



The Changing Face of Nebraska's Students

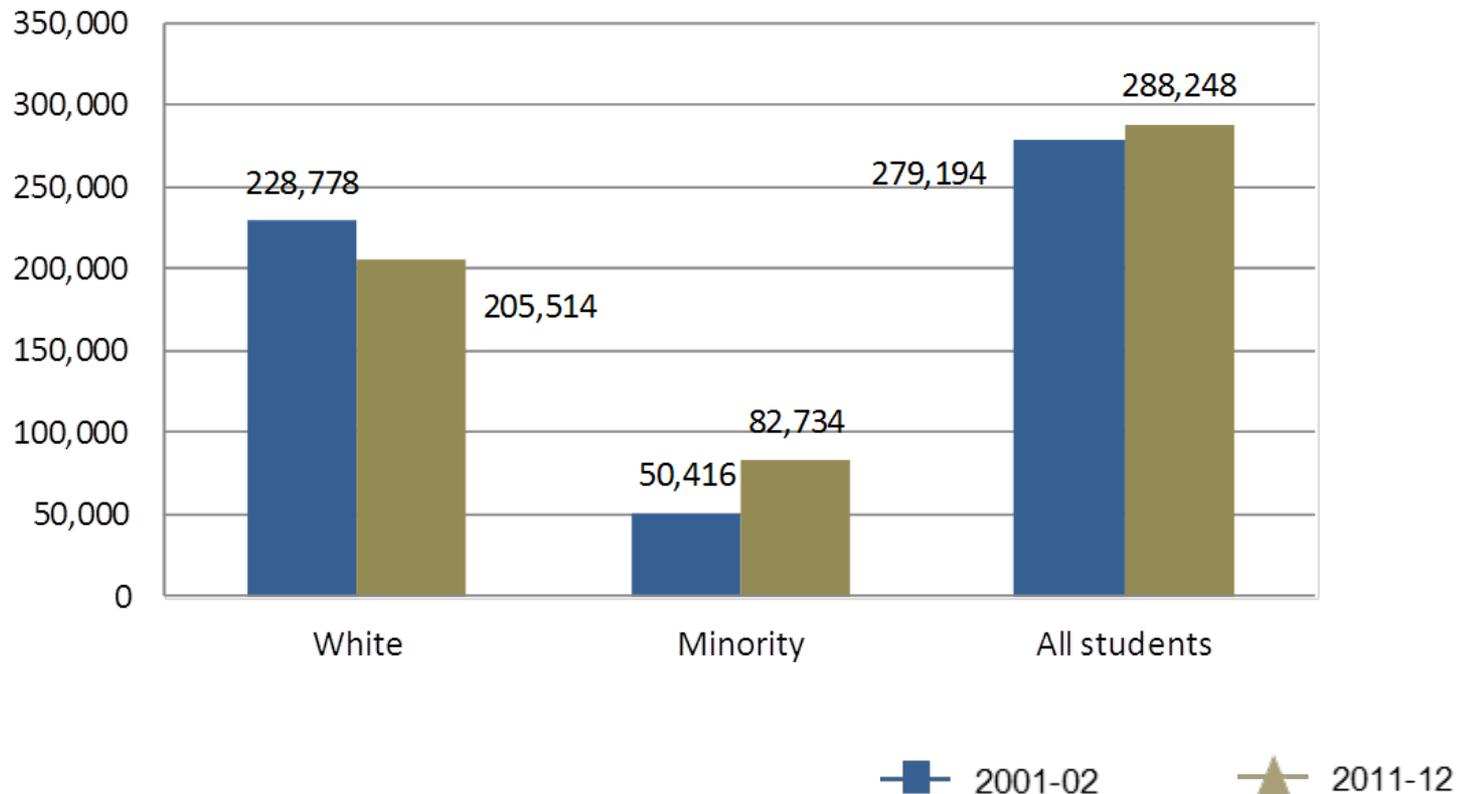


Presented by
Carol Rempp, Program Coordinator
Multicultural/Native American Education



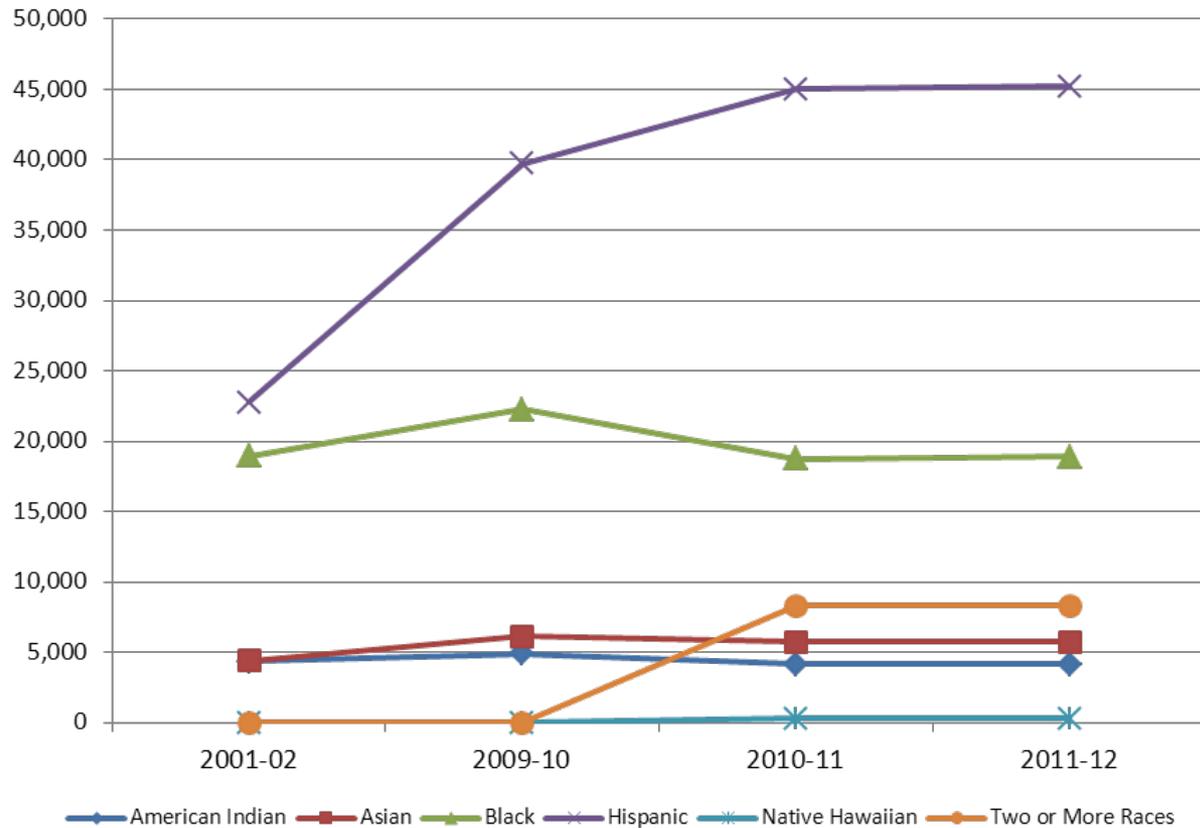


The Changing Face of Nebraska Students





The Changing Face of Nebraska Students





The Changing Face of Nebraska Students

	2001-02	2009-10	2010-11	2011-12	10 Yr Growth
American Indian	4,365	4,891	4,155	4,184	-4.15%
Asian	4,383	6,154	5,728	5,758	31.37%
Black	18,927	22,262	18,734	18,910	-0.09%
Hispanic	22,741	39,708	45,015	45,239	98.93%
Native Hawaiian	0	0	321	322	0.00%
Two or More Races	0	0	8,312	8,321	0.00%
White	228,778	209,964	203,188	205,514	-10.17%
Total Minority	50,416	73,015	82,265	82,734	64.10%
Total Population	279,194	282,979	285,453	288,248	3.24%

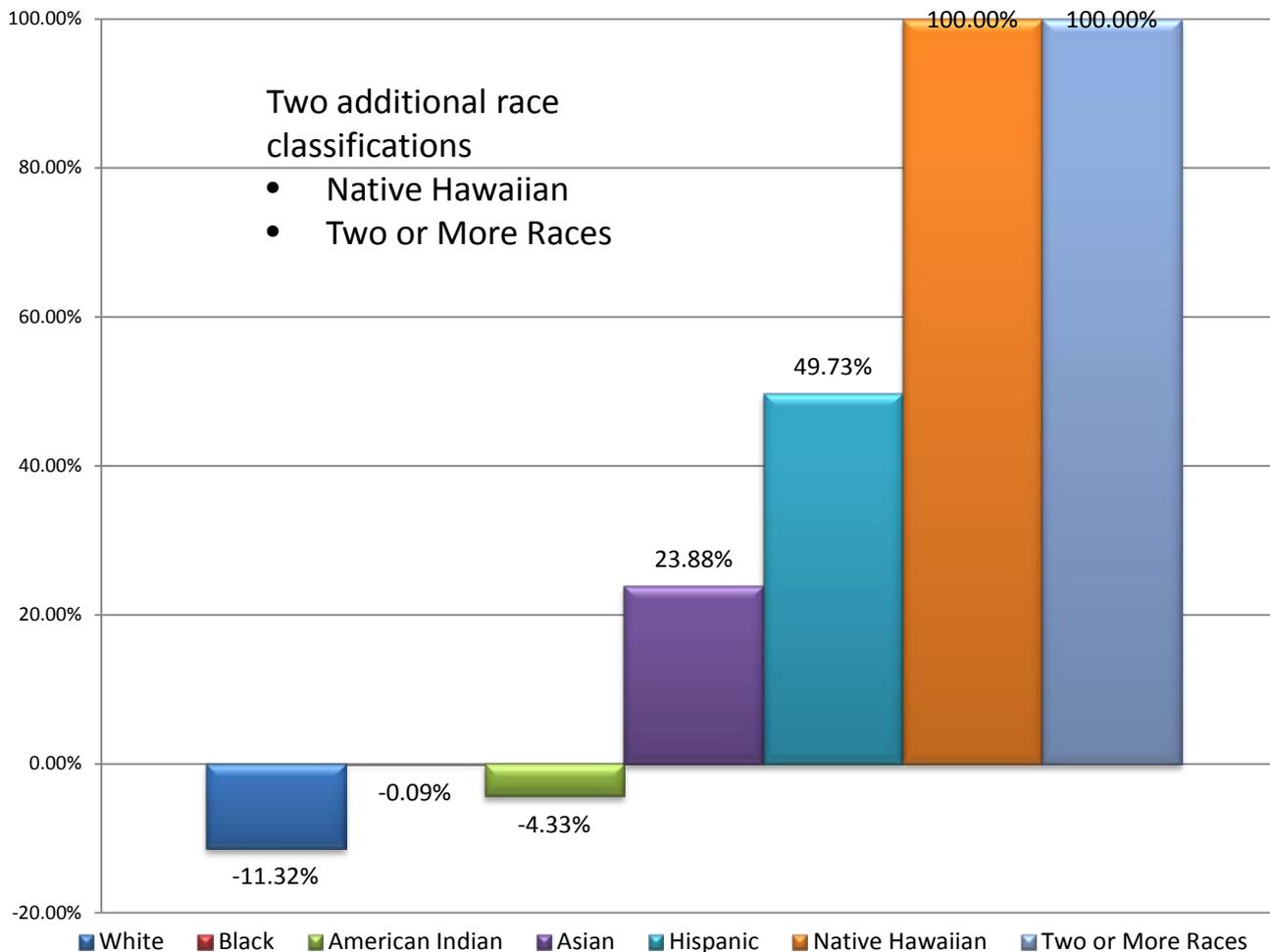


Where are these students located?



- 90%-100% minority
- 70%-89% minority
- 50%-69% minority
- 40%-49% minority
- 30%-39% minority
- 25%-29% minority

Dot=highest percentage of minority



Percentage of Enrollment Shifts from 2001-02 to 2010-11



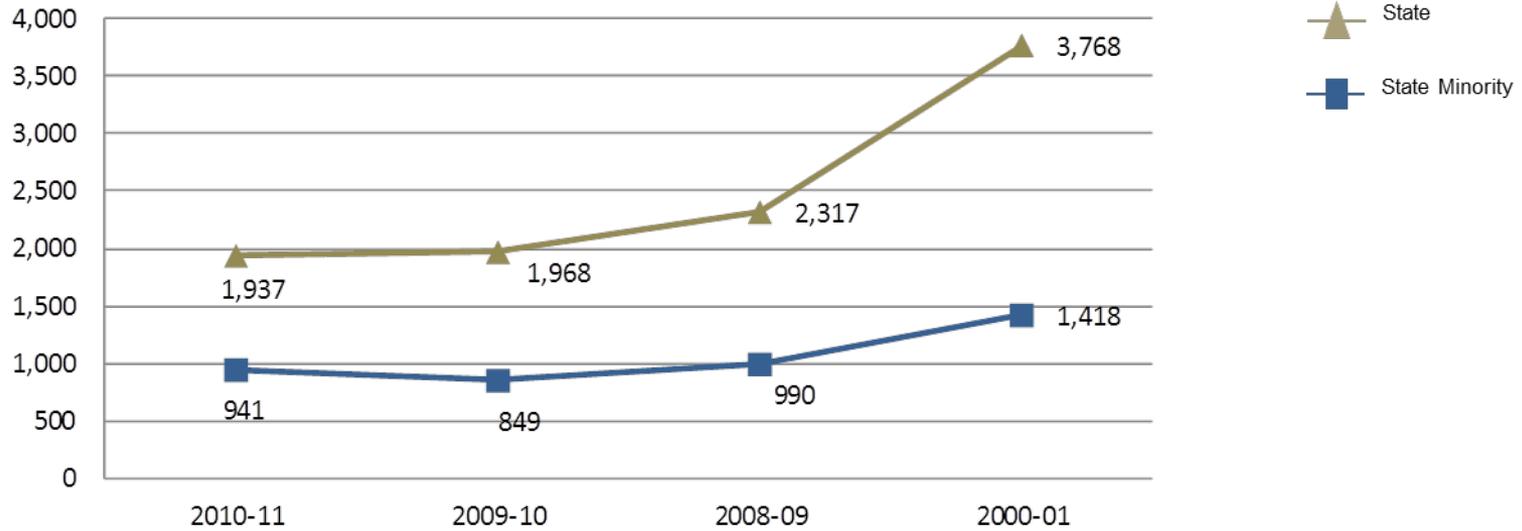
Nebraska Student Population Summary

- From 1994-95 to 2009-10 student enrollment increased 9,080 students or 3.17%
 - Largest enrollment was between 2004-05 to 2008-09

- Minority student increases
 - 34,677 students in 1994-95
 - 77,250 students in 2009-10
 - Total of 42,573 students or 122.77%
 - Hispanic increase 283.91%
 - Asian increase 80.86%
 - Black increase 43.11%
 - Native American increase 39.32%
 - White students decreased from 251,192 to 217,699
 - difference of 33,493



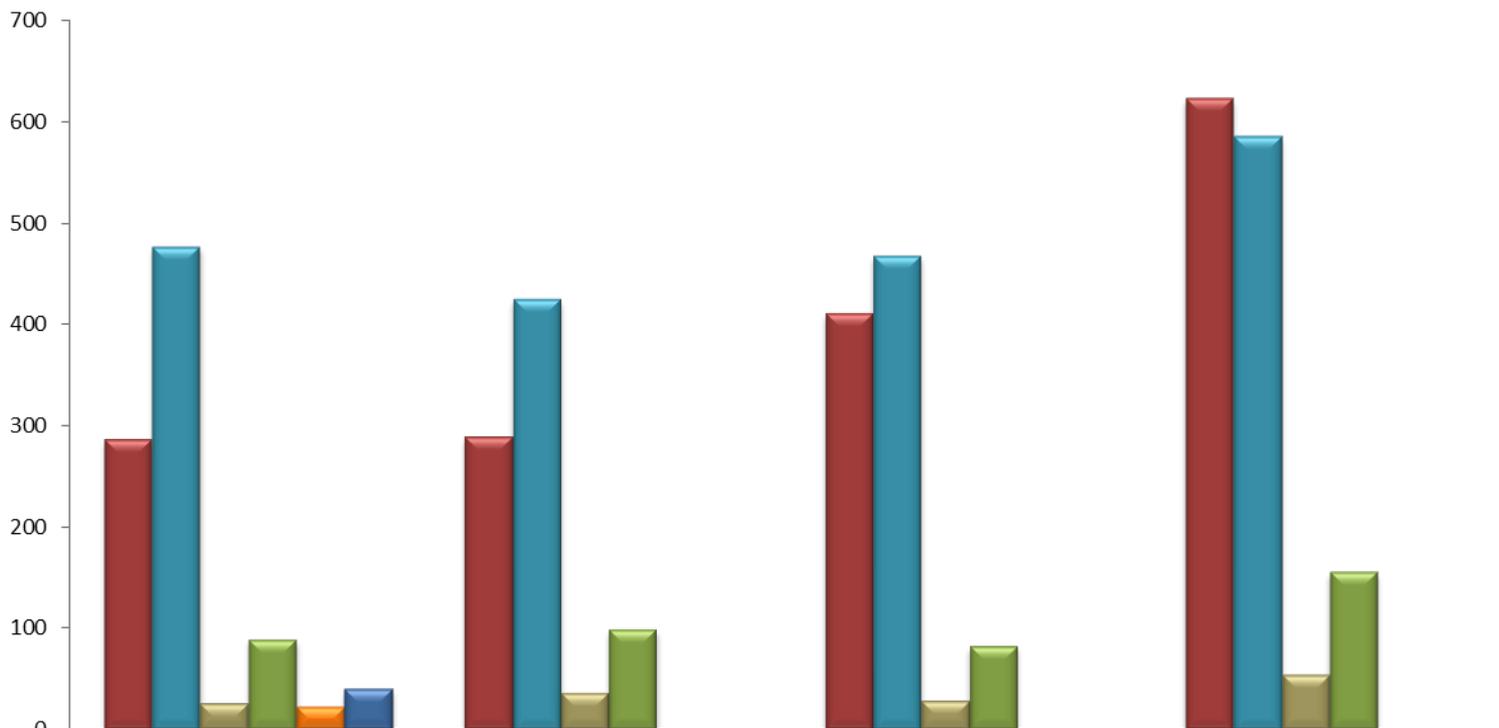
Minority Dropout Rate Grades 7-12



Year	White	Black	Hispanic	Asian	American Indian	Hawaiian	Two or More Races	Total
2010-11	996	287	477	26	89	22	40	1,937
2009-10	1,119	289	425	36	99	0	0	1,968
2008-09	1,327	411	468	29	82	0	0	2,317
2000-01	2,350	623	586	54	155	0	0	3,768



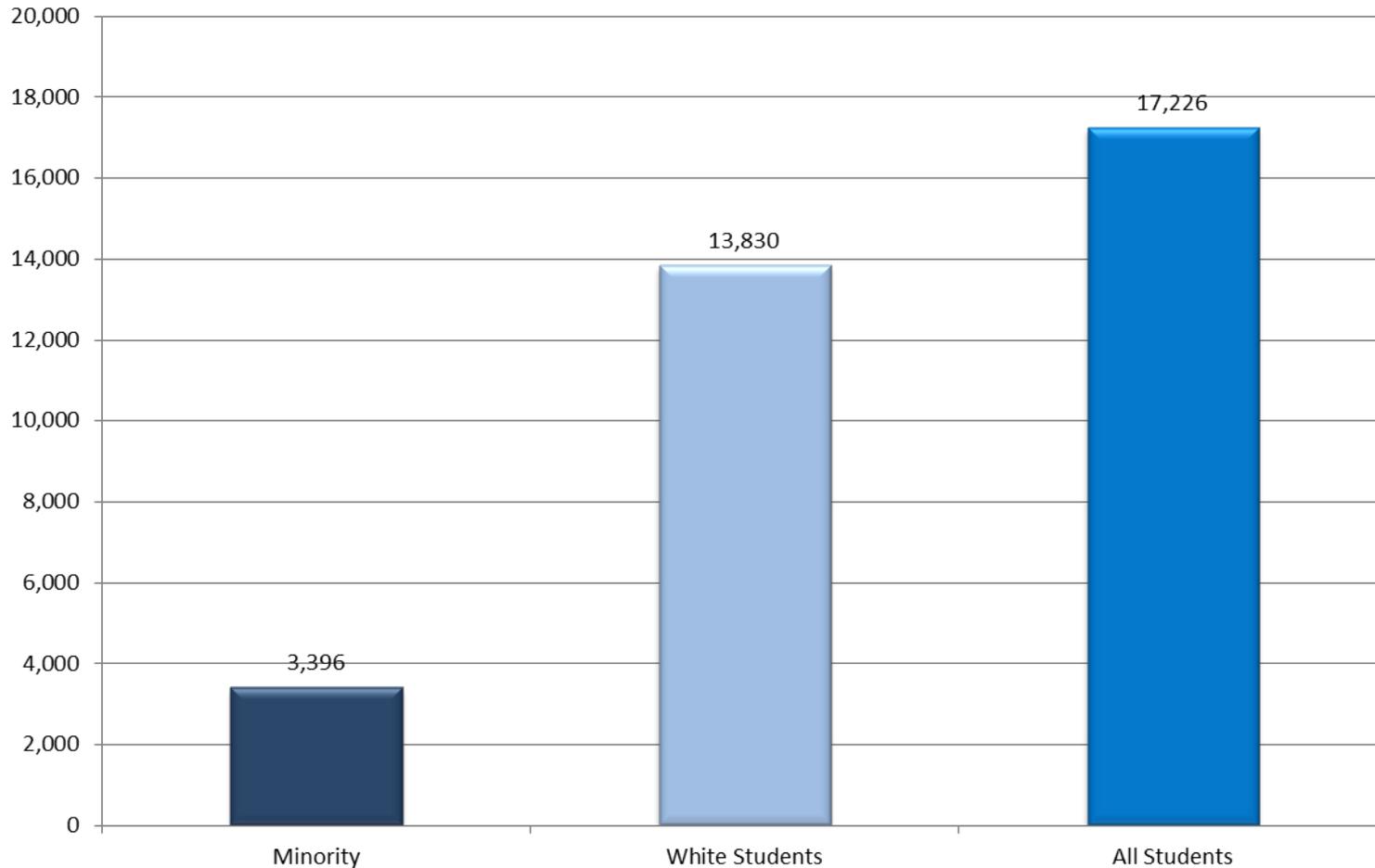
Drop Out History



	2010-11	2009-10	2008-09	2000-01
Black	287	289	411	623
Hispanic	477	425	468	586
Asian	26	36	29	54
American Indian	89	99	82	155
Hawaiian	22	0	0	0
Two or More Races	40	0	0	0

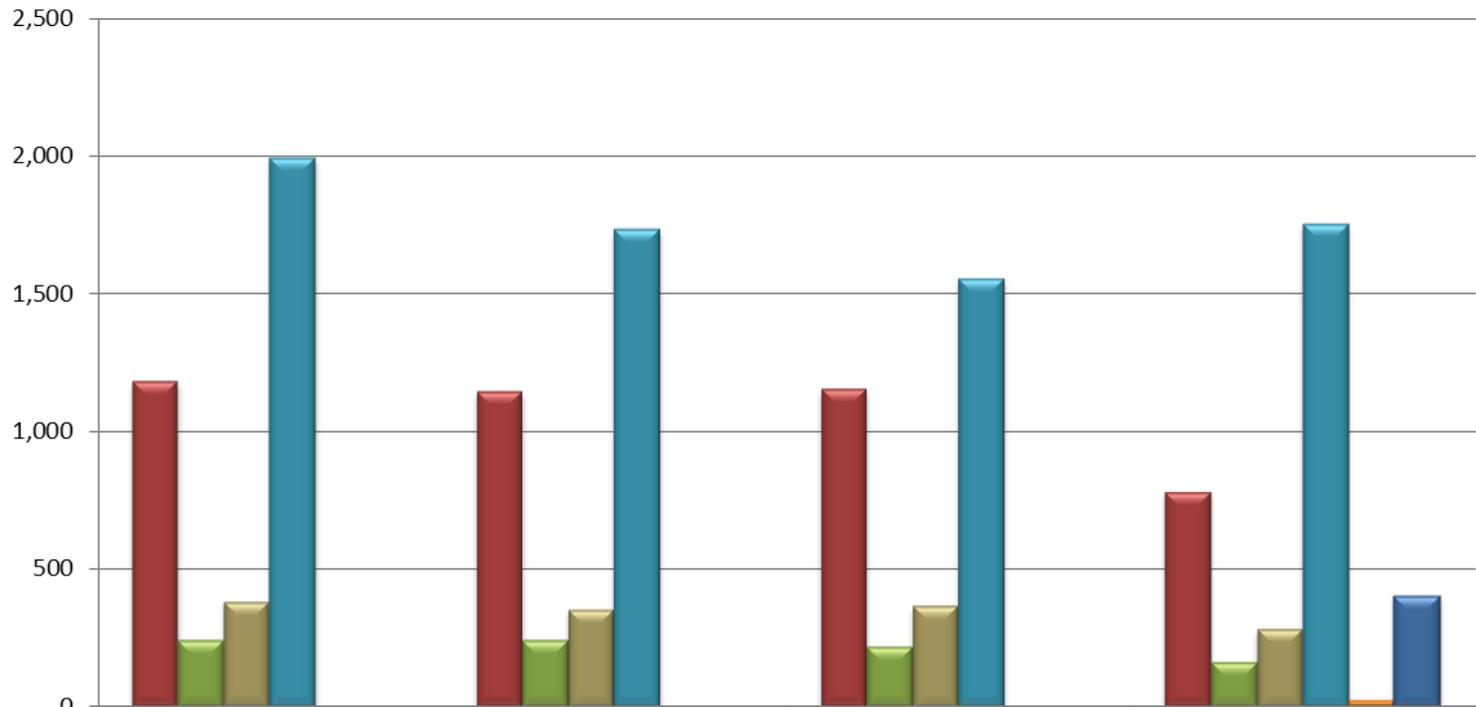


2010-2011 Graduation Rates





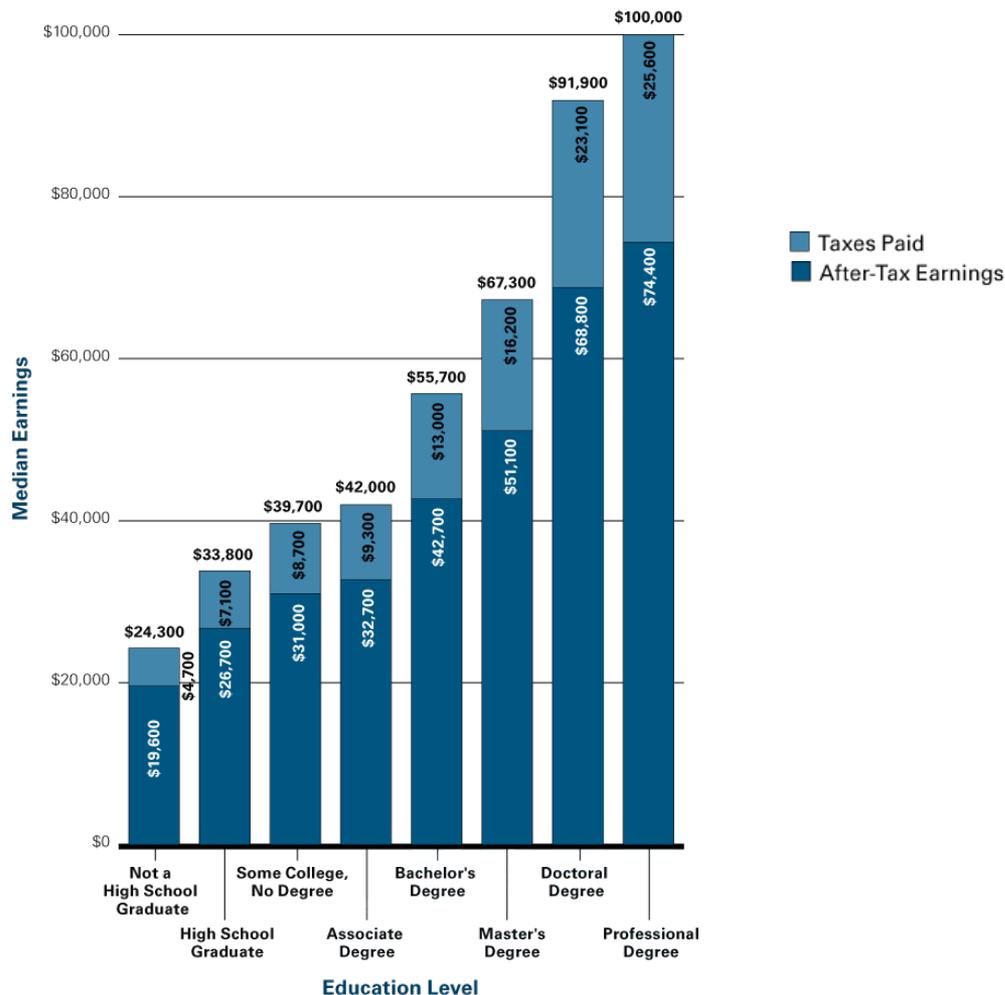
Graduation Count of Minority Students: Year Comparisons



	2007-08	2008-09	2009-10	2010-11
Black	1,182	1,142	1,151	781
American Indian	239	240	214	159
Asian	377	349	366	279
Hispanic	1,991	1,734	1,555	1,754
Native Hawaiian				22
Two or More Races				401



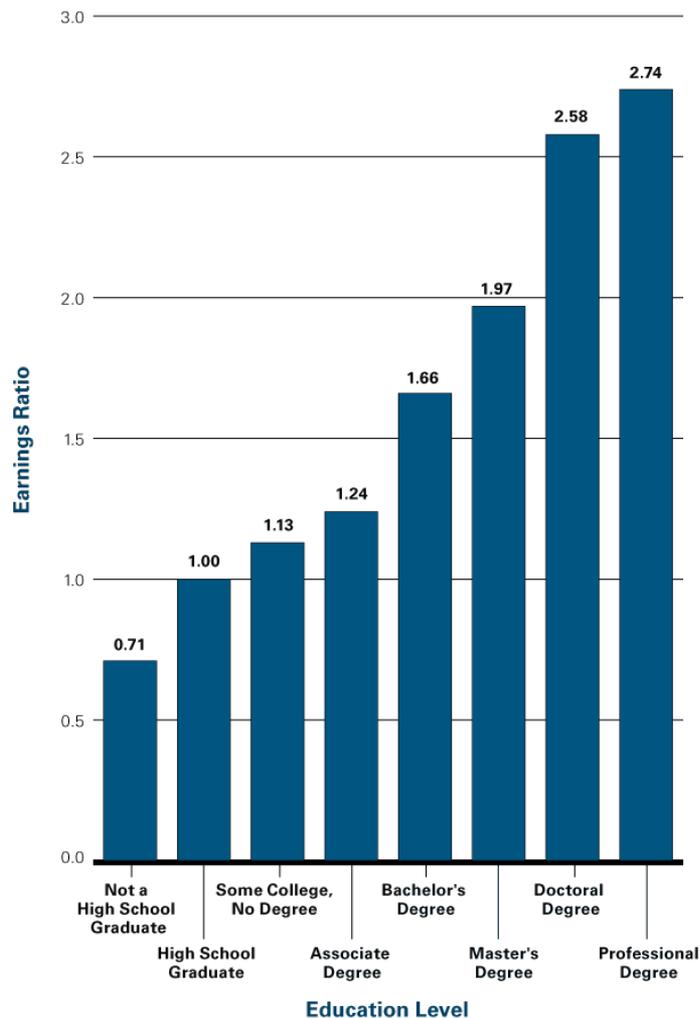
Median Earnings and Tax Payments of Full-Time Year-Round Workers Ages 25 and Older, by Education Level, 2008



Sources: The College Board, *Education Pays 2010*, Figure 1.1; U.S. Census Bureau, 2009; Internal Revenue Service, 2008; Davis et al., 2009; calculations by the authors.



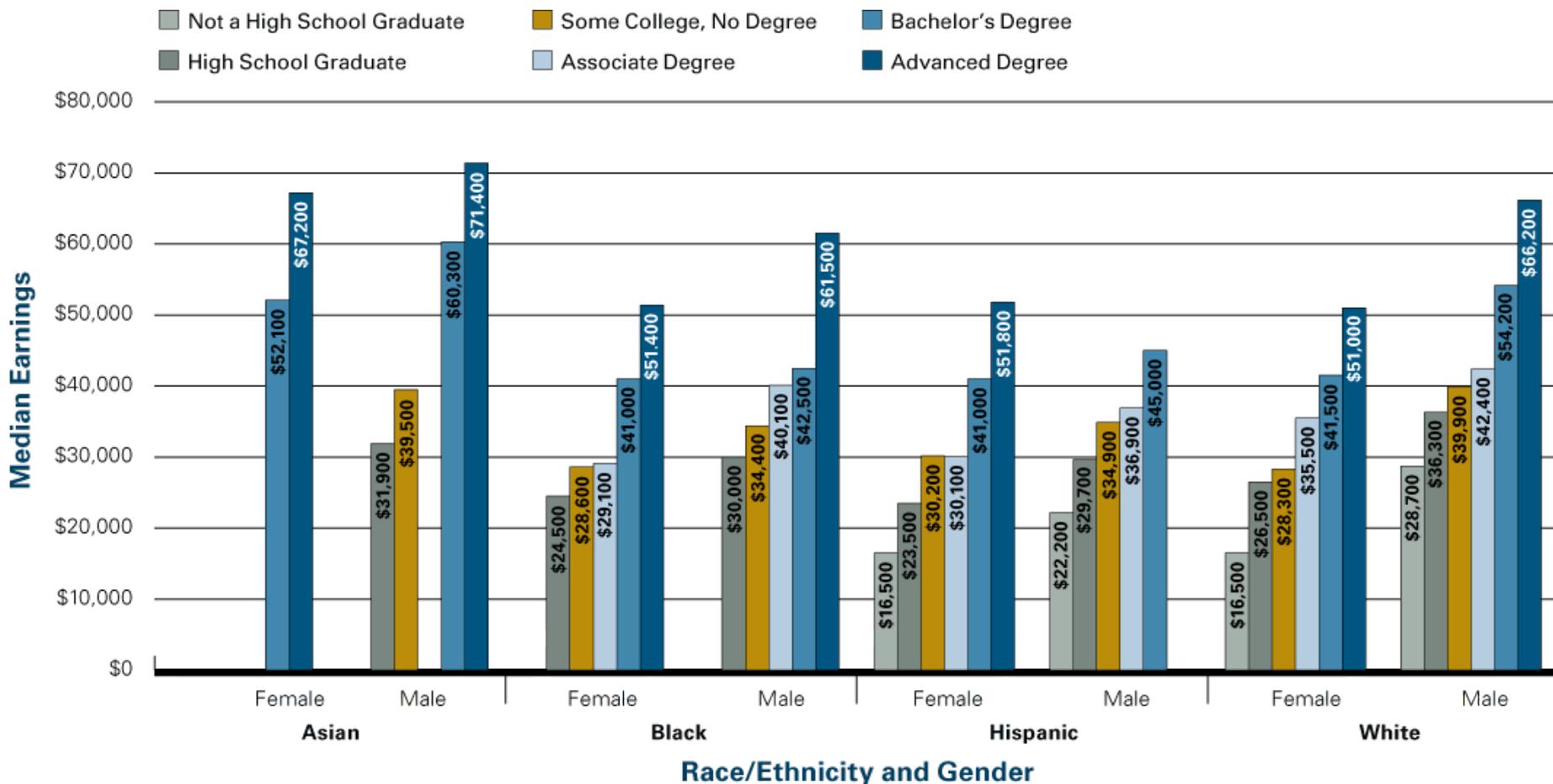
Expected Lifetime Earnings Relative to High School Graduates, by Education Level



Sources: The College Board, *Education Pays 2010*, Figure 1.2; U.S. Census Bureau, 2009; calculations by the authors.



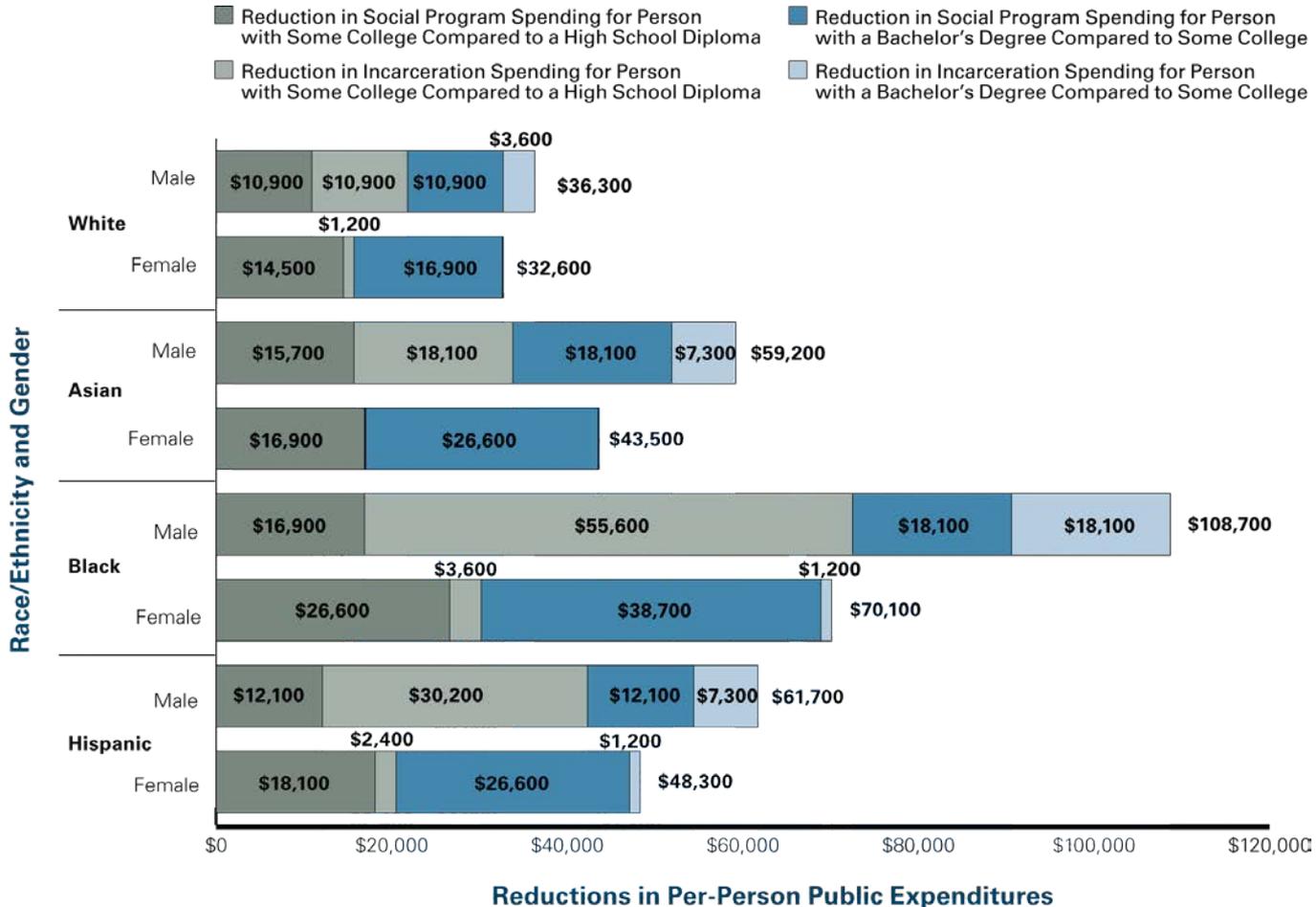
Median Earnings of Full-Time Year-Round Workers Ages 25–34, by Race/Ethnicity, Gender, and Education Level, 2008



Sources: The College Board, *Education Pays 2010*, Figure 1.4; U.S. Census Bureau, 2009; calculations by the authors.



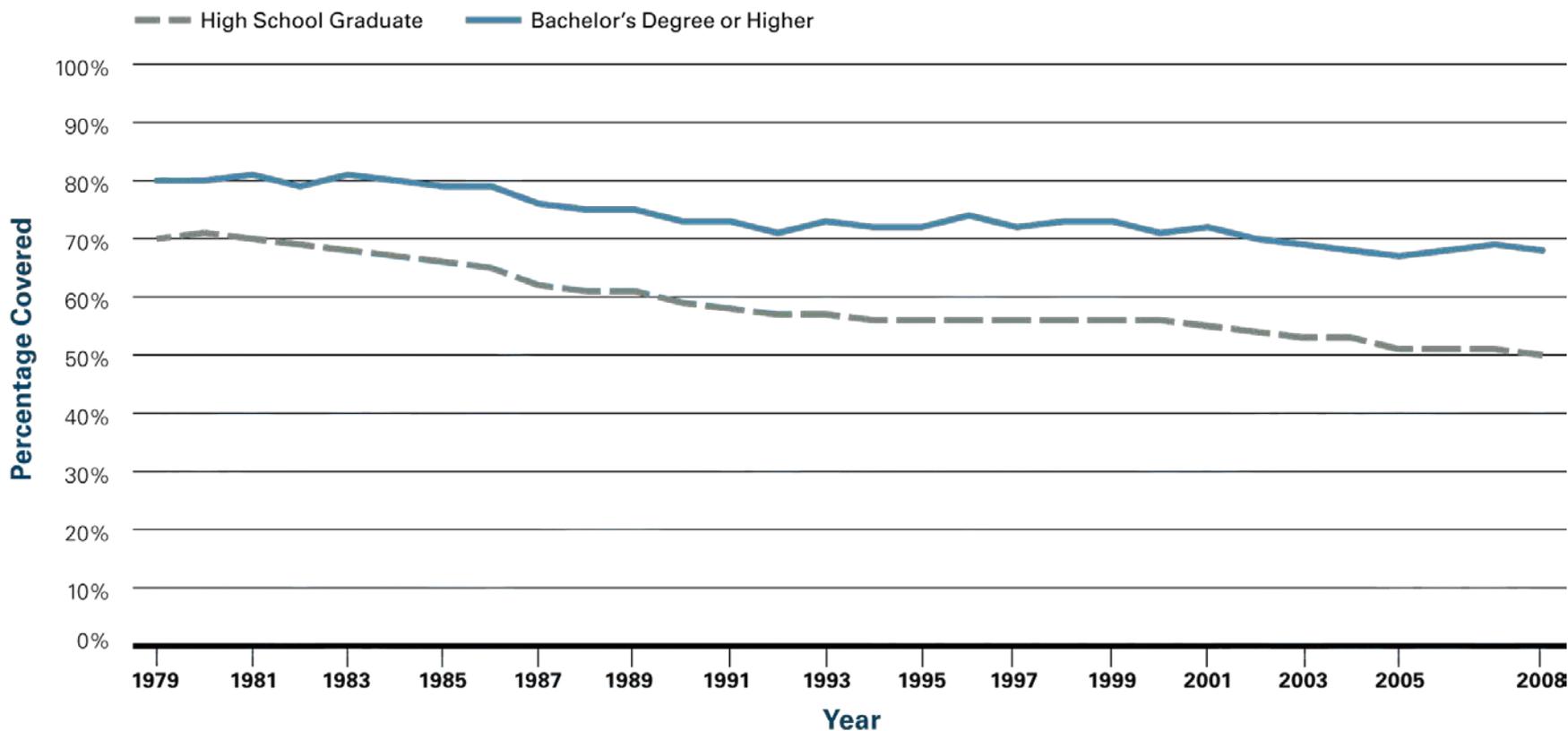
Estimated Reductions in Lifetime Public Expenditures per Person Associated with Increases in Educational Attainment, in 2010 Dollars



Sources: The College Board, *Education Pays 2010*, Figure 1.11; Carroll and Erkut, 2009; calculations by the authors.



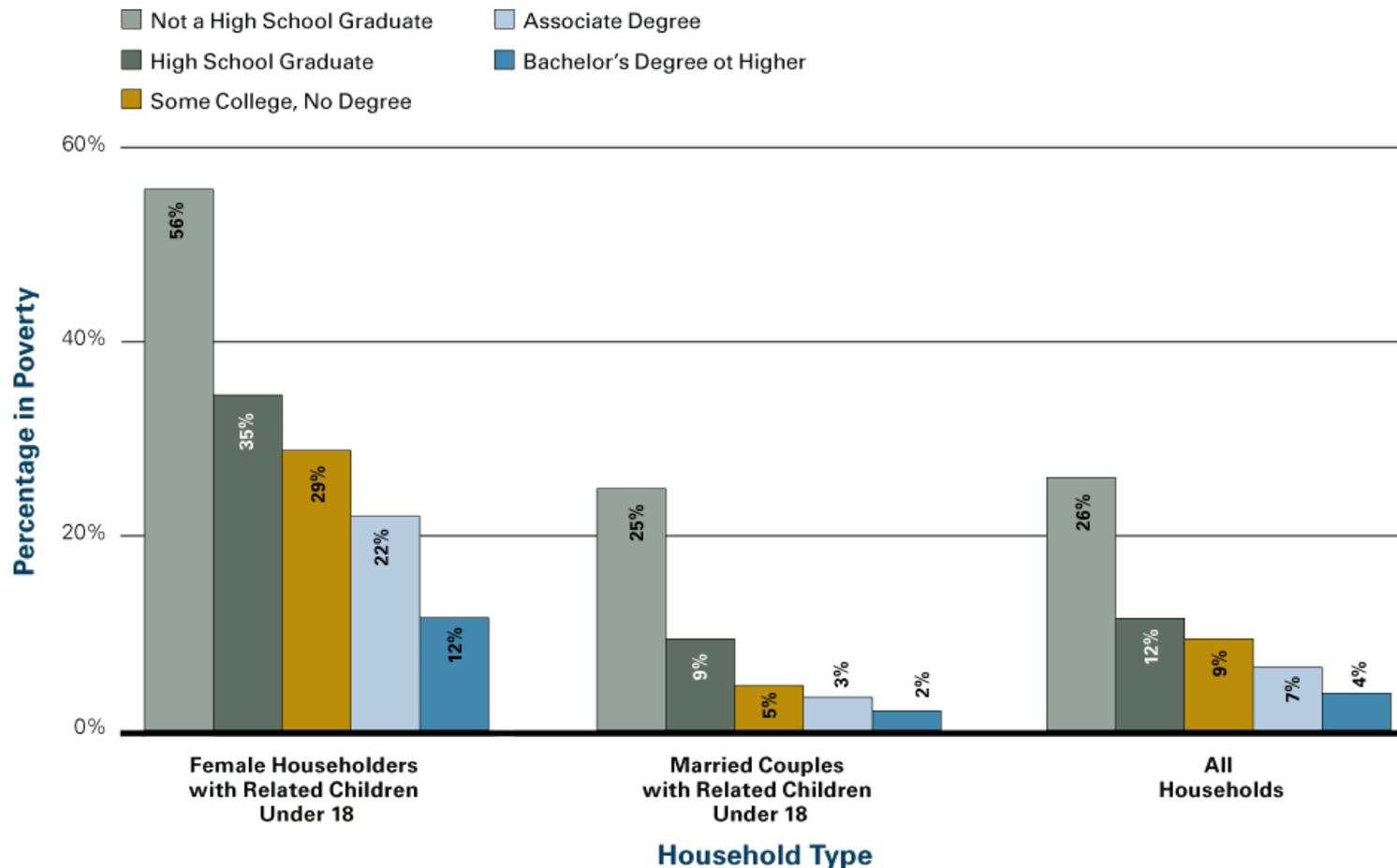
Employer-Provided Health Insurance Coverage Among Private Sector Workers Ages 18 to 64 Working at Least Half-Time, by Education Level, 1979–2008



Sources: The College Board, *Education Pays 2010*, Figure 1.13; Economic Policy Institute, 2010.

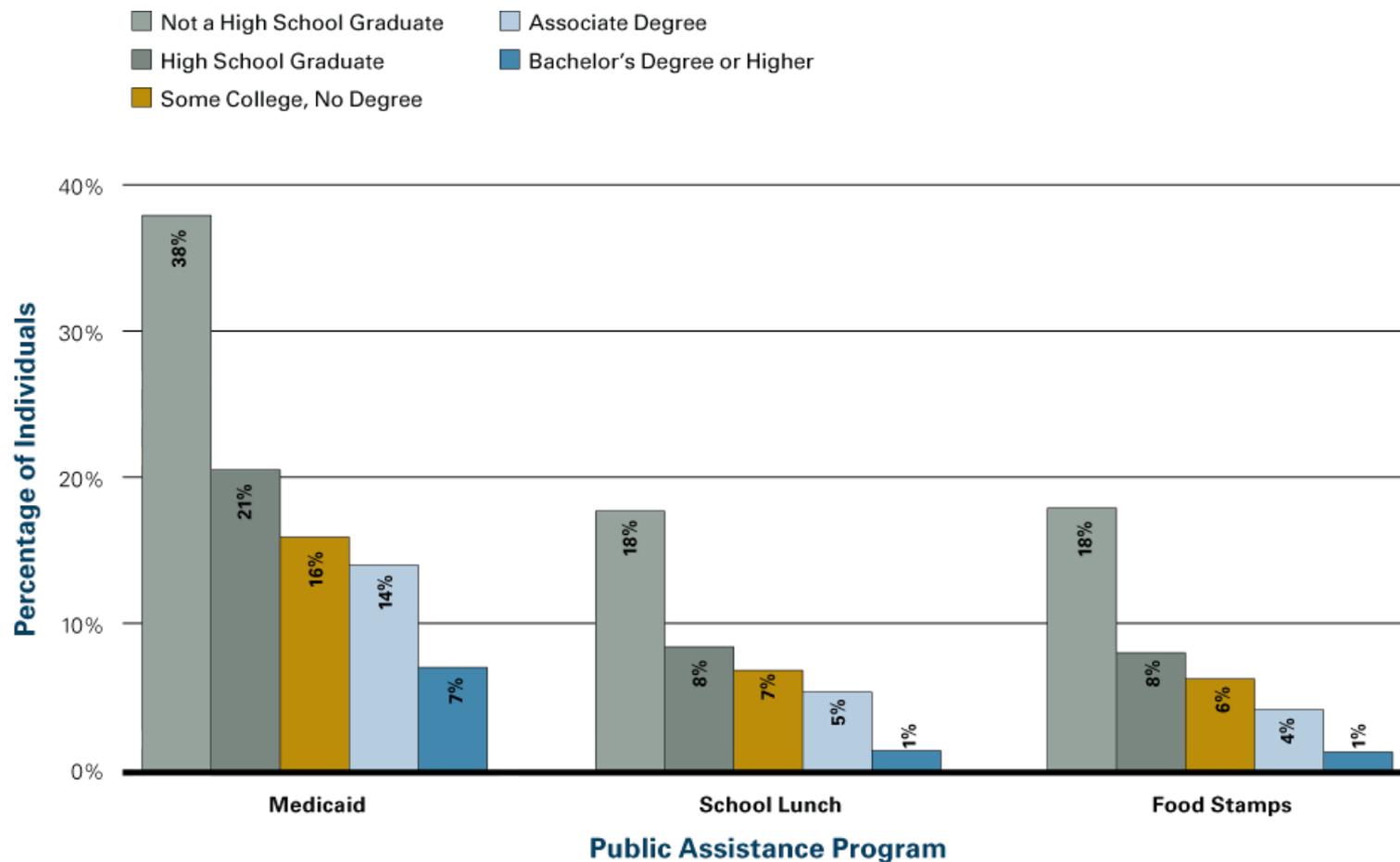


Percentage of Individuals Ages 25 and Older Living in Households in Poverty, by Household Type and Education Level, 2008



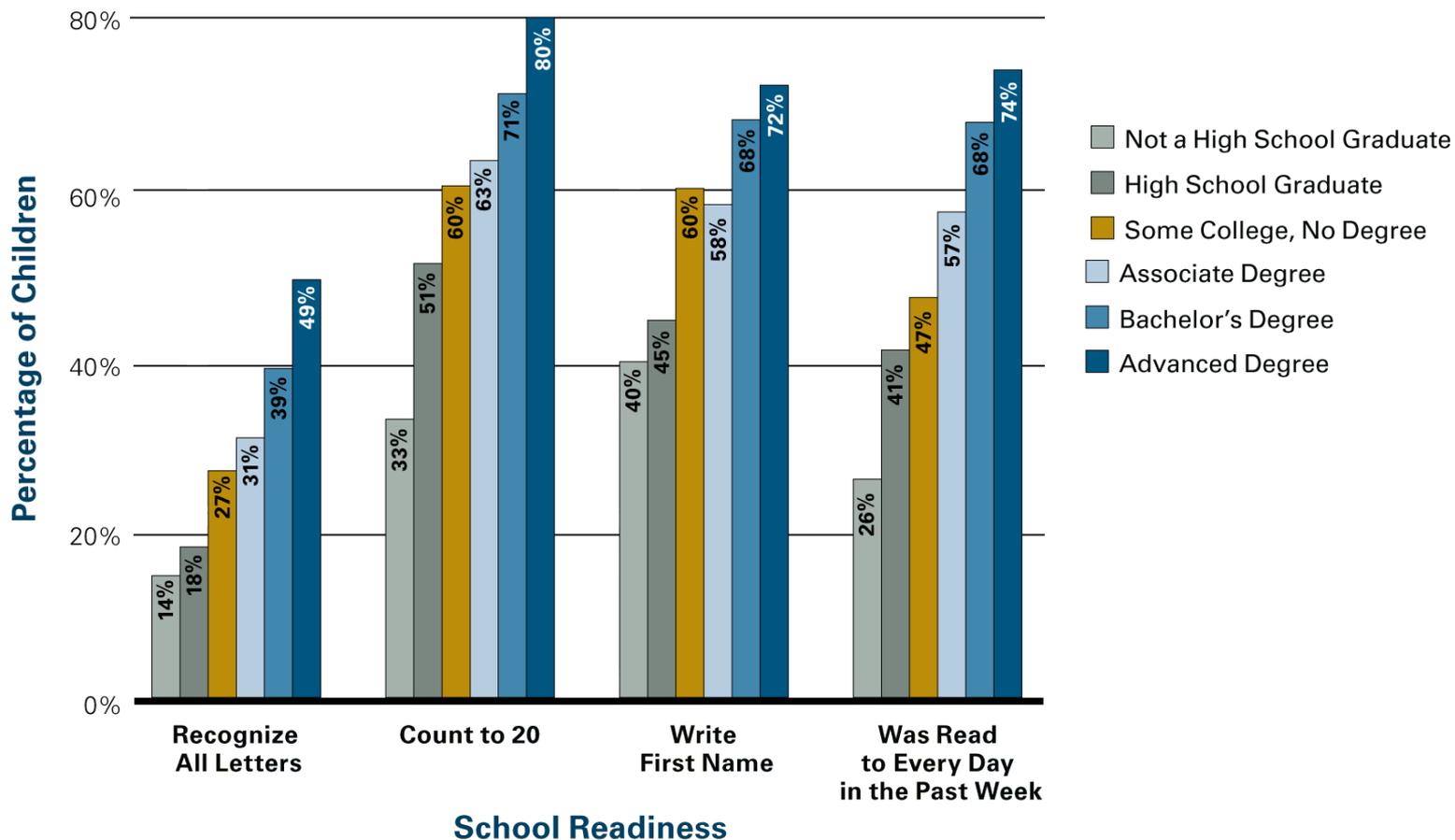


Percentage of Individuals Ages 25 and Older Living in Households that Participated in Various Public Assistance Programs, by Education Level, 2008



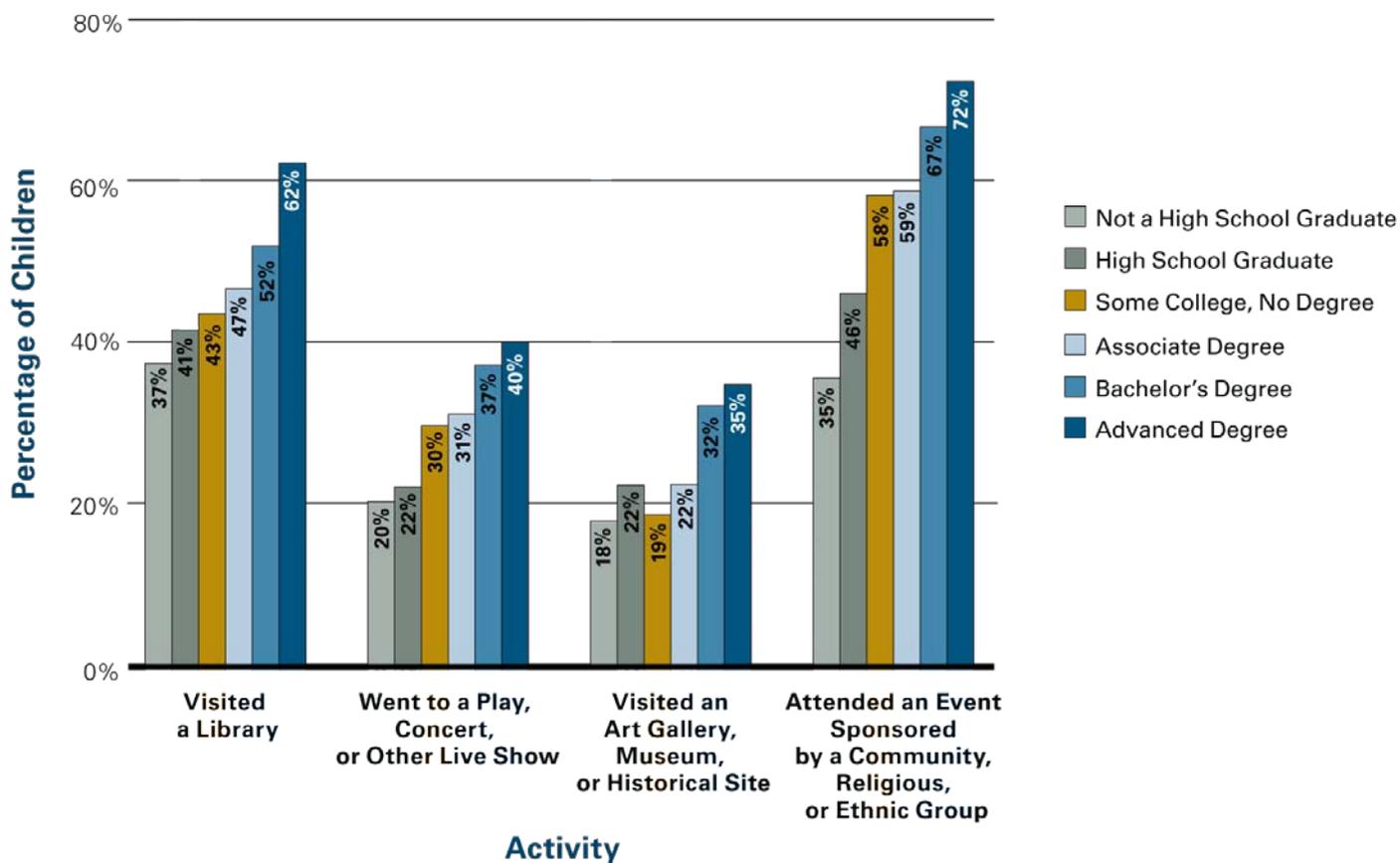


School Readiness of Preschool Children Ages 3–5, by Parents' Highest Education Level, 2007





Percentage of Kindergartners Through Fifth-Graders Whose Parents Reported Participating in Education-Related Activities with Their Children in the Past Month, by Parents' Highest Education Level, 2007



Sources: The College Board, *Education Pays 2010*, Figure 1.20b; National Center for Education Statistics, 2009, Table 24.



Student Achievement

- Diverse populations continue to drop-out at higher rates and graduate at lower rates than their white peers (pgs 6-7)
- Black, Native American, Hispanic students scored between 39% and 52% proficient on NeSA-Reading across all grade levels
 - As compared to 67% to 77% of White and Asian students



ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	English	Mathematics	Reading	Science	Composite
State	All Students	21.1	21.1	21.8	21.5	21.5
	Black/African American	16.0	17.1	17.5	17.4	17.1
	American Indian/Alaska Native	16.1	17.4	17.8	17.9	17.4
	White	22.2	21.9	22.7	22.3	22.4
	Hispanic/Latino	17.1	18.1	18.5	18.5	18.2
	Asian	20.7	22.8	20/9	21.7	21.7
	Native Hawaiian/Other Pacific Islander	18.3	19.2	20.4	20.1	19.5
	Two or more races	19.9	19.8	21.1	20.5	20.4
	Prefer not to respond/No response	19.2	19.7	20.6	20.1	20.0
National	All Students	20.2	20.9	21.1	20.7	20.9
	Black/African American	15.7	17.2	17.0	16.9	16.9
	American Indian/Alaska Native	16.6	18.2	18.3	18.3	18.0
	White	21.8	21.9	22.6	22.0	22.2
	Hispanic/Latino	17.7	19.3	18.9	18.8	18.8
	Asian	22.5	25.0	22.9	23.1	23.5
	Native Hawaiian/Other Pacific Islander	18.6	20.1	19.5	19.5	19.5
	Two or more races	20.6	20.9	21.6	20.9	21.1
	Prefer not to respond/No response	20.0	20.8	21.0	20.5	20.7



ACT five year trends-Nebraska

Percent and Average Composite Score by Race/Ethnicity

	2009			2010			2011			2012			2013		
	N	%	Avg												
All Students	16,286	100	22.1	16,172	100	22.1	16,461	100	22.1	16,581	100	22.0	17,745	100	21.5
Black/African American	647	4	17.7	674	4	17.8	719	4	17.5	747	5	17.1	783	4	17.1
American Indian/Alaska Native	117	1	19.3	105	1	19.1	97	1	18.8	97	1	17.9	120	1	17.4
White	13,579	83	22.6	13,375	83	22.6	13,157	80	22.7	12,870	78	22.7	13,251	75	22.4
Hispanic/Latino	852	5	19.1	920	6	19.1	1,353	8	19.0	1,495	9	19.0	1,831	10	18.2
Asian	281	2	22.4	303	2	23.0	343	2	22.3	413	2	22.1	411	2	21.7
Native Hawaiian/Other Pacific Islander	0	0	.	0	0	.	13	0	17.3	19	0	18.1	19	0	19.5
Two or more races	281	2	21.5	303	2	21.2	352	2	20.8	513	3	21.6	588	3	20.4
Prefer not to respond/No response	589	3	21.4	492	3	20.8	427	3	22.0	427	3	22.6	742	4	20.0



Why is this important?

- Everyday our children are having to work or will have to work with others who are different than them
- “We have not served our children well if we are not teaching them to mix and mingle with people different than them”
 - --Crystal Kuykendall, June 2007
 - Author of *“FROM RAGE TO HOPE, Strategies for Reclaiming Black and Hispanic Students.”*



What a Difference a Teacher Makes

- A good teacher -vs- a bad teacher
 - 1 ½ years worth of learning
 - “residual effects” of poor teachers
- High quality teachers in every classroom
 - Disproportionately lower-income students tend to have poor-quality instruction



What makes a teacher effective?

- Highly effective teachers challenge their students
- Highly effective teachers create positive classroom environments
- Highly effective teachers are intentional about their teaching



Challenging Your Students

- More than just high expectations—*how* teachers convey their expectations
 - Simple praise isn't enough
 - Telling them they are smart isn't enough
 - Encouragement through work ethic key
- Key teacher question:
 - Do my stated expectations for students reflect a growth mindset for their learning?



Create a Positive Classroom

- Relationships are key—Warm demander
- Top variables
 - Nondirectivity
 - Empathy
 - Warmth
 - Encouragement of higher order thinking
- Key teacher question:
 - Would my students characterize me as a warm demander?



Teaching with intention

- There is no one best way to teach
- Knowing the *how, when* and *why* of *what works* is the key to success
 - Start with what students need to learn then deliberately select how to meet their learning needs
- Key teacher question:
 - Am I clear with every lesson *what* I want students to learn and *why* I am using a particular instructional strategy?



The Touchstones of Effective Teaching

- Teachers who exemplify all three of these touchstones of good instruction will almost assuredly deliver great results for students
- Take away any one and teacher effectiveness and student success will diminish
- Be intentional, with high expectations and integrate culturally relevant pedagogy for diverse populations.

– Source: *Changing the Odds for Student Success: What Matters Most* by Bryan Goodwin, McREL, ©2010

– Download a free copy of this report at www.changingtheodds.org



Resources

- Teaching Tolerance <http://www.tolerance.org/>
 - Free magazine
 - Classroom activities
 - Free teaching kits
 - Professional development
 - On-line resource

- Equity Assistance Center from Arizona State University <http://www.equityallianceatasu.org/>
 - Monthly newsletter
 - Free reproducible research briefs
 - Equity Forum Conference
 - On-line resources
 - Learning Carousel



Resources

- Reclaiming Youth International

<http://www.reclaiming.com/content/>

- Newsletters
- Seminars and on-site training
- Bookstore of resources
- Reclaiming Children and Youth Journal

- Humanities Nebraska

<http://humanitiesnebraska.org/>

- Hands on culture kits
- Speaker's Bureau <http://humanitiesnebraska.org/speakers/catalog/>



Resources

- Edchange by Paul Gorski
<http://www.edchange.org/multicultural/index.html>
- National Association for Multicultural Education <http://nameorg.org/>
- Vision Maker Media <http://visionmaker.org/>
 - Multiple on-line resources
 - Lesson plans/activities on various topics
 - Books, videos, etc.



Reference Information

- ACT Newsroom:
 - <http://www.act.org/newsroom/>
- Education Pays 2010—powerpoint and full report available at:
 - http://trends.collegeboard.org/education_pays
- *Changing the Odds for Student Success: What Matters Most* by Bryan Goodwin—full report available at:
 - www.changingtheodds.org
- NDE State of the Schools Reports
 - www.education.ne.gov



Contact Information

Carol Rempp, Program Coordinator

Multicultural/Native American Education

Nebraska Department of Education

301 Centennial Mall South

Lincoln, NE 68509-4987

carolrempp@nebraska.gov

(402)-471-2960

www.education.ne.gov/mce