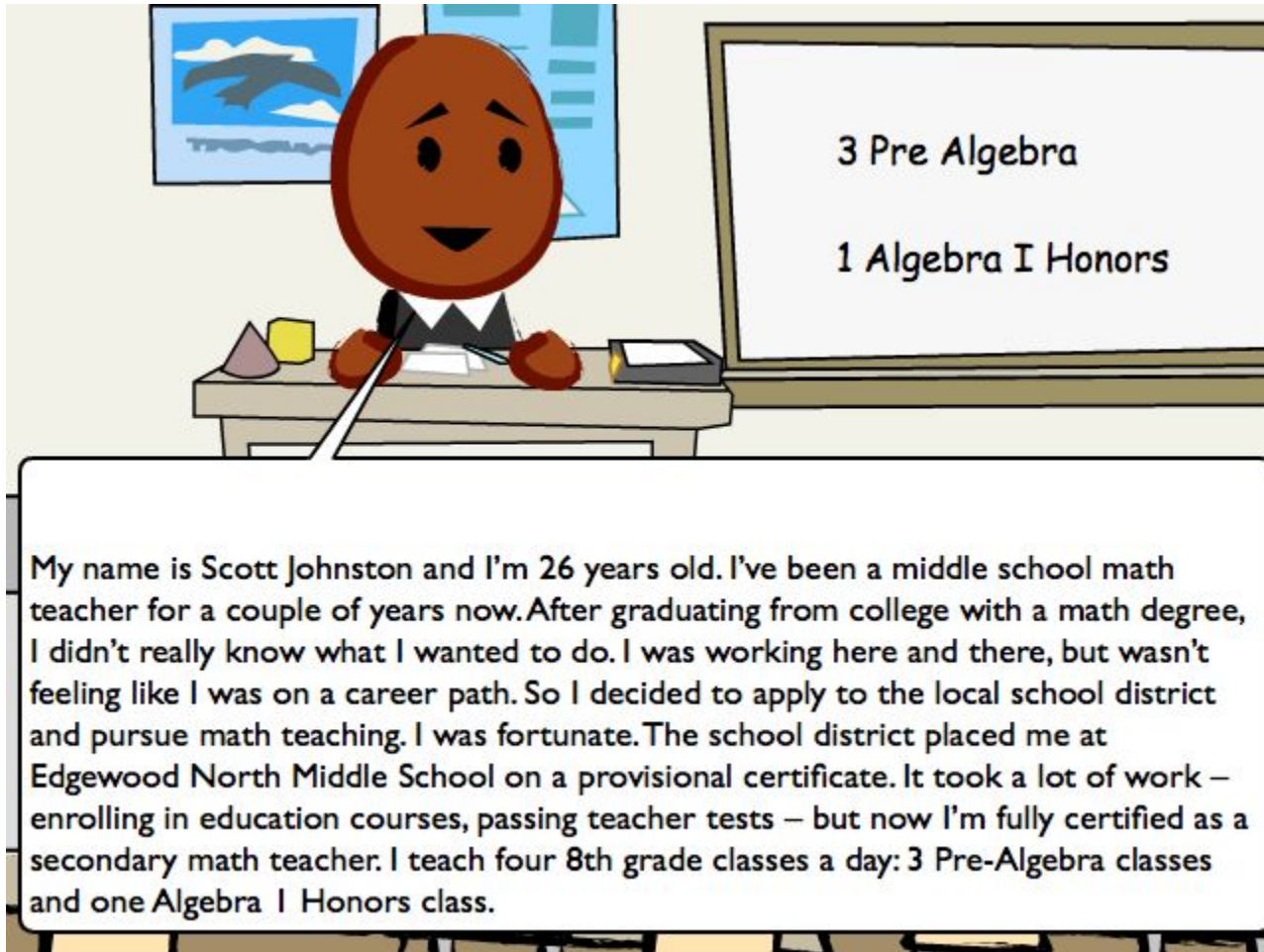


The Case of Mya Storyboard

The Case of Mya



The Case of Mya Storyboard: Frame 2



The Case of Mya Storyboard: Frame 3

Edgewood North Middle School is located in an affluent, mostly White suburban community on the outskirts of the city, yet, due to a long-running school district desegregation effort, Edgewood's racial composition is highly diverse, with approximately 50 percent of its students identifying as African American or Latino.



The Case of Mya Storyboard: Frame 4

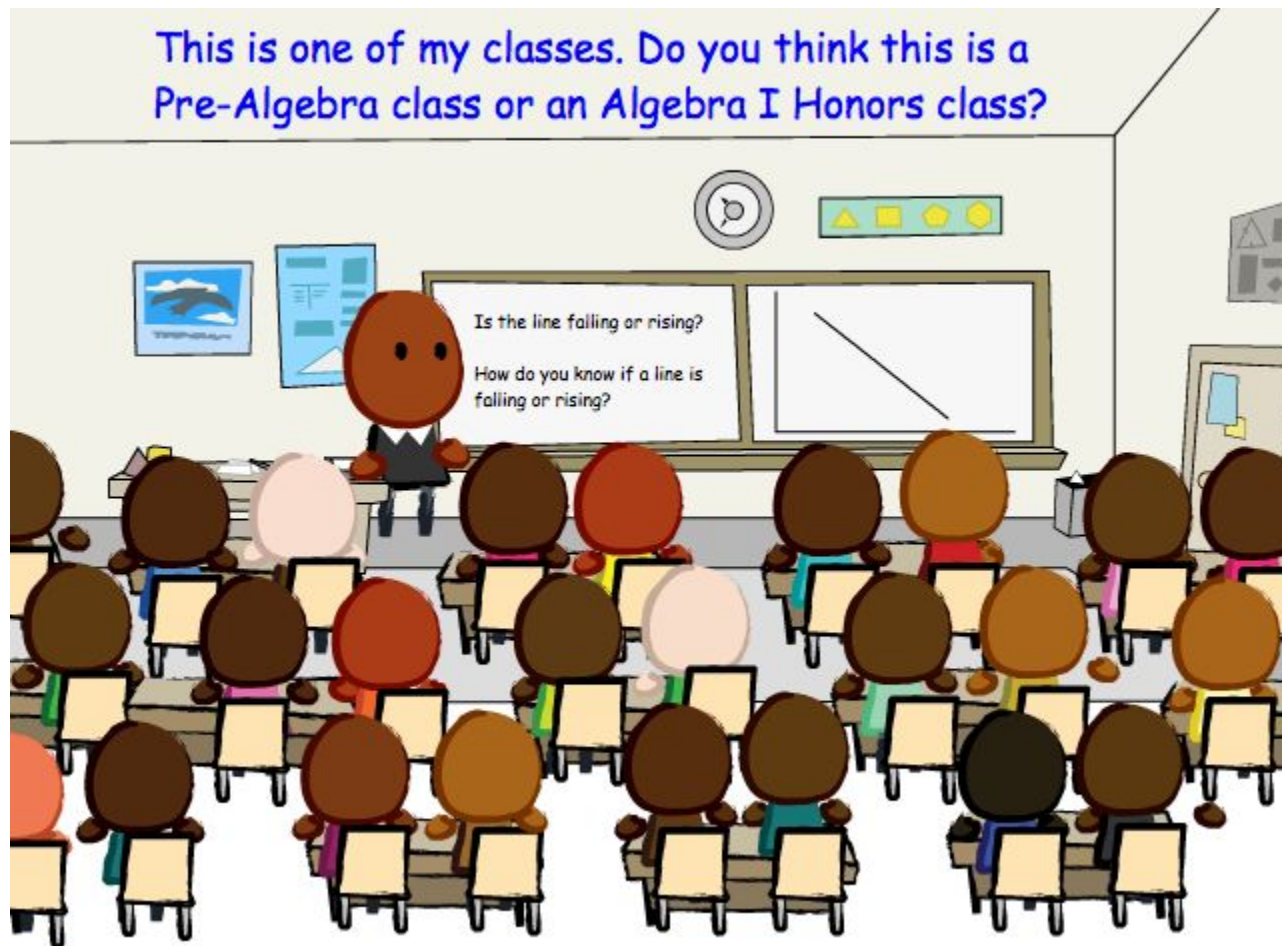


The Case of Mya Storyboard: Frame 5

The school day started at 7:50 a.m., meaning that many of Edgewood's African American students stood at their bus stops well before six in the morning. As the buses unloaded each morning, it was not uncommon to witness African American students from the south side unload from the bus wrapped in blankets and holding pillows – evidence of their need to finish off their morning sleep during the bus ride.

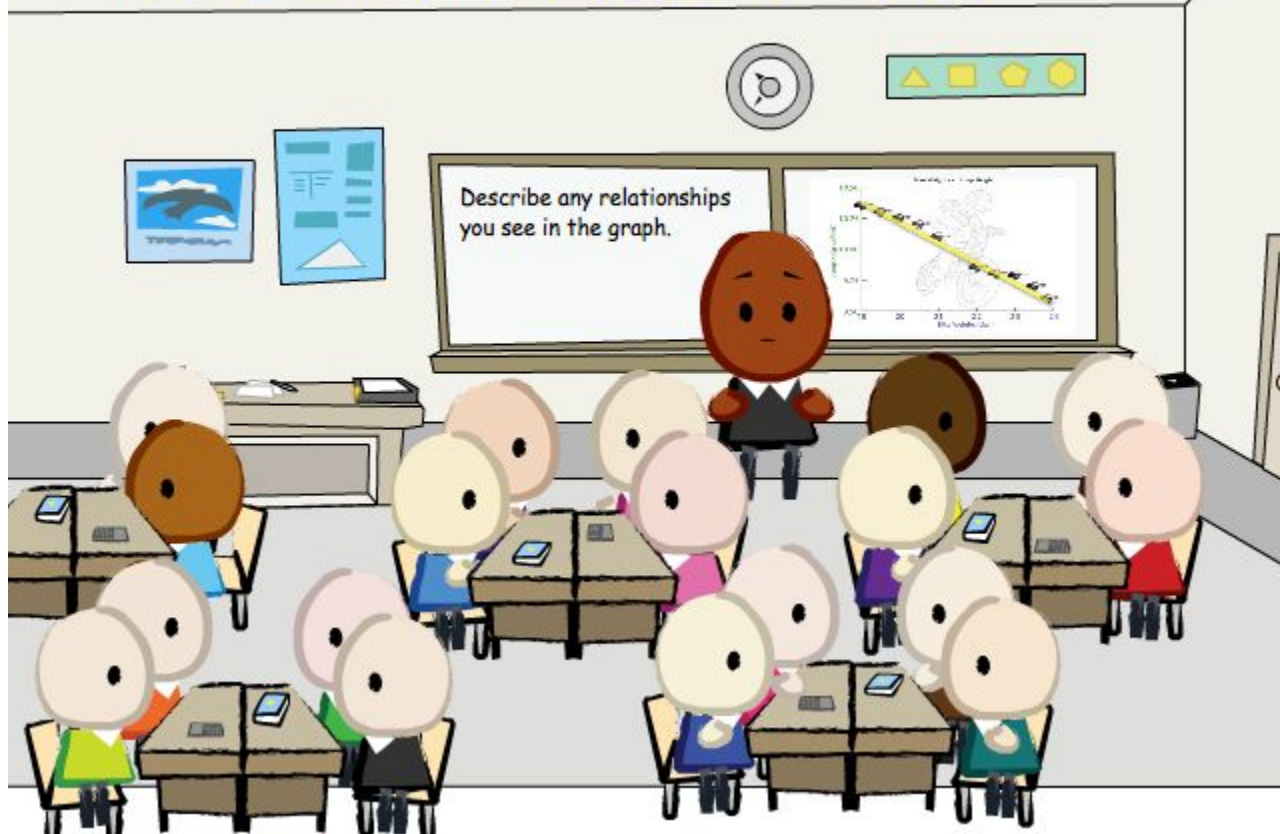


The Case of Mya Storyboard: Frame 6



The Case of Mya Storyboard: Frame 7

This is another one of my classes. Do you think this is a Pre-Algebra class or an Algebra I Honors class?



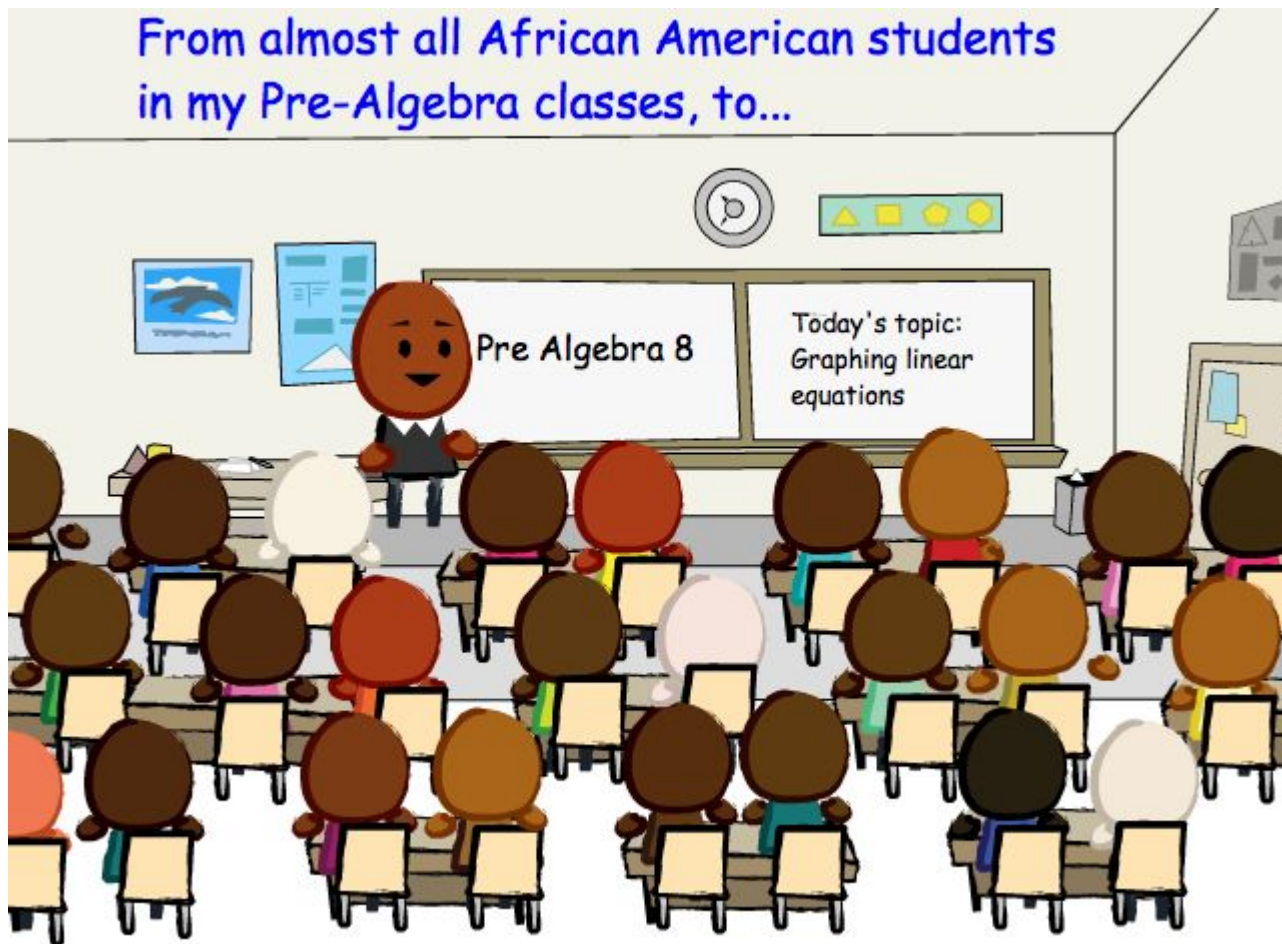
The Case of Mya Storyboard: Frame 8

Although Edgewood's demographics would suggest that students from different racial and class backgrounds learned together, this was not necessarily the case. Edgewood's students were strictly grouped by ability and, due to racial gaps in math performance on the state test, students in my classes were consequently grouped by race.



The Case of Mya Storyboard: Frame 9

From almost all African American students
in my Pre-Algebra classes, to...

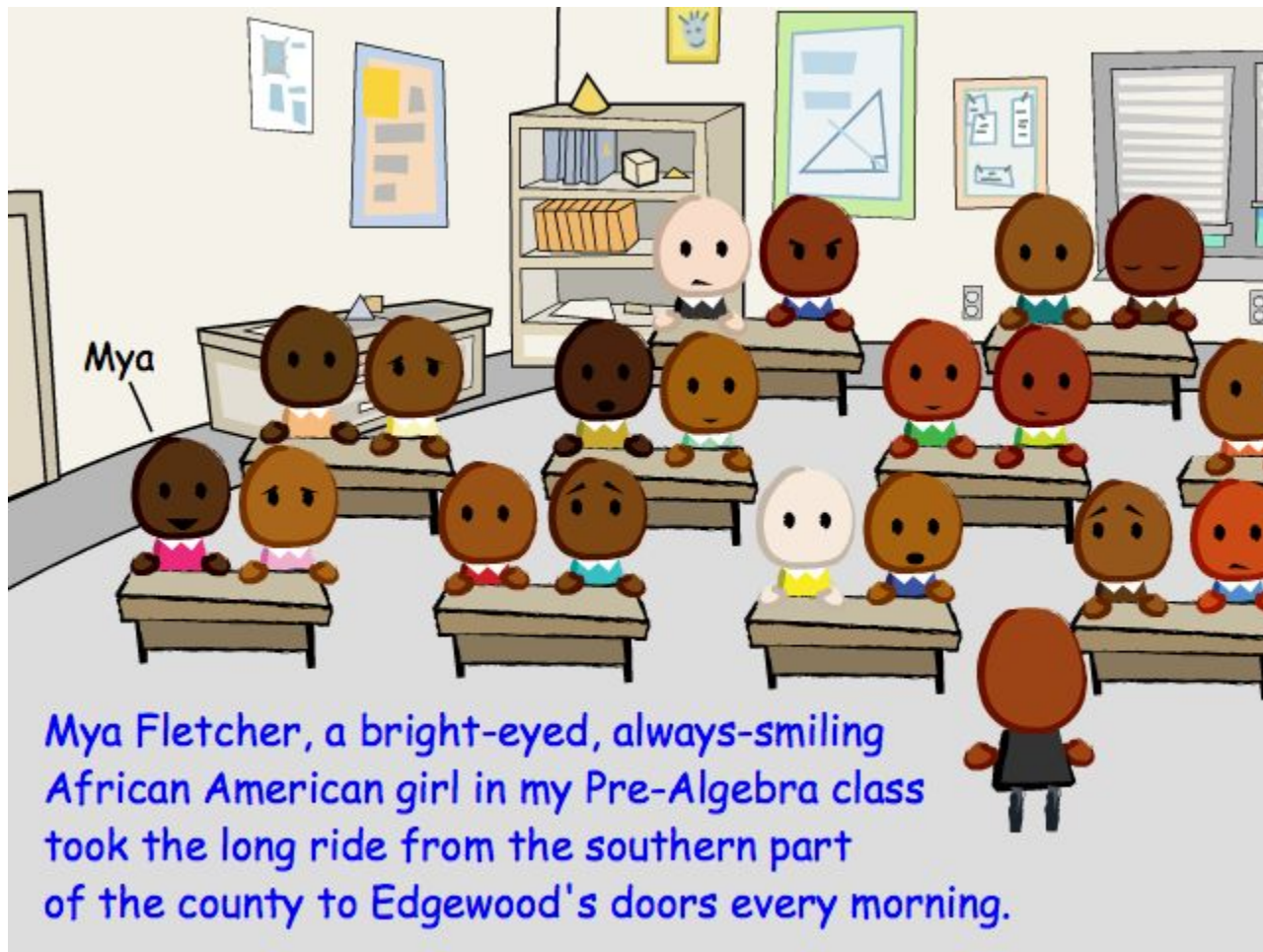


The Case of Mya Storyboard: Frame 10

to almost exclusively White and Asian students
in my Algebra I Honors class.



The Case of Mya Storyboard: Frame 11



The Case of Mya Storyboard: Frame 12

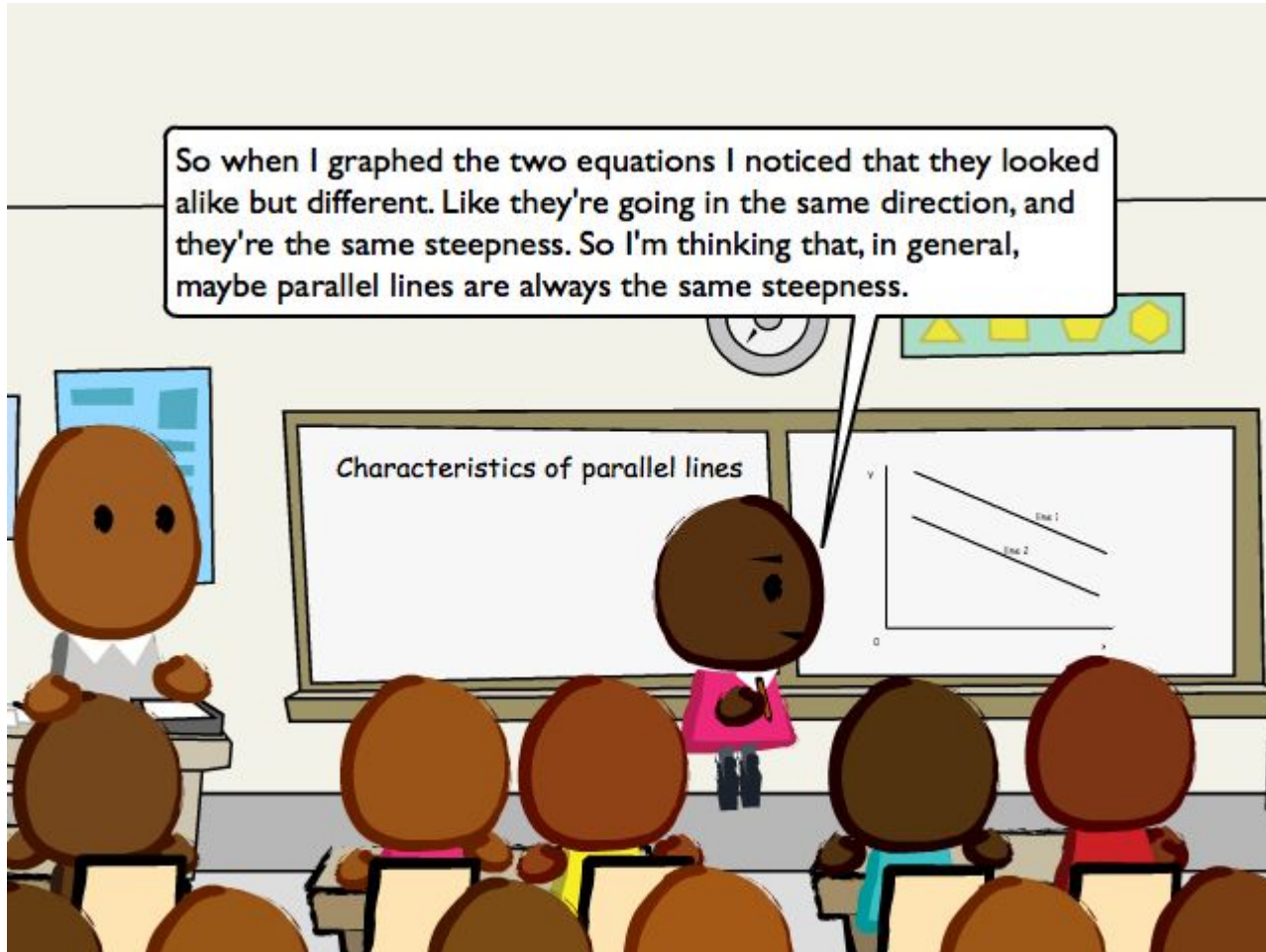
The majority of Mya's Pre-Algebra class was from the southern part of the county. She grew up with many of her classmates and went to church with a few. She was not particularly popular in her peer group, but she was a leader in the classroom.



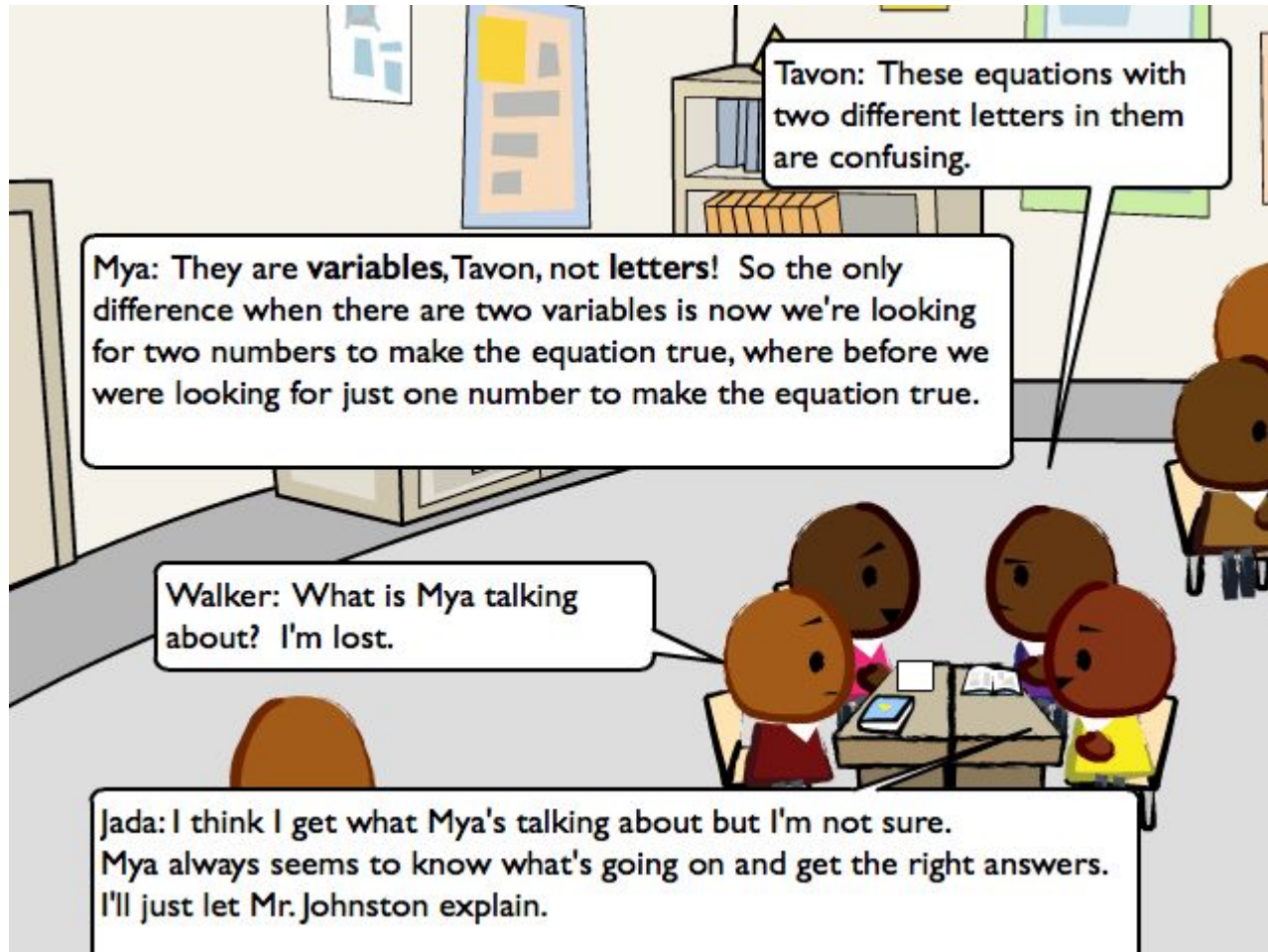
The Case of Mya Storyboard: Frame 13

The next several slides illustrate examples of Mya's mathematical thinking about linear equations.

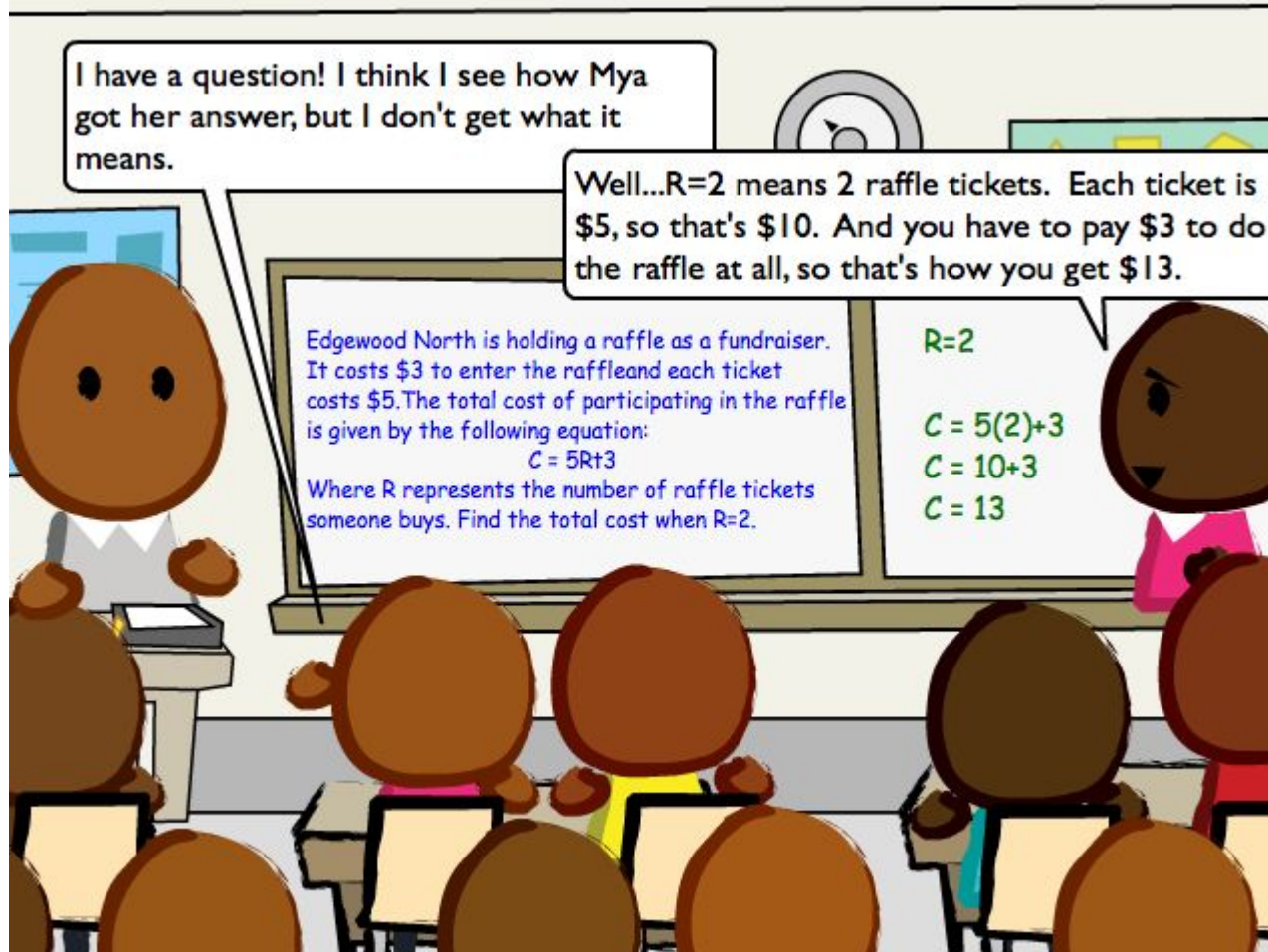
The Case of Mya Storyboard: Frame 14



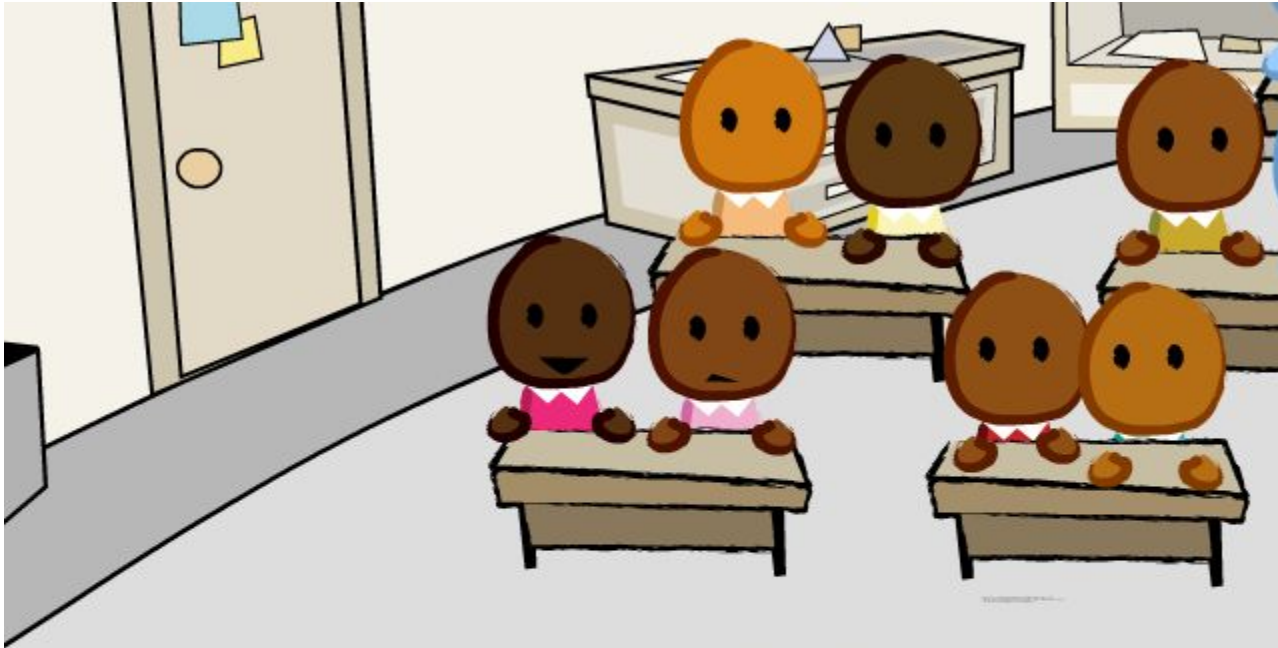
The Case of Mya Storyboard: Frame 15



The Case of Mya Storyboard: Frame 16

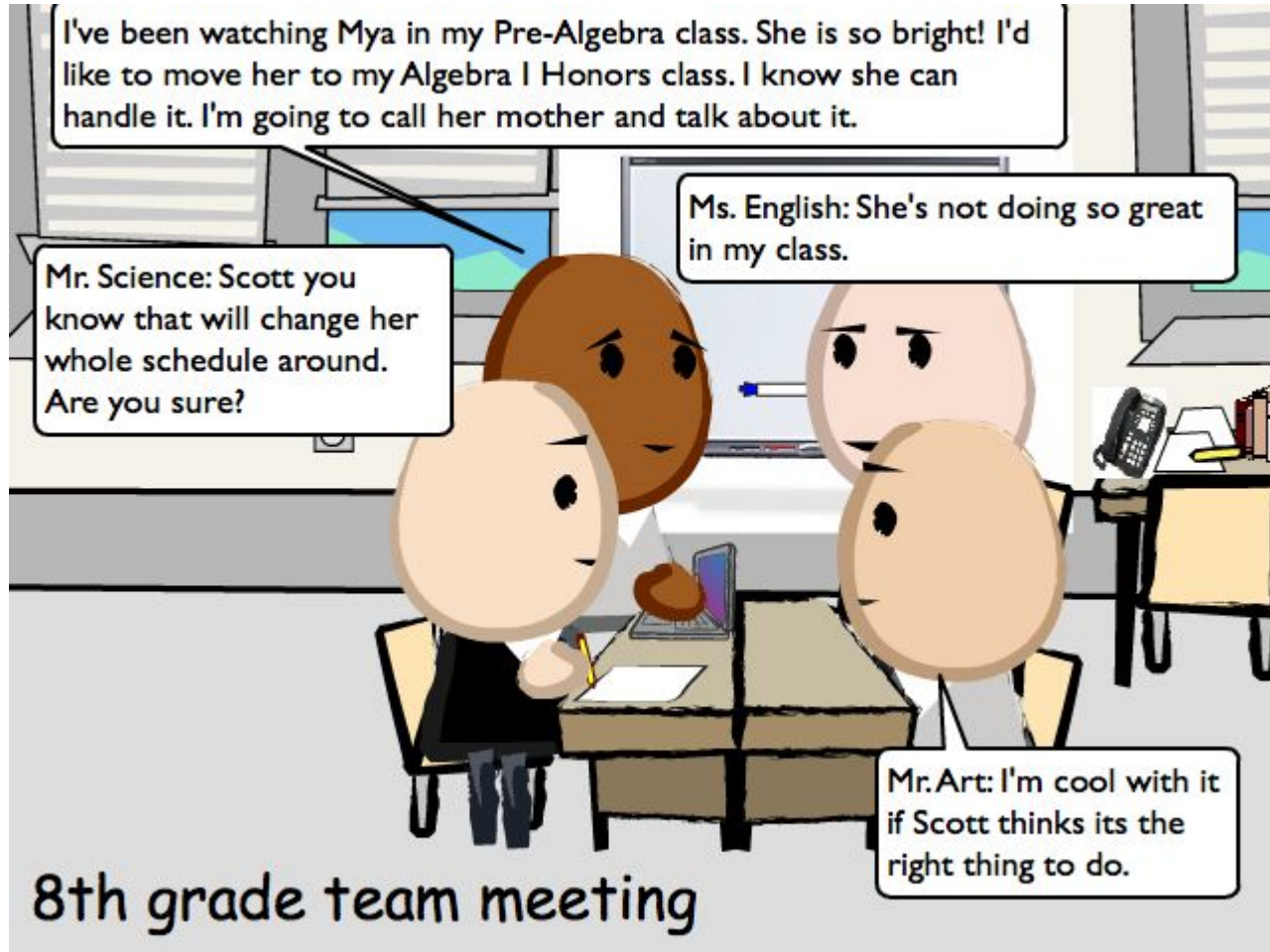


The Case of Mya Storyboard: Frame 17

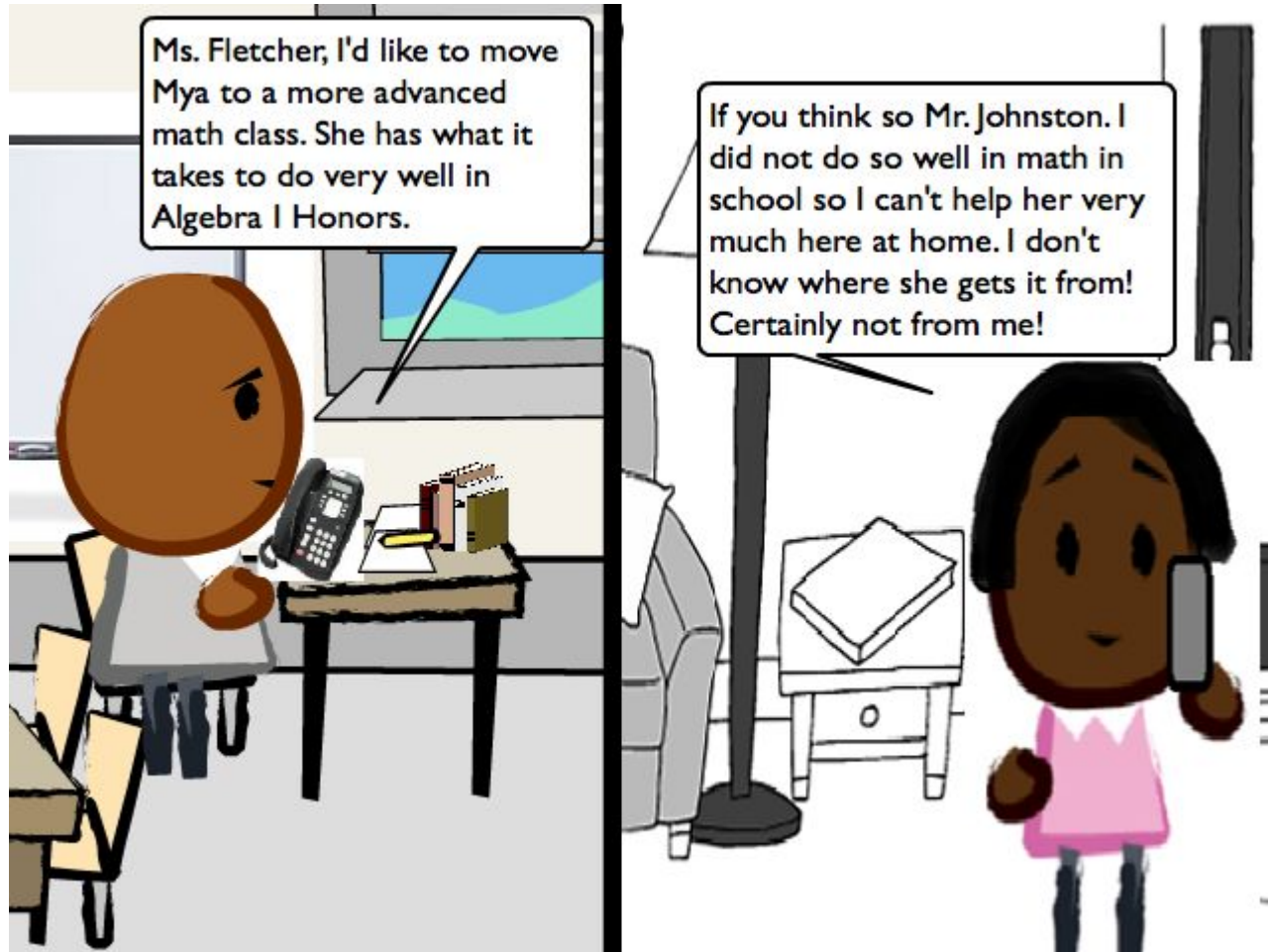


According to my teaching team, Mya fared less well in other academic areas. However it was evident to everyone, including herself, that she was comfortable and empowered in the mathematics classroom.

The Case of Mya Storyboard: Frame 18



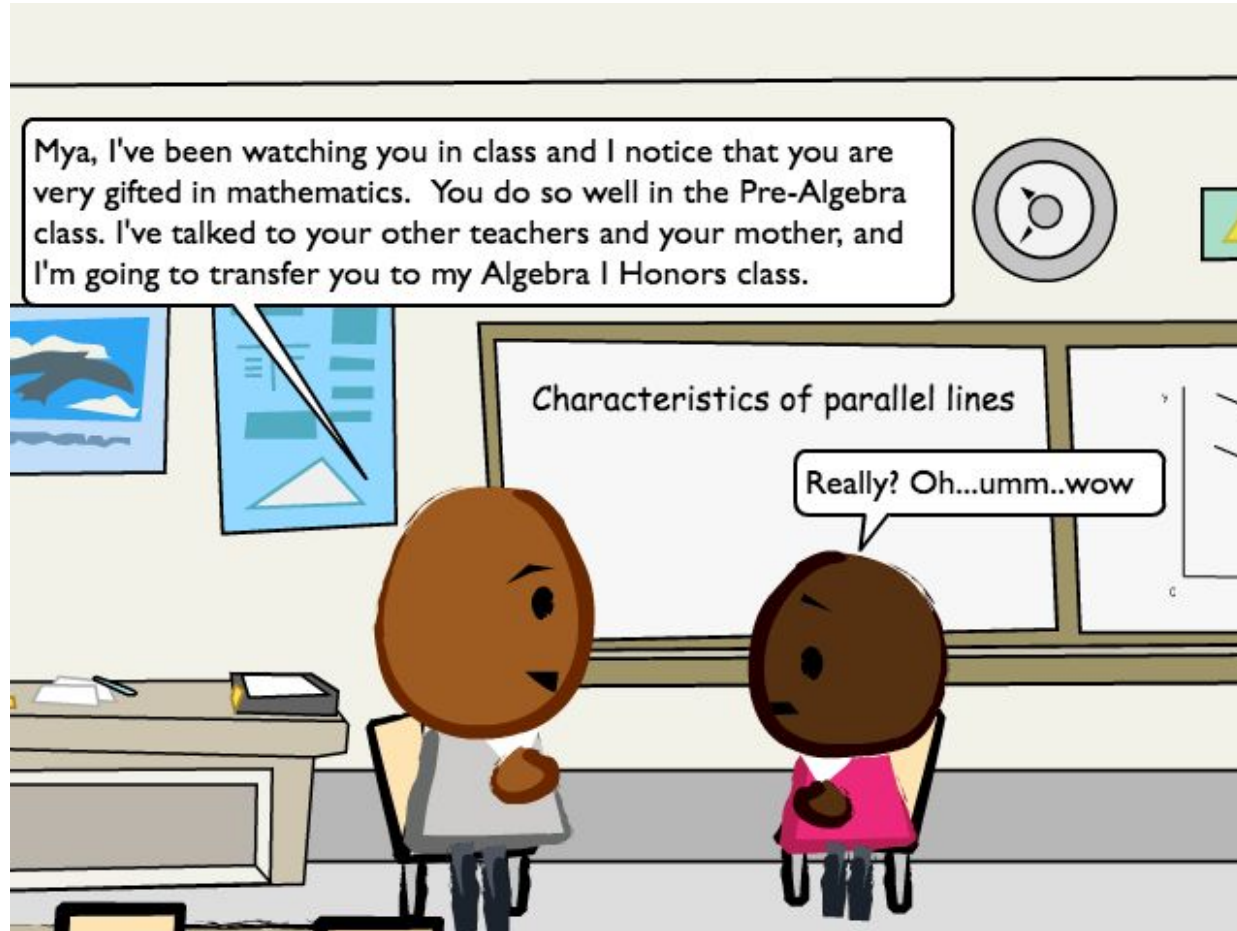
The Case of Mya Storyboard: Frame 19



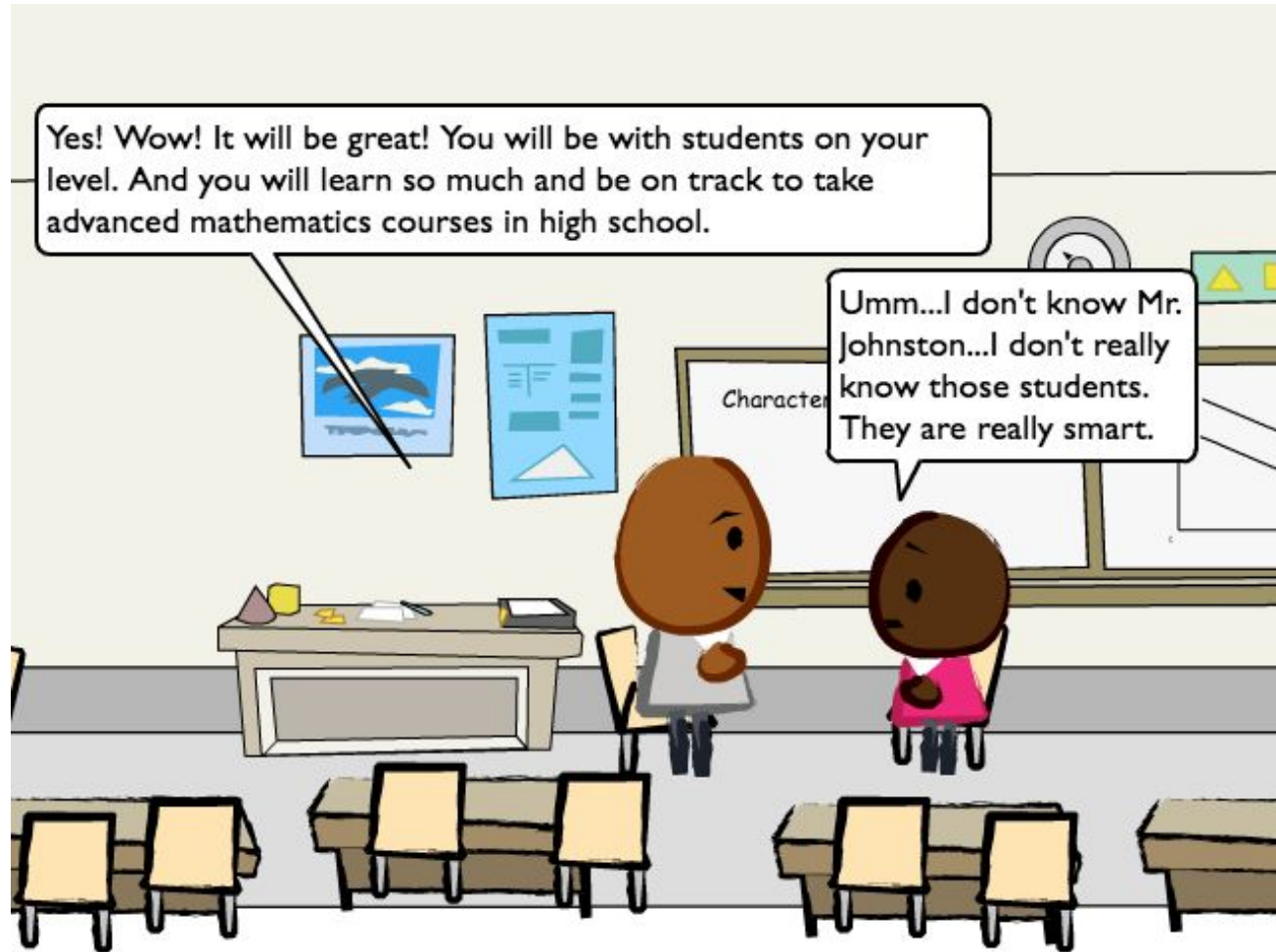
The Case of Mya Storyboard: Frame 20



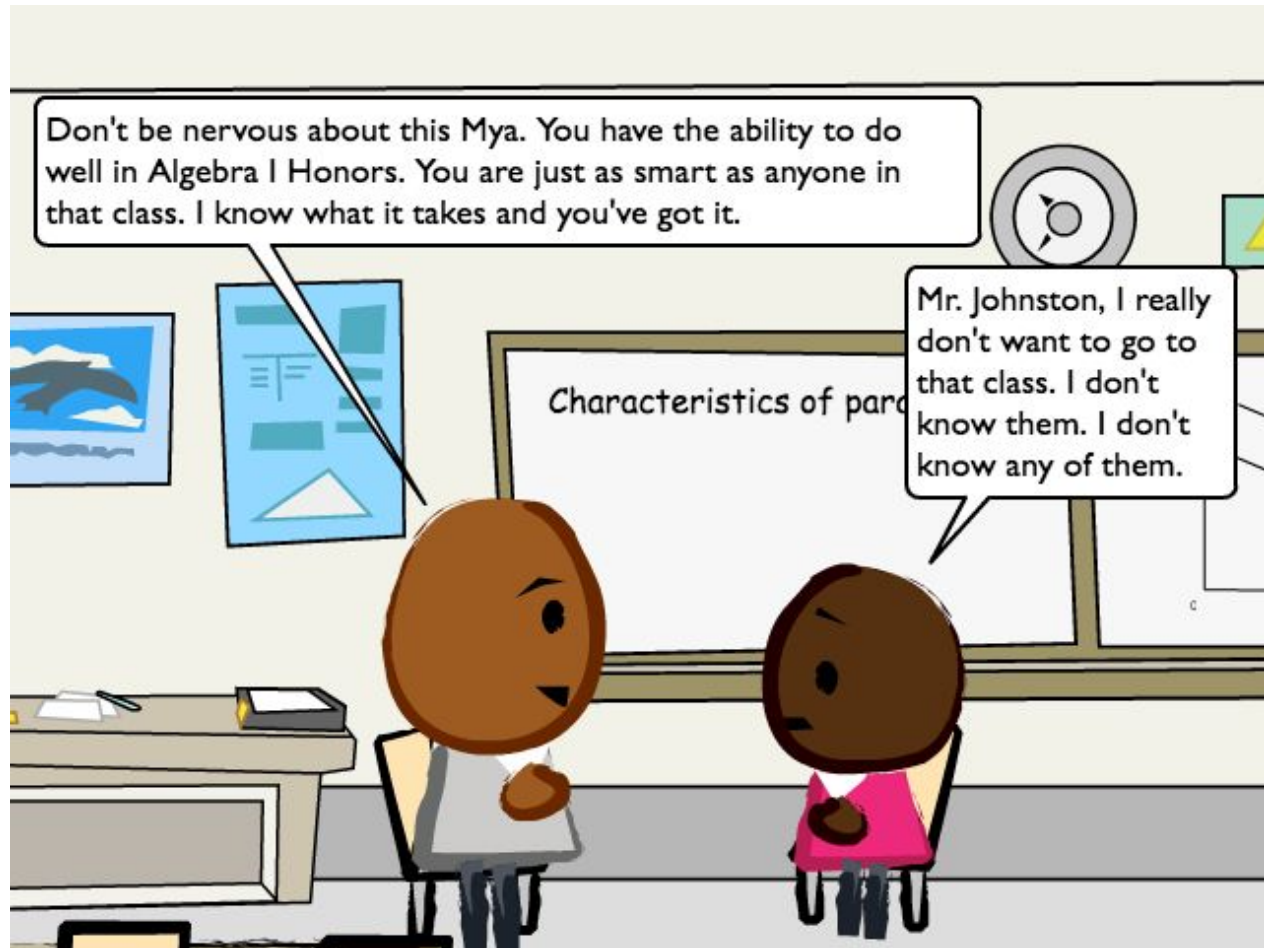
The Case of Mya Storyboard: Frame 21



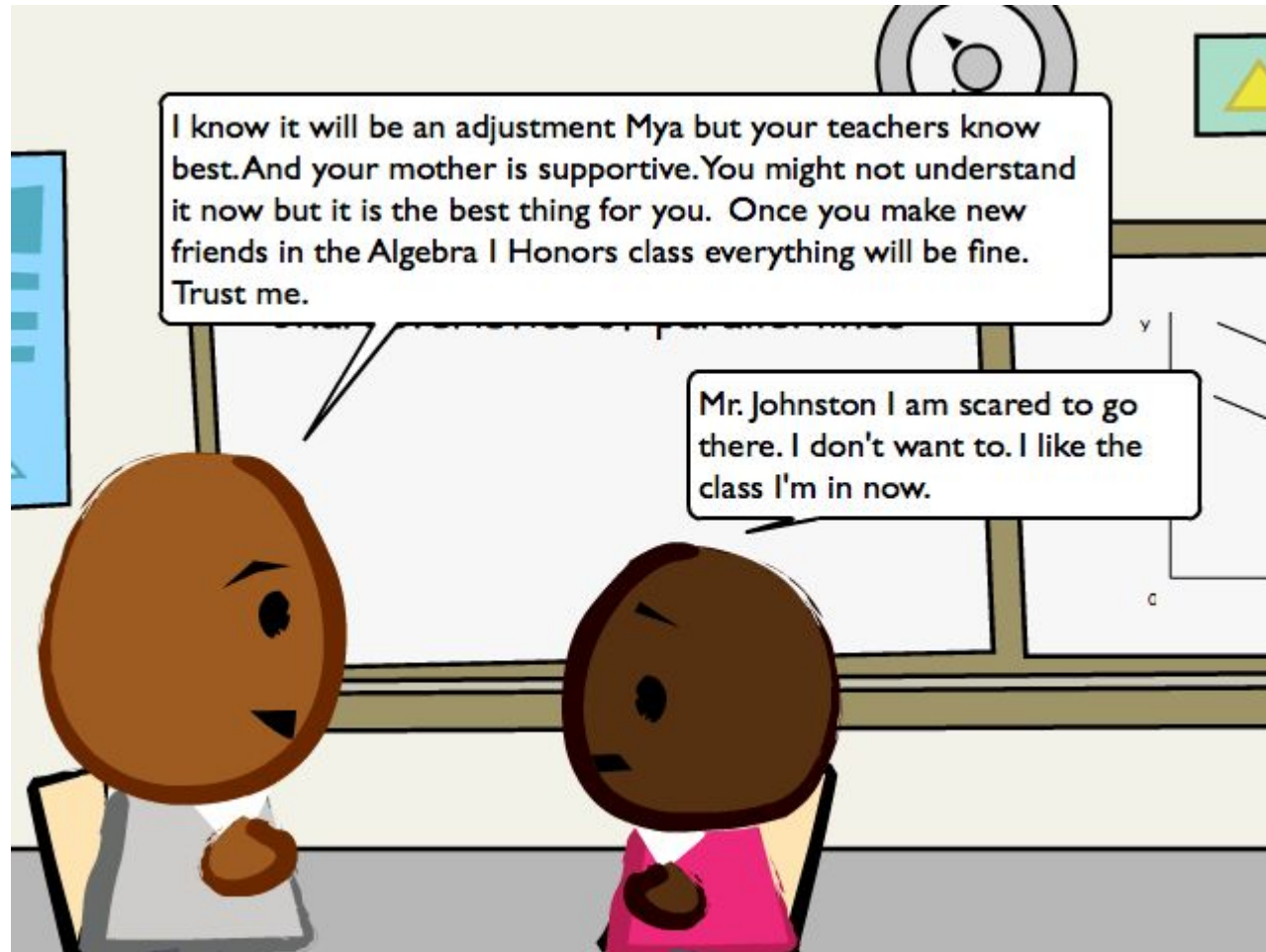
The Case of Mya Storyboard: Frame 22



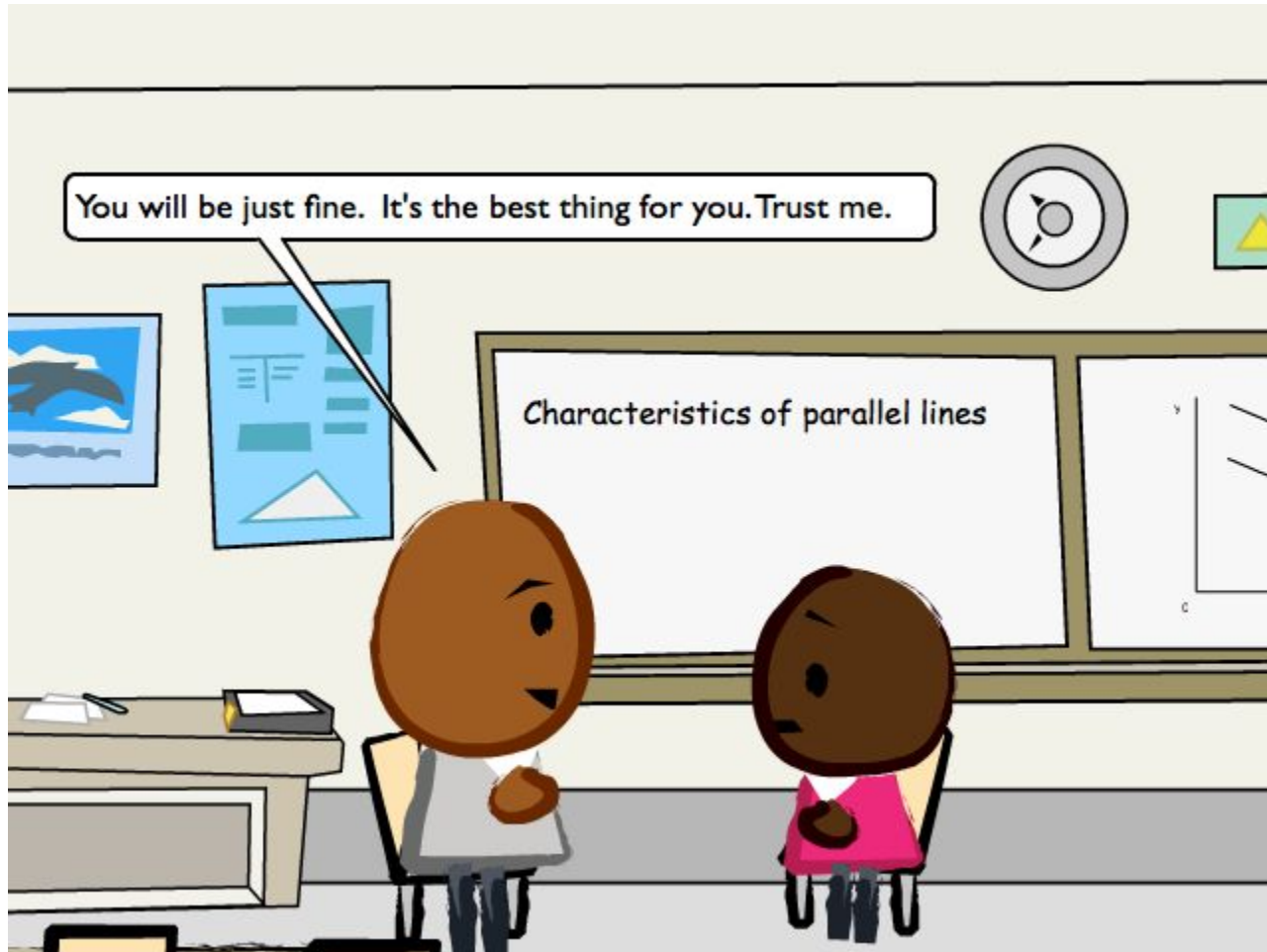
The Case of Mya Storyboard: Frame 23



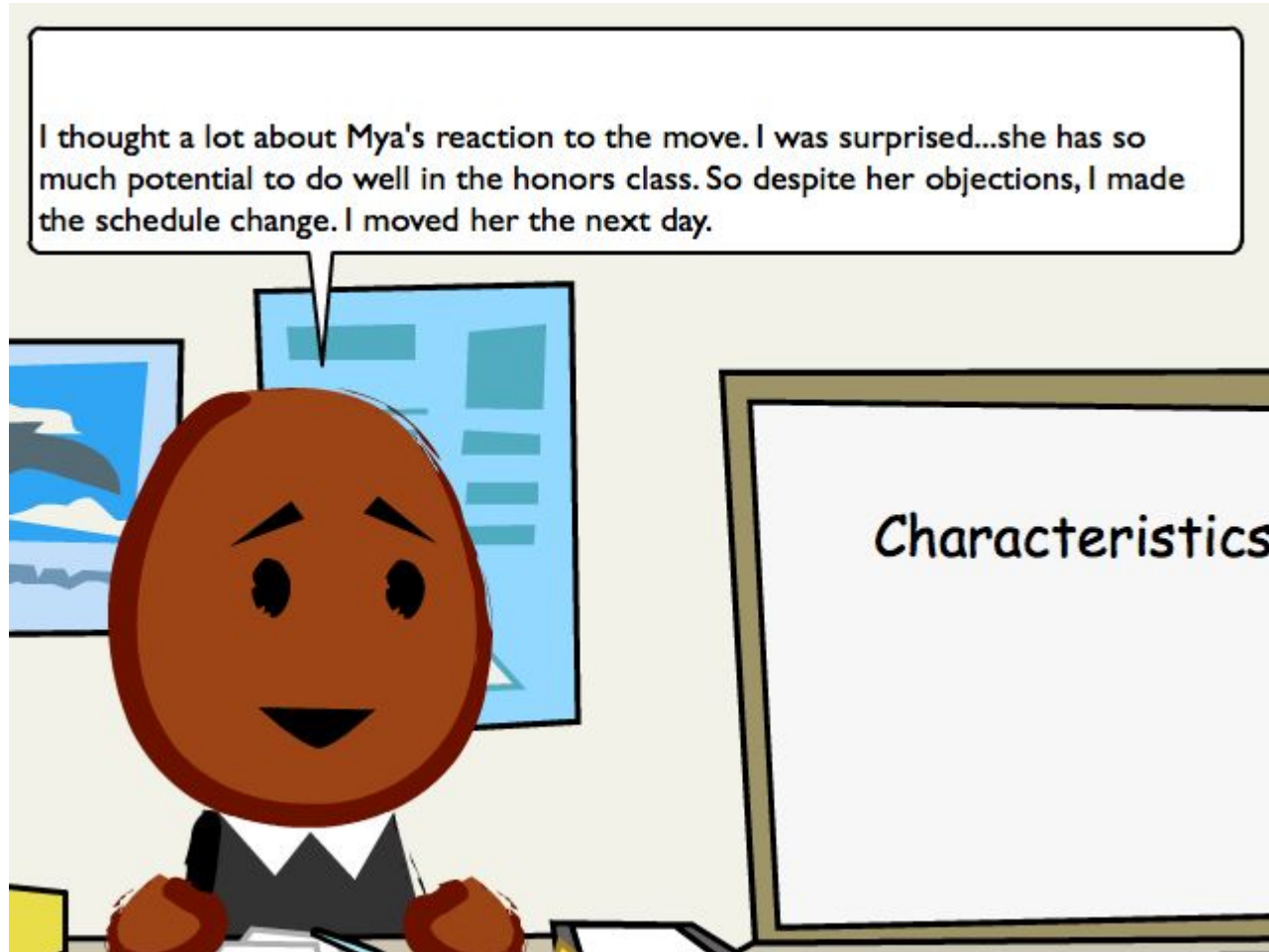
The Case of Mya Storyboard: Frame 24



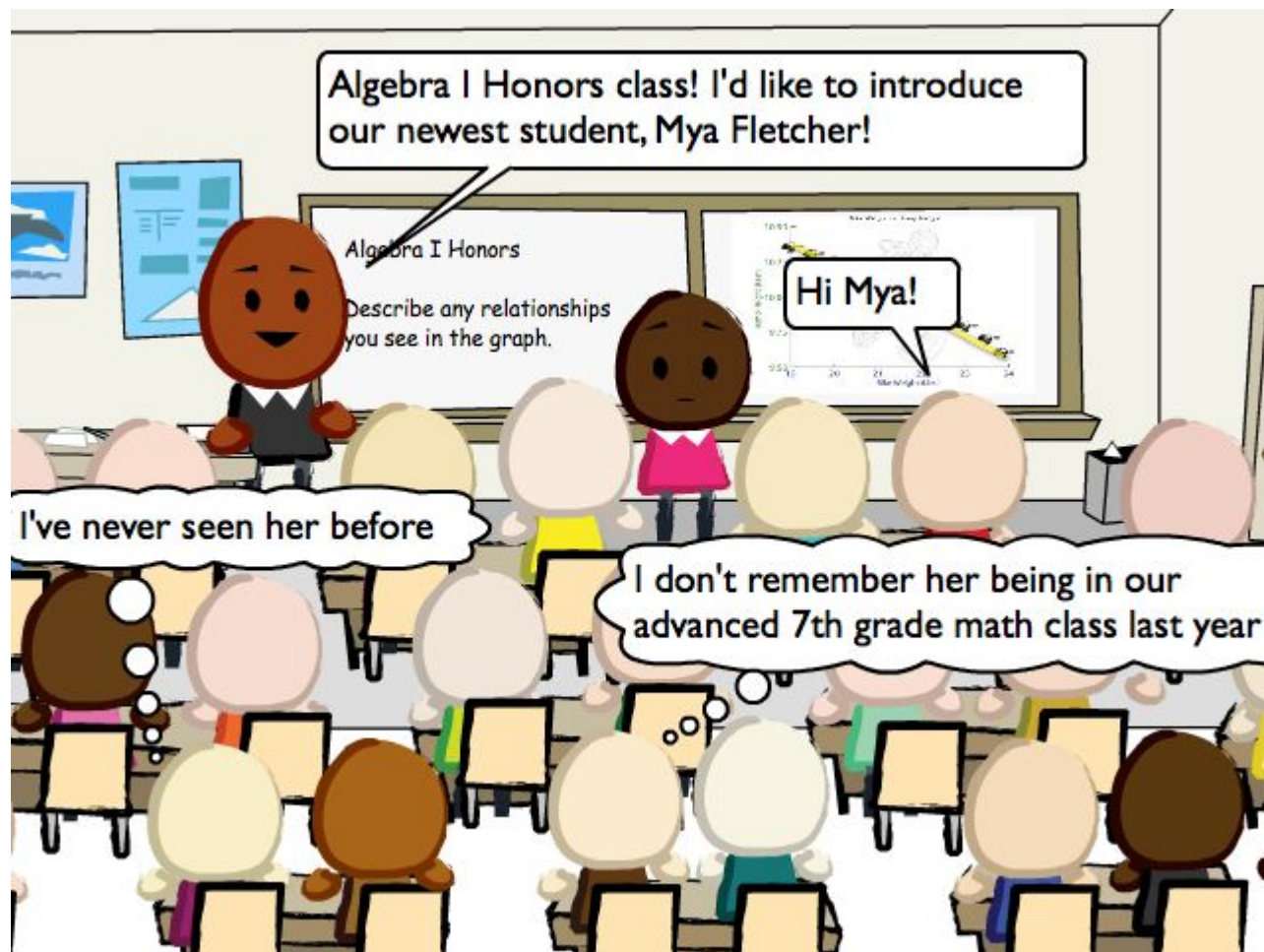
The Case of Mya Storyboard: Frame 25



The Case of Mya Storyboard: Frame 26

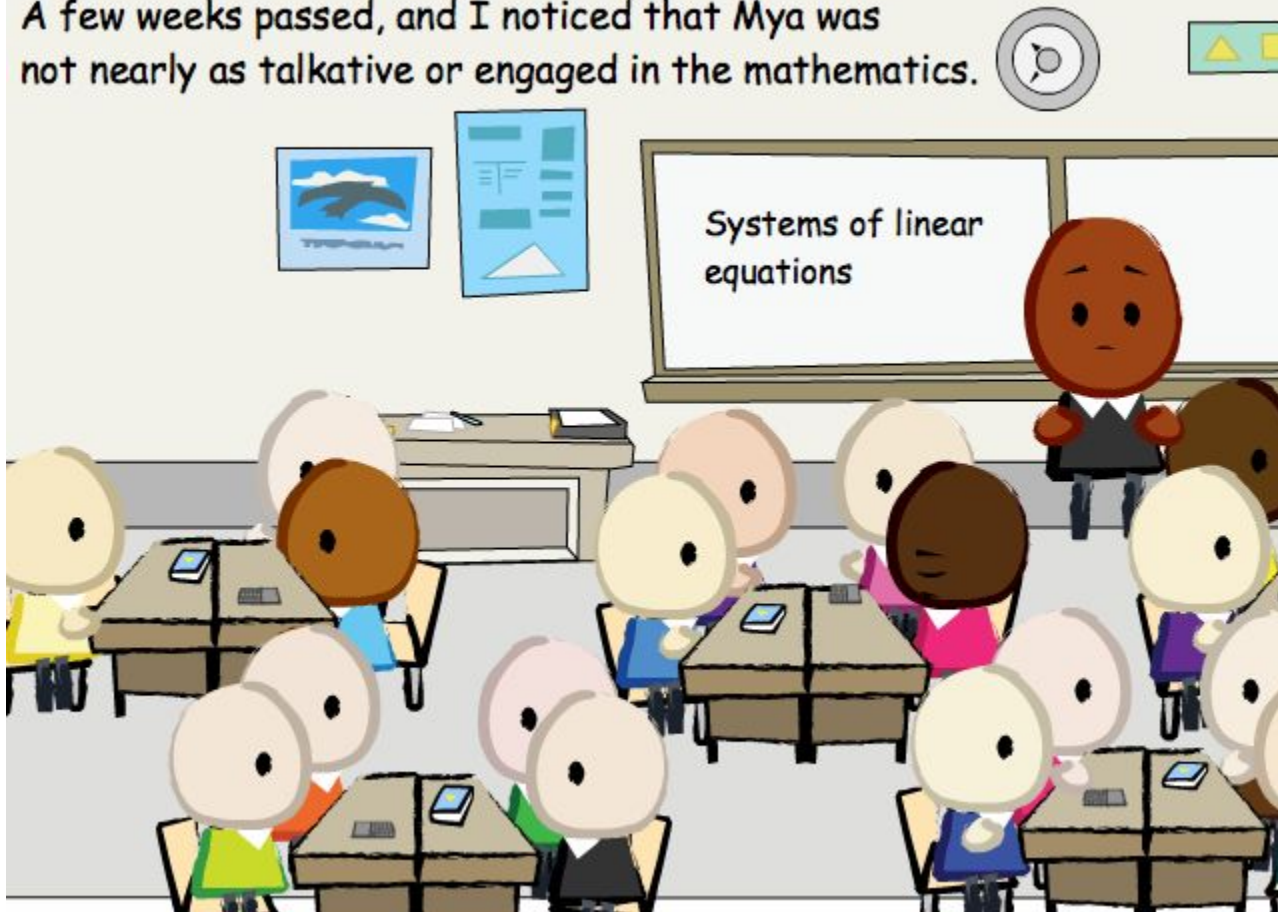


The Case of Mya Storyboard: Frame 27

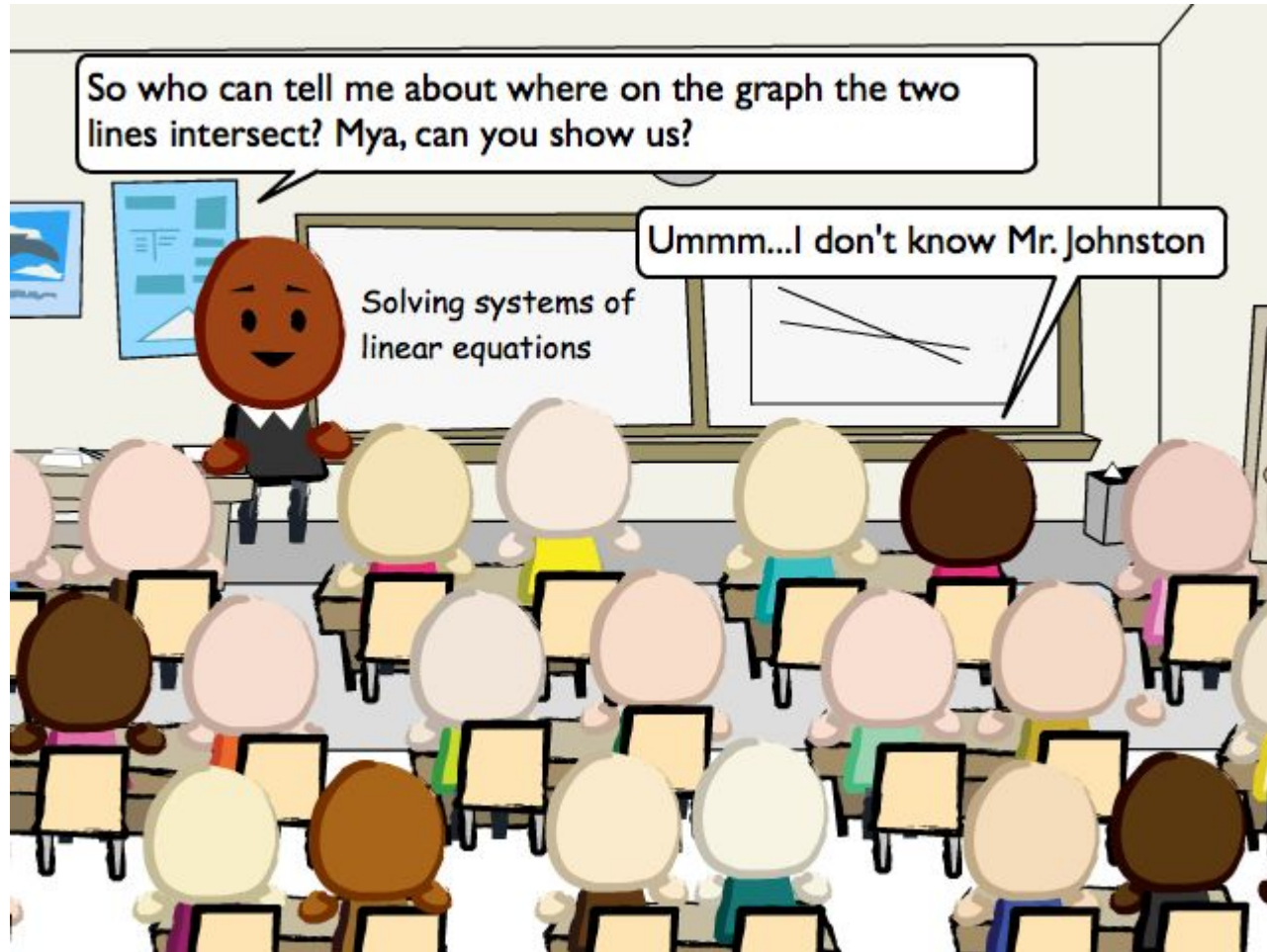


The Case of Mya Storyboard: Frame 28

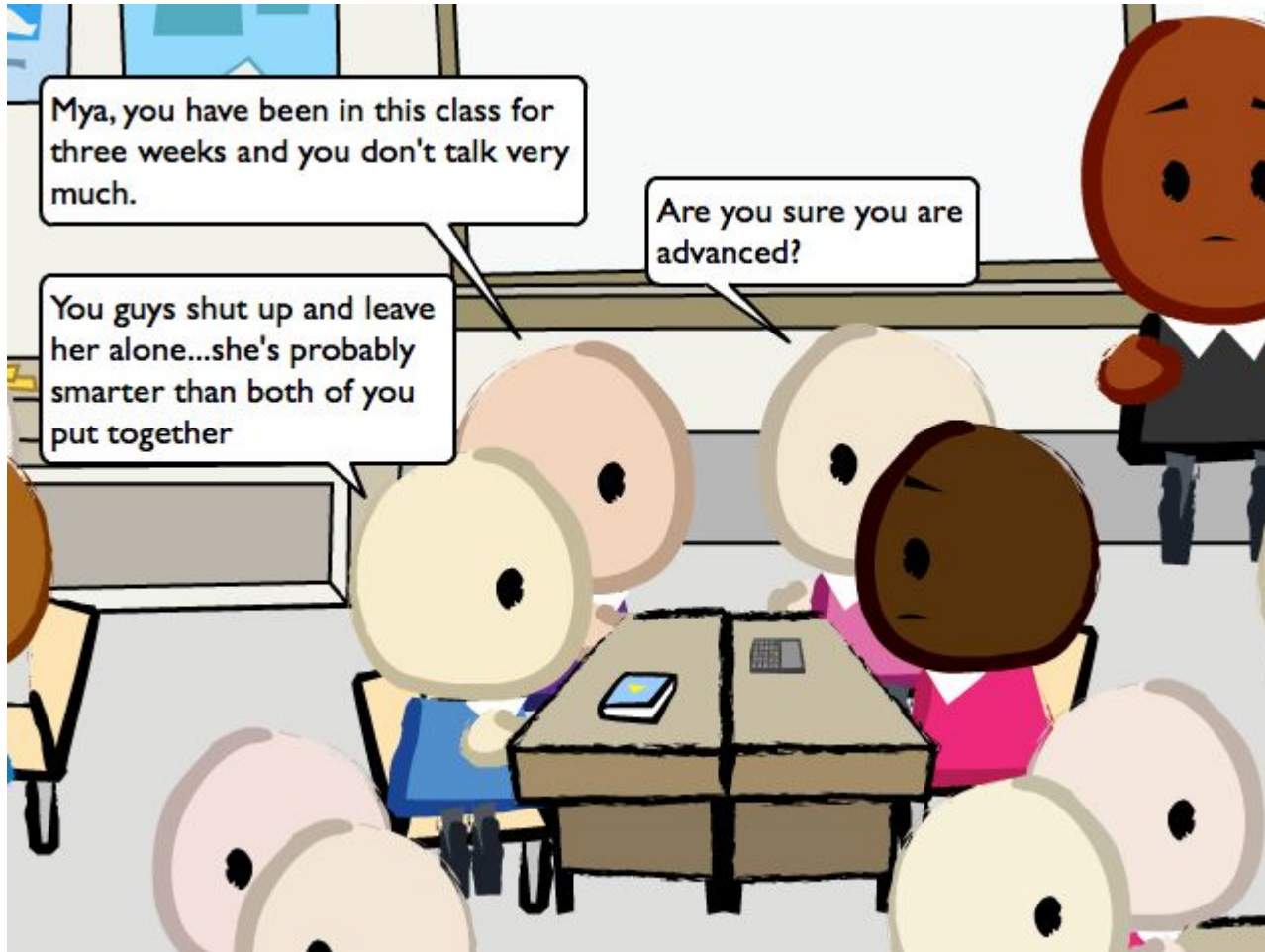
A few weeks passed, and I noticed that Mya was not nearly as talkative or engaged in the mathematics.



The Case of Mya Storyboard: Frame 29



The Case of Mya Storyboard: Frame 30



The Case of Mya Storyboard: Frame 31

I thought that Mya would adjust to the Algebra I Honors class, but she didn't. She was no longer the smiling, vibrant, engaged student. Weeks passed and she slowly faded into the margins of the class. She barely engaged and her grades were not nearly as good as they were in the Pre-Algebra class. As I think back on my moving her, did I do the right thing? If I did the right thing, did I do it right?

