HANOVER RESEARCH & CHERRY HILL PUBLIC SCHOOLS

APRIL 2022

OVERVIEW

Hanover provides unlimited access to customized research and on-demand resources tailored to your organization.

HANOVER OVERVIEW

- ✓ Supported over **700 different districts** and more than **20 million student journeys**
- ✓ Over **10,000 research studies** completed across the P-20 continuum

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- ✓ **Custom and proprietary** research based on your unique on-going needs and special initiatives
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RESEARCH APPLICATIONS

Your dedicated advisor evaluates your challenges and develops a tailored action plan. We then harness the multi-methodological expertise of our 200+ analysts to provide you with comprehensive analysis of and recommendations for addressing your challenges.

SURVEYS

- ✓ Gather feedback on school climate, district priorities, professional development, and more using best-in-class design and analysis.

QUALITATIVE RESEARCH

- ✓ Understand student, staff, and community thoughts, feelings, opinions and perceptions with focus groups and in-depth interviews.

DATA ANALYSIS

- ✓ Model district and public data to measure performance changes, discern trends, establish correlations, and predict outcomes.

BENCHMARKING AND BEST PRACTICES

- ✓ Set district standards and inform decision-making with insight into peer-informed and practitioner-sourced best practices and trends.

STRATEGIC ADVISING

- ✓ Leverage advisory workshops to build your team's capacity to achieve strategic goals.

EQUITY DASHBOARD

DATA

CHPS provided Hanover with student data that span four school years, 2016-2017 (2017) to (2019-2020) 2020. These data describe student enrollment, demographics, classification, and various academic, behavioral, and program access outcomes. Some of these outcomes pertain to all students, while others only apply to specific grade levels or a subset of school years. The table on the following slide defines these outcomes.

DATA

Outcome	Description	Grade Levels	School Years
Chronic Absenteeism	Whether a student was chronically absent (had an attendance rate below 90%)	PK-12	2017-2020
Disciplinary Incident	Whether a student had a disciplinary incident	PK-12	2017-2020
Incident – Suspension	Whether students cited for disciplinary incidents received a suspension	K-12	2017-2020
Incident – Restitution	Whether students cited for disciplinary incidents participated in restorative justice	K-12	2017-2020
Suspension	Whether a student was suspended	PK-12	2017-2020
Course Failure	Whether a student failed at least one term of a math or English course.	6-12	2017-2020
State Assessment – English – Proficient	Whether a student received a performance level of "Proficient" or higher in the English I subject of State Assessment	3-11	2017-2019
State Assessment – Algebra I – Proficient	Whether a student received a performance level of "Proficient" or higher in the Algebra I subject of State Assessment	7-12	2017-2019
State Assessment – Math – Proficient	Whether a student received a performance level of "Proficient" or higher in the Math subject of State Assessment	3-8	2017-2019
State Assessment – Geometry – Proficient	Whether a student received a performance level of "Proficient" or higher in the Geometry subject of State Assessment.	8-12	2017-2019
Met Growth Benchmark – English	Whether a student reached or exceeded 50% growth from the previous year in English on the state assessment	4-8	2017-2019
Met Growth Benchmark – Math	Whether a student reached or exceeded 50% growth from the previous year in Math on the state assessment	4-7	2017-2019
GPA of 3.0 or Higher	Whether a student achieved an overall GPA of 3.0 or higher	6-12	2017-2020
AP Coursework	Whether a student enrolled in an AP course	11-12	2017-2020
Gifted and Talented Program Participant	Whether a student was enrolled in the Gifted and Talented Program	PK-12	2017-2020
Special Education Participant	Whether a student received special education services	PK-12	2017-2020
Free or Reduced Lunch Recipient	Whether a student received free or reduced lunch	PK-12	2017-2020

Except where noted, all variables are reported in each school year and grade level for which a student appears in the data.

REPRESENTATION INDICES

To identify disproportionalities in the data, Hanover calculated **representation indices (RI)**. RIs compare the share of students in a particular group among students who achieve a given outcome with that same group's share of the general student population. For example, consider the hypothetical representation of Asian students among students identified as gifted.

Proportional Representation

If % Asian students among gifted students = % Asian students among *all* students, then Asian students are *proportionally represented* in the Gifted and Talented program and:

$$\text{RI: } \frac{\%\text{ Asian students among gifted students}}{\%\text{ Asian students among all students}} = 1$$

e.g., $\frac{33\%}{33\%} = 1.0 \longrightarrow$ *The share of Asian students among gifted students is as high as their share of all students.*

Underrepresentation

If % Asian students among gifted students < % Asian students among *all* students, then Asian students are *underrepresented* in the Gifted and Talented program and:

$$\text{RI: } \frac{\%\text{ Asian students among gifted students}}{\%\text{ Asian students among all students}} < 1$$

e.g., $\frac{33\%}{60\%} \approx 0.6 \longrightarrow$ *The share of Asian students among gifted students is roughly 0.6 times (or 60%) as high as their share of all students (since 0.6 * 100% ≈ 60%).*

Overrepresentation

If % Asian students among gifted students > % Asian students among *all* students, then Asian students are *overrepresented* in the Gifted and Talented program and:

$$\text{RI: } \frac{\%\text{ Asian students among gifted students}}{\%\text{ Asian students among all students}} > 1$$

e.g., $\frac{60\%}{33\%} \approx 1.8 \longrightarrow$ *The share of Asian students among gifted students is roughly 1.8 times as high as or 80% higher than their share of all students (since (1.8-1.0) * 100% ≈ 80%).*

ELA PROFICIENCY

Black students and Hispanic/Latino (Hispanic) students are underrepresented among students who are proficient in state ELA assessments, whereas Asian students are overrepresented.

In 2019, the most recent year with state assessment data, Hispanic students have a representation index of 0.7 in ELA proficiency. That is, the share of Hispanic students among ELA proficient students is 0.7 times as high as their share of all students. Meanwhile, the share of white students among the ELA proficient students is 1.1 times as high as their share of all students.

When filtering for all school years, hovering the mouse cursor over that RI value of 0.7 in ELA Proficiency for Hispanic students shows more details behind this result:

- 12% of all students with ELA outcomes are Hispanic.
- 9% of all ELA proficient students are Hispanic. Thus, the RI is 9%/12% ≈ 0.7.
- Another facet of the ELA proficiency outcome is that 48% of all Latinx students are ELA proficient.

MATH PROFICIENCY

Similarly, black students and Hispanic/Latino (Hispanic) students are underrepresented among students who are proficient in state Math assessments, whereas Asian students are overrepresented.

In 2019, the most recent year with state assessment data, Hispanic students have a representation index of 0.6 in math proficiency. That is, the share of Hispanic students among math proficient students is 0.6 times as high as their share of all students. Meanwhile, the share of white students among the math proficient students is 1.1 times as high as their share of all students.

Similar discrepancies exist in Algebra and Geometry proficiency. In 2019, Hispanic students have a representation index of .5 and .4 in Algebra and Geometry proficiency, respectively. Black students have a representation index of .4 and .5 in Algebra and Geometry proficiency, respectively. Asian students have a representation index of 1.4 in both Algebra and Geometry proficiency. Finally, white students have a representation index of 1.1 in both Algebra and Geometry proficiency.

When filtering for all school years, hovering the mouse cursor over that RI value of 0.6 in math Proficiency for Hispanic students shows more details behind this result:

- 13% of all students with math outcomes are Hispanic.
- 8% of all ELA proficient students are Hispanic. Thus, the RI is 8%/13% ≈ 0.6.
- Another facet of the ELA proficiency outcome is that 32% of all Hispanic students are math proficient.

PROGRAM ACCESS

Hispanic students are underrepresented in the Gifted and Talented (GT) program, whereas white students, Asian students, and Asian Indian students are overrepresented.

For example, in 2019, the share of Hispanic students among students in GT is approximately 0.5 times as high as their share of all students. In contrast, the share of white students among students in GT is 1.1 times as high as their share of students, in general.

When filtering for all school years, hovering the mouse cursor over that RI value of 0.5 in GT identification for Hispanic students shows more details behind this result:

- 12% of all students with GT status information are Hispanic.
- 6% of all students who were identified for GT are Hispanic. Thus, the RI is 6%/12% ≈ 0.5.
- Another facet of the GT identification outcome is that 3% of all Hispanic students received GT services.

EQUITY SCORECARD

Equity Scorecard

Cherry Hi[illegible]ublic Schools

Back to Main

School Year
(All)

School
(All)

Grade
(All)

Hover for Grade Level Guide

The Equity Scorecard describes the representation index for each student subgroup in each academic and behavior outcome in the analysis. An index of 1 means that the subgroup is proportionally represented among students with the corresponding outcome. An index lower than 1 indicates that the subgroup is underrepresented among students with the outcome, while an index higher than 1 indicates overrepresentation. Please use the **School Year**, **School**, and **Grade** filters to the left to select the students to view. Hovering the cursor over "**Hover for Grade Level Guide**" displays the applicable grade levels for each outcome.

Student Success Outcomes

		White	Asian	Black	Hispanic	Multiple Races	Small Count Groups	Not Econ. Dis.	Econ. Dis.	Non-LEP	LEP	Not SPED	SPED	Non-Gifted	Gifted
Academic	50% or Higher Growth for English	1.0	1.1	0.9	0.9	1.0	0.9	1.0	0.9	1.0	0.8	1.0	0.9	1.0	1.1
	50% or Higher Growth for Math	1.0	1.1	0.9	0.9	1.0	0.8	1.0	0.9	1.0	1.1	1.0	0.9	1.0	1.1
	Algebra I Proficient	1.1	1.3	0.5	0.5	1.0	0.7	1.1	0.6	1.0	0.2	1.1	0.2	1.0	2.0
	AP Coursework	1.0	1.3	0.6	0.[illegible]	0.9	0.8	1.1	0.7	1.0	0.2	1.1	0.3	1.0	
	English Proficient	1.1	1.2	0.7	0.[illegible]	1.0	0.9	1.1	0.7	1.0	0.0	1.1	0.3	1.0	1.4
	Geometry Proficient	1.0	1.6	0.3	0.3	1.0	1.3	1.1	0.6	1.0	0.1	1.1	0.2	1.0	
	GPA 3.0 Up	1.0	1.1	0.8	0.9	1.0	0.9	1.0	0.9	1.0	0.8	1.0	0.9	1.0	1.1
	Math Proficient	1.1	1.3	0.5	0.6	1.1	0.8	1.1	0.6	1.0	0.2	1.1	0.3	0.9	1.7
Program Enrollment	Gifted Program Participant	1.1	1.2	0.5	0.5	1.5	0.1	1.1	0.4	1.0	0.1	1.2	0.2	0.0	15.7

Underrepresented — Overrepresented

EQUITY OUTCOMES

Outcomes by Group

Cherry Hill Public Schools

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School Year: (All)

School: (All)

Grade: (All)

Hover for Grade Level Guide

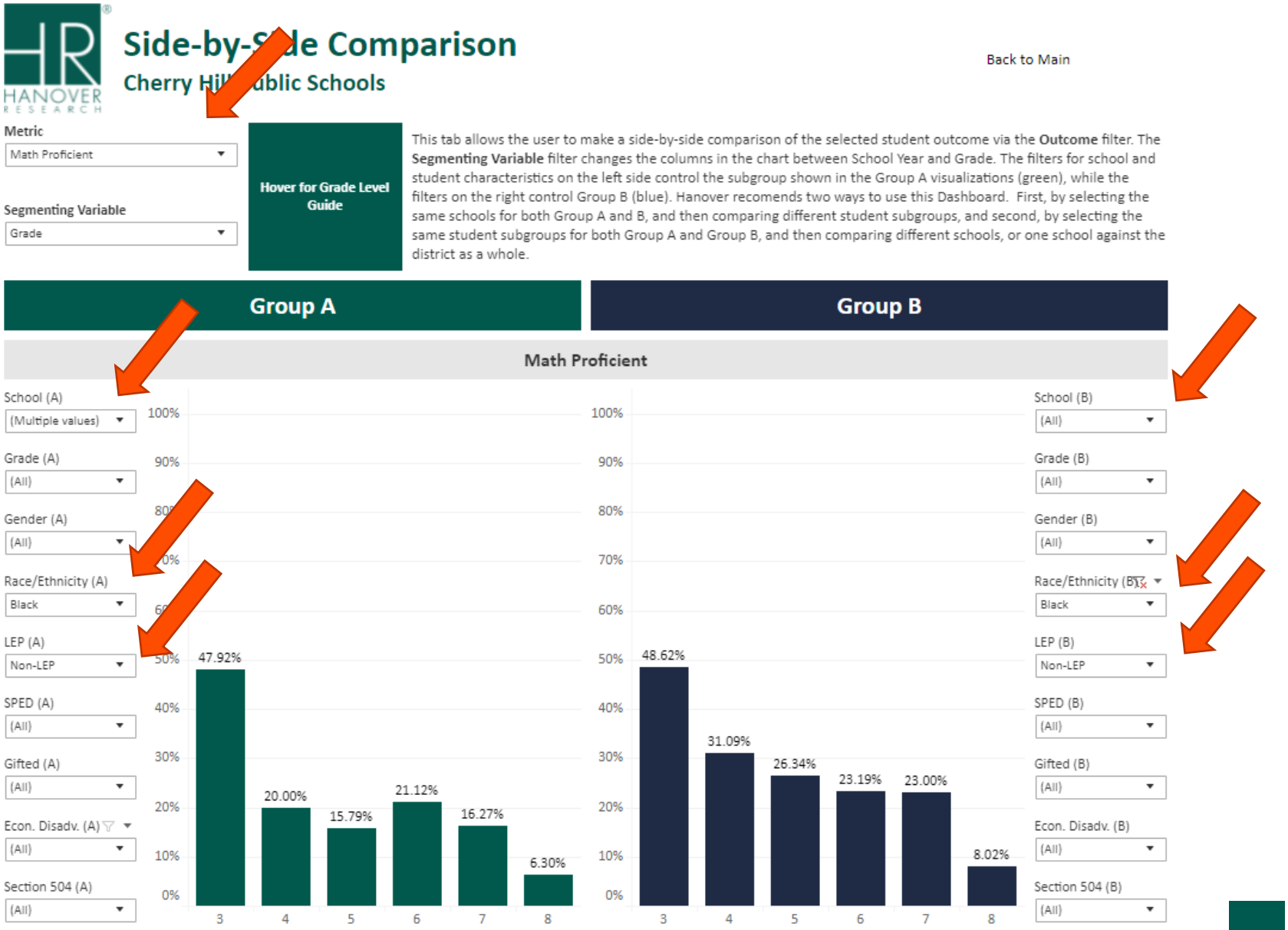
This tab presents the proportion of students, by subgroup, that achieved each of the academic and behavior outcomes in the Equity Scorecard. These results are the likelihood that students in each subgroup had the respective outcomes and does not account for each subgroup's share of all enrolled students. Please use the **School Year**, **School**, and **Grade** filters to the left to select the students to view. Hovering the cursor over "**Hover for Grade Level Guide**" displays the applicable grade levels for each outcome.

Student Success Outcomes

		Grand Total	White	Asian	Hispanic	Black	Multiple Races	Small Count Groups	Not Econ. Dis.	Econ. Dis.	Non-LEP	LEP	Not SPED	SPED	Non-Gifted	Gifted
Academic	50% or Higher Growth for English	52%	52%	60%	47%	46%	51%	48%	54%	47%	52%	40%	53%	45%	52%	57%
	50% or Higher Growth for Math	49%	49%	54%	45%	42%	49%	40%	50%	46%	49%	56%	50%	43%	48%	53%
	Algebra I Proficient	51%	53%	68%	25%	23%	53%	33%	55%	31%	51%	10%	55%	12%	50%	100%
	AP Coursework	54%	55%	72%	37%	34%	50%	41%	58%	38%	55%	8%	60%	19%	54%	
	English Proficient	67%	71%	78%	48%	44%	68%	60%	73%	45%	68%	2%	74%	23%	64%	94%
	Geometry Proficient	40%	40%	62%	13%	13%	38%	50%	44%	23%	40%	5%	43%	9%	40%	
	GPA 3.0 Up	88%	90%	94%	78%	73%	85%	78%	91%	76%	88%	72%	90%	78%	88%	99%
	Math Proficient	54%	58%	71%	32%	27%	57%	44%	60%	30%	54%	8%	60%	19%	48%	91%
Program Enrollment	Gifted Program Participant	6%	7%	8%	3%	3%	10%	1%	7%	3%	6%	1%	7%	1%	0%	100%

0% 100%

OUTCOMES COMPARISON



RECOMMENDATIONS:

Conduct a root cause analysis. Before taking action to address disparities in student outcomes, participation, and access, explore why these disparities exist using a root cause analysis. Review academic, behavioral, and access data alongside stakeholder perceptions of District equity and inclusion. Qualitative research offers insights into the experiences and needs of the community that complement the quantitative data and support or refute data-derived hypotheses.

Focus academic improvement efforts on early literacy and math. Gaps in reading and math proficiency across student subgroups are evidence in Grade 3 and persist into later grades. These differences are particularly pronounced for economically disadvantaged and students of color.

Evaluate discipline policies and practices for bias. Students of color, economically disadvantaged students, and LEP and IEP students are more likely than peers to have a disciplinary infraction, and they are also more likely than their peers to be suspended for that infraction.

Continue to monitor and analyze the opportunity gaps that exist between students of different racial/ethnic groups. At times, factors like economic disadvantage may affect student outcomes, making it appear as though a racial minority group is underperforming as compared to similar non-minority groups because economically disadvantaged students typically underperform non-disadvantaged students, and racial minorities are more likely to be economically disadvantaged.

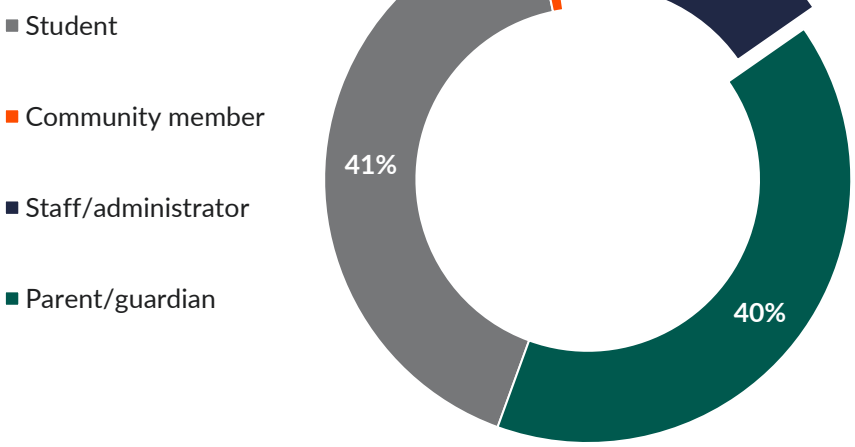
DIVERSITY, EQUITY, AND INCLUSION SURVEY

METHODOLOGY

- In the following report, results are segmented by role, school affiliation, race and ethnicity, and gender identity.
- Sample sizes vary across questions as some questions only pertain to a subset of respondents.
- Conclusions drawn from a small sample size (n<20) should be interpreted with caution.
- For full aggregate and segmented results, please consult the accompanying data supplement.
- Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).
- The survey was fielded online using the Qualtrics software platform in November 2021.
- After data collection, Hanover identified and removed low-quality respondents.
- "Don't Know or Not Applicable" responses, and equivalent, are often excluded from the figures and analysis in order to focus on respondents who did express an opinion.
- Question text and answer options marked with † are truncated for clarity and brevity.
- Percentages may sum up to exceed 100% for questions where respondents could select more than one answer option.

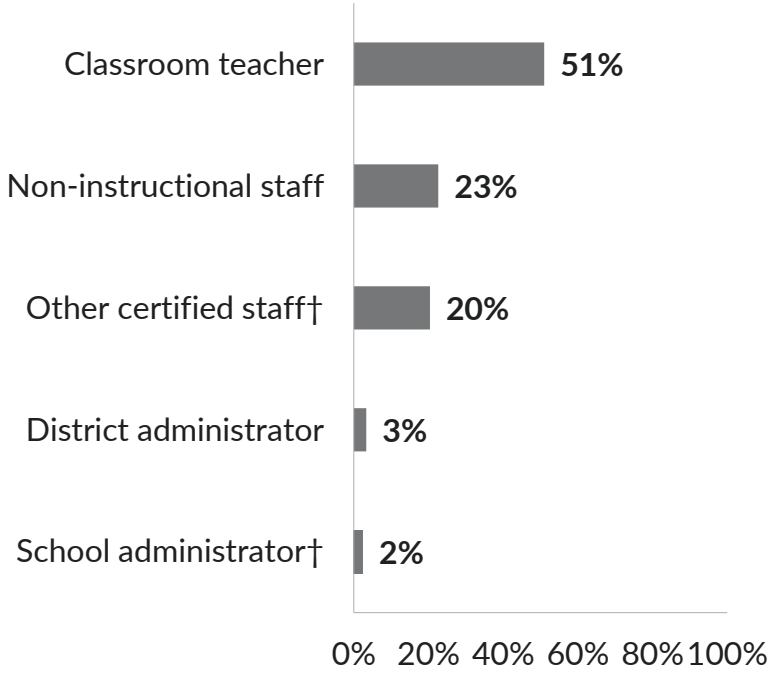
SAMPLE OVERVIEW

Role
(n=2505)



Parent/guardian	*n=1008*
Student	*n=1032*
Staff/administrator	*n=441*
Community member	*n=24*

Which of the following best describes your role at CHPS?
(n=441)



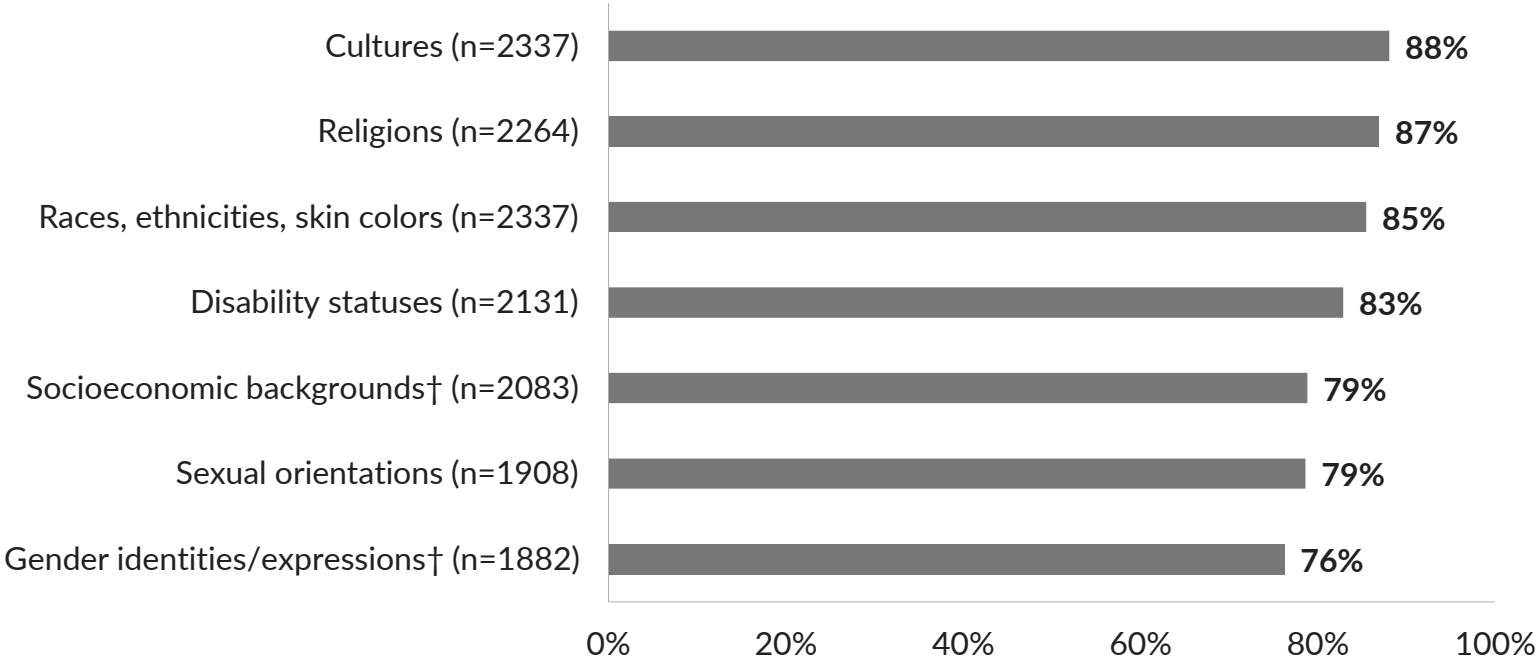
 Note: See data supplement for text of truncated (†) labels.

OVERALL SUPPORT

Participants consider Cherry Hills Public Schools (CHPS) most supportive of different cultures and religions. Many, but fewer, participants agree that CHPS provides support for sexual orientations (79%), socioeconomic background (79%) and gender identities or expressions (76%).

- Significantly more students (90%) than parents (76%) or staff (83%) agree or strongly agree that CHPS provides support for people from all different disability statuses.

Overall, [my school supports/my child's school supports/district schools support] [students/families/staff/community members] from all different:
"Agree"% + "Strongly Agree"%



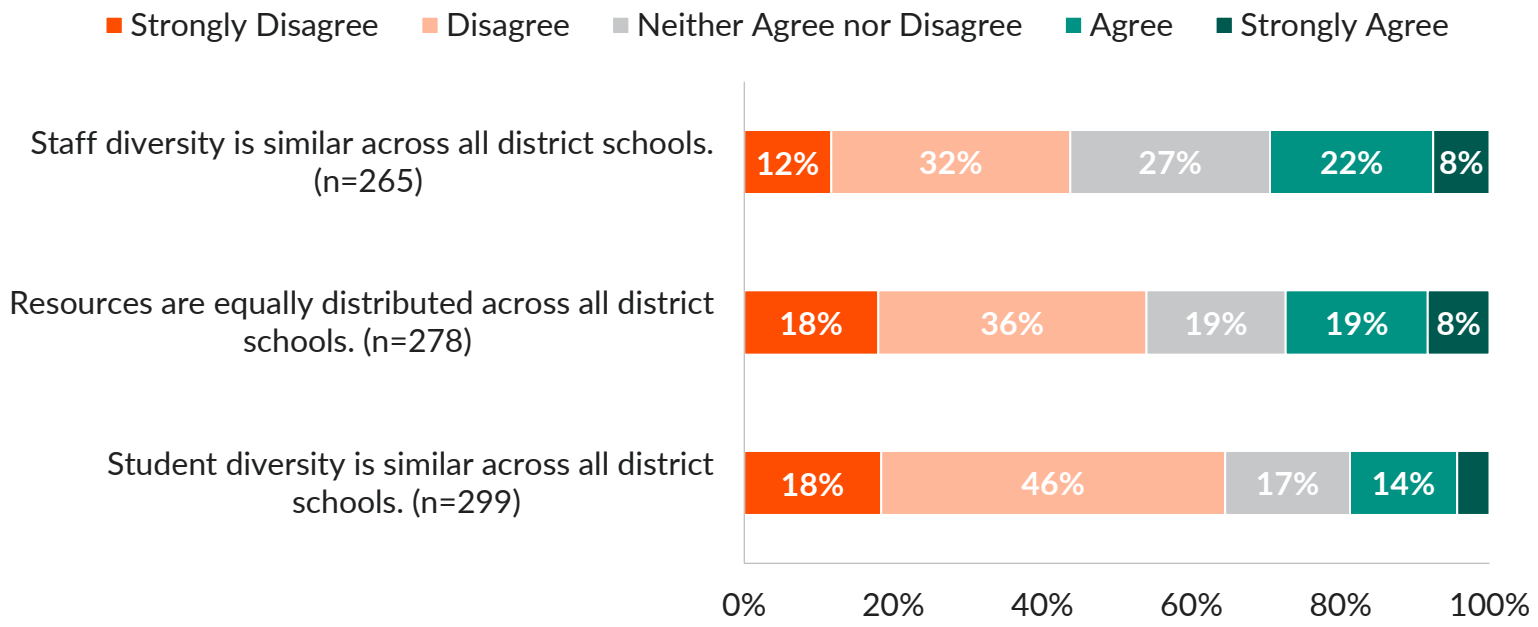
 Note: See data supplement for text of truncated (†) labels.

DISTRICT DIVERSITY

Staff feel that CHPS lacks staff and student diversity and is unable to distribute resources equally across all district schools.

- 82% of participants agree or strongly agree that they feel safe at school, while 54% of participants agree or strongly agree that the school is well-maintained.
- 62% of total staff agree or strongly agree that CHPS supports struggling students. However, this agreement varies by school. For example, 41% of Cherry Hill High School East staff agree or strongly agree that schools support teachers with their support of struggling students, compared to 96% of staff at Thomas Paine Elementary who say the same. This trend continues across different schools, potentially contributing to the perception of unequal resource distribution.

Please say how much you agree or disagree with the following statements about district diversity.



 Note: Question was only seen by staff.

RECOMMENDATIONS:

CHPS should increase parental involvement; both by reducing barriers to parents' participation in school activities and welcoming families into the decision-making process. Hispanic or Latin(o/a/x) have the lowest satisfaction rating in parental involvement; creating a welcoming environment for these families would make parents more comfortable speaking with school personnel.

Provide career and college support for Hispanic or Latin(o/a/x) families by encouraging students to take challenging classes and increasing the transparency in grading criteria. 57% of Hispanic or Latin(o/a/x) students are encouraged to take challenging courses.

Reassess resource distribution among schools for instructional staff to receive DEI-related professional development opportunities and time for equitable lesson planning. Among parents and staff, investing in high-quality resources and providing accessibility to all courses for students of all backgrounds is viewed as one of the top three priorities for CHPS.

Increase transparency and communication lines between staff and the families on curriculum, lesson priorities, and educational support. 78% of parents feel that staff are friendly and responsive to their concerns, whereas 92% of staff feel they are responsive to parents. Hanover suggests conducting a qualitative study (in-depth interviews or focus groups) to further explore these discrepancies.

SUMMARY OF KEY FINDINGS FROM EQUITY WORK

- **60% of parents and staff agree or strongly agree regarding the level of satisfaction with parental involvement at school.** Additionally, 78% of parents feel that staff are friendly and responsive to parents' concerns compared to 92% of staff. The second graph provides more context on lower parental involvement.
    - Of those that agree or strongly agree, Hispanic or Latin(o/a/x) participants have the lowest satisfaction with parental involvement (47%) and feel the least comfortable speaking with school personnel about their child's needs (71%).
    - 50% Hispanic or Latin(o/a/x) participants agree or strongly agree that the school works with parents to reduce barriers to parents' participation in school activities, the lowest across racial/ethnic groups.
- **Fewer parents and students agree or strongly agree than staff on the levels of effective college and career support.** Of those that agree or strongly agree, 57% of Hispanic or Latin(o/a/x) students report that they are encouraged to take challenging classes, while 70% of white students.
- **Staff feel that CHPS lacks staff and student diversity and is unable to distribute resources equally across all district schools.**
    - 82% of participants agree or strongly agree that they feel safe at school, 54% of participants agree or strongly agree that the school is well-maintained.
    - 62% of total staff agree or strongly agree that CHPS supports struggling students. However, this agreement varies by school. For example, 41% of Cherry Hill High School East staff agree or strongly agree that schools support teachers with their support of struggling students, compared to 96% of staff at Thomas Paine Elementary who say the same. This trend continues across different schools, potentially contributing to the perception of unequal resource distribution.

SUMMARY OF KEY FINDINGS FROM EQUITY WORK

- **More than three-quarters of participants report that the district should prioritize a welcoming and safe school environment, high-quality resources, and promotion of access to all courses.** In general, Hispanic or Latin(o/a/x) participants did not have a strong preference on specific district priorities compared to other groups.
- **Hanover finds consistent disparities in academic, behavioral, and school program outcomes among students in CHPS.** From 2017-2020, the following student groups are underrepresented in many student success outcomes and overrepresented in negative student outcomes: Black students, Hispanic students, economically disadvantaged students, students with IEPs, and LEP students.
- **Evidence from state assessment outcomes and gifted program participation indicate that gaps in academic performance are evident in the earliest grade levels.** Hanover finds that gifted program participation and proficiency levels on state ELA and Math assessments differ greatly across groups starting as early as Grade 3.
- **Black, Hispanic, and economically disadvantaged students see a sharp decline in gifted program participation as they enter middle school.** These three student subgroups see a noteworthy decline in gifted program participation starting in Grade 6 as compared to other student subgroups.

SUMMARY OF KEY FINDINGS FROM EQUITY WORK

- **Economic status may drive student outcomes.** Economically disadvantaged students are underrepresented in student success outcomes and significantly overrepresented in negative student outcomes. For example, they are the most likely group to fail a course and be cited for disciplinary incidents. Notably, forty-five percent of Hispanic students and 40 percent of Black students qualify as economically disadvantaged compared to 10 percent of white students. Additionally, fifty-eight percent of LEP students qualify as economically disadvantaged compared to 19 percent of non-LEP students.
- **LEP status students see the largest discrepancy in academic outcomes compared to non-LEP students.** LEP students consistently underperform relative to their peers in state assessment proficiency, GPA, enrollment in AP courses, and gifted program participation. They are also the most overrepresented group among those who failed a course.
- **Black and Hispanic students are more likely to receive disciplinary infractions relative to their peers and are also more likely to receive a suspension.**
  - Twenty-three percent of Black students and 15 percent of Hispanic students are recorded as having a disciplinary incident as compared to nine percent of white students and 7 percent of Asian students.
  - Of those students cited for disciplinary infractions, Black and Hispanic students are more likely to receive a suspension. Twenty-one percent of white students and 18 percent of Asian students received a suspension after a disciplinary incident as compared to 29 percent of Hispanic students and 32 percent of Black students.

QUESTIONS

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