



Standard Program and Service Evaluation

Multicultural Education Program Evaluation Question

Have the skills, knowledge, and strategies acquired through Special School District's (SSD) and partner school districts' multicultural education, diversity, and achievement gap professional development structures improved teacher performance and student achievement in your region or SSD school?

I. Program/Service Information

1. Name of Program or Services:

Multicultural Education Program

2. Personnel Responsible for Evaluation:

Nancy Verderber, Family Services and Diversity

3. Date of Evaluation (Year/Duration):

August 2004 – January 2005

4. Goal/Objective of Multicultural Program:

Goals:

- students and school staff will recognize and accept each other without discrimination
- students will learn in an environment where multicultural practices and diversity are infused into existing curricular content areas, instructional programs, and all school activities
- student learning and achievement will take place within a school and classroom where the climate enhances learning by reflecting and recognizing the history, culture, and abilities of all people
- students and their families will be empowered to become active participants in the process of learning
- students will increase knowledge of diverse attitudes, traditions, and values
- students will develop a positive self-image
- students will learn in a school atmosphere that fosters respect for all abilities, ages, cultures, dialects, genders, languages, races, sexual orientations, and socio-economic status.

Objective of Multicultural Program:

- To improve student academic achievement of minority students, i.e. race, gender, disability.
- To provide administrators and teachers professional development opportunities and resources that focus on instructional strategies that promote academic achievement for minority students, (i.e. race, gender, disability, low socio-economic status, etc.)



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5. Relationship between Multicultural Program goals, MSIP Standards, and CSIP Goals:

MSIP Standards:

- 6.7 Professional development is an integral part of the educational program and all school improvement initiatives.
- 6.7.1 The district provides intensive, on-going professional development activities that address curriculum and the instructional practices related to student achievement issues identified in the Comprehensive School Improvement Plan (CSIP).
- 9.1 General Academic Achievement - The district has implemented the Missouri Assessment Program (MAP) to measure academic achievement. The district's students achieve a high level of performance or demonstrate improvement in performance on the MAP.
- 9.1.3 Districts having 20 or more students in any group that is identified statewide as a racial/ethnic minority at any grade level tested by MAP must demonstrate improvement in that minority population's achievement which is equal to or greater than the achievement of the non-minority population at that grade level.

CSIP Goals:

Learning and Assessment Goal I: Improve Student Performance Levels

Objective 8: Develop and implement a comprehensive staff development plan for all employees.

Strategy: Develop 3 team trainings to build effective teams and increase capacity within the schools to increase student accessibility to instruction, decrease discipline referral rate, and lower incident rate for a school's special education referrals. (Includes strategies to eliminate the achievement gap, write culturally relevant lesson plans, etc.)

West Region Goal I: Improving SSD Student Performance Levels in Parkway

Objective 2: Develop and improve by FY 04 a plan to meet or exceed requirements for state accreditation.

Strategy 4: Work collaboratively with the partner district (Parkway) to improve the performance of African American students with educational disabilities.

Special Education Schools 2002-2003

Neuwoehner Goal: Students will increase academic achievement as measured by state assessments.

Task: Utilize African-American Academic Achievement Team to implement book study, school wide action research, and staff meetings.

6. Demographic Description of Multicultural Program:

Location(s) – SSD schools and partner districts

Number of staff – SSD instructional staff



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Participants – SSD administrator, teachers, paraeducators

Length of program/service: The Multicultural Program will be evaluated annually.

II. Description of Stakeholders Engagement in Program Evaluation:

- Parent Representative
 - Community member
 - Partner District member
 - SSD staff
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- Jenny Cassulo –Area Coordinator Riverview Gardens
 - Alicia Collins - Principal Neuwoehner School
 - Denise DeCou – Anti-Defamation League Project Director A World of Difference
 - Kelly Grigsby – Area Coordinator Ferguson-Florissant
 - Linda Hofeditz – Area Coordinator Hazelwood
 - Chip Jones – Executive Director West Region
 - Kristi Peck – SSD LRE Facilitator – West Region
 - Marilyn Person – Social Worker Neuwoehner School
 - Judy Presberg – Family Services and Diversity
 - Nancy Verderber – Family Services and Diversity
 - Norma Veucasovic – SSD Neuwoehner Teacher
 - Elaine Waldon – Director Professional Development Mehlville
 - Tomeika Washington – University City Parent IPAC Member

III. Evaluation Criteria for Programs/Services Offered

SSD Board Academic Achievement Gap Emergency Action Resolution
SSD Board Approved Multicultural Equity Advisory Committee Philosophy Statement & Goals
The Commissioner’s Award of Excellence for Professional Development Equity Rubric/Scoring Guide
SSD Region/Schools Equity Plans
SSD Administrator and Facilitator Multicultural Surveys
SSD Teacher Performance Based Evaluation (PBE)
SSD Professional Development Process
SSD Climate Surveys
DESE Disproportionality Survey – Parkway/SSD
African American Academic Achievement 4(As) Project



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IV. Data Collection Methodology

SSD Board Academic Achievement Gap Emergency Action Resolution – St. Louis Black Leadership Roundtable Action Plans
SSD Multicultural Equity Advisory Committee Actions/Recommendations
SSD Multicultural Education Program Survey Results
SSD Performance Based Evaluation (PBE) Standards, Descriptors and Indicators
SSD Professional Development Process Skill Sets Academy I, II, and Research & Collaboration
SSD Climate Survey Results – SSD and Technical schools
4As Neuwoehner Student Case Study
DESE Disproportionality Survey – Parkway/SSD data analysis
SSD Multicultural Education/Diversity trainings

V. Results

1. Strengths of Multicultural Education Program

SSD Board Approval and Resolution

- On August 28, 2001, the SSD Board approved a motion to accept the SSD Multicultural Equity Advisory Committee's philosophy statement and goals.
- On October 23, 2001, in collaboration with the St. Louis Black Leadership, the SSD Board passed an Emergency Action Resolution to Eliminate the African American Achievement Gap.
- A member of the SSD Board serves as a liaison to the St. Louis Black Leadership Roundtable (BLR).
- A SSD Family Services and Diversity staff member serves on the BLR education steering committee and attends the Quarterly District Meeting.
- Thirty-three SSD Board, Parents, Students, Administrators, and Teachers attended the first annual St. Louis Black Leadership Roundtable 2004 Conference: *Eliminating The African American Achievement Gap So That No Child Is Left Behind*
- The conference participants, as assigned, developed district-wide action plans for SSD schools and Partner Districts.
- Implementation of district-wide action plans is ongoing and monitored by BLR Liaisons.

SSD Multicultural Equity Advisory Committee - Recommendations and Actions

- The establishment in 2001 of SSD Multicultural Equity Advisory Committee and its development of a philosophy statement, goals, diversity trainings, and a curriculum and instructional supports checklist guide.
- Recommended that SSD regions/schools initiate diversity/equity plans during '01 – '02 aligned with their CSIP goals.
- Continuously monitors and updates the SSD Instructional Resource Center (IRC) & Family and Community Resource Center (FCRC) Multicultural Education materials.



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St. Louis Diversity Awareness Partnership Board

- The St. Louis Diversity Awareness Partnership Board (DAP) was established in November 2000. The DAP Board is a collaboration of for-profit, non-profit, institutions and individuals from throughout the community that are dedicated to the mission of the DAP. The DAP is dedicated to promoting the value of diversity in the St. Louis region through collaborative community and school-based education and awareness efforts.
- In 2003 the Board membership expanded in an effort to have representation from the disability perspective. DAP appointed a SSD Family Services and Diversity administrator to serve on the Board and chair the Disability Sub-Committee.
- During the 2004-2005 school year the sub-committee created a disability tool kit that includes a lesson plan, poster, stickers, two videos, additional teacher resources, and an evaluation tool.
- In October 2005, 750 disability awareness tool kits will be distributed to metropolitan elementary schools.

SSD Multicultural Education Program Survey Results

- The purpose of the survey was to evaluate administrators' and facilitators' skills, knowledge and strategies acquired through professional development activities in the areas of multicultural education, diversity, and/or eliminating the achievement gap and how it has increased their understanding of instructional, supervisory, and/or facilitative skills needed to improve teachers' performance and student achievement.
- 78% of SSD instructional administrators and 58% of SSD facilitators identified that they attended a variety of professional development trainings in the areas of multicultural education, diversity, and student achievement.
- 56% of SSD instructional administrators identified two instructional strategies that they have provided during staff supervision which specifically addresses the needs of diverse students.
- 45% of SSD Administrators indicated that they have an increased understanding of specific teacher PBE areas related to multicultural education, diversity, and student achievement.
- The strengths of the program include (rating above 4): building a positive classroom community; infusing equity concepts within existing curriculum; cultural differences/customs affecting interactions with families; bias based on race, disability, socio-economic status, ethnicity; and respectful and appropriate terminology for developing positive relationships with students and parent(s)/guardians.

SSD Performance Based Evaluation (PBE) Standards, Descriptors, and Indicators

- SSD Teacher PBE '04 – '05 revisions include standards, descriptors, & indicators addressing student diversity, instruction, and curriculum.

SSD Professional Development Process

- PBE standards that focus on diversity and student achievement are infused into Skill Sets Academy I, II, and Research & Collaboration.
- Monitoring SSD's progress towards the Equity Rubric/Scoring Guide for determining the Commissioner's Award of Excellence for Professional Development.



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SSD Climate Survey Results – SSD and Technical Schools

- Over 80% of students completing the SSD Student Climate Survey indicated that they agree to strongly agree that their teachers treat them with respect. A majority of SSD teachers completing the Teacher-Level Climate Survey indicated that they agree to strongly agree believe that their students' achievement has increased through more emphasis on building positive relationships with their students.

DESE Disproportionality Survey – Parkway/SSD Data Analysis

During the past two years, SSD has collaborated with Parkway to reduce the number of African American students requiring special education services. A comparison of data from the DESE Disproportionality Survey for Parkway based on 12/1/2001 and 12/1/2003 data is as follows:

- **Enrollment and Child Count:**
 - The Incidence of Black students in Parkway went from 17.25% on 12/1/2001 to 17.27% on 12/1/2003. Thus, there is no significant change.
 - The proportion of black students with an IEP to all students in Parkway with an IEP went from 27.61% on December 1 2001 to 24.61% on December 1 2003. This is a 3% reduction.
 - The proportion of the black population in Parkway receiving special education was 23.75% on December 1, 2001 and 27.29% on December 1 2003. This is a 3.54% increase.

Neuwoehner African American Academic Achievement Project (4As) Student Case Study

Neuwoehner School participated in a three year 4As project from 8/01 to 6/04 sponsored by CSD with DESE funding. Beginning in year one the 4As team focused on student-teacher interaction patterns and building positive relationships. The following outlines the data driven instructional strategies utilized and documented student outcomes accomplished during the three-year Student Case Study.

- Staff identified a 15 year old African American male student with the school's highest office referral rate. The 4As team focused on student-teacher interaction patterns and building positive relationships.
- A Behavior Intervention Plan was written 11/01 incorporating 4As concepts: 1.) staff building relationship with the student, 2.) student input from a self-assessment questionnaire, 3.) student and staff identified a male African American staff member as a role model not regularly assigned to the student.
- Year One - Student had a 75% decrease in office referrals between year one and two.
- Year Two - IEP team changed student's placement to ½ day in general education classes at partner district school.
- Year Three - student continues in ½ day placement at partner district and in 2/05 started ½ day placement in the SSD Career Training Program. He will participate in the partner district graduation 5/05 and continue full time for one year with the Career Training Program. The student will technically graduate from high school in spring of '06.



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SSD Multicultural Education/Diversity Trainings and Instructional Materials

SSD administrators and staff participated in a variety of SSD and collaborative Partner District professional development opportunities focusing on diversity and eliminating the achievement gap.

- A majority of Ackerman and staff attending the '04 staff development for *A Framework for Understanding Poverty and Closing the Achievement Gap: Cognitive Structures* indicated that the trainings were beneficial to them and the skills and knowledge gained from the professional development has contributed to student achievement.
- During '05 Ackerman instructional staff selected Dr. Ruby Payne's book "*A Framework for Understanding Poverty and Closing the Achievement Gap*". Follow-up data will focus on the use of specific instructional strategies, teacher/student interactions, and student achievement.
- Seventy-nine SSD staff participated in trainings for "*Closing the Achievement Gap: Every Teacher Can!*" presented by Dr. Larry Bell. 85% indicated that the trainings were beneficial to them and the skills and knowledge gained from the professional development has contributed to student achievement. In collaboration with Partner Districts follow-up data will be collected on the use of specific instructional strategies and student achievement.
- Thirty-four SSD board members, administrators, teachers, parents, and students attended in '04 the first annual *St. Louis Black Leadership Conference: Eliminating the African Achievement Gap*. An action plan was developed for each school district.
- 100% of staff that attend the SSD new teacher and new paraprofessional orientations received multicultural educational information and a manual.
- The SSD Instructional Resource Center (IRC) and the SSD Family and Community Resource Center have updated and increased by 100% the multicultural, diversity, and achievement gap instructional materials. Materials are checked out on a regular basis. 41% of SSD administrators and facilitators indicated that on a monthly basis they access IRC, libraries, CSD, web sites, etc. for multicultural and diversity materials for staff development needs in their regions.

2. Progressing

Placement of African American Students with IEPs per DESE's Disproportionality Survey

- The Proportion of black students with an IEP, to all students with an IEP in Parkway receiving special education service outside of regular education <21% was 23.17% on December 1, 2001 and 23.55% on December 1 2003. Thus, there is no significant change.
- The Proportion of black students with an IEP, to all students with an IEP in Parkway receiving special education service outside of regular education 21% to 60% of the time was 46.96% on December 1, 2001 and 42.4% on December 1 2003. This is a reduction of 4.56%.
- The proportion of black students with an IEP in Parkway receiving special education service outside of regular education >60% of the time was 24.52% on December 1, 2003. Data for December 1, 2001 was not available in the DESE Disproportionality Survey.
- The Proportion of black students with an IEP to all Parkway students with an IEP on December 1 2003 was 24.61%. Of this population 23.55% were in the modified regular education level of service, 42.4 % were in resource level of service and 24.52% were in the



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self-contained level of service. Thus, the proportion of students in the modified regular education and self contained levels of service are similar to the proportion of all black students with an IEP as compared to all Parkway students with an IEP. A higher proportion of all black students with an IEP as compared to all Parkway students with an IEP are in the resource level of service.

3. Concerns regarding program/service – opportunities for growth or improvement

- Within SSD district-wide and site-based professional development, specific instructional strategies are not identified and infused to enrich diversity concepts in curricula.
- The results of the multicultural survey identified three areas of concern (rating below 4): understanding of differences in students' dialect and various registers of language, gender bias, and sexual orientation bias.

4. Recommendations regarding Multicultural Program/Service

- SSD instructional administrators and facilitators assess the need to plan multicultural education, diversity, and/or eliminating the achievement gap related professional development in collaboration with partner district initiatives.
- Review/revise CSIP region plans addressing multicultural education, diversity, and/or eliminating the achievement gap, especially in the areas of students' dialect and various registers of language, gender, and sexual orientation.
- During teacher observations in classrooms, supervisors should complete diversity components in teacher PBE
- Administrators continue to monitor student outcome data related to race, gender, and disability.

Nancy A. Verderber, Multicultural Program Chair Date: 4/14/05

Signature of Administrator Responsible for Chairing Evaluation