to be forced** to make the school less racist and they don't want to change... I wish leadership would **just make the change** because it does not happen organically."

"I think **school leaders need to better understand**, discuss, and confront issues of race, ethnicity, and culture themselves."

"The same colleagues start, lead, and participate in these discussions. Others are **permitted to sit on the sidelines.** If they cannot teach that biases are hurtful and will not be tolerated at the most basic level **I don't know why they are teaching here.** School leaders do not touch such matters."

Cultural Awareness & Action (Students) Thoughts

"Move beyond surface level discussions of these issues and actually **provide actionable steps** to be taken as a school building/district."

"**It will take a while** before teachers feel comfortable having honest discussions, and even longer time for the teachers to speak out against racism. **But we are on the right track.**"

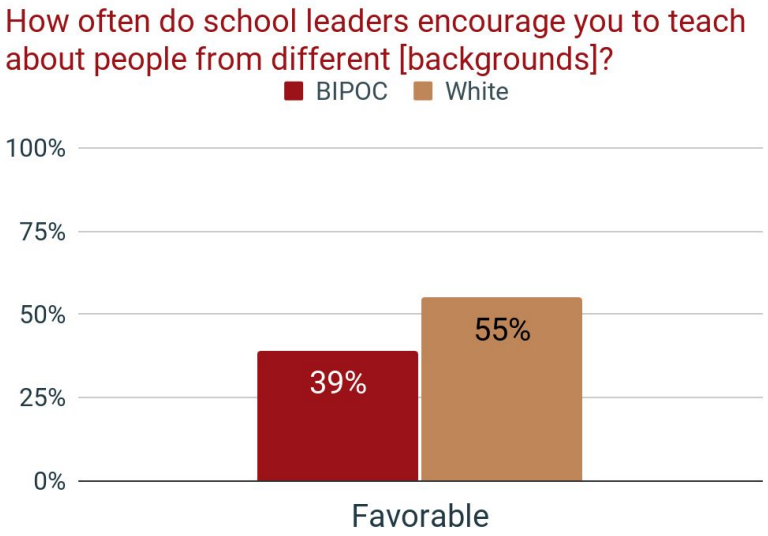
"School leaders can **consider how their decisions directly impact all subsets** of our student population. They can **directly address issues of racism** in our school and with our students."

"Wellesley Pride is very white and **perpetuates whiteness and otherness.**"

Cultural Awareness and Action (Adult Focus): How often do school leaders encourage you to teach about people from different races, ethnicities, or cultures?

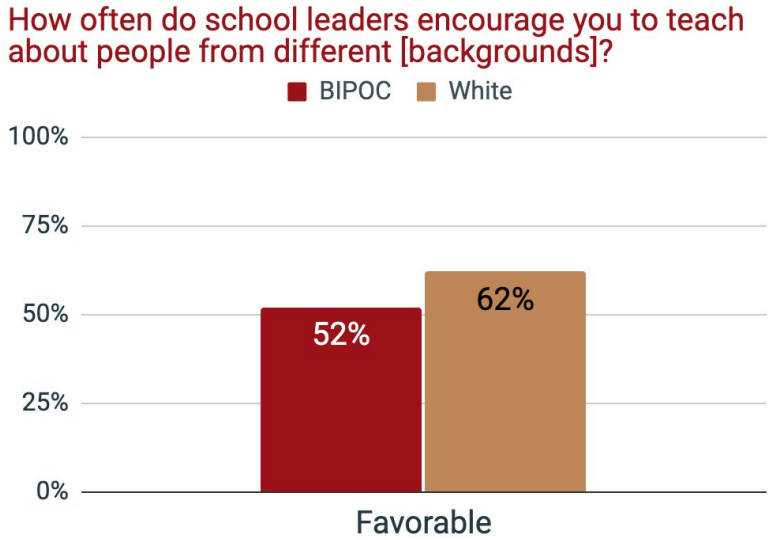
DISTRICT

39% of BIPOC educators and 55% of White educators felt encouraged to teach about people from different backgrounds.



6-12

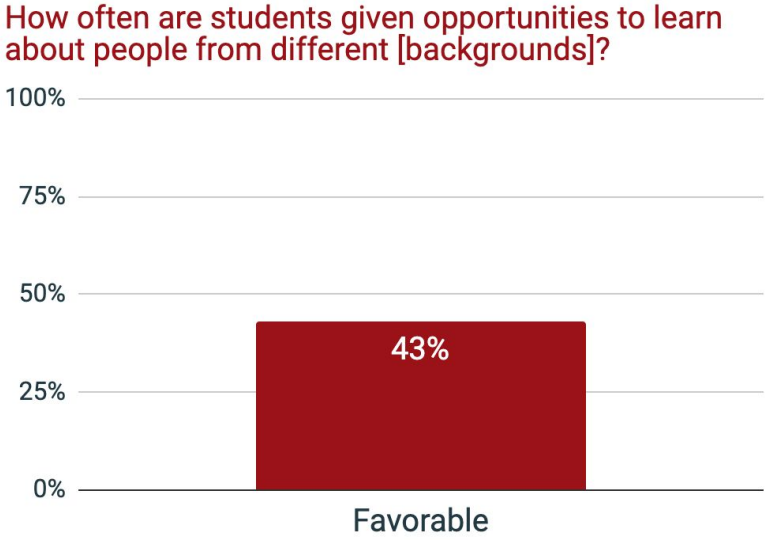
52% of BIPOC educators and 62% of White educators felt encouraged to teach about people from different backgrounds.



Cultural Awareness and Action (Student Focus): How often are students given opportunities to learn about people from different races, ethnicities, or cultures?

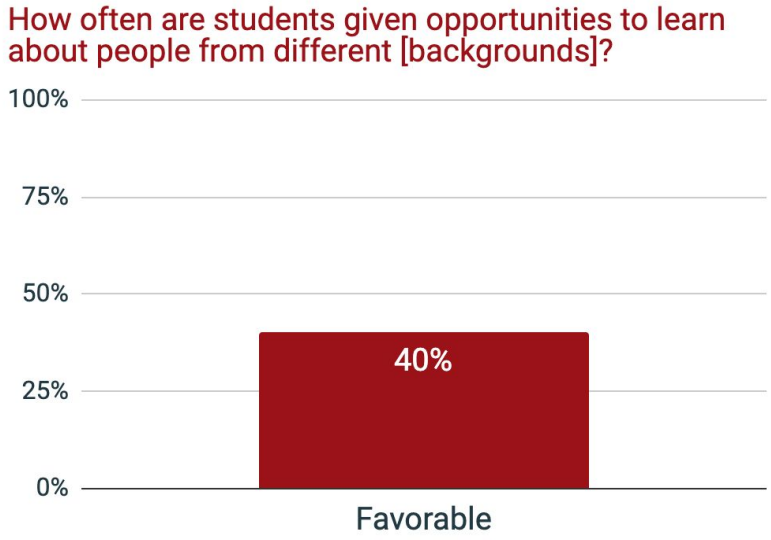
DISTRICT

43% of staff felt students are given opportunities to learn about people from different races, ethnicities, or cultures.



6-12

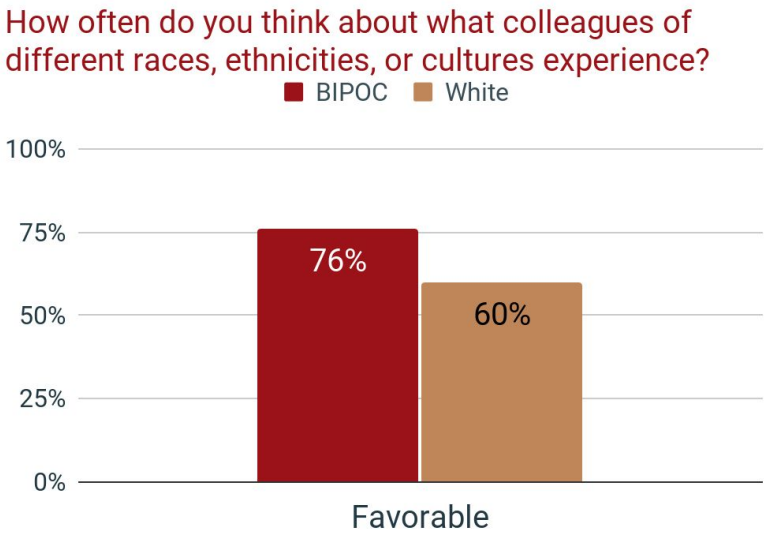
40% of staff felt students are given opportunities to learn about people from different races, ethnicities, or cultures.



Cultural Awareness and Action (Adult Focus): How often do you think about what colleagues of different races, ethnicities, or cultures experience?

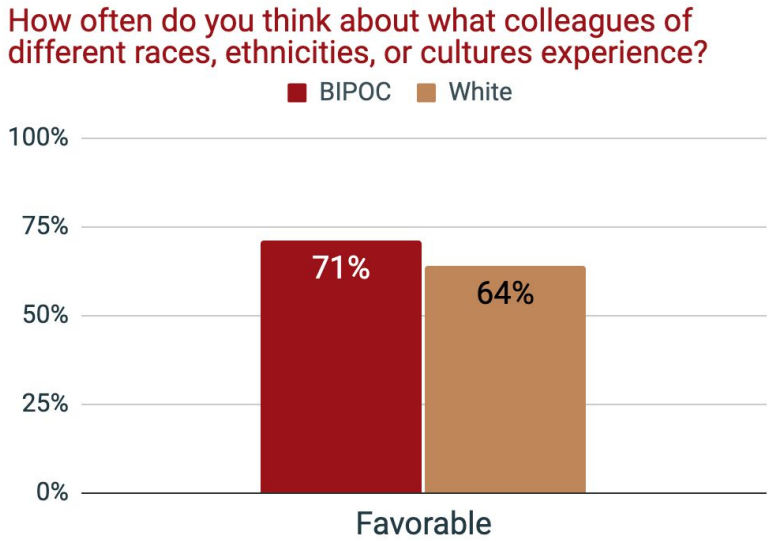
DISTRICT

76% of BIPOC staff and 60% of White staff thought about what colleagues of different backgrounds experience.



6-12

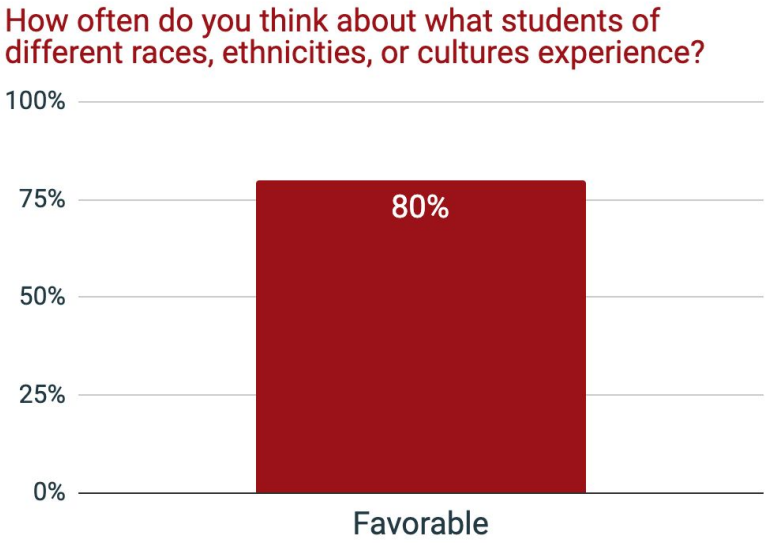
71% of BIPOC staff and 64% of White staff thought about what colleagues of different backgrounds experience.



Cultural Awareness and Action (Student Focus): How often do you think about what students of different races, ethnicities, or cultures experience?

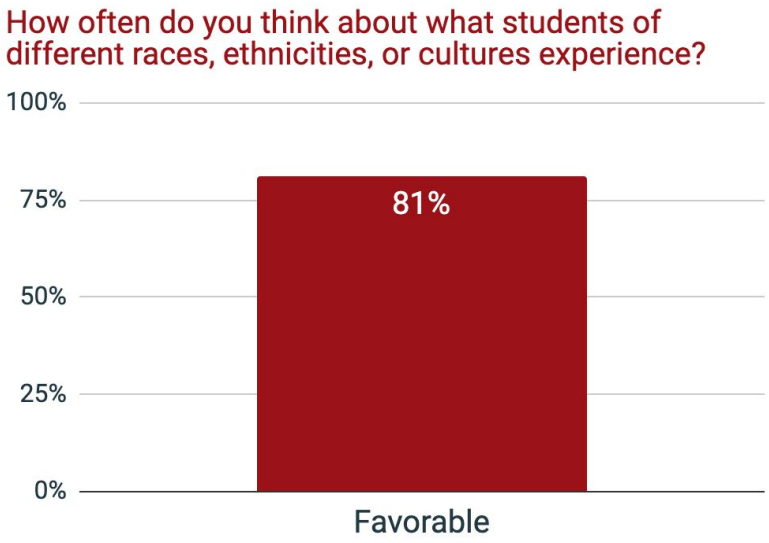
DISTRICT

80% of staff often thought about what students of different races, ethnicities, or cultures experience.



6-12

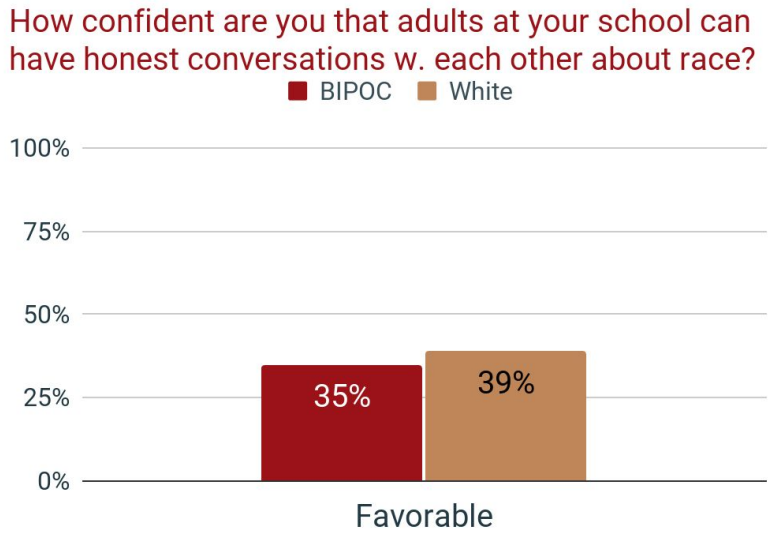
81% of staff often thought about what students of different races, ethnicities, or cultures experience.



Cultural Awareness and Action (Adult Focus): How confident are you that adults at your school can have honest conversations with each other about race?

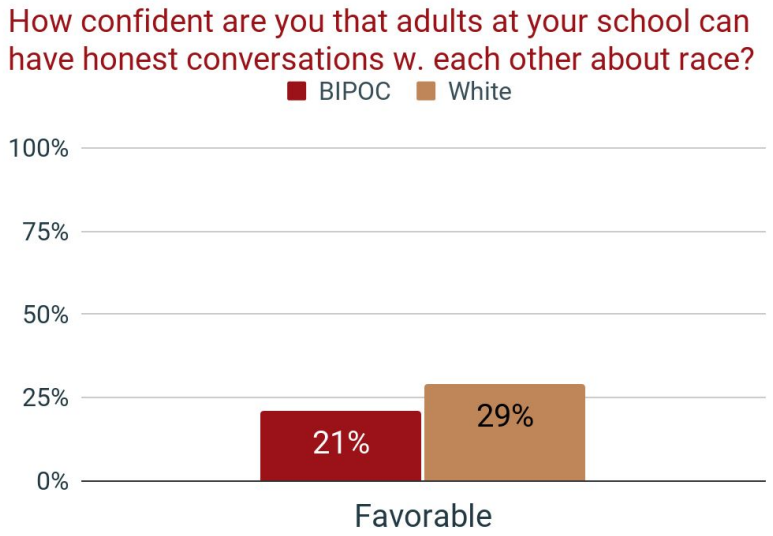
DISTRICT

35% of BIPOC staff and 39% of White staff were confident that adults at their schools could have honest conversations with each other about race.



6-12

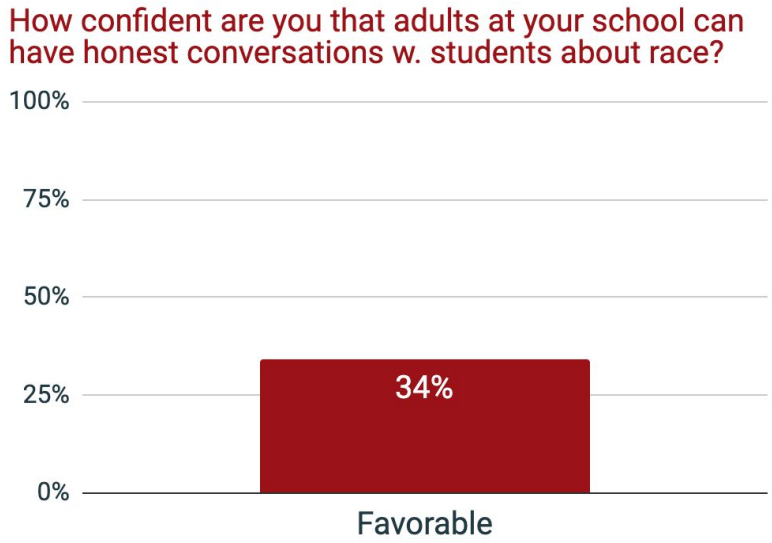
21% of BIPOC staff and 29% of White staff were confident that adults at their schools could have honest conversations with each other about race.



Cultural Awareness and Action (Student Focus): How confident are you that adults at your school can have honest conversations with students about race?

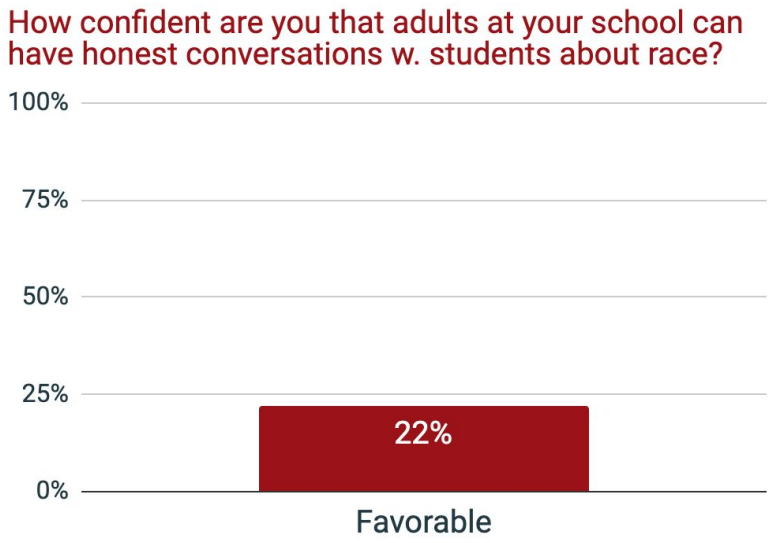
DISTRICT

34% of staff were confident that adults at their schools could have honest conversations with students about race.



6-12

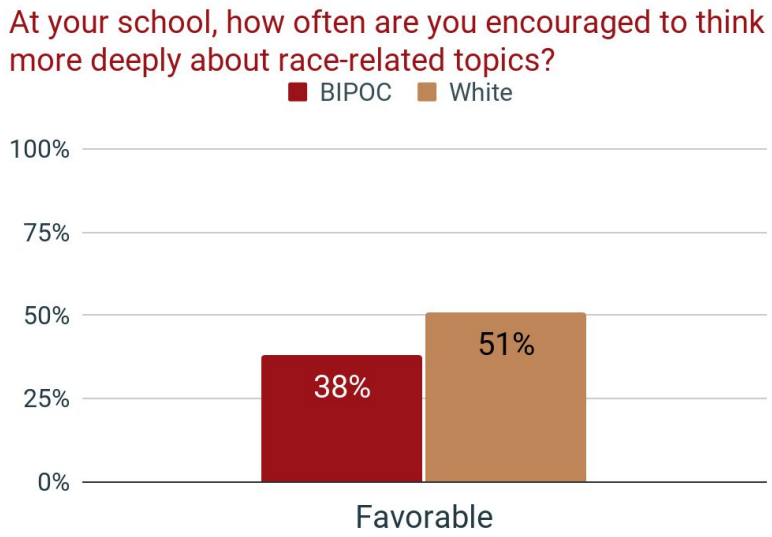
22% of staff were confident that adults at their schools could have honest conversations with students about race.



Cultural Awareness and Action (Adult Focus): At your school, how often are you encouraged to think more deeply about race-related topics?

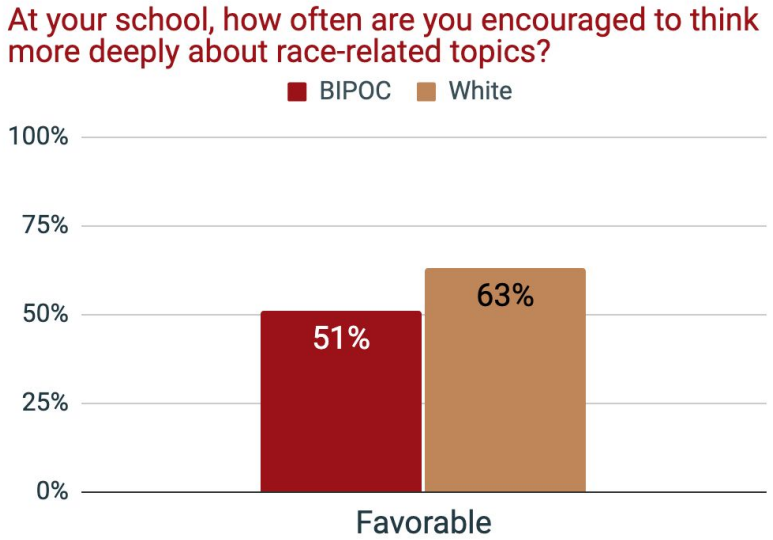
DISTRICT

38% of BIPOC staff and 51% of White staff felt encouraged to think more deeply about race-related topics at school.



6-12

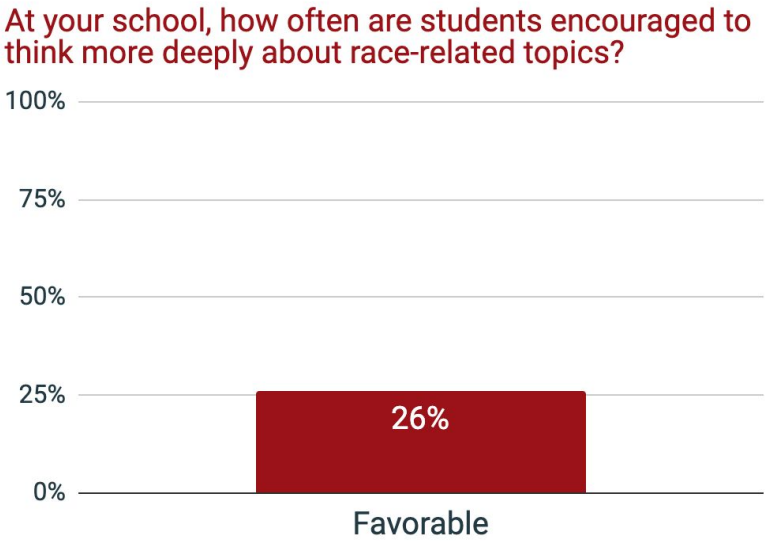
51% of BIPOC staff and 63% of White staff felt encouraged to think more deeply about race-related topics at school.



Cultural Awareness and Action (Student Focus): At your school, how often are students encouraged to think more deeply about race-related topics?

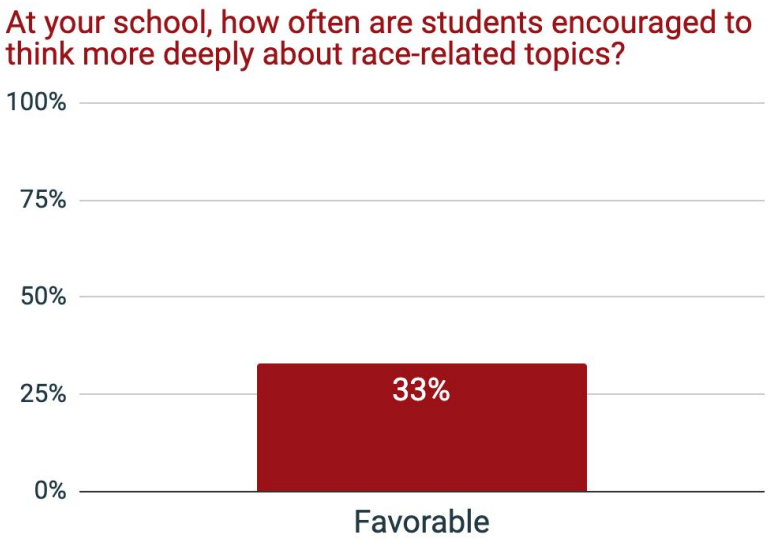
DISTRICT

26% of staff felt that students often were encouraged to think more deeply about race-related topics.



6-12

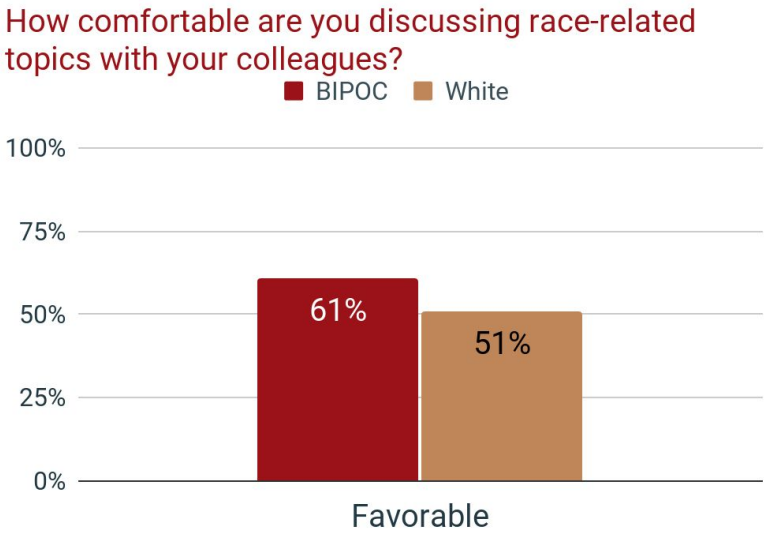
33% of staff felt that students often were encouraged to think more deeply about race-related topics.



Cultural Awareness and Action (Adult Focus): How comfortable are you discussing race-related topics with your colleagues?

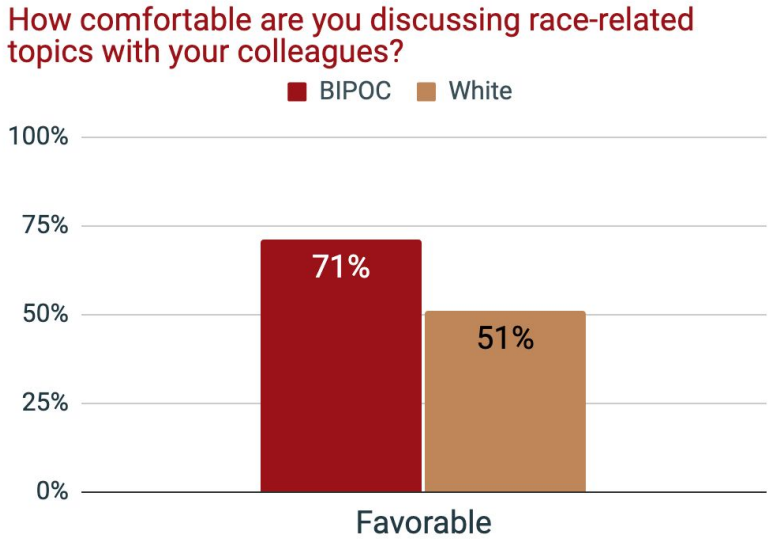
DISTRICT

61% of BIPOC staff and 51% of White staff felt comfortable discussing race-related topics with their colleagues.



6-12

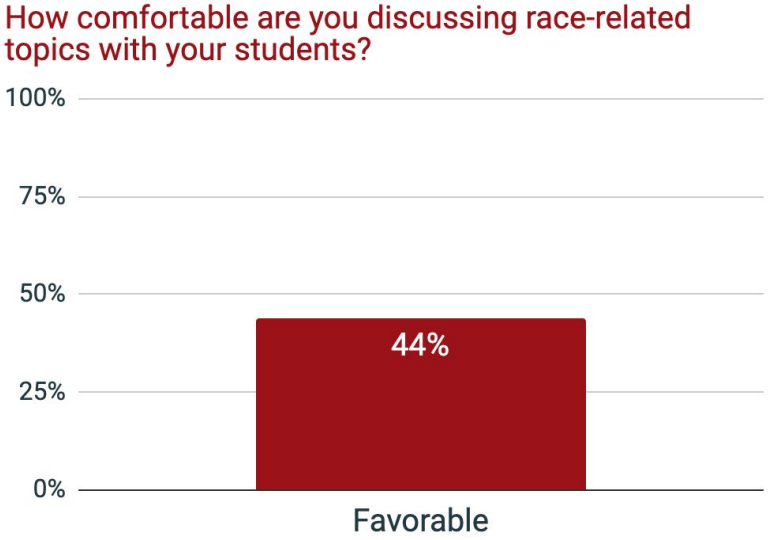
71% of BIPOC staff and 51% of White staff felt comfortable discussing race-related topics with their colleagues.



Cultural Awareness and Action (Student Focus): How comfortable are you discussing race-related topics with your students?

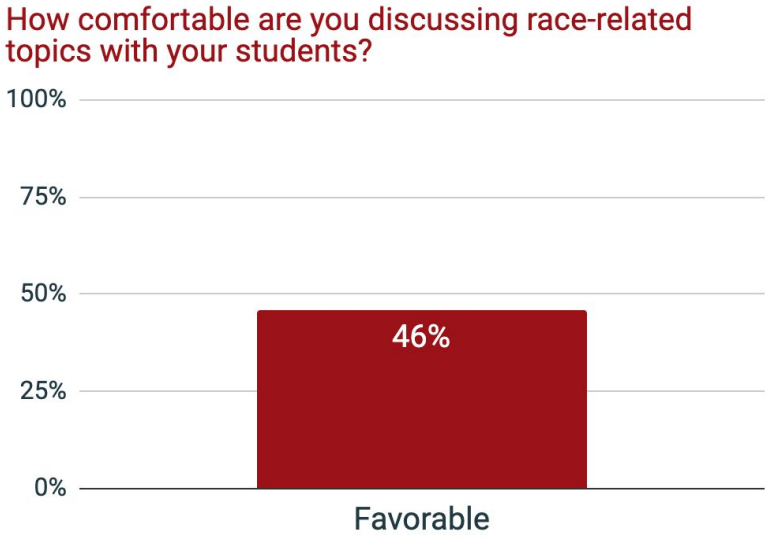
DISTRICT

44% of staff felt comfortable discussing race-related topics with their students.



6-12

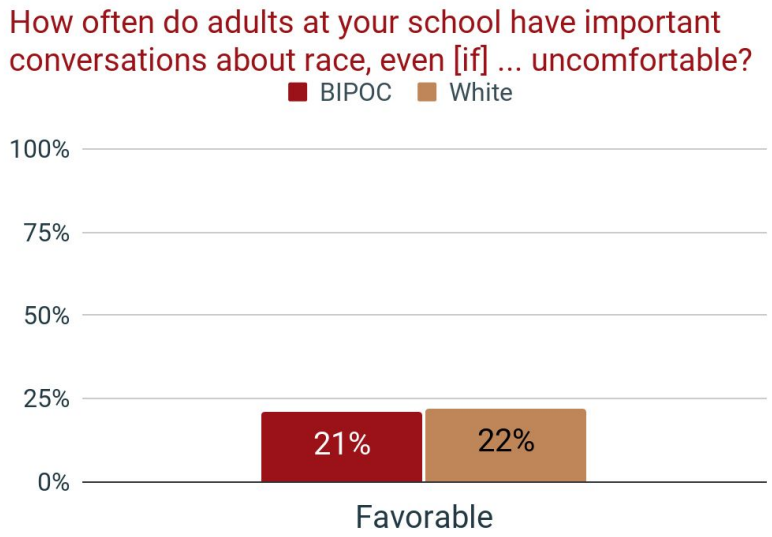
46% of staff felt comfortable discussing race-related topics with their students.



Cultural Awareness and Action (Adult Focus): How often do adults at your school have important conversations about race, even when they might be uncomfortable?

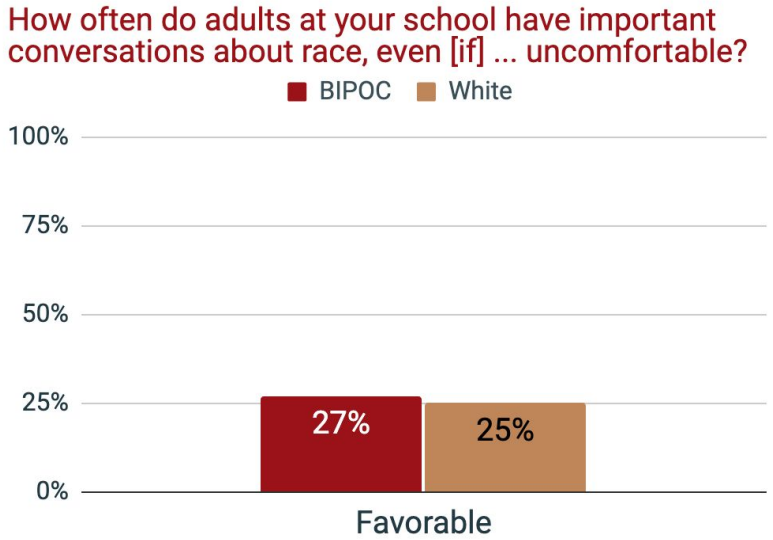
DISTRICT

21% of BIPOC staff and 22% of White staff felt adults at their school had important conversations about race.



6-12

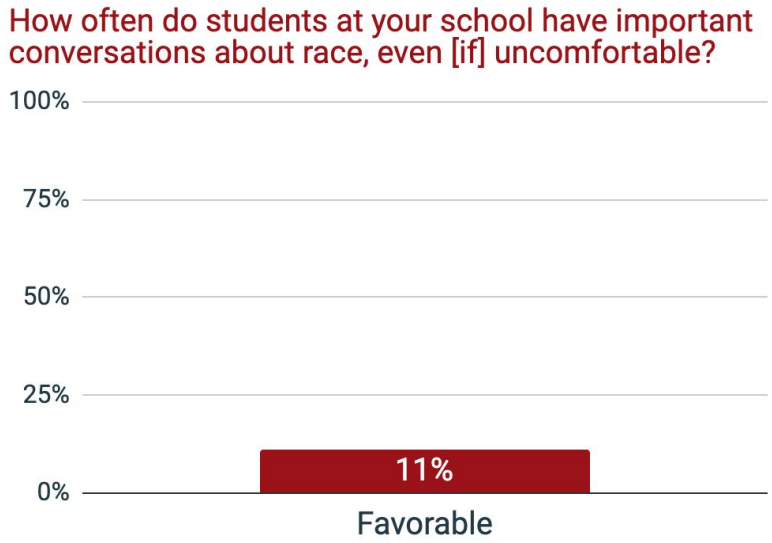
27% of BIPOC staff and 25% of White staff felt adults at their school had important conversations about race.



Cultural Awareness and Action (Student Focus): How often do students at your school have important conversations about race, even when they might be uncomfortable?

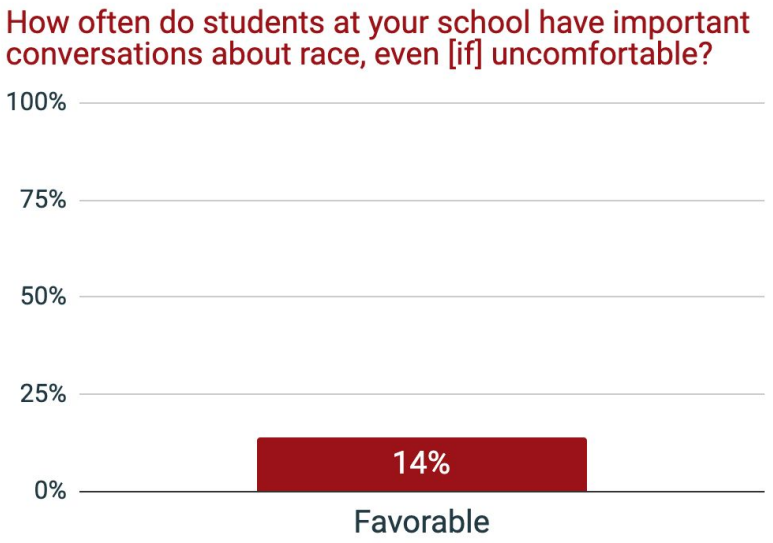
DISTRICT

11% of staff felt students at their schools had important conversations about race, even when they might be uncomfortable.



6-12

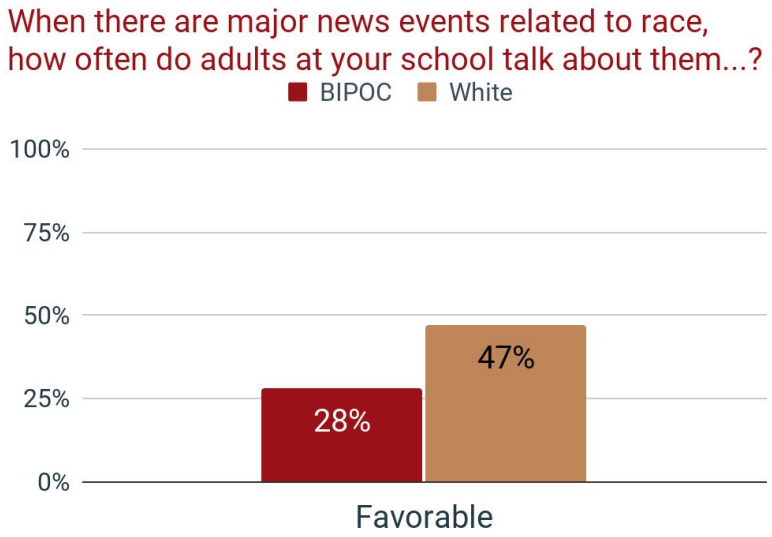
14% of staff felt students at their schools had important conversations about race, even when they might be uncomfortable.



Cultural Awareness and Action (Adult Focus): When there are major news events related to race, how often do adults at your school talk about them with each other?

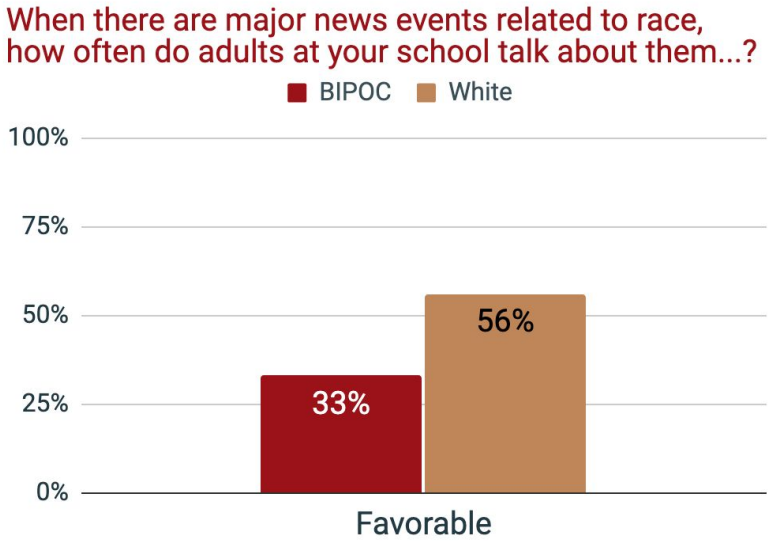
DISTRICT

28% of BIPOC staff and 47% of White staff felt that adults at school talk to each other about major news events related to race.



6-12

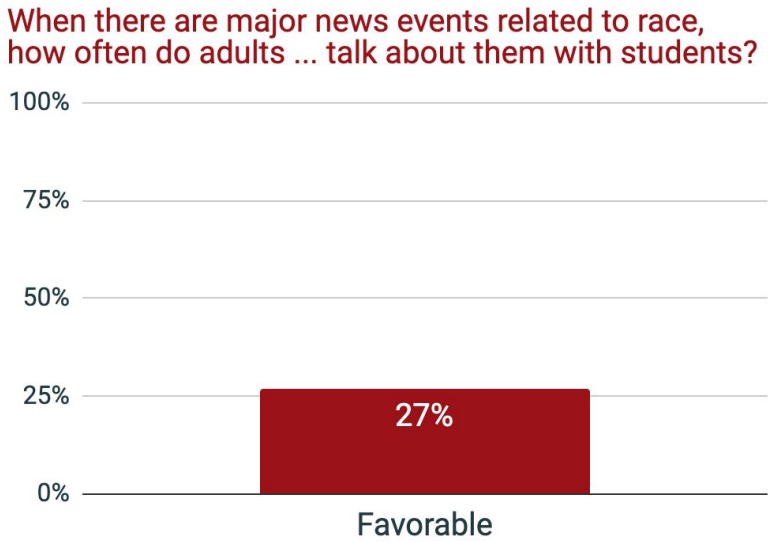
33% of BIPOC staff and 56% of White staff felt that adults at school talk to each other about major news events related to race.



Cultural Awareness and Action (Student Focus): When there are major news events related to race, how often do adults at your school talk about them with students?

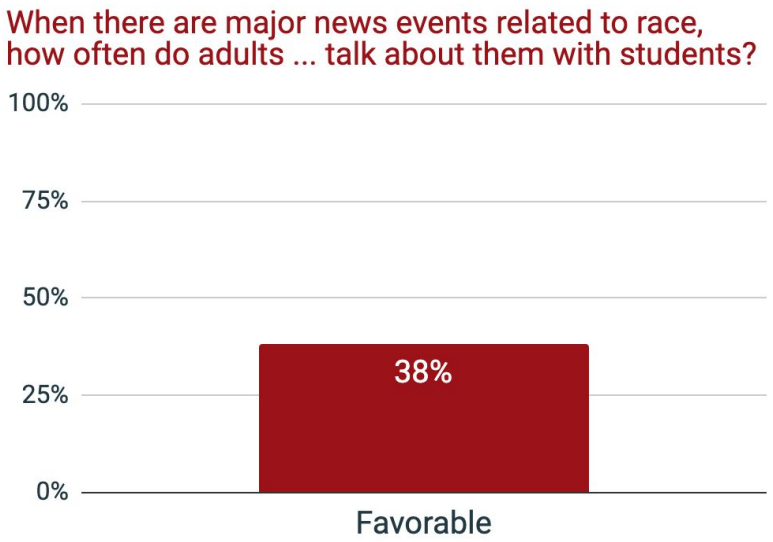
DISTRICT

27% of staff felt that when there are major news events related to race, adults at their schools often talk about them with students.



6-12

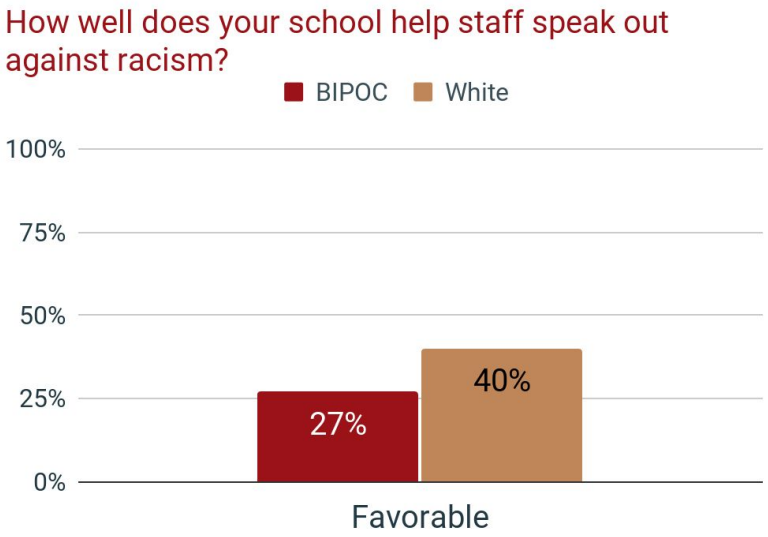
38% of staff felt that when there are major news events related to race, adults at their schools often talk about them with students.



Cultural Awareness and Action (Adult Focus): How well does your school help staff speak out against racism?

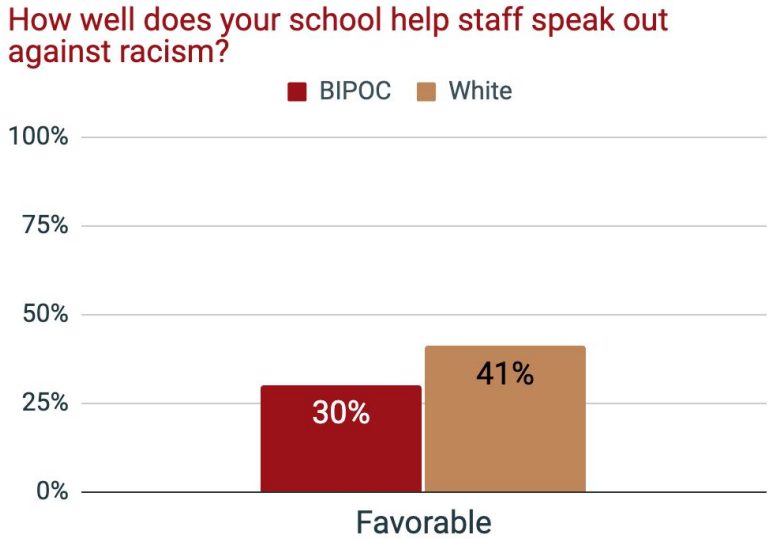
DISTRICT

27% of BIPOC staff and 40% of White staff felt their school helped staff speak out against racism.



6-12

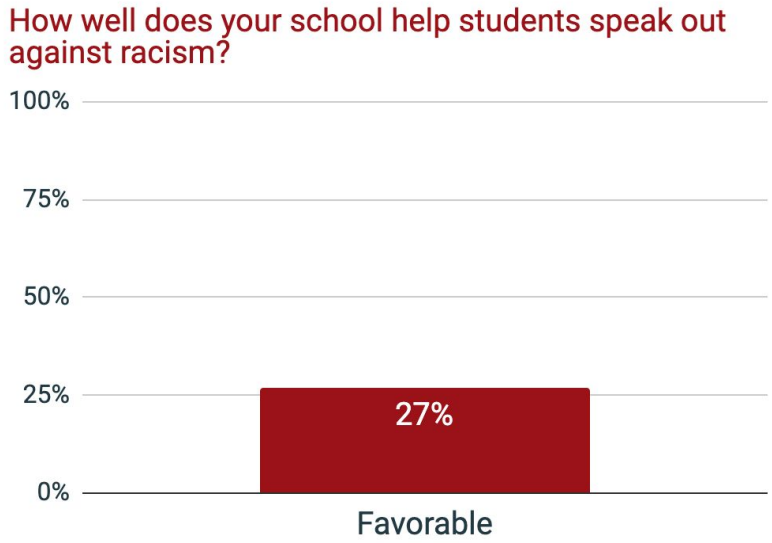
30% of BIPOC staff and 41% of White staff felt their school helped staff speak out against racism.



Cultural Awareness and Action (Student Focus): How well does your school help students speak out against racism?

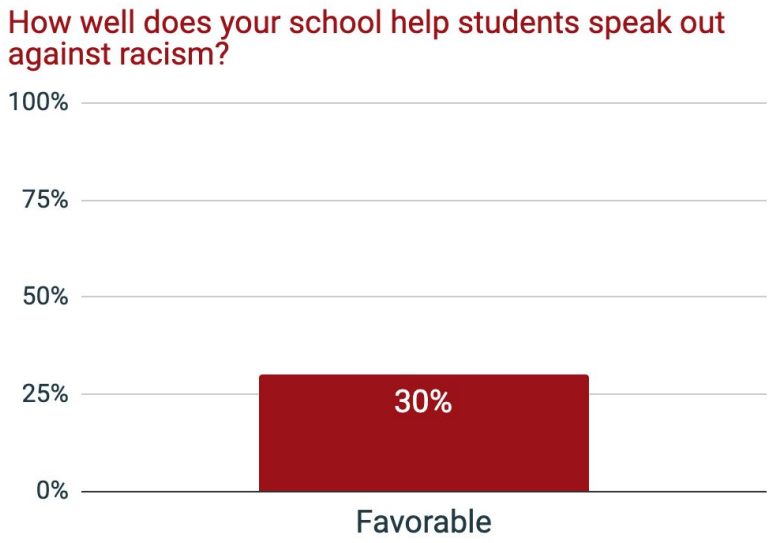
DISTRICT

27% of staff felt that their schools help students speak out against racism well.



6-12

30% of staff felt that their schools help students speak out against racism well.



Recruit & Retain

(A cross-section of Belonging, Cultural Awareness & Action)

Recruit & Retain Thoughts

"[The district needs] more teachers of color. Specific scheduling to ensure students of color have at least 1 or 2 teachers of color a year. **Why hire us if they don't see us?**"

"We need to move beyond table talks about race and examine the inequities in our district. **We need to hire additional staff of color** and ask for feedback from students about their experiences in the school while they are still in the building."

"I was disappointed to see in the mad dash to hire new staff for this new school year **only 3 candidates were hired who were non-white.** I feel we need to do better as a district to hire a more diverse staff for our schools."

Recruit & Retain: District

Of all current staff hired within the last decade, 57% had experience upon hiring (indicated by "years in teaching/education" being higher than "years in WPS").

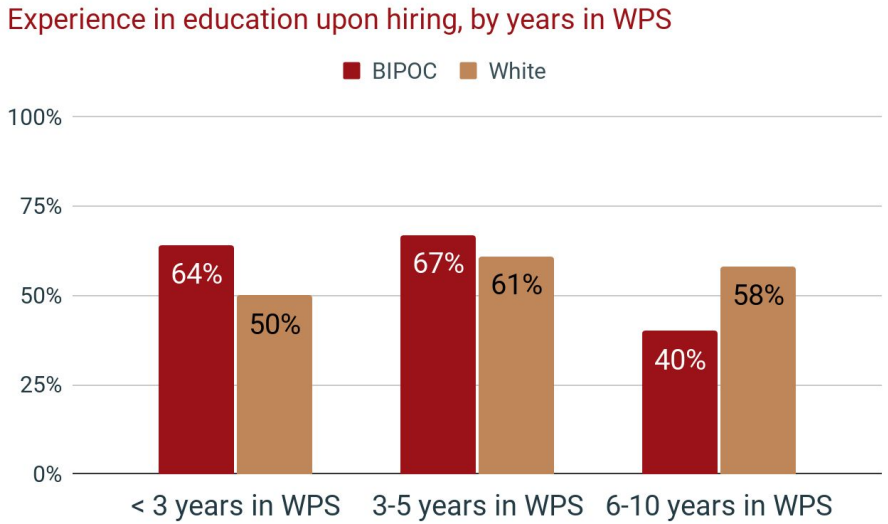
BIPOC staff hired 6-10 years ago were less likely to be hired with experience than White staff.

BIPOC staff hired 3-5 years ago were slightly more likely to be hired with experience than White staff.

BIPOC staff hired less than 3 years ago were more likely to be hired with experience than White staff.

Do staff have experience before being hired at WPS, depending on racial/ethnic group membership?

Is WPS less able to retain BIPOC staff who entered with experience?



More specific HR data could confirm/refute this pattern.

Recruit & Retain: 6-12

Of all current staff hired within the last decade, 61% had experience upon hiring (indicated by "years in teaching/education" being higher than "years in WPS").

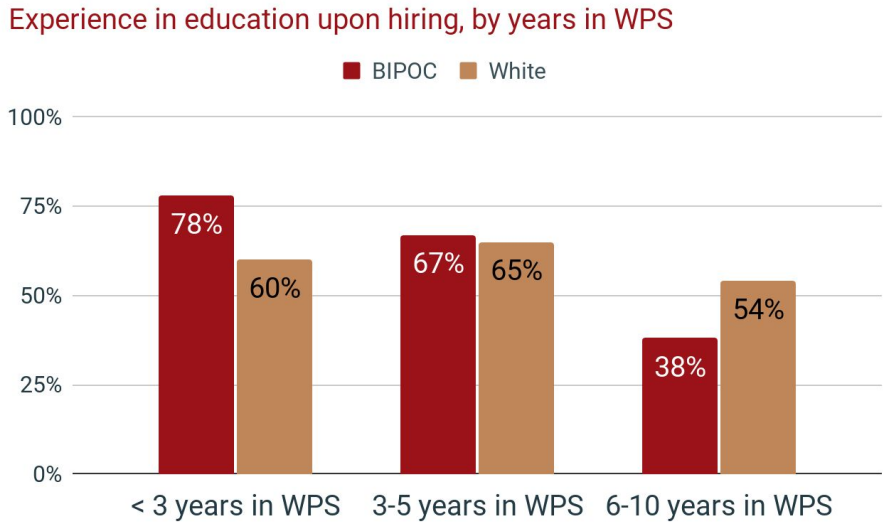
BIPOC staff hired 6-10 years ago were less likely to be hired with experience than White staff.

BIPOC staff hired 3-5 years ago were fairly equally likely to be hired with experience than White staff.

BIPOC staff hired less than 3 years ago were more likely to be hired with experience than White staff.

Do staff have experience before being hired at WPS, depending on racial/ethnic group membership?

Is WPS less able to retain BIPOC staff who entered with experience?



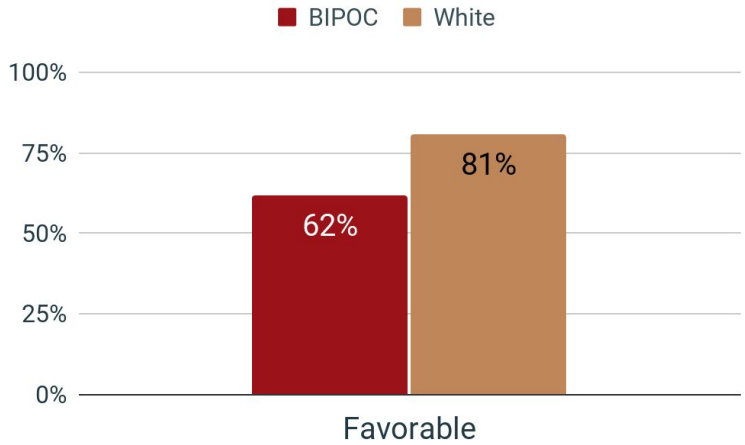
More specific HR data could confirm/refute this pattern.

Recruit & Retain: If a friend or colleague were looking for a [teaching] job, to what extent, if at all, would you recommend Wellesley Public Schools?

DISTRICT

62% of BIPOC staff and 81% of White staff would recommend working in WPS.

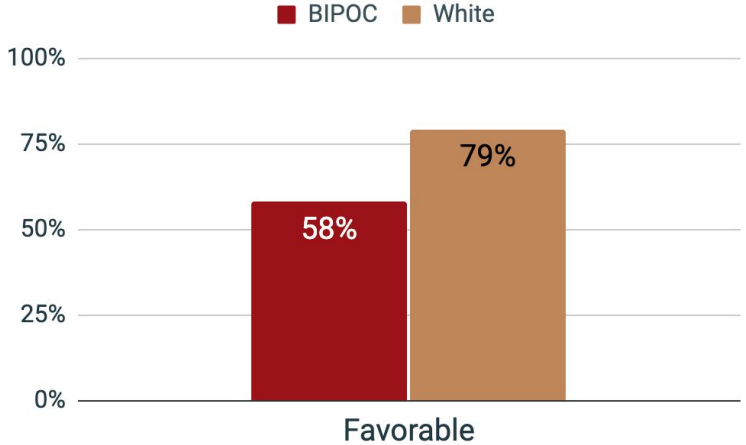
...Would you recommend [working in] Wellesley Public Schools?



6-12

58% of BIPOC staff and 79% of White staff would recommend working in WPS.

...Would you recommend [working in] Wellesley Public Schools?



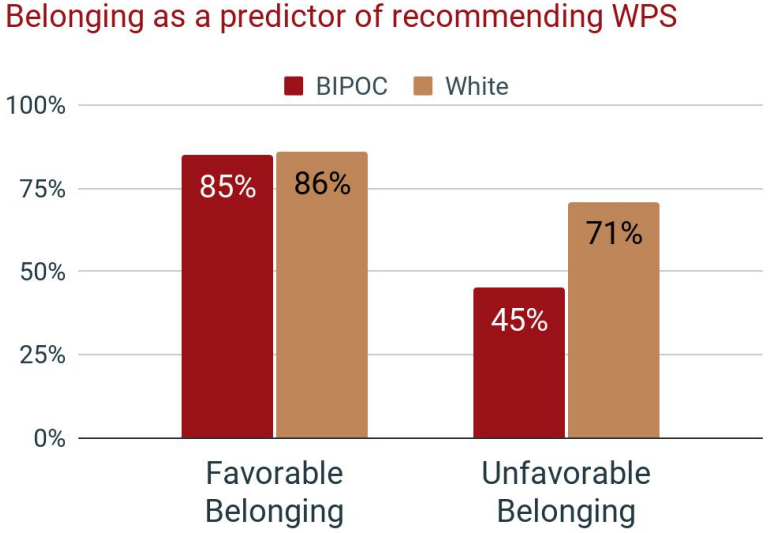
This is a proxy for both retention (what if you *were* your friend - would you stay here?) and recruitment (would WPS be able to attract candidates like you?).

The following slides show the percent of faculty/staff in each group who would recommend WPS.

Recruit & Retain: What influence did belonging have on recommending WPS?

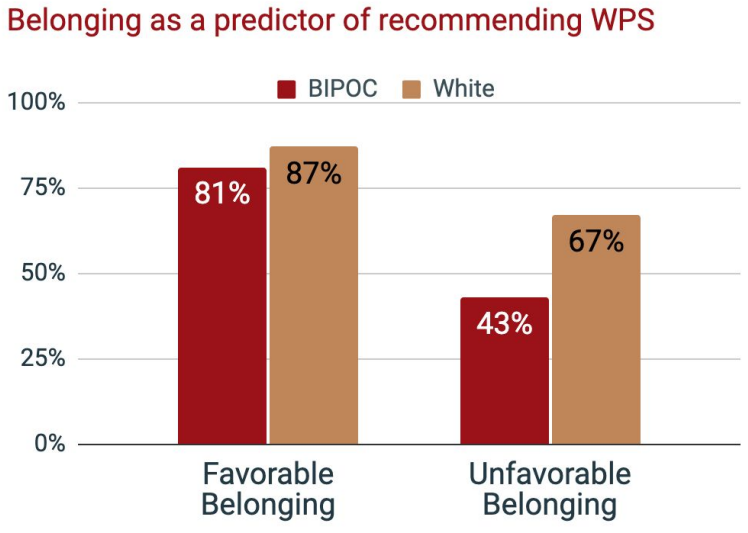
DISTRICT

Belonging *increased* recommending WPS by 15 points for White staff (71% to 86%) and by 40 points for BIPOC staff (45% to 85%).



6-12

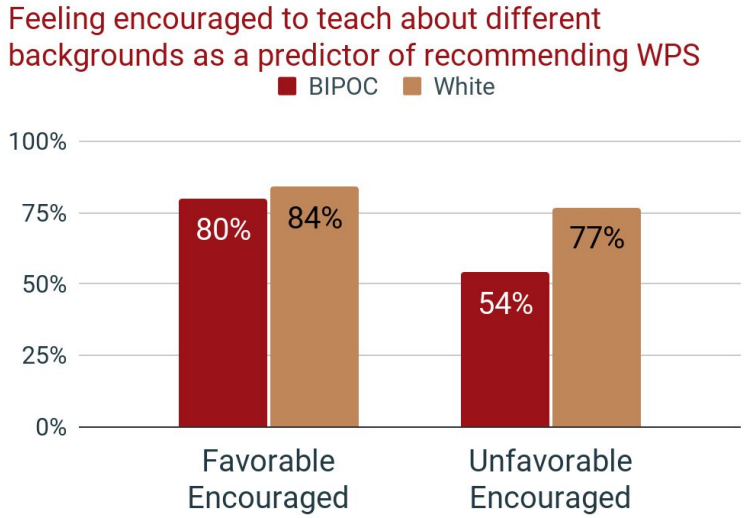
Belonging *increased* recommending WPS by 20 points for White staff (67% to 87%) and by 38 points for BIPOC staff (43% to 81%).



Recruit & Retain: What influence did feeling encouraged to teach about different backgrounds have on recommending WPS?

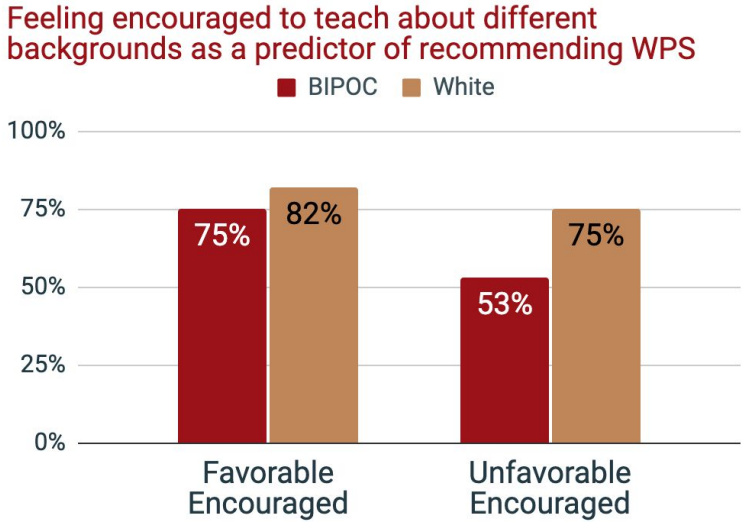
DISTRICT

Feeling encouraged to teach about different backgrounds *increased* recommending WPS by 7 points for White staff (77% to 84%) and by 26 points for BIPOC staff (54% to 80%).



6-12

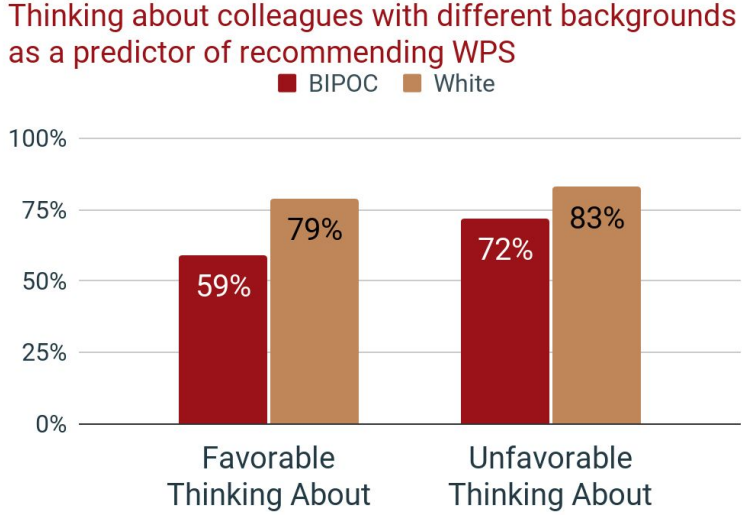
Feeling encouraged to teach about different backgrounds *increased* recommending WPS by 7 points for White staff (75% to 82%) and by 22 points for BIPOC staff (53% to 75%).



Recruit & Retain: What influence did thinking about the experiences of colleagues with different backgrounds have on recommending WPS?

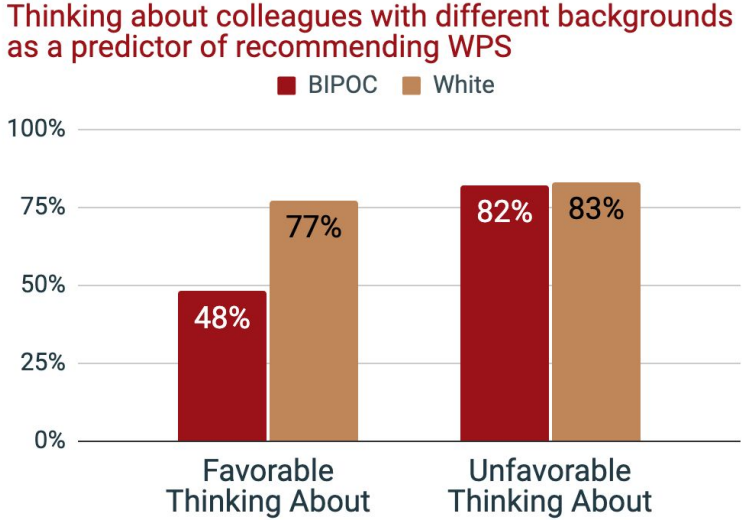
DISTRICT

Thinking about the experiences of colleagues with different backgrounds more often *minimally changed* recommending WPS for White staff (4 point decrease; 83% to 79%) and *decreased* recommending WPS by 13 points for BIPOC staff (72% to 59%).



6-12

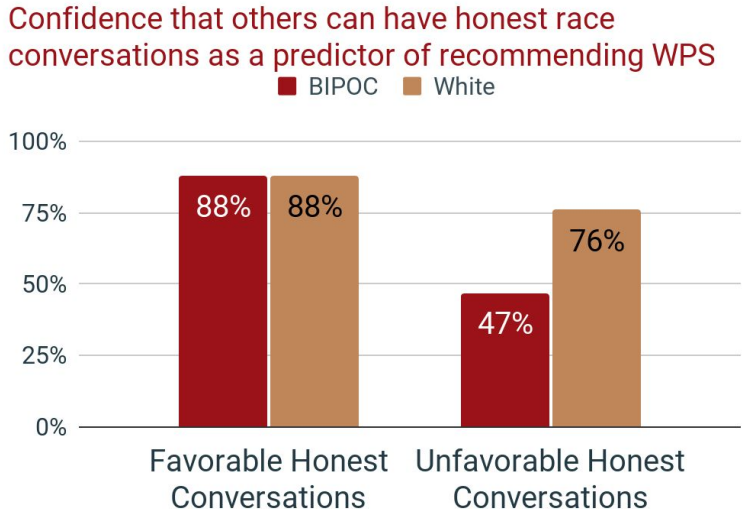
Thinking about the experiences of colleagues with different backgrounds more often *decreased* recommending WPS by 6 points for White staff (83% to 77%) and by 35 points for BIPOC staff (82% to 48%).



Recruit & Retain: What influence did having confidence that adults at school can have honest conversations with each other about race have on recommending WPS?

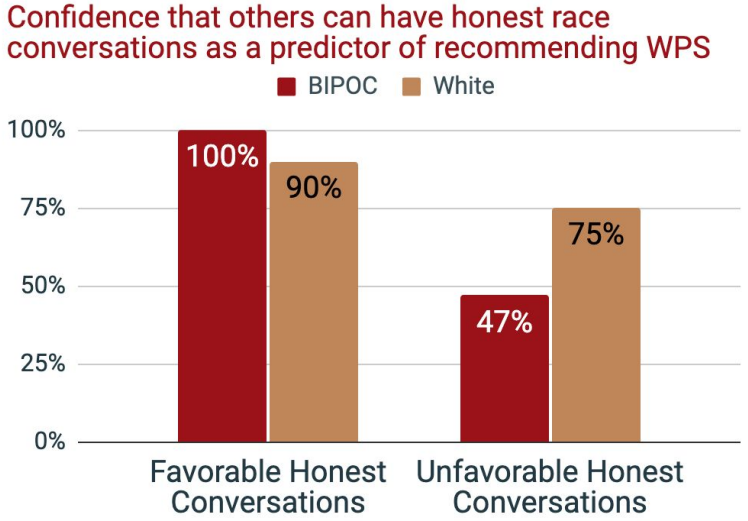
DISTRICT

Having confidence that adults at school can have honest conversations about race *increased* recommending WPS by 12 points for White staff (76% to 88%) and by 41 points for BIPOC staff (47% to 88%).



6-12

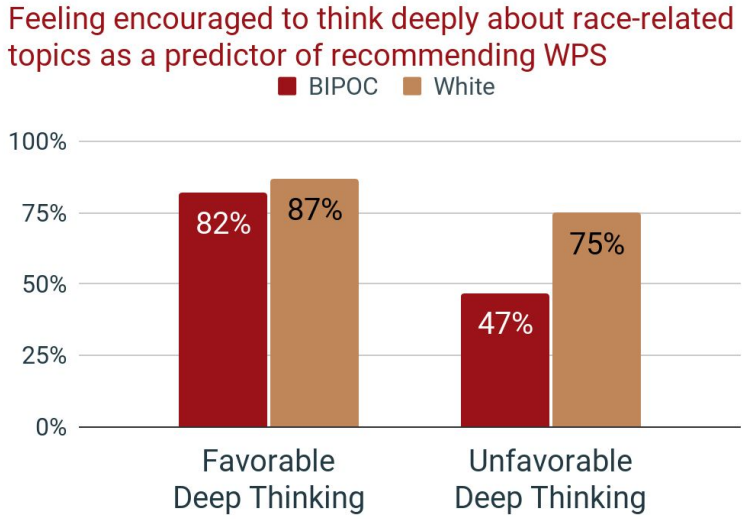
Having confidence that adults at school can have honest conversations about race *increased* recommending WPS by 15 points for White staff (75% to 90%) and by 53 points for BIPOC staff (47% to 100%).



Recruit & Retain: What influence did feeling encouraged to think more deeply about race-related topics have on recommending WPS?

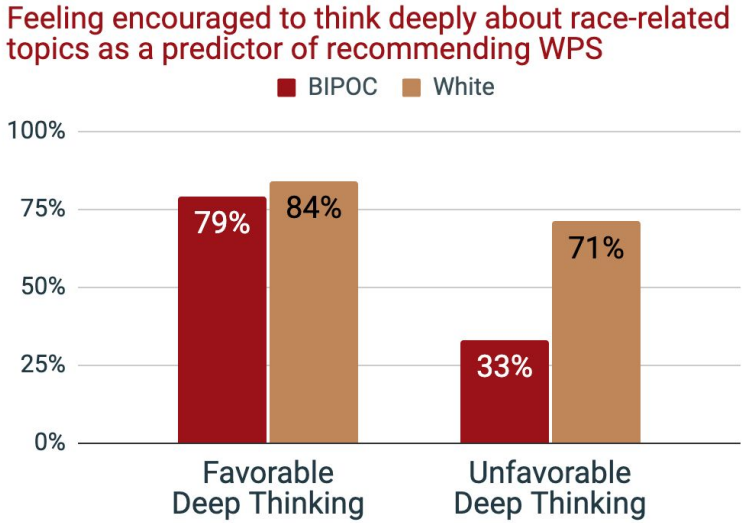
DISTRICT

Feeling encouraged to think more deeply about race-related topics *increased* recommending WPS by 12 points for White staff (75% to 87%) and by 35 points for BIPOC staff (47% to 82%).



6-12

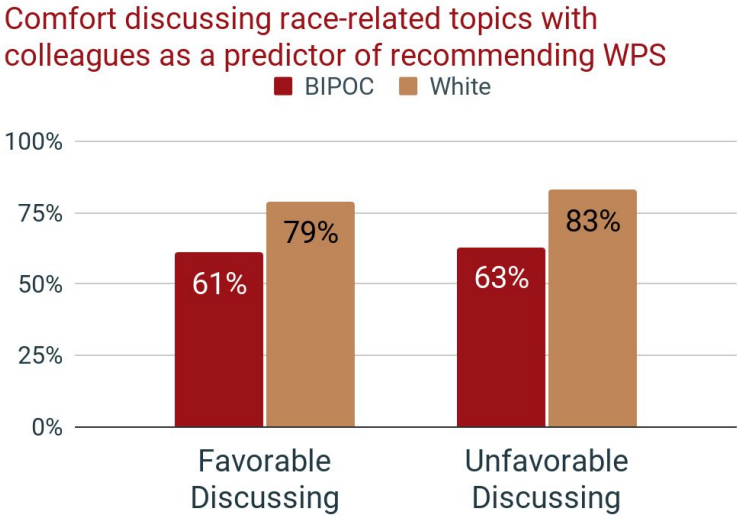
Feeling encouraged to think more deeply about race-related topics *increased* recommending WPS by 13 points for White staff (71% to 84%) and by 46 points for BIPOC staff (33% to 79%).



Recruit & Retain: What influence did comfort discussing race-related topics with colleagues have on recommending WPS?

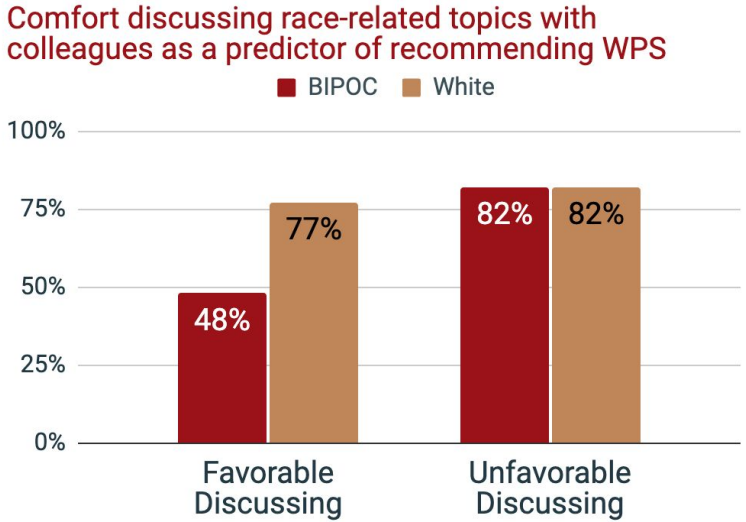
DISTRICT

Comfort discussing race-related topics with colleagues *minimally changed* recommending WPS for White staff (4 point decrease; 83% to 79%) and for BIPOC staff (2 point decrease; 63% to 61%).



6-12

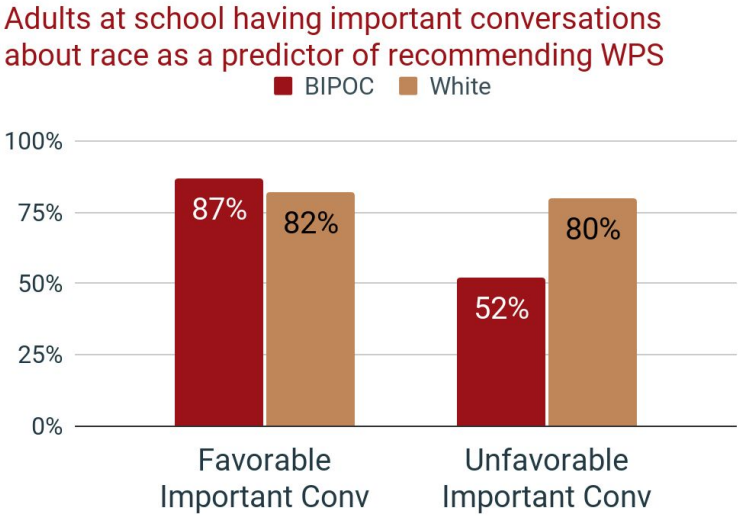
Comfort discussing race-related topics with colleagues *decreased* recommending WPS by 5 points for White staff (82% to 77%) and by 34 points for BIPOC staff (82% to 48%).



Recruit & Retain: What influence did frequent important conversations about race have on recommending WPS?

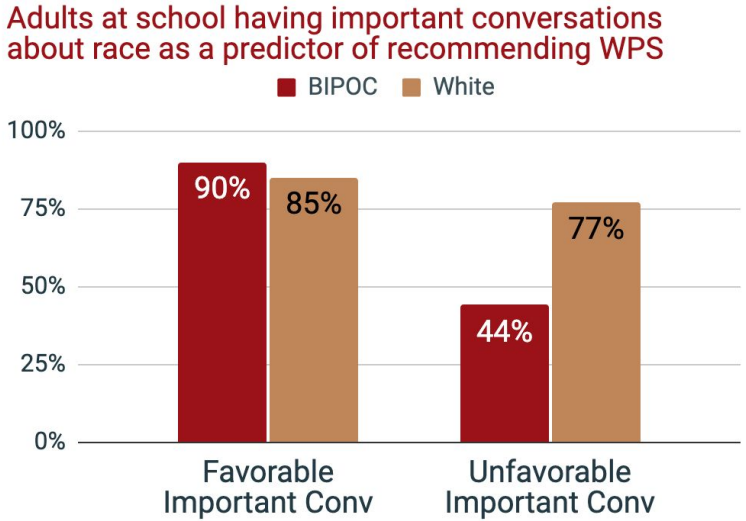
DISTRICT

Frequent important conversations about race *minimally changed* recommending WPS for White staff (2 point increase; 80% to 82%) and *increased* recommending WPS by 35 points for BIPOC staff (52% to 87%).



6-12

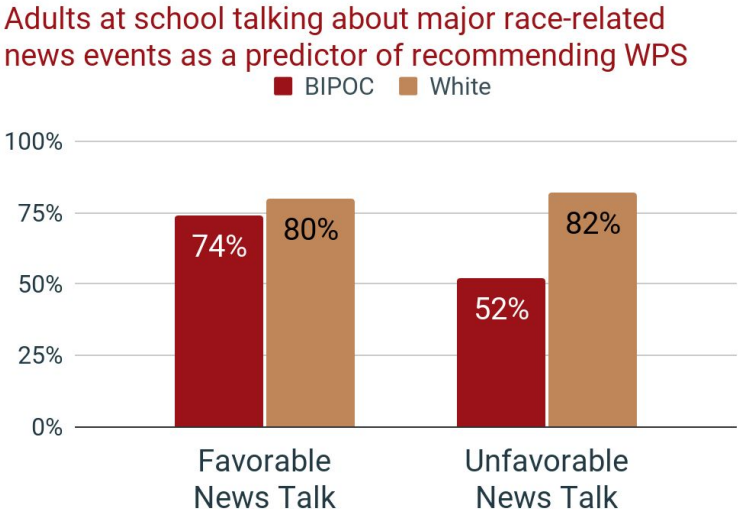
Frequent important conversations about race *increased* recommending WPS by 8 points for White staff (77% to 85%) and by 46 points for BIPOC staff (44% to 90%).



Recruit & Retain: What influence did adults at school talking about major race-related news events have on recommending WPS?

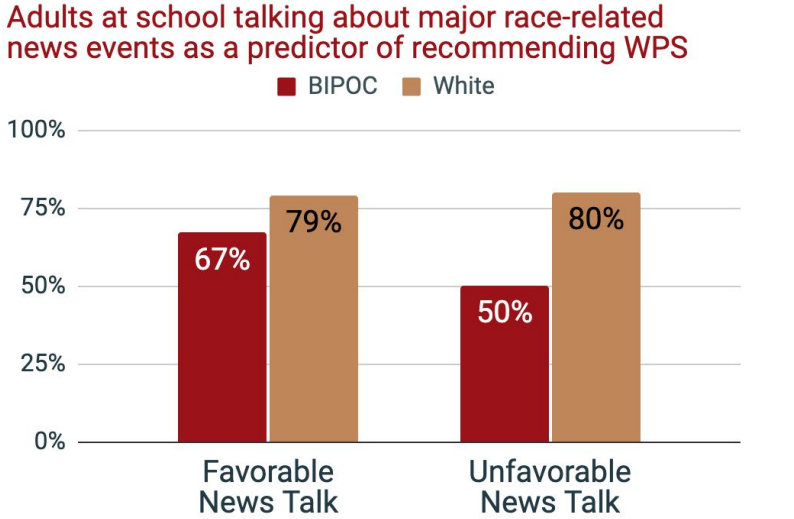
DISTRICT

Adults at school talking about major race-related news events *minimally changed* recommending WPS for White staff (2 point decrease; 82% to 80%) and *increased* recommending WPS by 22 points for BIPOC staff (52% to 74%).



6-12

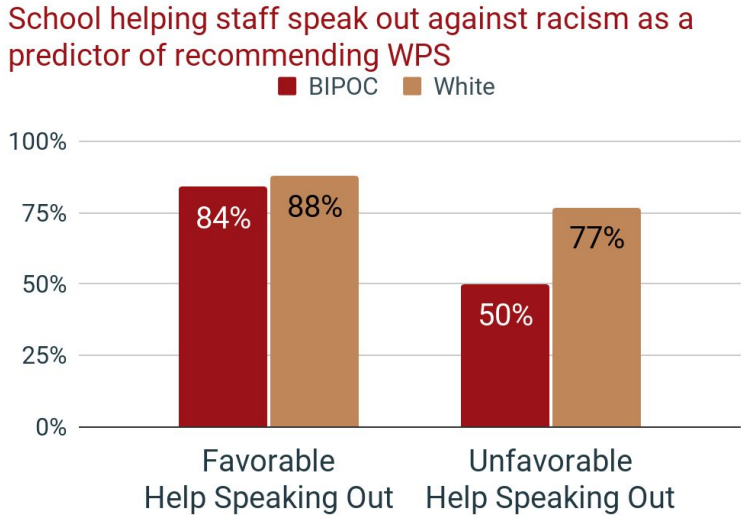
Adults at school talking about major race-related news events *minimally changed* recommending WPS for White staff (1 point decrease; 80% to 79%) and *increased* recommending WPS by 17 points for BIPOC staff (50% to 67%).



Recruit & Retain: What influence did schools helping staff speak out against racism have on recommending WPS?

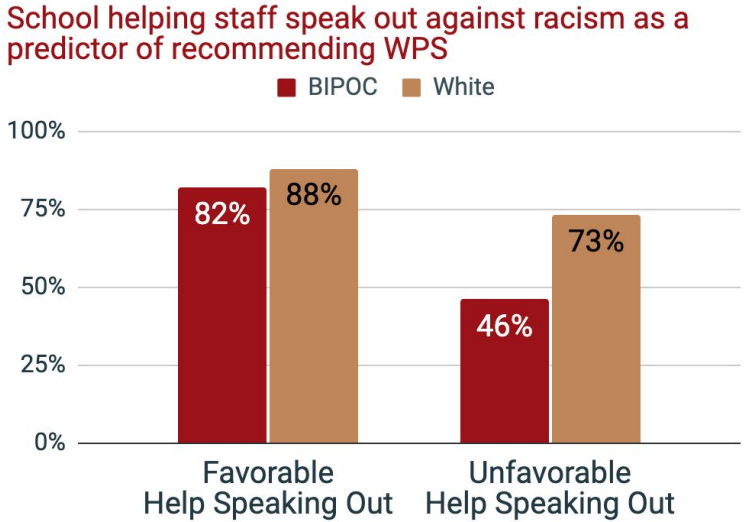
DISTRICT

Schools helping staff speak out against racism *increased* recommending WPS by 11 points for White staff (77% to 88%) and by 34 points for BIPOC staff (50% to 84%).



6-12

Schools helping staff speak out against racism *increased* recommending WPS by 15 points for White staff (73% to 88%) and by 36 points for BIPOC staff (46% to 82%).



Next Steps

WELLESLEY PUBLIC SCHOOLS
Learning • Caring • Innovating

Next Steps Thoughts

“Will this info be used to further inquire about my wishes and ideas or **do I need to polish my resume?**”

“It's hard to be a person of color in my building and my district because **I feel like I am always "on duty"** when it comes to issues of diversity, equity, and inclusion, otherwise, **those issues might become invisible.**”

“There is some work that does not happen because **folks are worried about what a parent might say** or that parents in town may push back.”