

Post-Beyond Diversity: The First One Thousand Steps

Appleton Area School District

CREATE Wisconsin: Teach all. Reach all.

June 30, 2009

Finding Our Way

“You got to be careful if you don’t know where you’re going, because you might not get there.”

Yogi Berra

It Starts With Vision and Values



Dr. Thomas Scullen
Superintendent
Appleton Area School District
1995 - 2007

District Values

- The Appleton Area School District is passionately committed to student success. Student success means that each student demonstrates productivity in meaningful school work that has personal and societal value.
- Diversity should be valued and evident in our school district.

Early and Ongoing Steps

- Minority Recruitment
- African American Community Forum
- Cultural Specialists
- Professional Development
- Disaggregated Data Analysis
- Minority Achievement Task Force
- Coordinator of Minority Services
- Community Linkages

Equity Plan Goals, 2007-2012

1. Classroom practices are free of discrimination and bias
2. Honor diversity by interacting with dignity and respect.
3. Assure that curriculum and materials are unbiased.
4. Provide fair treatment in co-curricular and extra-curricular activities.

Stay Engaged

*“The difference between **involvement** and **commitment** is like an eggs-and-ham breakfast: the chicken was involved, the pig was committed.”*

Author Unknown

Minority Achievement Task Force

- Membership
- District Survey
- Data Analysis
- Strategic Plan
- Professional Development
- Report to Parents and Community
- Community Conversation

MATF Belief Statements

We believe that all students can learn at high levels when we:

- maintain and communicate high expectations;
- provide the highest quality instruction;
- create supportive learning environments that foster a sense of belonging;
- develop and maintain strong community and home-school connections.

MATF Goals

1. We will close identified academic achievement gaps and raise achievement by providing the highest quality instruction for all students.
2. We will create learning environments that foster a sense of belonging by establishing supportive relationships between and among students, staff and community.
3. We will develop and maintain strong community and home-school connections.

NCCREST Survey Results, April 2007

Strengths

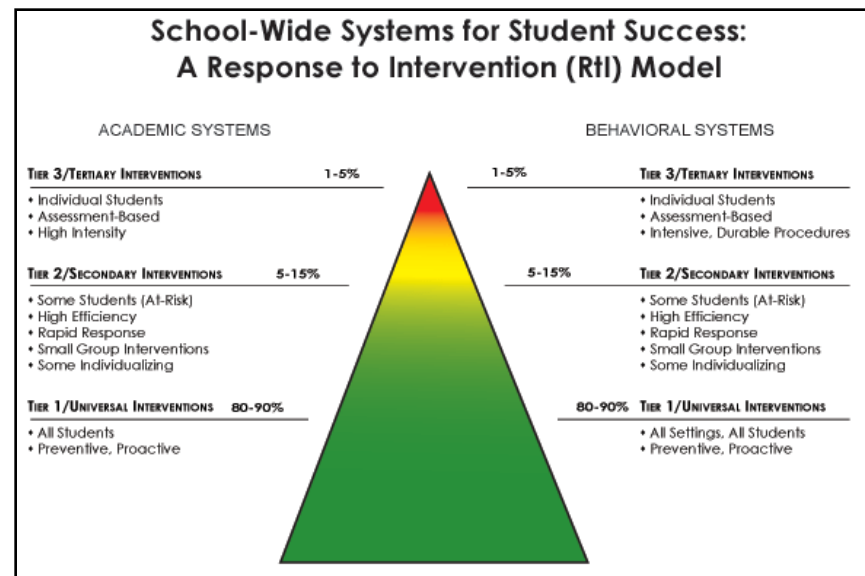
- School Governance
 - An ethic of care, respect and responsibility
- School Climate
 - Responsibility
- Teaching and Learning
 - Accurate progress records
 - High expectations
 - All children can learn
- Special Education Referral
 - Parent involvement

Needs

- School Climate
 - Conducting home visits
 - Identifying cultural biases
 - Community collaboration
- Family Involvement
 - Parent communication
 - Parent surveys
- Behavior Management
 - Behavior and culture
- Assessment
 - Second language issues
 - Cultural influence

District Initiatives

- REACH
- Continuous School Improvement Process (CSIP)
- Positive Behavior Interventions and Supports (PBIS)



Speak Your Truth

*“Courage is what it takes to stand up and speak.
Courage is also what it takes to sit down and
listen.”*

Winston Churchill

Special Education Parent Focus Groups, Spring 2008

- Knowledge of special education – high interest
- Some felt need to “push” for referral
- Team approach – impressive and intimidating
- Varied perception of service quality across levels
- Communication with team is important
- Culture a factor in general home-school interactions
- Concern that cultural characteristics (shyness, ELL) impact team decisions to refer/identify

Community Conversation, May 2009

Minority parent feedback to *Report to Parents and the Community*

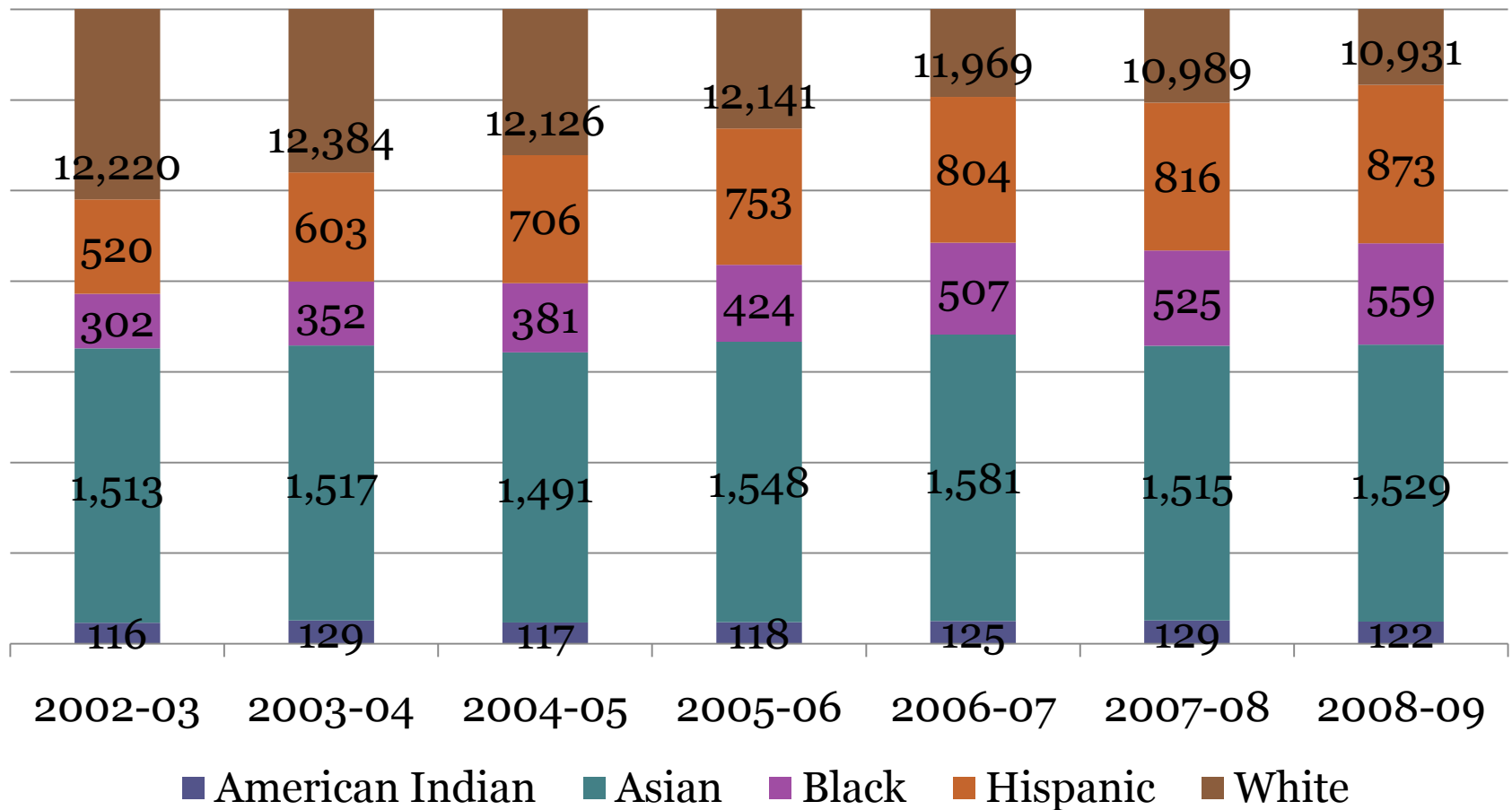
- Valuable information in the report – keep it up; disaggregate further
- High expectations for students
- Minority recruitment efforts needed
- Connections with parents
 - Parent mentors/cultural specialists
 - Encourage parent volunteering

Experience Discomfort

*“Too often we enjoy the comfort of opinion
without the discomfort of thought.”*

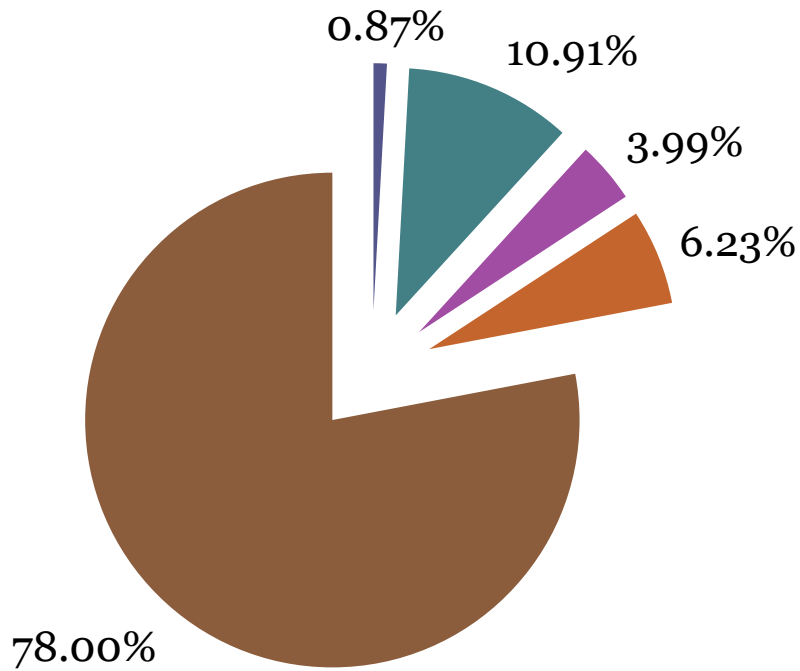
John F. Kennedy

Appleton Enrollment, 2002 - 2008

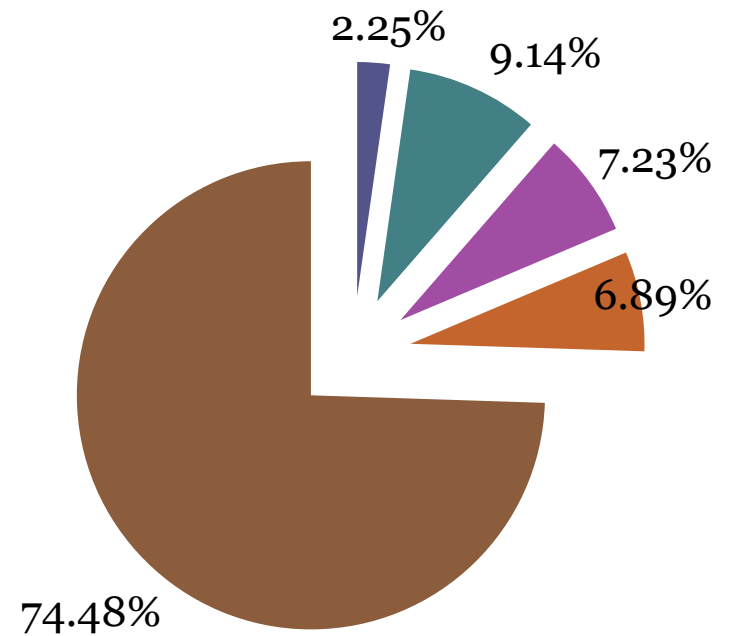


Appleton Enrollment, 2008-09

District



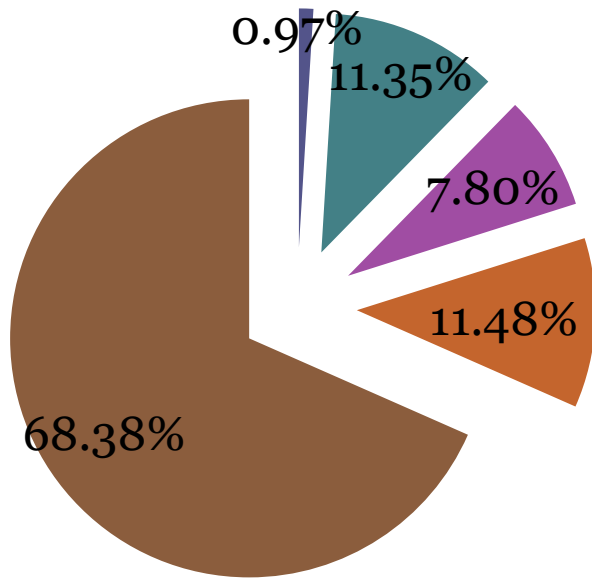
Special Education



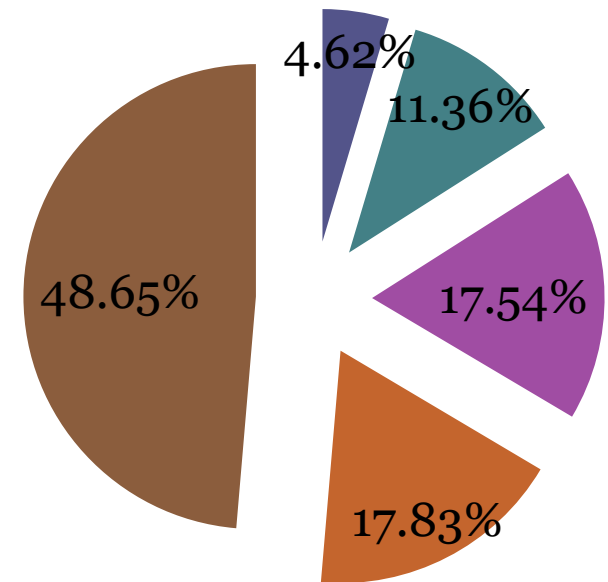
- American Indian
- Asian
- Black
- Hispanic
- White

Unofficial Enrollment Trend Projection: Appleton, 2020-2021

District

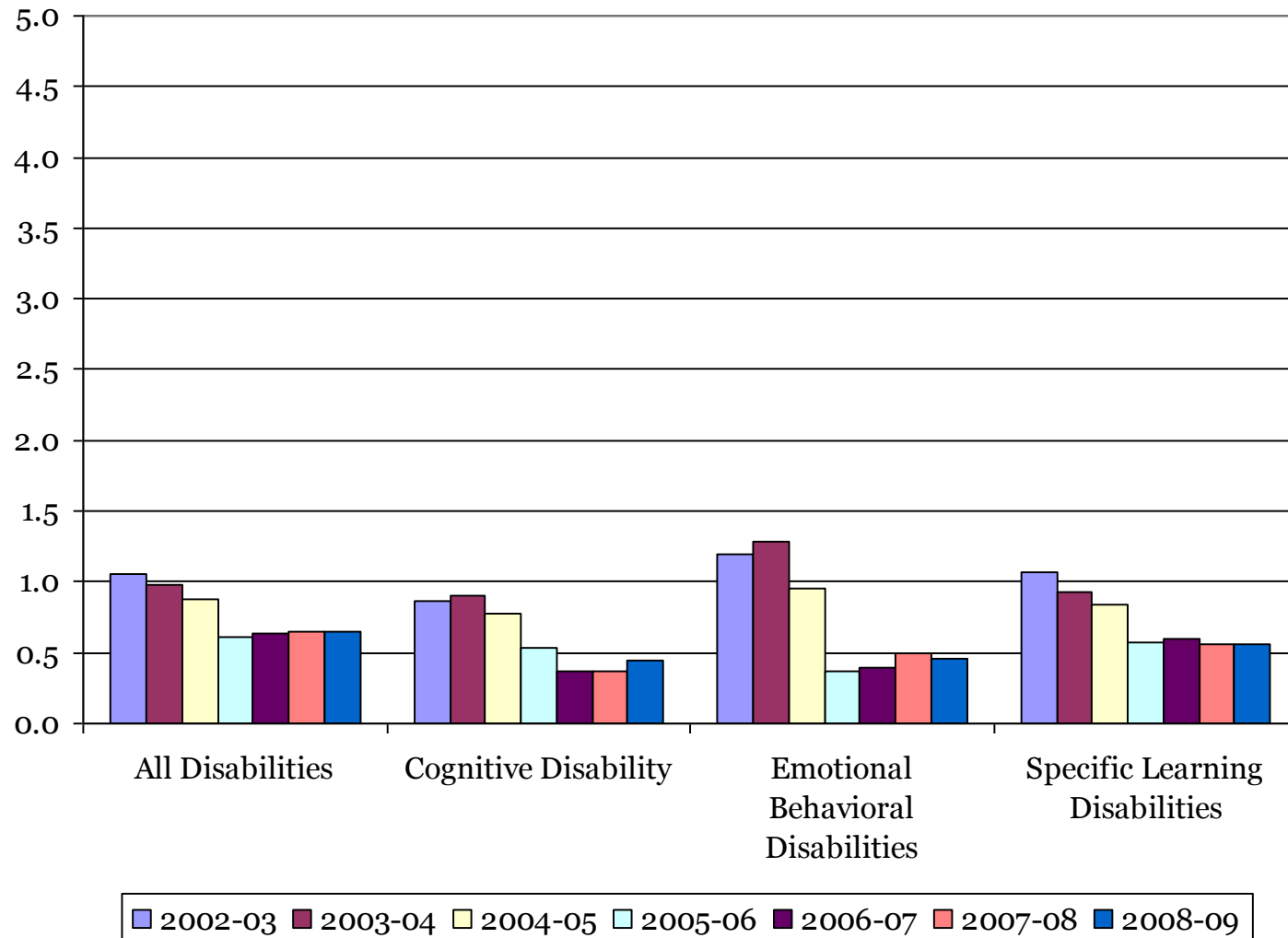


Special Education

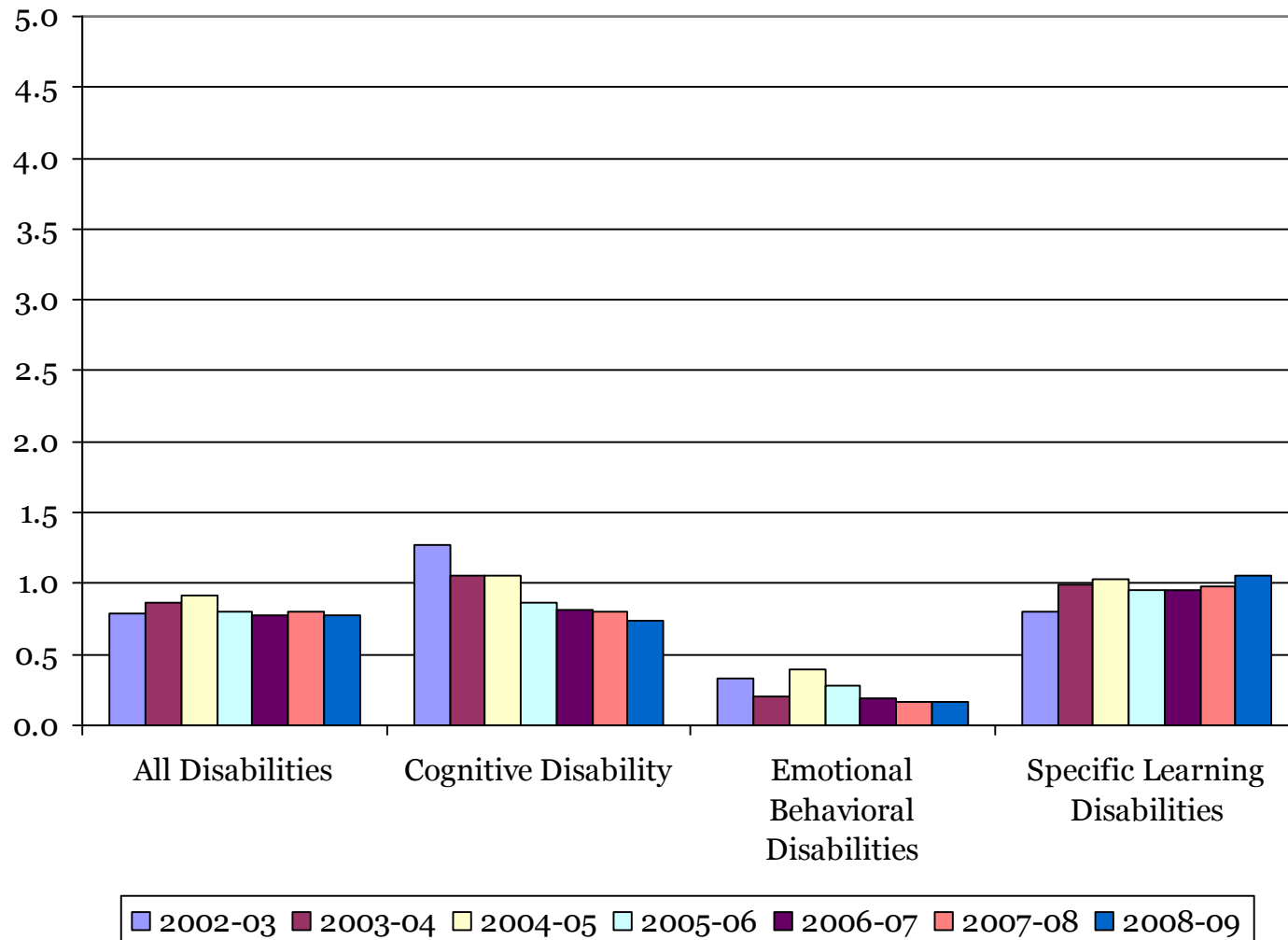


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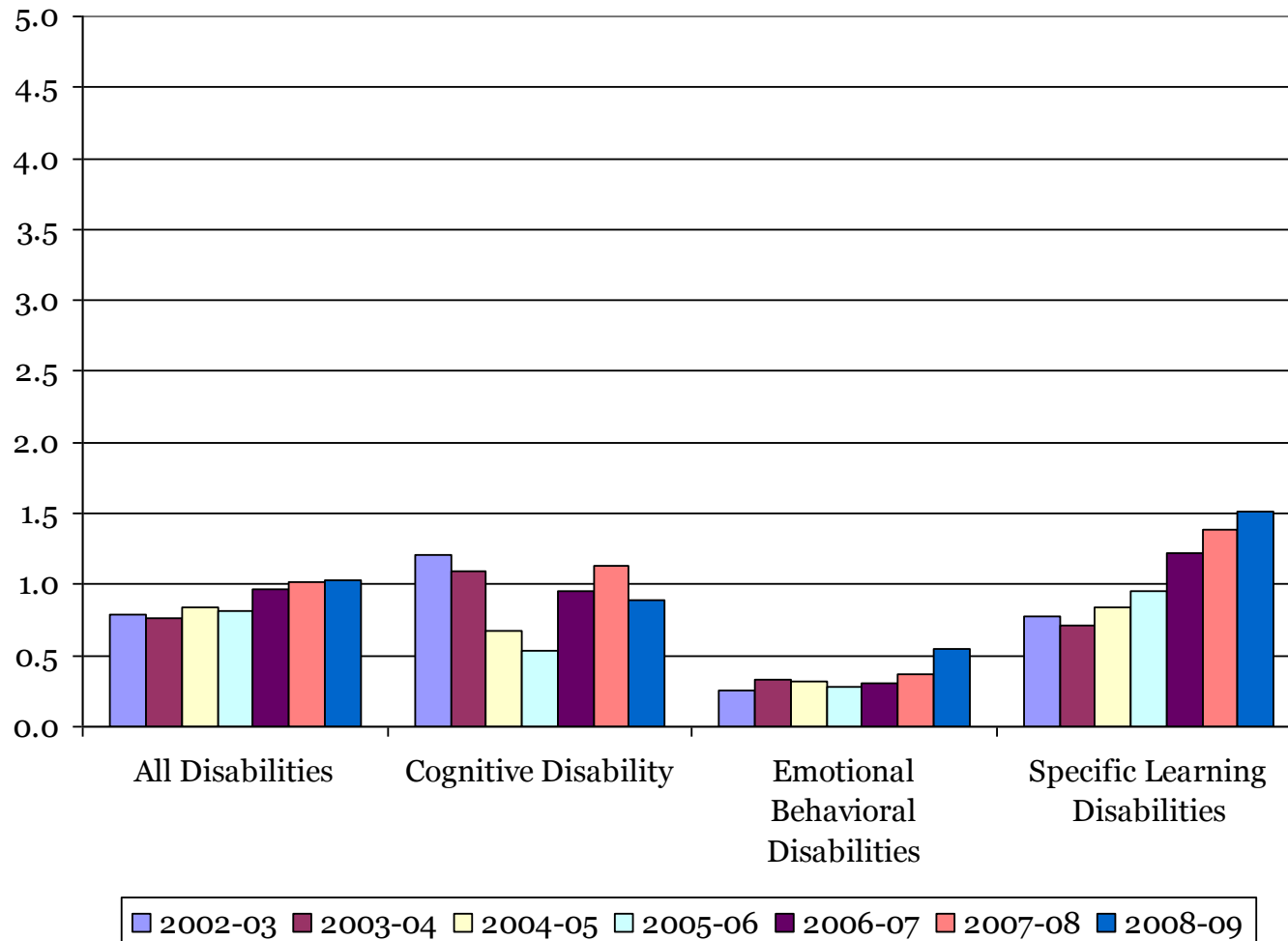
Weighted Risk Ratios: White Students, 6-21



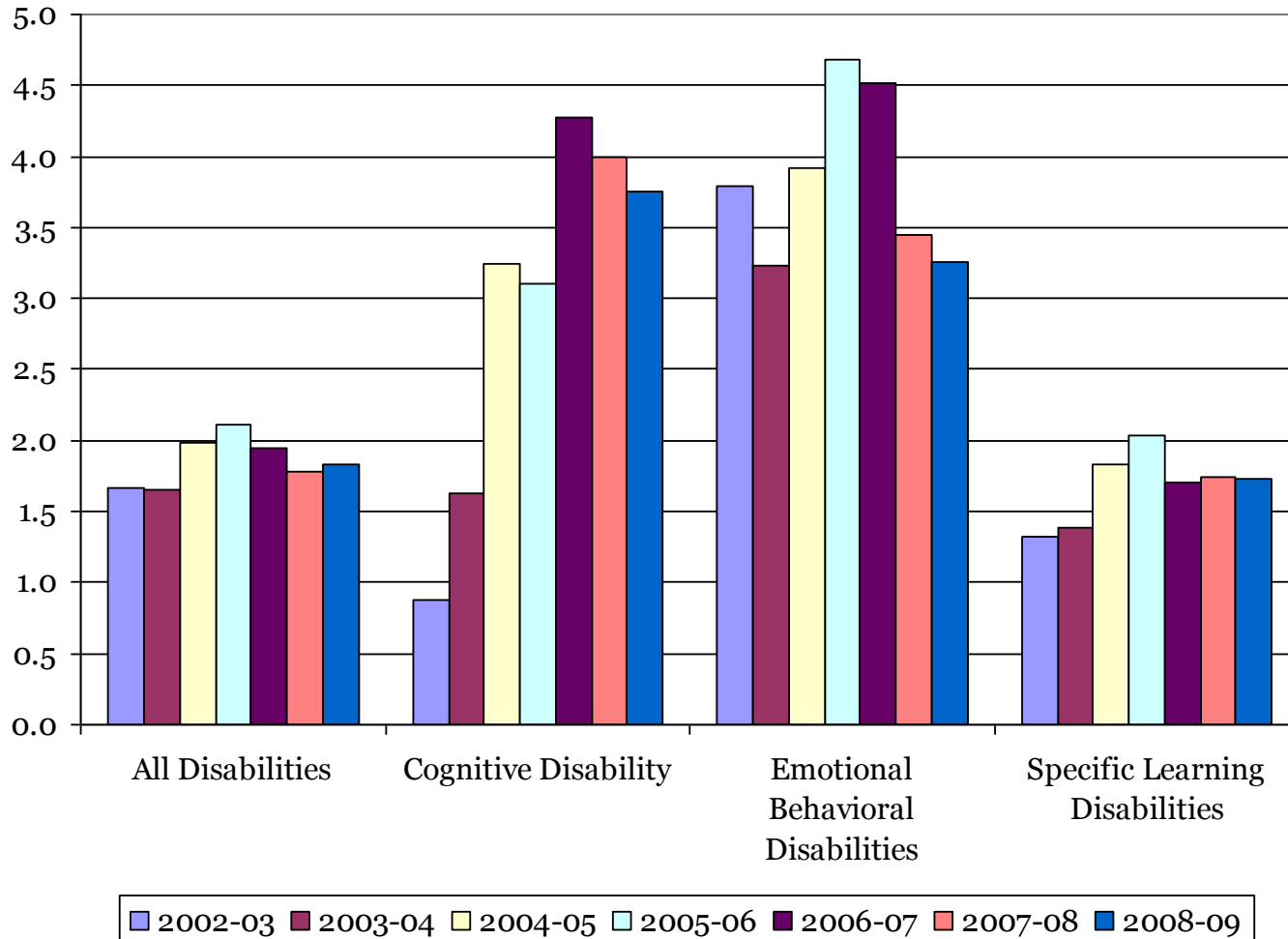
Weighted Risk Ratios: Asian Students, 6-21



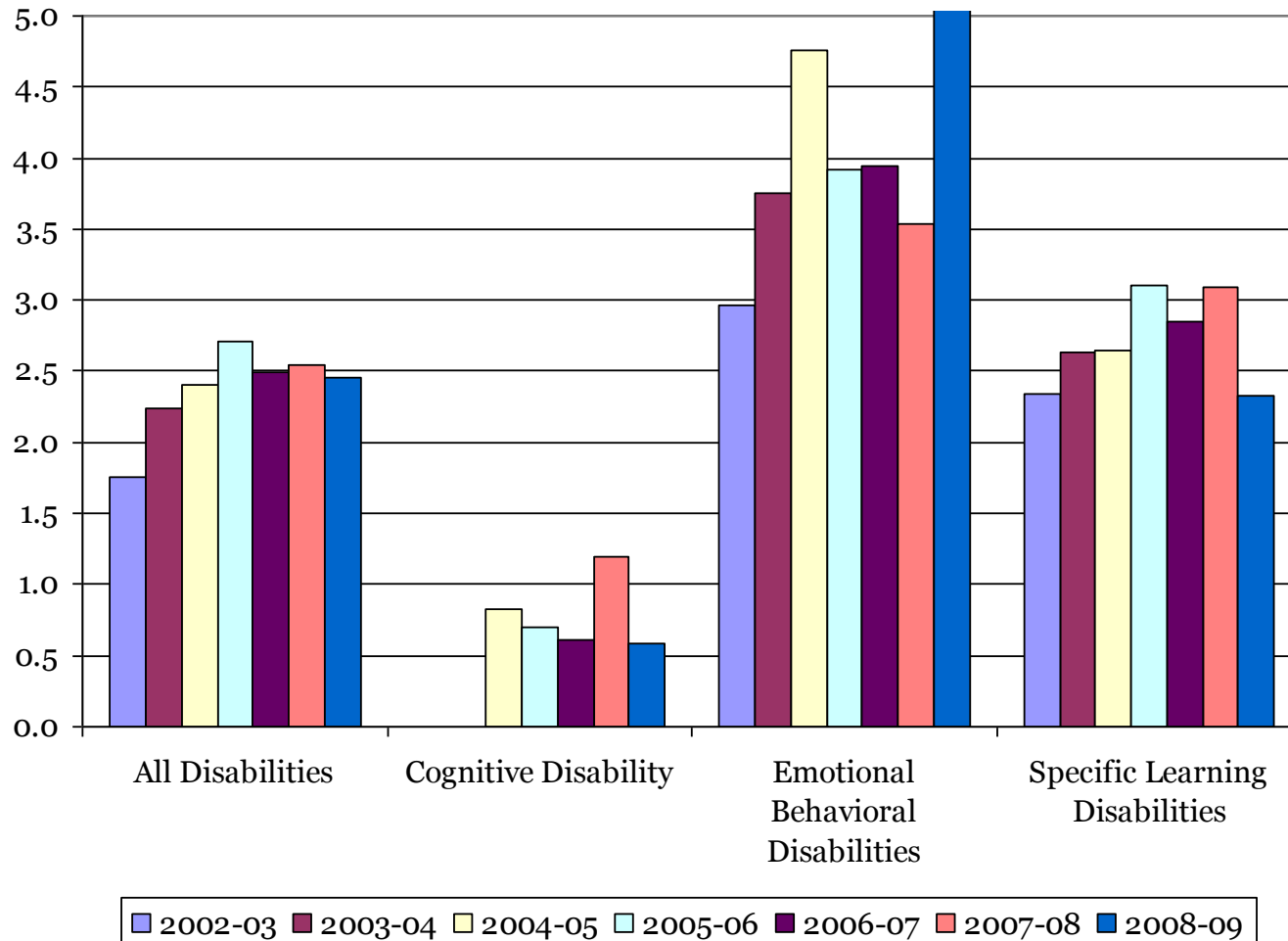
Weighted Risk Ratios: Hispanic Students, 6-21



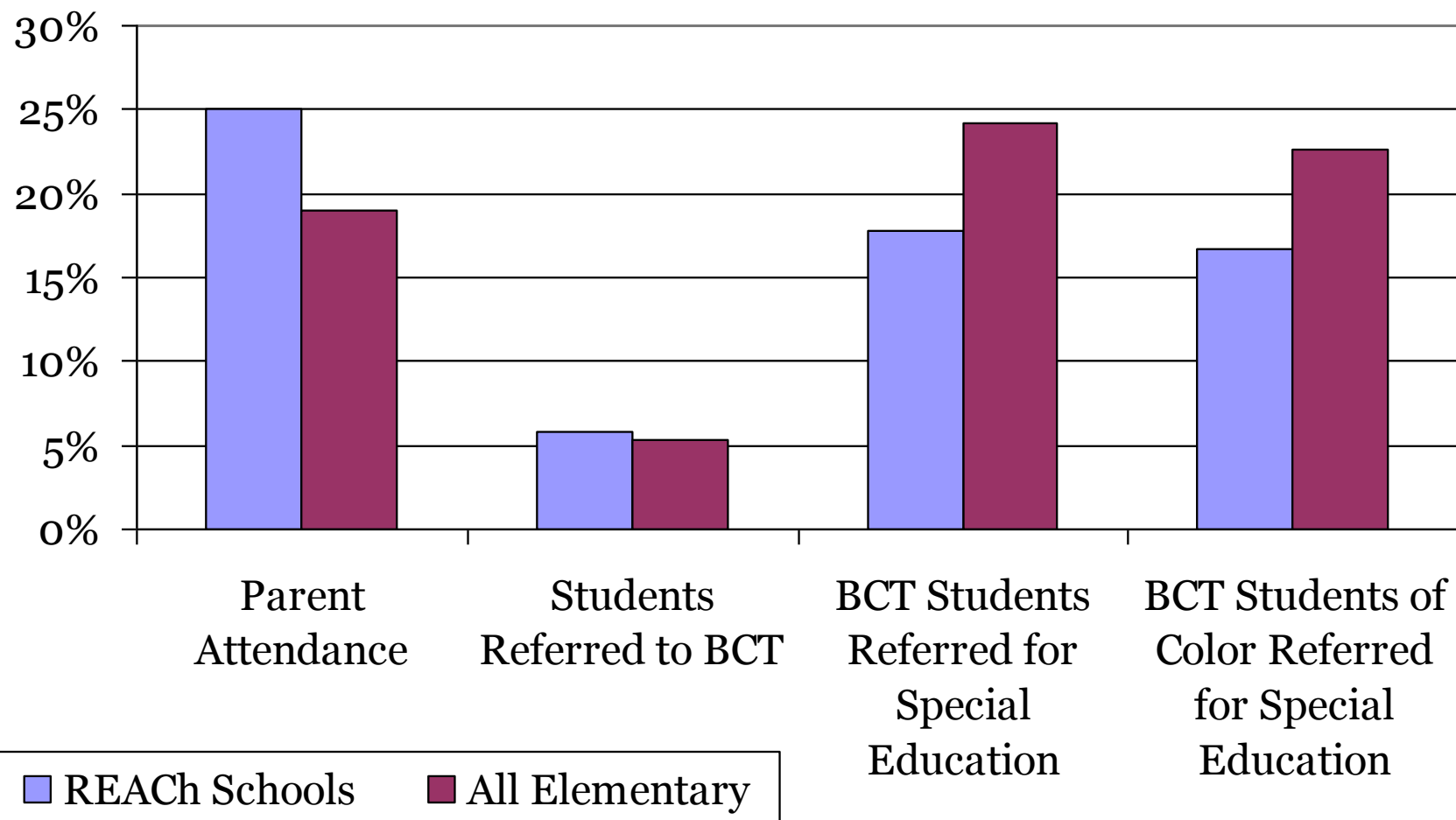
Weighted Risk Ratios: African American Students, 6-21



Weighted Risk Ratios: American Indian Students, 6-21



Elementary Building Consultation Team Outcomes, 2007-08



Expect and Accept Non-Closure

“The longest journey is the journey inward.”

Dag Hammarskjold

Reference Links

AASD Website under Departments/Minority Services Coordinator

- [Minority Achievement Task Force](#)
 - [AASD Equity Plan](#)
 - [AASD Report to Community](#)

- **Brain Anderson, Director of Special Education**
 - andersonbrain@aasd.k12.wi.us
 - <http://www.aasd.k12.wi.us/MATF/>

DPI Website under Disproportionality/Resources

- [AASD Sp Ed Parent Focus Group Report](#)
- <http://www.dpi.state.wi.us/sped/spp-disp.html>