



OCS Strategic Plan for Increasing Staff Diversity



Orange County Schools
Hillsborough, NC



The Importance of Diversity in Work Staff

- Research supports that all students benefit from having teachers that reflect their culture, racial and linguistic background.
- Teaching diversity exposes students to various cultural and social groups, preparing students to become better citizens in their communities.
- Research suggests that students of color who have at least one teacher of color may do better on tests and be less likely to have disciplinary issues.
- Teachers of color boost the academic performance of students of color, including improved reading and math test scores, improved graduation rates, and increases in aspirations to attend college.



Framework for Diversity in the Workplace

Data Use	Institutional Partnerships	Relationship Based Recruiting
Early Hiring	Implicit Bias	Multiple Measure
Intentional Placement	Professional Development	Developing Leaders



Overall Demographics of Staff...

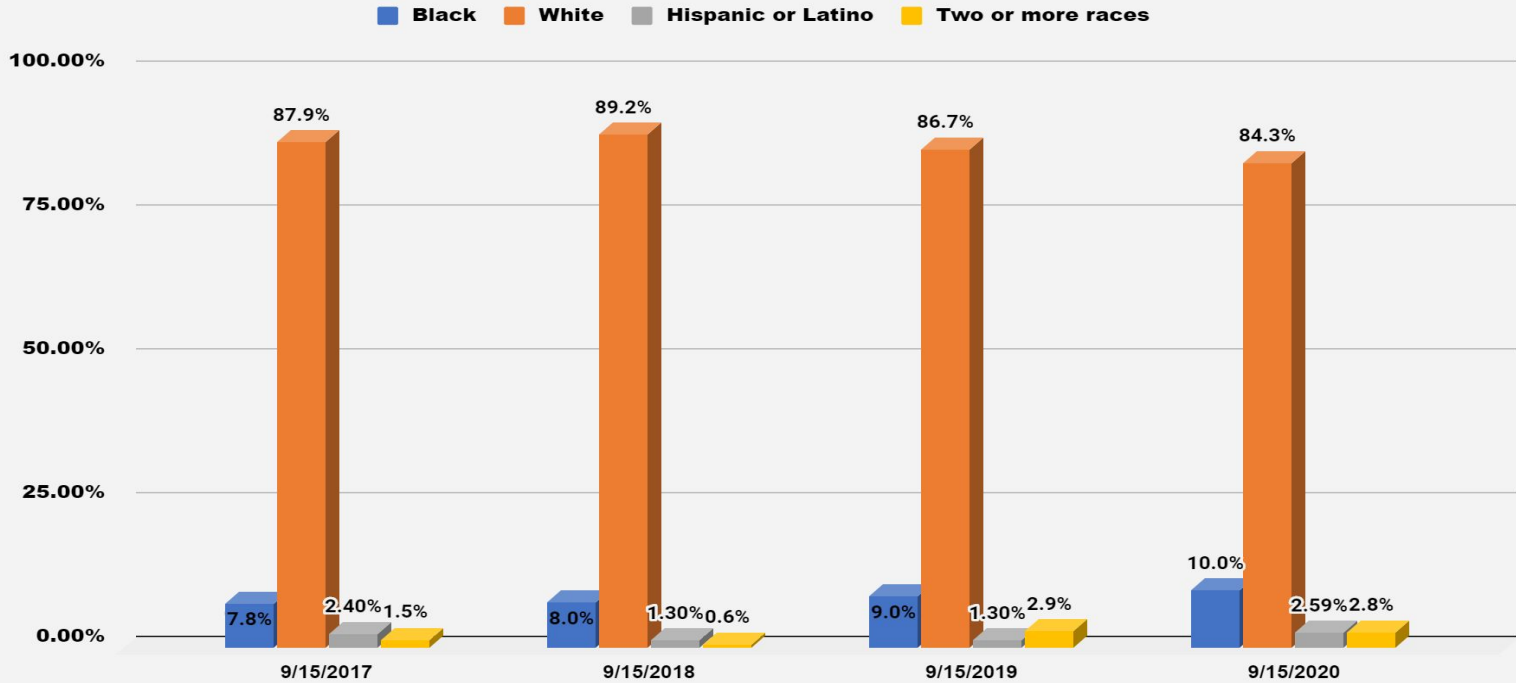
The data sets below take a comprehensive look at race in our licensed employee staff across the district over a period of four years. Licensed staff is broken down into four categories:

- **Classroom Teachers:** Licensed employees who directly serve students in classroom settings
- **School Support Staff:** Licensed employees who indirectly serve students
- **School Based Administrative Staff:** Principals and Assistant Principals
- **Central Office Administrative Staff:** Cabinet, Executive Directors, Directors, Assistant Directors, Coordinators, and Program Specialists



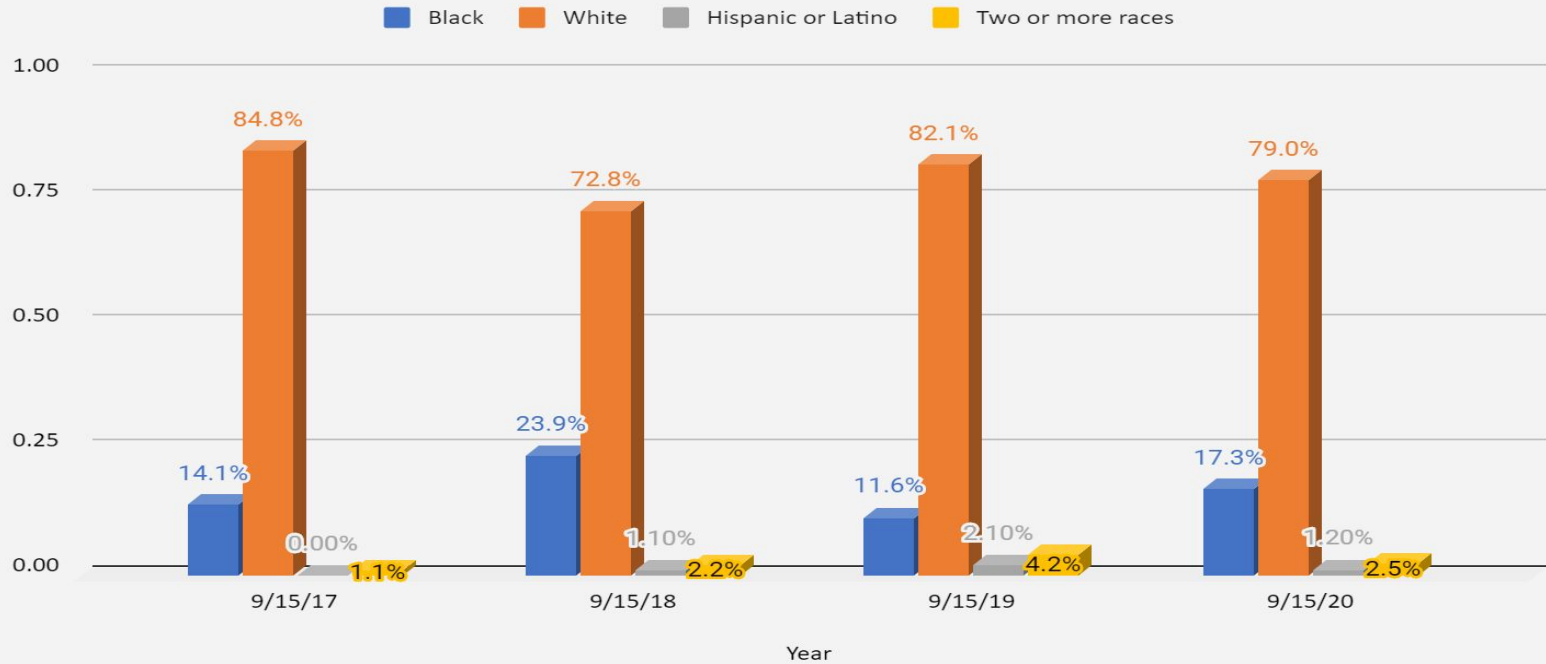
Classroom Teacher Demographics by Race

Classroom Teachers by Race



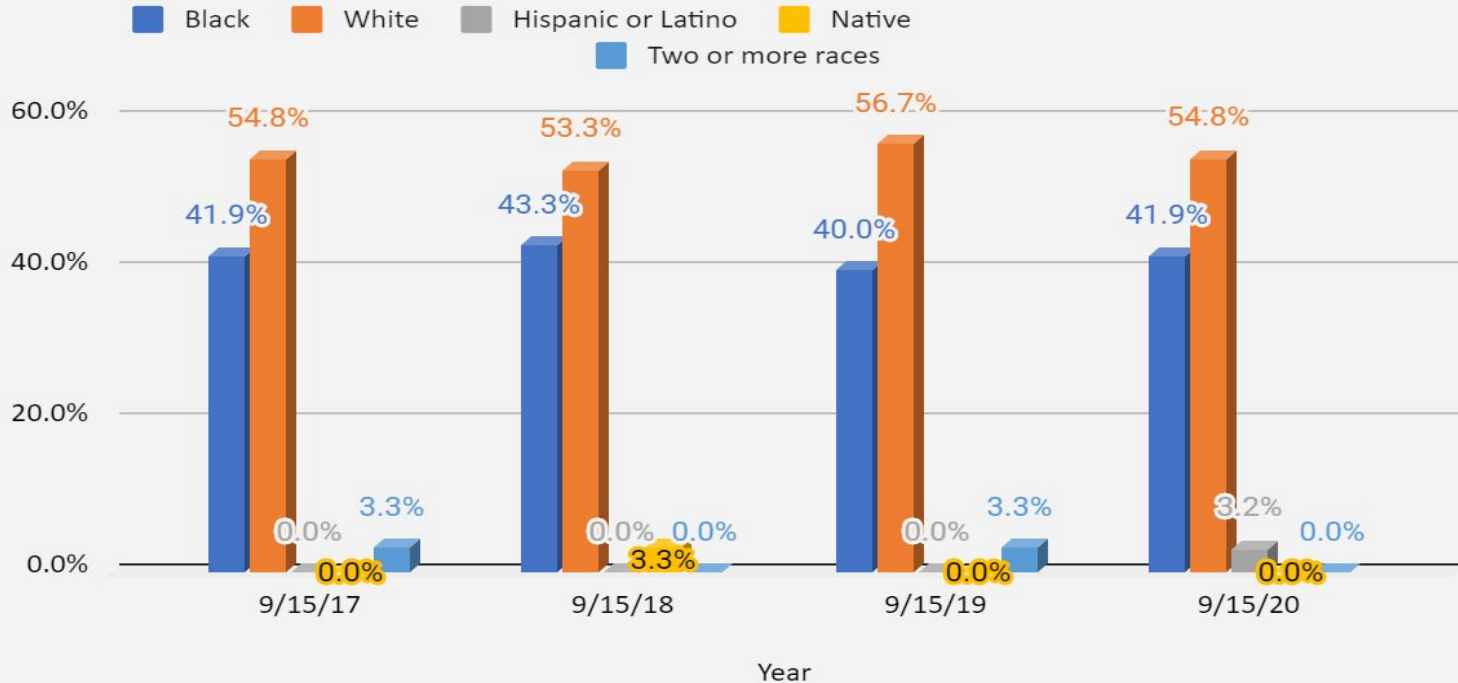
Support Staff by Race...

School Support Staff by Race



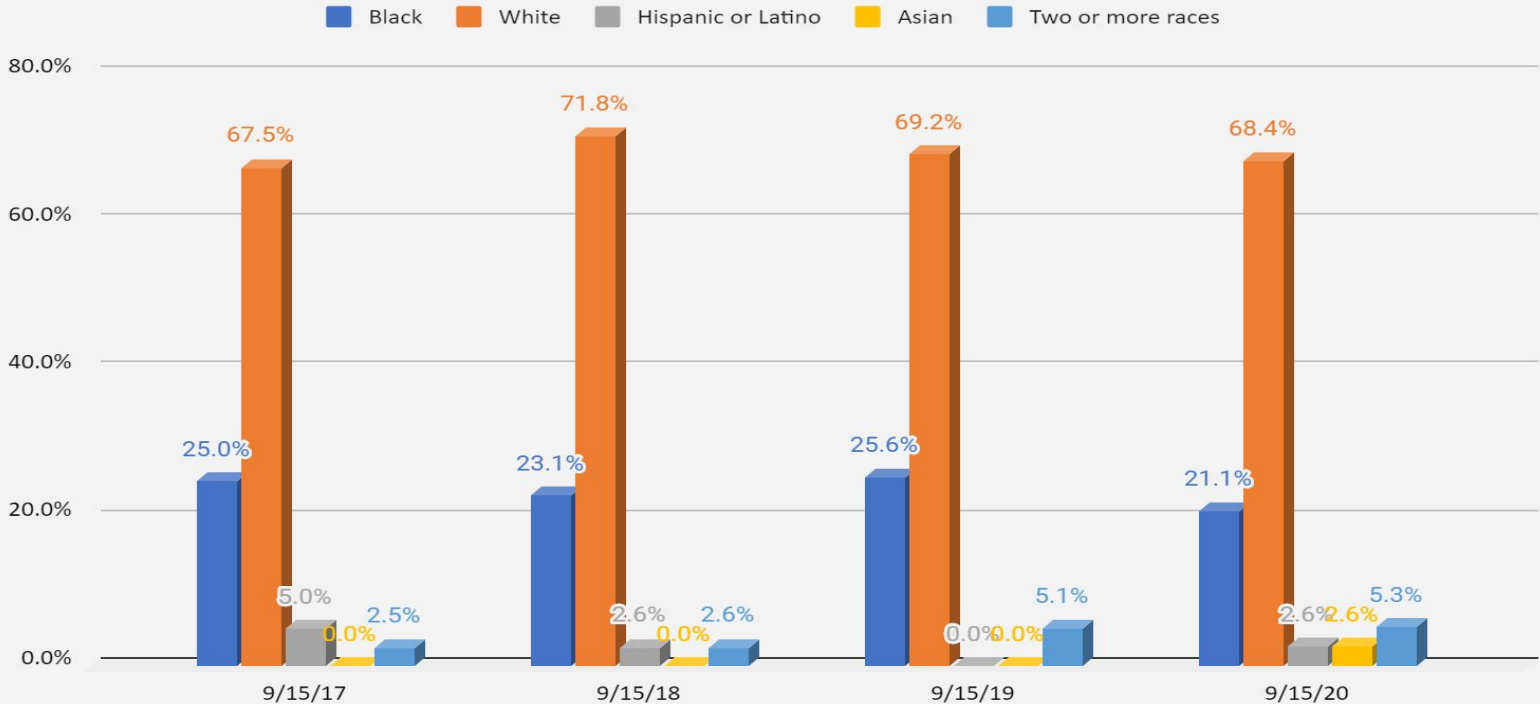
School Based Administration by Race

School Based Administrators by Race



Central Office Staff by Race

Central Office Administrators by Race



Orange County Schools New Hire Data as of 2/5/21

Position Category	Asian	African American	Hispanic	White	2 or More	Total
Cabinet/Directors/Coordinators	1	3	1	2	0	7
Administrators	0	1	0	0	0	1
Classroom Teachers	1	8	4	46	2	61
Support Staff	0	3	0	6	0	9
Total Number of New Hires	2	15	5	54	2	78
Percentages	2.6%	19.2%	6.4%	69.2%	2.6%	

19-20: 18.8% African American, 68.4% White, 6.0% Hispanic, 6.8% Multiracial



Orange County Schools New Hires That Are Bilingual 2/5/21

	2019-2020		2020-2021	
Position Category	Total of New Hires (see note below)	# of New Hires that are Bilingual	Total of New Hires (see note below)	# of New Hires that are Bilingual
Certified	34	6	73	14
Classified	10	2	52	9
Total	44	8	125	23
Percents		18.18%		18.40%





Attrition Data

When looking at teachers leaving the district from March of 2019 to March 2020:

- 13.1% African American

- 2.8% Hispanic

- 84..1% White

Beginning Teachers Retention Data:

- 1st year 90.91% Teachers participated in NCBTS Program**

- 2nd year 80%

- 3rd year 66.67%



Orange County Schools

Hillsborough, NC

Relationship Based Recruiting...Grow From Within

- To provide information for employees and the community at large concerning alternative licensure routes for teaching opportunities,
- To provide opportunities for employees and the community at large to interact with our university partners in regards to licensure only programs,
- To offer licensure consultation to help employees and the community at large with your goals of becoming a teacher,
- To recruit internally within our own communities to provide qualified teacher candidates for future hiring needs,
- To recruit internally within our own communities to diversify our teaching staff.





Relationship Based Recruiting...Grow From Within

- Continued support of the licensure specialist in fulfilling the requirements of NCDPI licensure requirements.
- Financial Support for employed candidates who are in residency programs to clear licensure requirements (~\$60,000 yearly)
- ~\$60,000 in support of NC Beginning Teacher Support Program:
 - Coaches that meet weekly with all Beginning Teachers in their first year to mentor and support growth and development.
 - 2 designated professional development days with specific objectives for Beginning Teachers in their 1st through 3rd years.
 - 1st year data shows we retained approximately 91% of teachers who participated in this program.



Data Use

- HR Yearly Demographic Data;
- New Hiring Data;
- Teacher Turnover Data;
- Bi-lingual data;

Institutional Partnerships

- Student teacher/intern partnerships with HBCU
- Partner with NC Beginning Teacher Support UNC)
- Partner with Residency Programs

Relationship Based Recruiting

- Alternative Licensure Fair
- Individualized licensure consultation;
- Job fairs, mock interview with HBCUs
- NC Teacher Support Program for BTs
- Scholarship for OHS/CRHS students attending four year universities for education.
- Affinity Groups**

Early Hiring

- Intent forms to identify early vacancies;
- Scholarships/Early Promise Letters for graduating OHS/CRHS who are declared education majors;
- Invitation only recruitment events for identified minority candidates and hard to fill positions.**

Implicit Bias

- Identify hiring teams that represent student population;
- Provide training to hiring teams around implicit biases**

Multiple Measure

- Interview Teams;
- Reference checks;
- Develop a tool bag of other performance indicators for hiring teams;**

Intentional Placement

Bilingual Family Specialist
Bilingual Office Staff

Professional Development

- New Teacher Support Program provides 3 PD days specifically designed to support 1st year teachers;
- Affinity Groups

Developing Leaders

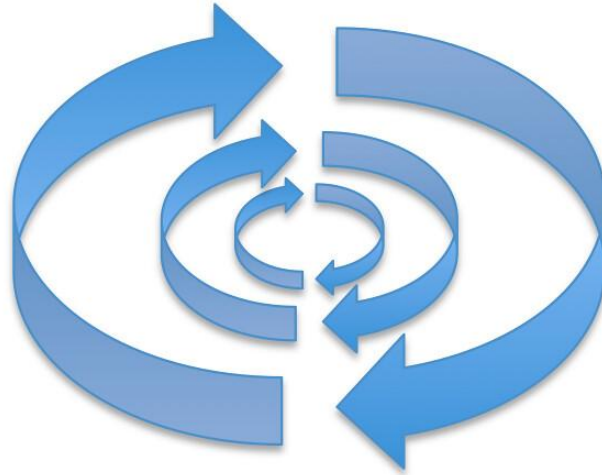
- New Teacher Support Program for Beginning Teachers
- Equity Leaders**

Diversity Hiring Plan...

Hiring Focus Groups

District Virtual Job Fair

Multiple Tools in Hiring



Profile of a Culturally Proficient Teacher

Identify Hiring Teams

Implicit Bias in the Hiring Process

Questions/Feedback

