



## Springfield Public Schools

### Office of Cultural Diversity 2011 Program Evaluation

**Program: Office of Cultural Diversity**

MSIP Standard 8.1 and Board of Education policy IM (Evaluation of Instructional Programs) require the goals of programs/services to be reviewed biennially by the Board. This report is the first biennial update using a format aligned to the seven criteria for performance excellence. Items one through six provide a basic profile of the department. Item seven includes data (results) specific to the identified goals and measures.

**1. Leadership Staff:**

- Dr. Nate Quinn, Coordinator
- Ms. Gwen Marshall, Cultural Diversity Specialist
- Mrs. Ana Perry, Cultural Diversity Specialist

Department responsibilities are addressed through the shared mission, vision and commitments listed below.

#### **Mission of the Cultural Diversity Program**

The Office of Cultural Diversity (OCD) works collaboratively with all Springfield Public Schools personnel to provide support and intervention services designed to enhance the academic achievement and personal development of underrepresented populations of students.

#### **Vision of the Cultural Diversity Program**

The Office of Cultural Diversity is committed to building a school district community in which diversity is valued and each student within the district is treated with respect, and supports are in place to ensure success for all children.

#### **Collective Commitments**

Effective prevention, intervention and support are essential to ensure optimal learning and growth for all students. The Office of Cultural Diversity is committed to the following:

- Providing assistance to students, parents and school personnel in a customer friendly respectful manner.
- Communicating with, collaborative problem-solving and advocating on the student's behalf when needed and warranted.

- Increasing successful parent involvement by developing and supporting positive relationships with school staff on behalf of underrepresented populations of families within the community.
- Monitoring of the results of individual and collaborative services to promote educational success of underrepresented populations of students.
- Promoting a safe and nurturing environment that is conducive to the academic and social growth of each student.

2. ***Department/Program Goals: The Office of Cultural Diversity (OCD) goals align with District Goals 1, 2 and 3 (Improve Student Achievement, Improve Graduation Rate, and Ensure Effective and Efficient Use of Resources).***

<b>Goal 1: Provide training for staff in Multiculturalism and Cultural Diversity</b>
<b>Performance Indicators</b>
1. Participation of school personnel in sensitivity awareness sessions.
2. Provide a monthly Cultural Diversity Professional Development newsletter for all sites.
3. OCD staff visible in all buildings.
4. Provide Cultural Diversity Leadership Academies.

<b>Goal 2: Assist school sites with increasing the number of underrepresented students graduating with their cohort on time</b>
<b>Performance Indicators</b>
1. Early identification and interventions for students at risk.
2. Assist with community mentoring programs for students with an emphasis on high school students.
3. Partner with community organizations to assist students in increasing achievement.
4. Contact parents of senior minority students who are struggling with issues toward graduation.

<b>Goal 3: Enhance parent awareness of policies, procedures and activities</b>
<b>Performance Indicators</b>
1. Communicate with parents through student conferences, school fairs and home visits.
2. Partner with local community publications to assist in parent and community communications.
3. Provide parents and community with information about school policies, scholarships, and programs on the cultural diversity website and informational handouts.

<b>Goal 4: Recruit minority educators</b>
<b>Performance Indicators</b>
1. Attend College Career Fairs.
2. Increase number of contacts with potential minority teachers.
3. Increase the number of minority teachers/administrators or bilingual teachers/administrators recruited.
4. Recruit students for the Culturally Diverse Teaching Scholarship Program.

3. **Customer/Stakeholder Focus:** Students, parents, teachers, and principals are the primary customers of the Office of Cultural Diversity. Input and requirements are obtained through, but not limited to, the following key processes:
  - School Referrals
  - Parent/Teacher Conferences
  - Home Visits
  - Sensitivity/Awareness Sessions for school sites
  - Parent Forums
  - African American Achievement Task Force
  - League of United Latin American Citizens (LULAC)
  - The Gathering
  - African American Community Leaders
  - Hispanic Community Leaders
  - African American Read In Committee
  - Informal Interviews With Stakeholders
  
4. **Measurement and Analysis Process:** The Office of Cultural Diversity analyzes data by subgroups in the following areas:
  - Attendance
  - Dropouts
  - Discipline
  - Academics
  - Assessment
  - Graduation
  - Demographics
  
5. **Staff Profile:** Services to primary customers are provided through the roles of the Coordinator of Cultural Diversity, two Cultural Diversity Specialist, and the administrative assistant.
  
6. **Key Work Processes/Program Responsibilities/Services:**
  - Serve as an advocate for students/families of underrepresented populations; intervening when necessary by setting up conferences, attending disciplinary hearings, and holding parent meetings.
  - Link school and community organizations forming partnerships that will support successful activities for students of underrepresented populations.
  - Provide teachers with resources to attend conferences/seminars dealing with the subject areas of students of underrepresented populations.
  - Coordinate Diversity Training Program for district personnel.
  - Take an active role in recruiting employees of underrepresented populations for the district.

- Oversee Springfield Public Schools Culturally Diverse Teacher Scholarship Program.
- Afford parents and students of underrepresented populations a venue to obtain information regarding Springfield Public School Policies, community resources, and knowledge of college preparatory guidelines and expectations.
- Coordinate efforts with high school diversity clubs.
- Assist students and parents with the college process (ACT, scholarship information)

**7. Results, Strengths, and Opportunities for Improvement:**

**Results:**

1. Diversity awareness sessions conducted throughout the district:
  - 2009-2010
    - ✓ 19 elementary sites
    - ✓ 3 middle school sites
    - ✓ 2 high school sites
    - ✓ 4 additional support sites (Early Childhood, GSC, Wonder Years, Parents as Teachers)
    - ✓ Summer 2010 – Summer Leadership Diversity Training
  - 2010-2011
    - ✓ 17 elementary sites
    - ✓ 6 middle school sites
    - ✓ 1 Intermediate school site
    - ✓ 3 high school sites
    - ✓ 1 additional support site (Title One)
  - Office of Cultural Diversity Newsletters – 2009-2010 and 2010-2011
  - Monthly Article for Unite Magazine

### 2009-2010 SPS Cultural Diversity Teacher Survey Results

N = 424	Questions	Yes	No
#1	Do I view the growing diversity of our staff as positive?	<b>98.1%</b> (416)	<b>1.9%</b> (8)
#2	Do I view the growing diversity of the student body as positive?	<b>97.2%</b> (412)	<b>2.8%</b> (12)
#3	Would our students say that our staff needs diversity/sensitivity training?	<b>35.4%</b> (150)	<b>64.6%</b> (274)
#4	Would our students say that our student body needs diversity/sensitivity training?	<b>57.1%</b> (242)	<b>42.9%</b> (182)
#5	Have I heard negative remarks between/among school personnel about other diverse groups at my school site?	<b>13.9%</b> (59)	<b>86.1%</b> (365)
#6	Have I heard negative remarks between/among students about other diverse groups at my school site?	<b>46.7%</b> (198)	<b>53.3%</b> (226)
#7	Do my coworkers express negative stereotypes about different groups (minorities, GLBT (Gay-Lesbian-Bisexual-Transgender), women, etc...)?	<b>14.2%</b> (60)	<b>85.8%</b> (364)
#8	Do I believe that I have a bias that could interfere with my ability to provide the best services to my students?	<b>2.4%</b> (10)	<b>97.6%</b> (414)
#9	Can I recognize if my attitudes, beliefs, and values are interfering with my ability to provide the best services to my students?	<b>92.9%</b> (394)	<b>7.1%</b> (30)
#10	Do I believe that my site needs additional diversity/sensitivity support?	<b>34.9%</b> (148)	<b>65.1%</b> (276)

### 2010-2011 Cultural Diversity Teacher Survey Results

N= 516	Questions	Yes	No
#1	Do I view the growing diversity of our staff as positive?	<b>97.5%</b> (503)	<b>2.5%</b> (13)
#2	Do I view the growing diversity of the student body as positive?	<b>96.7%</b> (499)	<b>3.3%</b> (17)
#3	Would our students say that our staff needs diversity/sensitivity training?	<b>28.5%</b> (147)	<b>71.5%</b> (369)
#4	Would our students say that our student body needs diversity/sensitivity training?	<b>58.1%</b> (300)	<b>41.9%</b> (216)
#5	Have I heard negative remarks between/among school personnel about other diverse groups at my school site?	<b>11.4%</b> (59)	<b>88.6%</b> (457)
#6	Have I heard negative remarks between/among students about other diverse groups at my school site?	<b>48.1%</b> (248)	<b>51.9%</b> (268)
#7	Do my coworkers express negative stereotypes about different groups (minorities, GLBT (Gay-Lesbian-Bisexual-Transgender), women, etc...)?	<b>13.4%</b> (69)	<b>86.6%</b> (447)
#8	Do I believe that I have a bias that could interfere with my ability to provide the best services to my students?	<b>2.5%</b> (13)	<b>97.5%</b> (503)
#9	Can I recognize if my attitudes, beliefs, and values are interfering with my ability to provide the best services to my students?	<b>93.2%</b> (481)	<b>6.8%</b> (35)
#10	Do I believe that my site needs additional diversity/sensitivity support?	<b>26.2%</b> (135)	<b>73.8%</b> (381)

2. Leadership seminars for students:
  - Drury University 2009 and 2010 Summer Scholars Academy for Boys (Pipkin/Central)
  - League of United Latin American Citizens (LULAC) Writing Workshops for Hispanic Students (Districtwide) 2009-2010 & 2010-2011
  - NAACP Youth Empowerment Conference (Districtwide) 2009-2010 & 2010 - 2011
  - Student Transition Education Program (STEP) Conference (Districtwide) 2009-2010 & 2010-2011
  
3. Student organizations or programs focused on cultural diversity and student support:
  - Elementary Story Telling Program
  - Springfield Community Center After School Program
  - Springfield Community Center ACT Prep Support
  - Springfield Community Center Careers and Life Skills Program (2010)
  - Springfield Community Center Summer School Elementary and Middle School Program
  - Diversity Clubs (Central High School, Pipkin Middle School and Hickory Hills Middle School)
  - Title I Parent Night
  - Unite Multicultural Career Fair
  - African American Read In Program
  
4. Springfield Public Schools Minority Teacher Recruitment
  - Attend Missouri State University Student Teacher Fall and Spring Workshops
  - Attend College and University Teacher Career Fairs
  - Administer the Minority Teacher Scholarship Program
  - Recruit Post Baccalaureate Teachers

**2009-2010 Teacher Recruitment Fair Information**

<b><u>2009-2010 Recruitment Sites</u></b>	<b><u>Total</u></b>	<b><u>Minority Graduates</u></b>	<b><u>Future Minority Graduates</u></b>
Central Methodist University	5	0	0
University of Central Arkansas	44	7	1
University of Missouri	38	4	1
University of Arkansas	32	4	5
Lincoln University	4	1	3
Southwest Baptist University	6	0	2
Northeastern State @ Tahlequah	21	1	0
Missouri State University	199	3	0
Missouri Southern State University	25	0	0
Southern Illinois @ Edwardsville	57	6	0
<b>Total</b>	<b>431</b>	<b>26</b>	<b>12</b>
5 Minority Teachers Hired			

**2010-2011 Teacher Recruitment Fair Information**

<b><u>2010-2011 Recruitment Sites</u></b>	<b><u>Total</u></b>	<b><u>Minority Graduates</u></b>	<b><u>Future Minority Graduates</u></b>
University Of Central Arkansas	50	8	1
Southern Illinois @ Edwardsville	63	7	0
Pittsburg State University	19	2	0
University of Missouri	58	4	0
Missouri State University	158	1	1
<b>Total</b>	<b>348</b>	<b>22</b>	<b>2</b>
Minority Teachers Hired (NA)			

\* - No information recorded.

5. Other Office of Cultural Diversity Community Involvement
  - ✓ Drury University Student Teacher Presentations
  - ✓ Greene County Juvenile Staff Presentation
  - ✓ National Association for Multicultural Education (NAME) State Conference Presentation
  - ✓ Community Partnership of the Ozarks – Board Member
  - ✓ Safety and Justice Roundtable Task Force Member
  - ✓ Gang Task Force Member
  - ✓ The Gathering Organization Member

- ✓ Greene County Juvenile Office Disproportionate Minority Contact Committee (DMC)
- ✓ Diversity Network Member
- ✓ Drury University President's Council on Inclusion
- ✓ Missouri State University Diversity Professional Education Committee (PEC)
- ✓ Missouri State University Counselors Advisory Council
- ✓ Evangel University Advisory Council for Teacher Education Committee
- ✓ Springfield Chamber of Commerce Diversity Training
- ✓ Springfield Chamber of Commerce /Minority in Business Committee
- ✓ Missouri State University Diversity Summit
- ✓ Diversity Presentations (MSU, MoDot, Chase Bank)
- ✓ NAACP/Brentwood Christian Church Diversity Training

**Other Data**

**Student Demographics**

	<b><u>2009-2010</u></b>	<b><u>%</u></b>		<b><u>2010-11</u></b>	<b><u>%</u></b>
Caucasian	20,467	85.5%		20,393	84.5%
African American	1901	7.9%		2,024	8.4%
Hispanic	788	3.3%		893	3.7%
Asian/Pacific Islander	637	2.7%		676	2.8%
Native American	149	0.6%		143	.6%
Total	23,942	100%		24,129	100%

**Graduation Rate**

<b><u>Information from DESE and Springfield Public Schools Quarterly Report</u></b>	<b><u>2008-2009</u></b>	<b><u>2009-2010</u></b>
Graduation Rate	81.0%	83.2%
Caucasian	81.7%	83.8%
African American	75.4%	76.7%
Hispanic	75.8%	75.0%
Asian/Pacific Islander	83.7%	91.4%
Native American	68.4%	78.6%

**Staff Demographics**

	<b><u>2009-2010</u></b>	<b><u>%</u></b>	<b><u>2010-2011</u></b>	<b><u>%</u></b>
Caucasian	1963	97.3%	1975	97.3%
African American	25	1.3%	24	1.3%
Hispanic	18	0.9%	17	0.8%
Asian/Pacific Islander	8	0.4%	10	0.5%
Native American	3	0.1%	3	.1%
Total	2017	100%	2029	100%

**2008-2009 ACT Information**

	<b><u>N</u></b>	<b><u>%</u></b>	<b><u>District Average</u></b>	<b><u>State Average</u></b>	<b><u>National Average</u></b>
All Students	1049	100	22.5	21.6	21.1
African American	44	4	18.1	17.2	16.9
Native American	8	1	21.3	20.3	18.9
Caucasian	862	82	22.8	21.6	22.2
Hispanic	34	3	20.4	20.2	18.7
Asian/Pacific Islander	29	3	23.5	23.8	23.2
Other/No Response	72	7	22.2	20.3	20.9

**2009-2010 ACT Information**

	<b><u>N</u></b>	<b><u>%</u></b>	<b><u>District Average</u></b>	<b><u>State Average</u></b>	<b><u>National Average</u></b>
All Students	1080	100	22.5	21.6	21.0
African American	52	5	17.6	17.2	16.9
Native American	9	1	21.2	20.7	19.0
Caucasian	900	83	22.9	22.4	22.3
Hispanic	24	2	20.5	20.2	18.6
Asian/Pacific Islander	35	3	23.6	23.5	23.4
Other/No Response	60	6	21.8	20.5	20.6

**Key Strengths:**

1. The Office of Cultural Diversity serves as a positive liaison for the district while working with underrepresented populations.

2. The Office of Cultural Diversity supports schools with presentations to students and connects schools with community support groups.
3. The Office of Cultural Diversity supports and advises teachers on diversity awareness in lesson planning, classroom practices, and communication with underrepresented populations.
4. The Office of Cultural Diversity serves as advocates for students with disciplinary issues and academics, as well as support for teachers and administrators.
5. The Office of Cultural Diversity works collaboratively with community organizations who serve as resources for families of underrepresented populations.
6. The Office of Cultural Diversity oversees the Culturally Diverse Teacher Scholarship Program.
7. The Office of Cultural Diversity actively recruits minority teachers for Springfield Public Schools.
8. The Office of Cultural Diversity provides outreach to the Hispanic community with the addition of a Cultural Diversity Specialist.

**Key Opportunities for Improvement:**

1. Implementation of Stage III of the Cultural Diversity Sensitivity Training for Springfield Public Schools staff.
2. Retain Cultural Diversity Specialist that works with Hispanic and other minority communities.
3. Additional budget to meet growing numbers and needs of all students from diverse cultures.
4. Additional budget to provide participation, leadership, and training in the Springfield Chamber of Commerce Diversity initiative.
5. Improve underrepresented student population participating in higher education activities.
6. Continue minority recruitment of staff, especially in the areas of math, communication arts, science and counseling.

**Next Steps:**

1. Improve attendance for Hispanic students to the MSU Student Transition Education Program (STEP).
2. Provide more outreach and programs to other minority groups.
3. Continue to work in partnership with community organizations to develop mentoring programs and after school academic assistance programs.
4. Find alternate ways to improve school to home communications.
5. Develop new presentations for Stage III Cultural Diversity Sensitivity training.
6. Maintain continual focus on improving the following for underrepresented populations:
  - Building positive relationships
  - Academic performance
  - Engagement in school activities
7. The Office of Cultural Diversity will actively assist in the recruitment of underrepresented populations for employment in all areas of the district.

Submitted by:

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Office of Cultural Diversity  
Date: May 3, 2011