

Working with Diversity Numbers for Student Success

Presented by
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Multicultural and Native American Education



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Disaggregated Data: What to look at

- Ethnicity
- Gender
- Socioeconomic status
- Mobility
- English Language Learners
- Special Education students
- Migrant



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Disaggregated Data: What to look for

- Child's name
- Grade level
- Teacher
- Child's assets, strengths, resources



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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



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Jeffery's Story

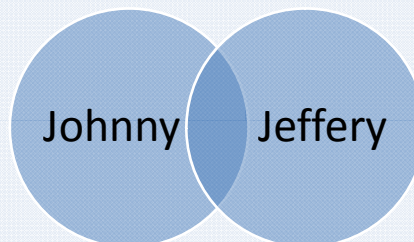
- 10 year old fourth grader, African American
- Has 2 younger siblings (K and 2nd)
- Mom & Dad are married but Dad is currently deployed overseas
- FRL eligible
- Sometimes late for school
- Easily aggravated, has gotten into fights
- Below Standards on Reading and Math Assessments



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Questions to Ask

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



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Sarah's Story

- 12 year old sixth grader, Hispanic
- Has 2 younger siblings (2nd and 4th)
- 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



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Cindy's Story

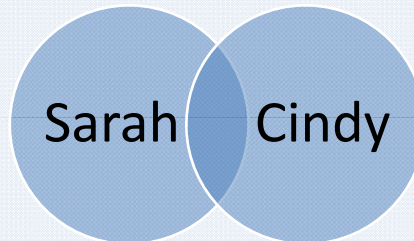
- 12 year old sixth grader
- Is in the foster care system because she and her siblings were abused and neglected
- Has 2 younger sisters (3rd and 5th) but doesn't live with them
- Comes to school on time and always looks very neat and well groomed
- Disengaged with classes but reads very well, turns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



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Questions to Ask

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



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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?



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Principals Matter

- Resources
- “Estimating the Effect of Leaders on Public Sector Productivity: The Case of School Principals,” Gregory F. Branch, Eric A. Hanushek, and Steven G. Rivkin. February 2012
- “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



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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?



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Teachers Matter

- “Changing the Odds for Student Success: What Matters Most,” Bryan Goodwin, McREL, 2010
- “Walking a Mile: A First Step Toward Mutual Understanding,” John Doble and Anderw L. Yarrow, The Public Agenda, 2007
- *Reading, Writing and Rising Up: Teaching about Social Justice and the Power of the Written Word*, Linda Christensen, Rethinking Schools, 2000



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Teacher & Principal Resources

- The Equity Alliance at ASU
- <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



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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
 - “Addressing Diversity in Schools: Culturally Responsive Pedagogy,” Heraldo V. Richards, Ayanna F. Brown, Timothy B. Forde, 2006
 - “Professional Learning for Culturally Responsive Teaching,” Kathleen A. King, Alfredo J. Artiles, Elizabeth Kozleski, 2009
 - “Culturally Responsive Teaching Matters,” Elizabeth Kozleski, 2011



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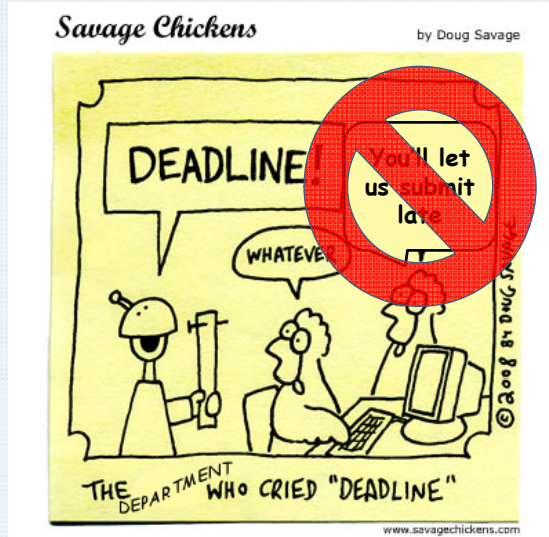
Implementing the Plan

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



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Due Dates



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Sample Fall Calendar

Data Collection/Form	Due Date	Review Period Ending date – FINAL NO CHANGES
Non Certificated Staff		31-Oct 15-Nov
Carl D. Perkins Career and Technical Education Act Report	10-Aug	15-Nov
Summer School Supplement	31-Aug	15-Nov
Elementary Class Size	15-Oct	15-Nov
Summer School Student Unit	15-Oct	15-Nov
Elementary Site Allowance	15-Oct	15-Nov
Assessed Valuation and Levies	31-Oct	15-Nov
Two-Year New School Adjustment Application	15-Oct	15-Nov
Student Growth Adjustment	15-Oct	15-Nov
Instructional Time	15-Oct	15-Nov
PK Instructional Program Hours/K Program	15-Oct	15-Nov
NSSRS Staff Data	31-Oct	15-Nov
Membership (last Friday in September)	31-Oct	15-Nov
SPED Child Count	31-Oct	15-Nov
EC Program Participation	31-Oct	15-Nov
Nonpublic Membership	31-Oct	15-Nov



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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.



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