Working with Diversity Numbers for Student Success

Presented by
Carol Rempp, Program Coordinator
Multicultural and Native American Education

Disaggregated Data: What to look at

– Ethnicity
– Gender
– Socioeconomic status
– Mobility
– English Language Learners
– Special Education students
– Migrant
Disaggregated Data: What to look for

– Child’s name
– Grade level
– Teacher
– Child’s assets, strengths, resources

Johnny’s Story

• 10 year old fourth grader, American Indian
• Has 3 younger siblings (PK, 1st and 2nd)
• Mom is single and works a swing shift
• FRL eligible and takes part in the backpack program
• Often late for school and tired
• Below Standards on Reading and Math Assessments
Jeffery’s Story

- 10 year old fourth grader, African American
- Has 2 younger siblings (K and 2nd)
- Mom & Dad are married but Dad is currently deployed overseas
- FRL eligible
- Sometimes late for school
- Easily aggravated, has gotten into fights
- Below Standards on Reading and Math Assessments

Questions to Ask

- How do teacher’s perceive each student?
- What circumstances impact each student?
- Will the same interventions work with both boys?
Sarah’s Story

• 12 year old sixth grader, Hispanic
• Has 2 younger siblings (2\textsuperscript{nd} and 4\textsuperscript{th})
• Mom and Dad are divorcing
• Often late for school and tired
• Moody and disengaged with classes
• Below Standards on Reading and Math Assessments but has been meeting standards until this year

Cindy’s Story

• 12 year old sixth grader
• Is in the foster care system because she and her siblings were abused and neglected
• Has 2 younger sisters (3\textsuperscript{rd} and 5\textsuperscript{th}) but doesn’t live with them
• Comes to school on time and always looks very neat and well groomed
• Disengaged with classes but reads very well, turns in neat work, and enjoys math
• Below Standards on Reading and Math Assessments
Questions to Ask

• How do teacher’s perceive each student?
• What circumstances impact each student?
• Will the same interventions work with both girls?

Sarah  Cindy

Principals Matter

• Each child is more than a number or test score
  – Who are the students you know best? Why?
  – Which students should you know better?
• School culture can determine or hinder success
  – Who does your school help achieve?
  – What is working/what needs to change?
Principals Matter

• Resources
  • “Equity Traps: A Useful Construct for Preparing Principals to Lead Schools That Are Successful With Racially Diverse Students,” Kathryn Bell McKenzie and James Joseph Scheurich, *Educational Administration Quarterly* 2004; 40; 601
  • *Reclaiming Youth at Risk: Our Hope for the Future*, L. Brendtro, M. Brokenleg, & S. Van Bockern, Solution Tree, 2002
  • “Principals of Inclusive Schools,” Christine Salisbury and Gail McGregor, Equity Alliance at ASU, 2005

Teachers Matter

• Each child is more than a number or test score
  – Who are the students you know best? Why?
  – Which students should you know better?
• Check your attitude and expectations
  – How do you feel about the children in your classroom?
  – What are your expectations for each child?
Teachers Matter


Teacher & Principal Resources

- The Equity Alliance at ASU
- [http://www.equityallianceatasu.org/](http://www.equityallianceatasu.org/)
  - Outcomes
    - Increase learning outcomes for students who have been marginalized
    - Expand local ownership of equity
    - Demonstrate the impact of culturally responsive practice
    - Dispel the myth that individual student and group deficits account for disparities in access, participation, and outcomes
Teacher & Principal Resources

- Equity Alliance Resources
  - “Understanding Culture,” Shelly Zion, Elizabeth Kozleski, 2005
  - “Cultural Identity and Teaching,” Kim Kennedy White, Shelly Zion, Elizabeth Kozleski, 2005
  - Culturally Responsive Teaching Matters,” Elizabeth Kozleski, 2011

Implementing the Plan

- Searching for ways to implement your plan
  - Data retreats
  - PLC’s
  - Staff meetings
  - Professional Development
  - Allocation of time and resources
### Due Dates

#### Savage Chickens

- **Savage Chickens** by Doug Savage

#### The Department Who Cried "Deadline" 

You'll let us submit late,

Whatever,

DEPARTMENT WHO CRIED "DEADLINE"

www.savagechickens.com

### Sample Fall Calendar

<table>
<thead>
<tr>
<th>Data Collection/Form</th>
<th>Due Date</th>
<th>Review Period Ending date – FINAL NO CHANGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Certificated Staff</td>
<td>31-Oct</td>
<td>15-Nov</td>
</tr>
<tr>
<td>Summer School Supplement</td>
<td>31-Aug</td>
<td>15-Nov</td>
</tr>
<tr>
<td>Elementary Class Size</td>
<td>15-Oct</td>
<td>15-Nov</td>
</tr>
<tr>
<td>Summer School Student Unit</td>
<td>15-Oct</td>
<td>15-Nov</td>
</tr>
<tr>
<td>Elementary Site Allowance</td>
<td>15-Oct</td>
<td>15-Nov</td>
</tr>
<tr>
<td>Assessed Valuation and Levies</td>
<td>15-Oct</td>
<td>15-Nov</td>
</tr>
<tr>
<td>Two-Year New School Adjustment Application</td>
<td>15-Oct</td>
<td>15-Nov</td>
</tr>
<tr>
<td>Student Growth Adjustment</td>
<td>15-Oct</td>
<td>15-Nov</td>
</tr>
<tr>
<td>Instructional Time</td>
<td>15-Oct</td>
<td>15-Nov</td>
</tr>
<tr>
<td>PK Instructional Program Hours</td>
<td>15-Oct</td>
<td>15-Nov</td>
</tr>
<tr>
<td>NSSRS Staff Data</td>
<td>31-Oct</td>
<td>15-Nov</td>
</tr>
<tr>
<td>Membership (last Friday in September)</td>
<td>31-Oct</td>
<td>15-Nov</td>
</tr>
<tr>
<td>SPED Child Count</td>
<td>31-Oct</td>
<td>15-Nov</td>
</tr>
<tr>
<td>EC Program Participation</td>
<td>31-Oct</td>
<td>15-Nov</td>
</tr>
<tr>
<td>Nonpublic Membership</td>
<td>31-Oct</td>
<td>15-Nov</td>
</tr>
</tbody>
</table>
Leadership: “To get men to do what they don’t want to do in order to achieve what they want to achieve” Tom Landry

If you always do what you’ve always done, you will always get what you’ve always got.

Contact Information:

Carol Rempp
Program Coordinator
Multicultural and Native American Education
Nebraska Department of Education
PO Box 94987
Lincoln, NE 68509
(402) 471-2960

carol.rempp@nebraska.gov
www.education.ne.gov/mce