

**A REVIEW OF EQUITY IN
EDUCATIONAL PRACTICE
IN WEST ORANGE PUBLIC SCHOOLS**

Submitted By:
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Prepared For:
West Orange Public Schools
West Orange, New Jersey

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Executive Summary

The West Orange Public Schools engaged the services of LCW Consultants to conduct a review of equity practices in the school district. Two experienced educators conducted the review in February 2011 through a written survey, review of school district policies, interviews and focus groups.

The team expresses its deep appreciation to the Superintendent, his staff, school principals, teachers, students, parents and community members for their valuable contributions to our efforts to assist the Board of Education in this review of progress toward achieving an equitable educational program for all students.

This report summarizes the perceptions of participating parents, teachers, students, administrators and community members on the following topics:

- Board of Education policies,
- School culture including staffing,
- Professional development,
- Curriculum materials,
- Community and parent relations.

While the views of the groups differed on several issues, there was strong agreement in all groups that the diverse population of the West Orange schools provides a rich learning environment for students.

Recommendations

The recommendations below address the most commonly expressed concerns of group members:

- 1. Consider adopting additional ways to publicize Board of Education policies and clarify the difference between Board policies and central office/local school procedures.**

As noted in the report, participants were frequently not aware of certain Board policies and did not differentiate between Board actions and school management practices.

- 2. Design and implement ongoing professional development for teachers on understanding and responding to cultural differences.**

Although West Orange has an ambitious professional development program, the need was expressed for greater understanding of teaching strategies and curriculum adaptations that support stronger understanding of diverse cultures.

- 3. Provide greater consistency across schools regarding the number and variety of multicultural events.**

Special programs such as International Night, Spanish folk festivals and International Scavenger Hunt are currently offered at schools. Parents and community members perceive that some schools are more active than others in offering such programs.

4 Review the formal curriculum to ensure the inclusion of multicultural elements, as appropriate, for all content areas.

Participants commented that the curriculum focused more on Europeans, and African Americans than on other cultures that are represented in the student population.

5. Review with supervisors and representative teachers current textbook needs; develop a prioritized list of texts needing replacement, and develop corresponding budget plans.

Participants from all groups (including students) expressed concern about outdated social studies texts.

6. Continue to communicate with school community members on new channels for supporting diversity. Begin by surveying a representative sample of parents on the best times and places for meetings with school district representatives. Possible channels for dialogues include:

- a. Informal coffees held by principals with parents to discuss goals, best practices and plans for the future (not individual student issues);
- b. A systematic plan for school district staff to share information about new initiatives and programs, address unfounded rumors, and highlight student achievement.
- c. Open meetings by principals with parents in neighborhood meeting rooms located in places of worship and public libraries.

7. Continue professional development of the Board of Education by scheduling a retreat with a trainer from the New Jersey School Boards Association or the National School Boards Association.

Recommended for reading is Becoming a Better Board Member, published by the NSBA.

8. Expand recruitment efforts to identify and hire highly qualified candidates who also represent the diverse student population.

All focus groups discussed the need for greater diversity among the teaching staff. Teachers and administrators were aware that reduced budgets have had a negative impact on the district's efforts in this area.

A REVIEW OF EQUITY IN EDUCATIONAL PRACTICE IN WEST ORANGE PUBLIC SCHOOLS

INTRODUCTION

LCW Consulting is pleased to submit this report on equity in educational practice in the West Orange Public Schools. The work on this review was provided by a team of two experienced educators: Dr. Loretta Webb and Ms. Ann Meyer.

The report presents data collected during a visit to the West Orange Schools on February 7– 9, 2011. The team collected data through a written survey of teachers and parents, as well as focus groups and interviews with representative groups of teachers, administrators, students, parents and community members. This report summarizes the information collected on the following topics:

- Board of Education policies,
- School culture including staffing,
- Professional development,
- Curriculum materials,
- Community and parent relations.

The report concludes with a set of recommendations based on commonly expressed suggestions from respondents and conclusions of the consultant team.

While the team employed a set of protocols they developed for this review, discussions sometimes included comments on a wide range of topics. Because the team's charge was to focus on equity in educational practice, this report does not reflect comments made by participants on other aspects of educational practice such the need for increased use of technology in schools.

Members of the West Orange Public Schools community were extremely helpful to the team during the preliminary planning process and throughout the site visit. Focus groups were well attended, and respondents gave generously of their time and patience with the process. The team wishes to express its appreciation to the Superintendent, his staff, school principals, teachers, students, parents and community members for their valuable contributions to this effort to assist the Board of Education in reviewing progress toward achieving an equitable educational program for all students.

Board of Education Policies

School district board of education policies provide the foundation for equity and fairness in the treatment of students, staff members and parents. Thus the first step in this review of equity in West Orange was to examine the policies which undergird practices and programs in the schools.

The policies of the West Orange Board of Education cover a wide range of issues related to equity of educational practice including the following:

- Complaints Regarding Instructional Materials (Code: 6161.20). This policy sets the guidelines for the school district's responsibilities in responding to complaints about the appropriateness of course content and school facilities.
- Non-discrimination in Recruitment, Selection and Hiring (Code: 4111.00). This policy prohibits discrimination in all employment practices.
- Non-discrimination/Affirmative Action (Code: 6121.00). In this policy discrimination is prohibited toward pupils in nine broad areas including courses of study, school culture, teaching strategies, instructional materials, as well as guidance and extracurricular programs.
- Staff Development for all school district staff (Code: 4131.00/4131.10). This policy requires the District to provide in-service on a range of legally required topics including equity.
- Guidelines for Evaluation and Selection of Instructional Materials (Code: 6161.10). According to this policy, all textbooks and instructional materials must be free of encouraging bias and must reflect the District's equity policies.
- Recognition of Religious Beliefs and Customs (Code: 6141.20). This policy directs that no religious belief or non-belief shall be promoted in the curriculum of instruction and none shall be disparaged.
- Non-discrimination/Affirmative Action in employment or education opportunity (Code: 2223.00). Equity in the work environment is addressed in this policy which prohibits sexual harassment and reiterates the need for equity in educational opportunities for all students.
- Controversial Issues (Code: 6144) requires that in classroom discussions, students are encouraged to gather facts, interpret data, reconsider assumptions and reach their own conclusions.

From the policies outlined above, it is evident that the Board has made clear its commitment to equity for students and staff. In an initial meeting with the team, the members of the Board expressed a strong commitment to providing all students with the highest possible quality education. They encouraged the team to help them gain an increased understanding of the perceptions of the school community related to equity and to make recommendations that would be helpful to them and the Superintendent.

Most participants in the teacher and parent groups indicated that they were not aware of Board policies and expressed a desire to become better acquainted with them. As is the case in many school districts, there was also confusion about the difference between Board policy and implementation procedures. In some cases, the participants identified a school's management practice as a Board of Education policy; for example, the schedule for parent conferences was described as a Board policy.

The Board has made its policies public by placing them on the district's web site; however, there are additional steps the Board may consider in helping school community members become more aware of policies. For example, participants suggested that at each Board meeting, one

policy might be reviewed briefly along with an outline of the procedures that are in place for implementing the policy.

It may be helpful to review the procedures for handling complaints regarding appropriateness of instructional materials to ensure that a thorough and objective analysis of the rationale for the complaint is provided.

School Culture/Staffing

School Culture

In a positive school culture where equity prevails, there is mutual respect among students, teachers, administrators and parents. In discussing the diverse populations of West Orange, respondents from all groups pointed out the economic, racial and worship differences, as well as the wide differences in family composition, English language proficiency and immigration history. Groups agreed that “equity” depended on each student having her/his educational needs met regardless of background.

In reviewing the culture of West Orange Public Schools, the team asked participants to reflect on the following topics:

- Compatibility of students,
- Fairness in the administration of discipline,
- Representation of students from diverse backgrounds in advanced and upper level courses,
- Recognition by the schools of student achievement,
- Celebration of cultural events and customs associated with different ethnic groups represented in the student population,
- Comfort level of parents when visiting the school.

The category above receiving the most overwhelmingly positive response was “compatibility of students.” Every group indicated enthusiastically that students from all groups mixed comfortably both in the school and at extracurricular events. In the written Survey on Cultural Diversity developed by the team, a number of respondents commented that most students were “colorblind” and enjoyed friendships with students from diverse backgrounds.

The groups were also in strong agreement that the diversity of the student population represents a major educational strength. Participants in each group noted the wealth of cultural understanding that students in West Orange experience.

School climate was generally seen as very positive. Ninety-one percent of parents surveyed ranked the welcoming aspect of the schools as “excellent” or “good.” And 87 percent gave the schools the same ranking for encouraging parents to attend school functions.

Students and staff were also in general agreement that the administration of discipline was fair; however, there were comments from all groups that disruptive students should be treated more

severely. Parents and some community members were not in agreement on this issue. They expressed concern that discipline was unevenly applied to disruptive students. But the majority of respondents in all groups indicated that students were generally treated with respect and treated each other respectfully. The team's observation of students in the three schools visited supported these comments from respondents. Although the visits to schools were brief, team members noted that hallways, grounds and entrances were clean; students in hallways were orderly, courteous and friendly. Student work was displayed along with trophies, certificates and other symbols of achievement.

It was observed that to some extent all schools celebrate the customs and traditions of diverse cultures; however, some schools were seen as providing significantly more enrichment in this area. Parents were particularly interested in seeing increased consistency in the attention to international cultures in the school program. While they did not wish to see the same events at every school, they did observe that some schools made considerably more effort in this area than others.

Both survey results and focus group comments indicated that schools recognize the accomplishments of students from all ethnic backgrounds. Participants expressed appreciation for the School Board's public "showcasing of West Orange students." One parent said, "My children's school does a fantastic job acknowledging and celebrating the different cultures within our school. I couldn't be happier with my children's experiences with regards to race and culture in school. They have the opportunity to not only learn about the differences that make us all special – but get firsthand experience in what is best in their friends and classmates." Other parents agreed and felt that schools strive to encourage and develop appreciation for cultural diversity, albeit inconsistently. The schools' recognition of student achievement was generally seen as representative of the population. Of parents surveyed 82 per cent described the teachers' recognition of their children's accomplishment as "good" or "excellent."

Staffing

All respondents, including members of the Board, expressed concern that the teaching staff did not represent demographics of the student population and stressed the need for greater staff diversity. Progress in increasing staff diversity has been impeded by budget cuts that eliminated positions. Negotiated agreements with employee organizations require respect for seniority when staffing is cut, thus negating recent gains in acquiring a more diverse staff.

To address this concern, the teacher recruitment committees indicated they will be casting a wider net to help them identify the most highly qualified candidates who also represent West Orange student diversity.

Professional Development

"Professional development is a comprehensive, sustained and intensive approach to improving teachers' and principals' effectiveness in raising student achievement."

National Council of Staff Development

The West Orange School district provides a plethora of professional development topics that are meaningful and in compliance with New Jersey State laws. Much of the guidance for teachers has focused on closing the achievement gap for students. Programs related to equity/ diversity offered in 2010 and 2011 include:

- Teaching in a Culturally Diverse Classroom (New Teachers)
- Teaching the English Language Learner (New Teachers)
- Special Services: At Risk Students (New Teachers)
- Differentiated Instruction
- Amistad Training
- Connected and Respected Program
- Conflict Resolution
- Integration of Cultural Competence and Literacy Instruction

LCW consultants' discussion pertaining to professional development in West Orange focused on:

- The relationship between professional development programs and the Board's policies on equity and diversity,
- How the school district prepares teachers to address diversity and ethnicity issues.

Teachers acknowledged their lack of familiarity with Board policies pertaining to equity and diversity; however, their survey responses (70 percent) indicated they believed the Board's published policies related to cultural diversity are observed in schools. Teachers recalled participating in sessions on equity and cultural diversity when first hired but affirmed a lack of professional development on the topic since that time. Overwhelmingly, teachers and school-based administrators stated the need for additional guidance and support to successfully achieve the multicultural goals of the West Orange Public Schools.

Comments from the Administrator and Teacher Cultural Diversity Survey (Appendix A) administered by the school district revealed:

- Teacher training is needed to address sensitive issues related to the culture, language and customs of the ethnic groups represented in the student population.
- Staff and administration need increased awareness of cultural differences without stereotyping individuals based on race or color. The different needs of each child should be considered on an individual basis and addressed in the same manner.

Teachers are willing and ready for targeted, high quality professional development on cultural diversity and stated strongly that this type of professional growth should be ongoing. One survey respondent stated it this way: "Stop worrying about perceptions and simply evaluate the findings. If we are satisfied, then showcase them to the public. If we are not, then devise and apply practical solutions."

Attention to promoting understanding of cultural differences can be seen in the district's wide range of professional development offerings; namely, a) New Teacher Orientation that includes topics related to diversity, b) Amistad Web-Based Curriculum Training, c) Connected and Respected Curriculum and d) Conflict Resolution. The West Orange Public Schools and Educators for Social Responsibility Work Plan for Multicultural and Diversity Teaching (K-8) is another indicator of the system's commitment to providing a focus on diversity issues. The Amistad Bill (A1301) passed in 2002 requires that all New Jersey schools incorporate African American history into social studies classes; however, funding was not available until 2010. All middle and high school social studies teachers have been trained using the content inclusion guide. Elementary teachers will be trained in the coming months.

The team's observations while visiting schools during Black History Month and discussions with focus group participants revealed meaningful and substantive activities recognizing the contributions of African Americans, past and present. Middle and high school students positively and thoughtfully discussed their class activities related to Black history and literature.

A conflict resolution program has been in place for the past five years. Currently this program is undergoing modification to include social responsibility with the goal of each school building a safe and caring community--which relates to the issue of fairness for students from all backgrounds. An anti-bullying program begun in all schools in September 2010 emphasizes the need for respect of cultural and language differences among students.

Connected and Respected is a program in place in the elementary schools that helps teachers become acquainted with their students' cultural backgrounds and learning styles. Teachers were enthusiastic about this valuable program and wish to have more time at the beginning of the year to establish its foundations.

Recognizing the school district's commitment to diversity and the substantial work in progress, school-based administrators and teachers still believe additional professional development on diversity will assist them in addressing cultural diversity matters more effectively. They wish to see comprehensive, sustained and ongoing training for working with students from diverse backgrounds. It is evident that the foundation for delivering equitable educational services is firmly established in the Board of Education policies, and the attitudes of both administrators and teachers are positive. Thus, the West Orange Public School district is well positioned to expand its efforts in addressing cultural diversity in its schools and community through high quality professional development programs.

Students reported that most teachers displayed an understanding of cultural differences. However, parents responded differently. They cited examples of teachers not consistently responding sensitively to a child's learning styles.

The team offers the suggestions below for courses, workshops and seminar offerings for administrators, teachers and parents:

- Building Relationships with Students Who Do Not Share Your Language, Race, Socioeconomic Status, or Culture

- Changing Cultures Lead to Cultural Change
- Ethnicity Versus Cultural Diversity
- Reaching Out to All Parents
- Reaching Out to All Students
- Sensitivity and Cultural Diversity

Curriculum Materials

The West Orange School Board is in compliance with New Jersey state laws governing multicultural curriculum by “...ensuring that all students regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status are provided equal access to educational programs and services by district boards of education.” (NJAC 6:7-1.1-1.10) A “multicultural curriculum”, as defined by the state, “means to incorporate throughout the curriculum the experiences, perspectives, and accomplishments of men and women of diverse racial and cultural backgrounds, ethnicities and national origin that comprise the American society, and to develop among students a respect for self and others, an appreciation of diversity, the acquisition of attitudes, skills and knowledge needed to function effectively with persons of diverse cultures.”

The district has carefully examined each school’s compliance with the New Jersey state law in its document “Shaping a Learning Environment in a Context of Multiculturalism,” prepared in February 2010. This document provides a school-by-school summary of programs and events directed toward the infusion of multicultural learning into the curriculum and co-curricular activities.

Respondents from all focus groups agreed on the importance of incorporating diversity materials into the curriculum. Findings from many research studies indicate that integrating diversity materials into teaching positively affects learning outcomes for students.

LCW consultants conducted three focus group sessions with middle school students and two sessions with high school students, as well as sessions with middle and elementary teachers. A scheduling conflict prevented the team from meeting with a representative group of high school teachers. However these teachers were given two opportunities to make comments through email and/or in writing. The students, representing diversity that exists in the schools, shared their ideas competently, enthusiastically and earnestly.

Student respondents commented that most teachers are committed to using instructional materials representing different cultures. They acknowledged that diversity inclusion in the curriculum depended upon the teacher, the subject and the maturity of students. Some students felt discussions pertaining to diversity issues occurred only in honors and Advanced Placement classes while other classes focused on the basics. However, they believed books and novels read in literature classes at all levels included writings by authors from diverse backgrounds who provided their insights from “all walks of life.”

Students said that discussions about African Americans were taking place currently (February) because many classes were celebrating Black History Month. Students commented that history

and social studies materials included the accomplishments of people from a wide range of backgrounds and races. All students spoke positively about the variety of world languages offered by the school district and the support provided to English Limited Language students. Students felt strongly that anyone who wants to learn in West Orange Public School can do so because the administrators and teachers are strongly committed to helping all students.

However, students indicated that even though attention is given to diversity in the classrooms, textbooks need to be updated and additional instructional materials should be added to school inventories. For example, they noted that President George H.W. Bush is the last president covered in the current social studies text and the content on contributions of women is limited. Students commented that many texts focused on interactions between African American and Caucasian Americans rather than interactions among multi-cultures.

During focus group discussions, administrators and teachers exhibited passionate and positive attitudes about the diversity that now exists in West Orange schools. They recognized endeavors taking place currently and realized how much more they would like to do. Teachers stated their need to learn more about the cultural backgrounds of students in their classes as well as different strategies for teaching them. Principals described how they implement cultural diversity activities in their schools fervently but differently. Materials reviewed by consultants showed a comprehensive list and descriptions of programs and activities implemented in each school during Black History Month

Administrators and teachers saw a need to strengthen the formal curriculum and support it with additional updated instructional materials pertaining to cultural diversity. In order to address cultural diversity effectively, classroom teachers now supplement the current West Orange curriculum by integrating supplementary materials into daily instruction. Reviews of school district documents revealed that the district is in the process of adopting new materials that are culturally sensitive.

Survey results showed 75 percent of parents who responded think the instructional materials in the schools represent diverse cultures. Parents expressed praise for schools that held events celebrating different cultures. All agreed that they wished to see greater infusion of multicultural study in the ongoing curriculum particularly in history and literature.

Members of the community also expressed a desire for more cultures to be recognized and the curriculum revised to reflect this. They commented that the instructional materials with which they were familiar did not consistently reflect cultural diversity.

The LCW team concluded that the school community and school district staff are in agreement on the need to further develop the curriculum in the area of multiculturalism.

Community/Parent Relations

The percentage of parents responding to the survey developed by the team follows:

Parent of West Orange Public Schools elementary school student	51%
Parent of West Orange Public Schools middle school student	8%
Parent of West Orange Public Schools high school student	15%
Parent of two or more West Orange Public Schools students in elementary, middle and high school	26%

A focus group comprised of 16 community members, some representing community organizations (PTA, ESL Adult Literacy, African Heritage Organization, NAACP, West Orange Human Relations Commission, West Orange Town Council, and West Orange Municipal Alliance), shared comments and suggestions on the topics below:

- The connection between Board policies and West Orange’s commitment to providing fair and equitable educational programs to all students,
- The availability of instructional materials and programs that reflect cultural diversity and the consistency of implementation of such programs across the school district,
- Disciplinary procedures and inclusion of students from all backgrounds in special programs.

Some parents shared examples indicating that a few school personnel responsible for implementing School Board policies needed greater knowledge and understanding of policies. Again, there was some confusion about Board policies and administration procedures. Focus group discussions revealed a need for the school district to share more information on policies and the accompanying procedures relating to equity and diversity as well as the procedures for responding to parent complaints. Parents suggested a focus on one or more policies during each School Board meeting.

Parents felt those policies pertinent to specific programs and student behavior were not implemented fairly and consistently between and among schools. The High Aptitude Program (HAP) was identified as an example. Although parents believed students from different backgrounds are encouraged to enroll in challenging courses they also expressed a strong concern about the high percentage of African American males currently enrolled in special education.

Parents, students and teachers indicated that all parents are treated courteously when they visit the school. However, teachers and parents were in agreement that greater involvement of parents is needed. Administrators and teachers expressed concern about the difficulty in contacting all parents. School staff members understood that demanding work schedules often make it difficult for parents to be actively involved in school events and meetings. They thought it would be beneficial if more of the positive things they are accomplishing could be consistently showcased in various ways throughout the school district.

Parents and community members stated that the West Orange Board of Education and all schools should consider more outreach programs for parents and members of the community. They believed outreach programs should include new strategies that encourage reluctant parents to become more active in schools and more supportive of their children.

Parents also expressed the importance and need for increased parent involvement in the schools. They suggested that parents be surveyed regarding the best times for them to attend meetings at each school so that staff could find creative ways to expand parent involvement. Parents also expressed their desire to not only become more involved but also to participate in positive public relations promotions for West Orange schools.

Parents also commented that they do not have to be present in the schools to be actively involved in their children’s education, but they do need to have some way of communicating with the staff regularly. Some parents commented that although working parents may not be able to attend most school meetings and activities, this does not mean they are not interested. Parents and members of the community also stated a desire to continue the conversation on equity and diversity. Their hope is for the Board to reach out to all parents including those from diverse backgrounds and those who are new to the system. They recommended that the Board establish a “running focus group” comprised of parents and community members, changing the participants based on issues.

The fact that the community and parent groups were most vocal in expressing their concerns regarding a range of topics suggests that West Orange needs to strengthen its focus on sharing information with the public. An overall plan is needed for systematically publicizing new initiatives, showcasing student achievement, dispelling rumors, and involving parents in planning school programs and events.

As stated previously, the foundation for multicultural education in West Orange appears firm; attitudes are positive; and the time is right for West Orange to make further progress in meeting this challenge.

METHODOLOGY

Prior to visiting the West Orange Public Schools, the team administered the Cultural and Diversity Survey to teachers and parents. The table below shows the number of participants.

Table 1

Written Survey	Total Number of Respondents
Teachers/Administrators	360
Parents	221

Table 2

Focus Group/Interview	Total Number of Participants
Parents/Community Members	28
Elementary and Middle School Teachers	22
Administrators	13
Students	34

Because of a scheduling conflict at the high school, senior high teachers were unable to meet with the consulting team; however, 7 teachers responded in writing to the questions on the focus group protocol. Their input was incorporated in the report.

RECOMMENDATIONS

The recommendations below address the most commonly expressed issues raised in the review process.

- 1. Consider adopting additional ways to publicize Board of Education policies and clarify the difference between Board policies and central office/local school procedures.**

As noted in the report, participants were frequently not aware of certain Board policies and did not differentiate between Board actions and school management practices.

- 2. Design and implement ongoing professional development for teachers on understanding and responding to cultural differences.**

Although West Orange has an ambitious professional development program, the need was expressed for greater understanding of teaching strategies and curriculum adaptations that support stronger understanding of diverse cultures.

- 3. Provide greater consistency across schools regarding the number and variety of multicultural events.**

Special programs such as International Night, Spanish folk festivals and International Scavenger Hunt are currently offered at schools. Parents and community members perceive that some schools are more active than others in offering such programs.

- 4. Review the formal curriculum to ensure the inclusion of multicultural elements, as appropriate, for all content areas.**

Participants commented that the curriculum focused more on Europeans, Caucasians and African Americans than on other cultures that are represented in the student population.

- 5. Review with supervisors and representative teachers current textbook needs; develop a prioritized list of texts needing replacement, and develop corresponding budget plans.**

Participants from all groups (including students) expressed concern about outdated social studies texts.

- 6 Continue to communicate with school community members on new channels for supporting diversity. Begin by surveying a representative sample of parents on the best times and places for meetings with school district representatives. Possible channels for dialogues include:**

- d. Informal coffees held by principals with parents to discuss goals, best practices and plans for the future (not individual student issues);
- e. A systematic plan for school district staff to share information about new initiatives and programs, address unfounded rumors, and highlight student achievement.
- f. Open meetings by principals with parents in neighborhood meeting rooms located in places of worship and public libraries.

- 7. Continue professional development of the Board of Education by scheduling a retreat with a trainer from the New Jersey School Boards Association or the National School Boards Association.**

Recommended for reading is Becoming a Better Board Member published by the NSBA.

- 8. Expand recruitment efforts to identify and hire highly qualified candidates who also represent the diverse student population.**

All focus groups discussed the need for greater diversity among the teaching staff. Teachers and administrators were aware that reduced budgets have had a negative impact on the district's efforts in this area.

APPENDICES

APPENDIX A

Administrator and Teacher Cultural Diversity Survey

Response Status: Completes

Filter: No filter applied

Mar 16, 2011 11:25 AM PST

The survey statements below are to be evaluated on the following four-point scale: 4 = Excellent; 3 = Good; 2 = Fair; 1 = Poor, Missing; NA = Not Applicable As you respond to survey statements, the overall question to consider is: "How well do the practices in this school (district for Central Office personnel), relative to cultural diversity, meet the needs of the school, the students and the parents?"

1. Please check one:

Teacher	344	91%
School-Based Administrator	23	6%
Central Office Administrator	10	3%
Total	377	100%

2. To what extent is the staff committed to addressing cultural diversity issues in your school?

NA	4	1%
1	9	2%
2	54	14%
3	115	31%
4	194	52%
Total	376	100%

3. To what extent does the teaching staff make a consistent effort to promote sound cultural diversity relationships in their contacts with students and parents in your school?

NA		6	2%
	1	15	4%
	2	53	14%
	3	118	32%
	4	182	49%
Total		374	100%

4. To what extent do the teachers practice sound inter-group relationships among themselves?

NA		8	2%
	1	15	4%
	2	69	18%
	3	132	35%
	4	149	40%
Total		373	100%

5. How effectively do school administrators perform their duties in relation to cultural diversity?

NA		5	1%
	1	14	4%
	2	64	17%
	3	131	35%
	4	157	42%
Total		371	100%

6. To what extent are published policies of the Board relating to cultural diversity observed in your school?

NA		19	5%
	1	20	5%
	2	60	16%
	3	120	33%
	4	148	40%
Total		367	100%

7. To what extent do the grouping, class scheduling, and student assignment policies and procedures consider cultural diversity as a factor?

NA		44	12%
	1	37	10%
	2	50	13%
	3	110	30%
	4	131	35%
Total		372	100%

8. To what extent does concern for cultural diversity permeate the entire school program?

NA		9	2%
	1	17	5%
	2	70	19%
	3	139	37%
	4	138	37%
Total		373	100%

9. To what extent does the formal curriculum available to students contribute to and support the school's efforts to address cultural diversity?

NA		14	4%
	1	20	5%
	2	82	22%
	3	139	37%
	4	122	32%
Total		377	100%

10. To what extent do the learning materials available to students contribute to and support the school's efforts to address cultural diversity?

NA		12	3%
	1	24	6%
	2	91	24%
	3	134	36%
	4	112	30%
Total		373	100%

11. To what extent are the school's total efforts toward addressing cultural diversity meeting the needs of all students?

NA		6	2%
	1	23	6%
	2	75	20%
	3	151	40%
	4	118	32%
Total		373	100%

12. To what extent is the school identifying and seeking solutions to issues and problems related to cultural diversity?

NA		11	3%
	1	19	5%
	2	73	19%
	3	145	39%
	4	127	34%
Total		375	100%

13. To what extent are students treated fairly by other students?

NA		8	2%
	1	18	5%
	2	66	18%
	3	176	47%
	4	108	29%
Total		376	100%

14. To what extent are the accomplishments of students from all ethnicities recognized by the school?			
NA		5	1%
	1	17	5%
	2	40	11%
	3	97	26%
	4	216	58%
Total		375	100%

APPENDIX B

Parent Cultural Diversity Survey

Response Status: Completes

Filter: No filter applied

Mar 16, 2011 11:22 AM PST

The survey statements below are to be evaluated on the following four-point scale: 4 = Excellent; 3 = Good; 2 = Fair; 1 = Poor

1. Please check one:

Parent of West Orange Public Schools elementary school student	244	39%
Parent of West Orange Public Schools middle school student	64	10%
Parent of West Orange Public Schools high school student	118	19%
Parent of two or more West Orange Public Schools students in elementary, middle, and high school	203	32%
Total	629	100%

2. I believe my children are generally pleased with their school's overall climate.

1	21	3%
2	102	16%
3	306	49%
4	200	32%
Total	629	100%

3. My children have opportunities to develop their individual talents through the school's program.

1	29	5%
2	139	22%
3	262	42%
4	199	32%
Total	629	100%

4. I am treated fairly and courteously when I visit the school.

1	20	3%
2	49	8%
3	208	33%
4	352	56%
Total	629	100%

5. My children's accomplishments are recognized by the teachers.

1	22	3%
2	92	15%
3	252	40%
4	263	42%
Total	629	100%

6. The school is helping my children to develop positive relations with their classmates.

1	29	5%
2	138	22%
3	272	43%
4	190	30%

Total	629	100%
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7. The school encourages me to attend school functions.		
1	26	4%
2	65	10%
3	227	36%
4	311	49%
Total	629	100%

8. My children feel comfortable with their classmates.		
1	19	3%
2	95	15%
3	290	46%
4	225	36%
Total	629	100%

9. My children are treated fairly by their teachers.		
1	21	3%
2	89	14%
3	256	41%
4	263	42%
Total	629	100%

10. The instructional materials in the school represent diverse cultures.		
1	35	6%
2	126	20%

	3	262	42%
	4	206	33%
Total		629	100%