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# Increased Advanced Course Enrollment: How did we get here?

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Dr. Patrick Duffy

November 12, 2024  
School Board Presentation

How can we get more students of color  
into honors, AP, IB and GT courses?

Why aren't students of color already in these advanced  
classes?



# 320+ Survey Responses

## Plan:

- ❖ Mass share survey to SLP students/alum via text and social media

## Benefits:

- ❖ Many people, organize results/data into categories
- ❖ Quantitative data collection

## How it could support the research question?

- ❖ Identify causes and trends of students not taking IB/AP classes

### Youth Data Analysts (YDA) Research 2020 Survey

Hi there. Thanks for participating in our survey!

We are a group of students and alumni at St. Louis Park (SLP). We're conducting this survey as part of a research project focused on diversity at SLP. The data we gather will help us answer the following questions:

- Why do students decide to take AP, IB, and honors (advanced) classes?
- Why do students decide not to take advanced classes?
- How can we give more students of color the opportunity to take advanced classes?
- What effect does the Gifted and Talented (GT) Program have on enrollment in advanced classes?

Data from this survey will be presented to a group of educators at the SY21 Data Advance on August 13th.

While taking this survey, keep in mind that:

- Your identity will remain confidential. We will not collect any identifying factors aside from basic demographic information.
- You can choose to opt-out of the survey at any time, and you do not have to answer all of the questions if you don't want to.

Feel free to contact us with any questions or suggestions at [yda.interns2020@gmail.com](mailto:yda.interns2020@gmail.com).

# Common themes across 52 student interviews

1. Teacher encouragement and support
2. Relationships and representation (teachers, students & curriculum)
3. Exclusivity
4. Gifted and Talented promotes unhealthy competition
5. Gifted and Talented students are offered better supports

## Theme 4: GT promotes unhealthy competition

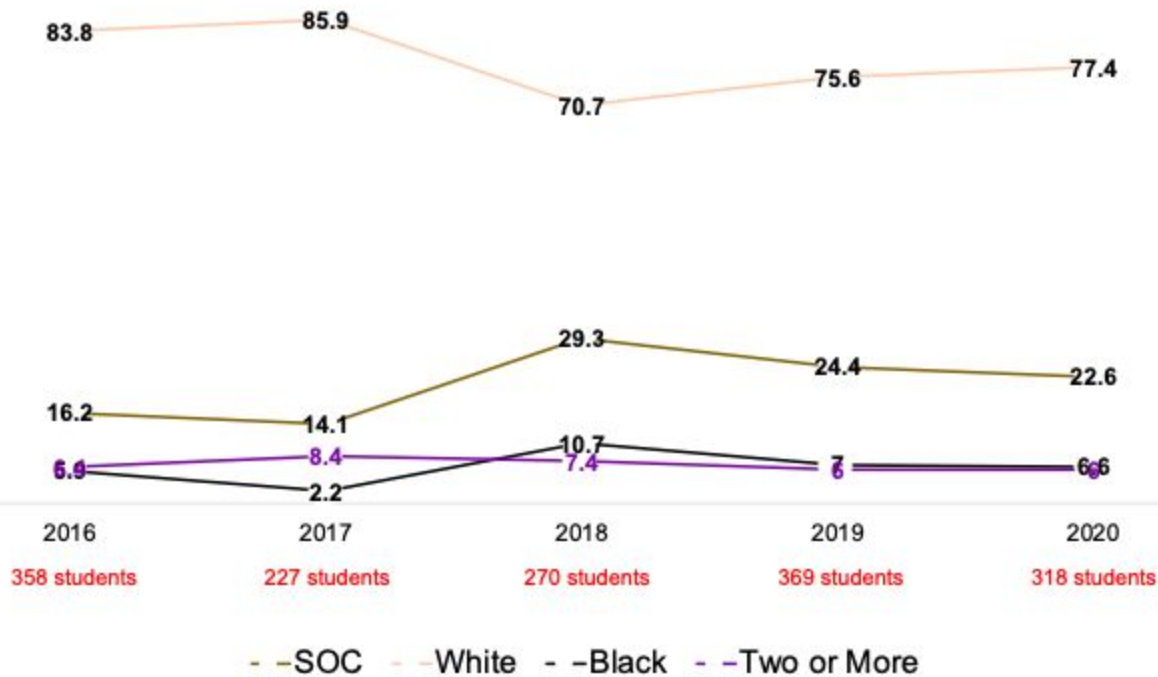
“Oh, just give extra work to the smart kids’... it kind of sets you up to think that you’re smarter than other people, just because you did well on one test, and now you’re in the gifted group, and now you deserve to have more chances than other kids.” (WF, 10th Grade)

## Theme 5: GT students are offered better supports

“If you’re not selected, it’s definitely going to make you less motivated because it makes you feel like ‘well, I didn’t pass this test, so no matter how hard I work, I’m never going to get to that level.’ If you see that the people selected for GT are either 100% white or 95% white... it sets a tone in the school that is going to be super discouraging to nonwhite kids. I think that’s just common sense, I don’t have like a statistic for that.” (WM, 12th Grade)

“They used to come into the classroom and list off the kids who were going to GT and the other kids would kind-of sit around and look around like ‘what’s going on here?’ I can’t imagine that that was helpful to anyone’s confidence. I have seen some proposals for GT where they break people up into several groups.... Whenever I go to GT, basically I’d skip a class and hang out with my friends in the library. I’m not sure that was really helping anyone.” (WM, Alumni)

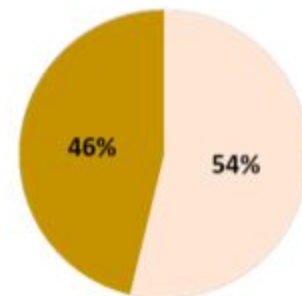
## GIFTED AND TALENTED - 5 YEARS 2<sup>ND</sup>-5<sup>TH</sup> GRADE



**SY20**

**Elementary Students**

■ White Students   
 ■ Students of Color



Personal, Local, Immediate -  
Keep a Spotlight on Race -

Gather Multiple Perspectives -  
Establish Parameters -

Establish A Racial Equity  
Transformation Plan -

**PHASE I:  
LOOKING INWARD**  
*KNOW THYSELF*

- Teacher Self-Reflection
- Examine Disaggregated Data
- Hear and Reflect upon Students Voice and Community Input
- Unpack Standards
- Driven by R.E.P. Statements
- Intersection of IB, AP, & Immersion & CRP
- Engage in Courageous Conversation

**PHASE II:  
LOOKING AROUND**  
*DISTINGUISH KNOWLEDGE FROM  
FOOLISHNESS*

- Research and Visit Regional, National, and International Exemplars
- Engage Scholars of Culturally Relevant Pedagogy, Content Specific Pedagogy and Tech Enrichment
- Establish Criteria for Adopting New Materials (Pilot Curriculum)
- Engage in Courageous Conversation

**PHASE III:  
LOOKING  
OUTWARD**  
*BUILD FOR ETERNITY*

- Develop Content Area Belief Statements
- Adopt New Curriculum with Fidelity or Engage in Curriculum Writing
- Establish Collaborative Team and PD Plans
- Develop 3, 5, and 8 year benchmarks
- Engage in Courageous Conversation



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*curriculum and instructional development timeline*

**2019-2022**

**Math**  
**Gifted and Talented**  
**World Languages**

**2022-2025**

**Music**  
**Student Services**  
**International Baccalaureate**

**2026-2029**

**BARR**  
**Advanced Placement**  
**Immersion**

**2020-2023**

**Science**  
**Language Arts & Literacy**  
**Multilingual Learning**

**2024-2027**

**Career/Tech.Ed.**  
**Summer School**  
**Special Education**

**2027-2030**

**Math**  
**Talent Development**  
**World Languages & Cultures**

**2021-2024**

**Social Studies**  
**Phy Ed /Health**  
**Progress Reporting**

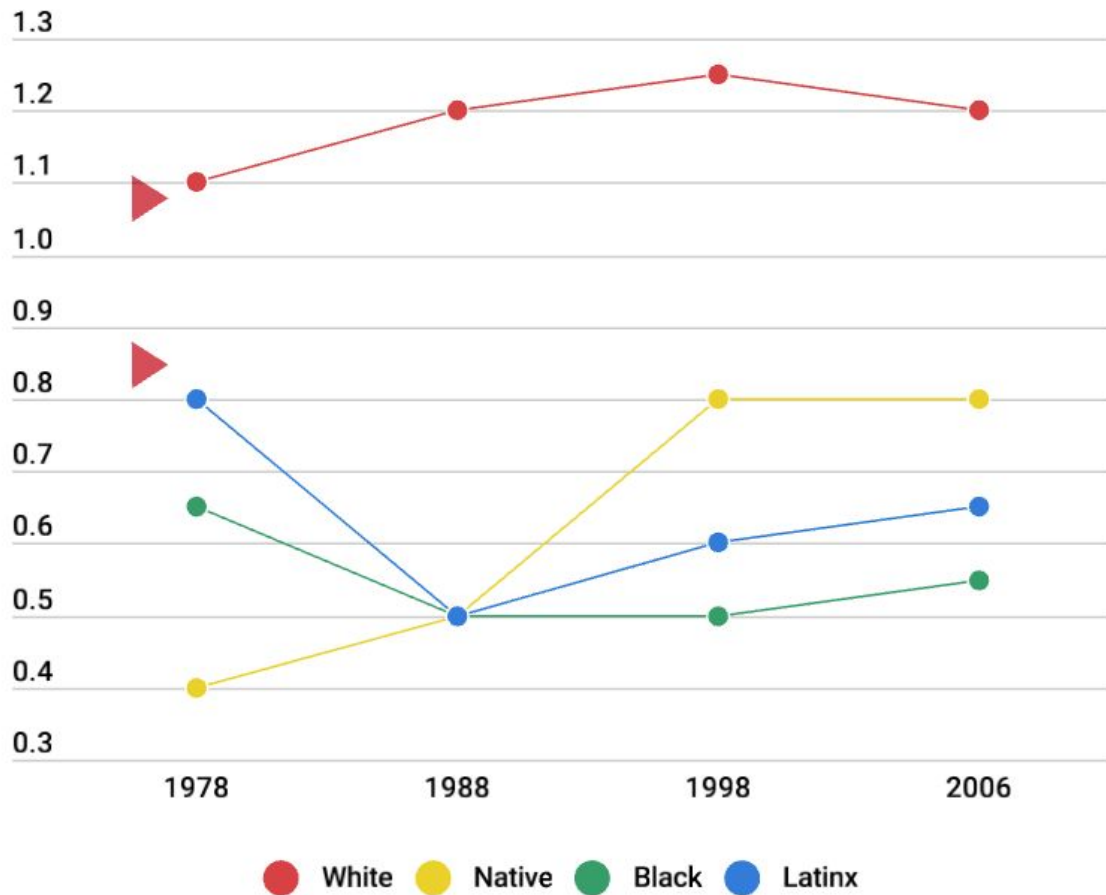
**2025-2028**

**Media/Digital Learning**  
**Art/Design**  
**Review Process**

**2028-2031**

**Science**  
**Language Arts & Literacy**  
**Multilingual Learning**

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## Racial Inequity in Gifted Identification Over Time

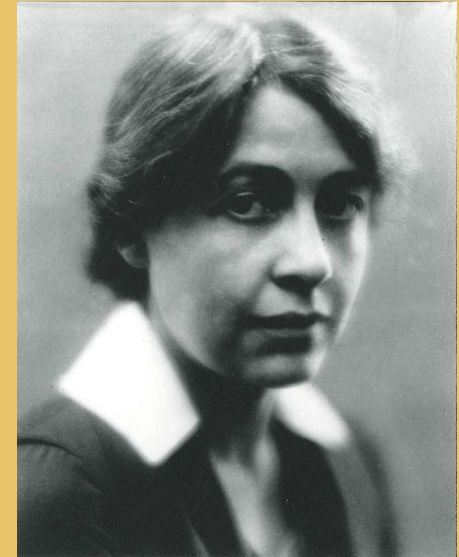
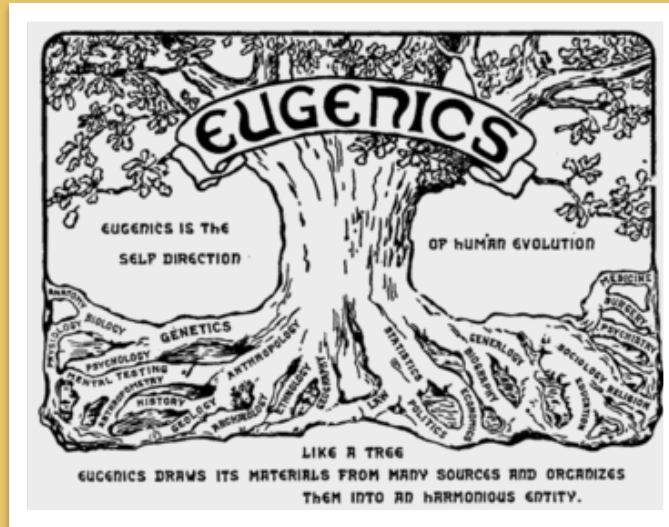
Peters et al., 2019

# The Demographics of G/T in St. Louis Park Schools 2019-2020

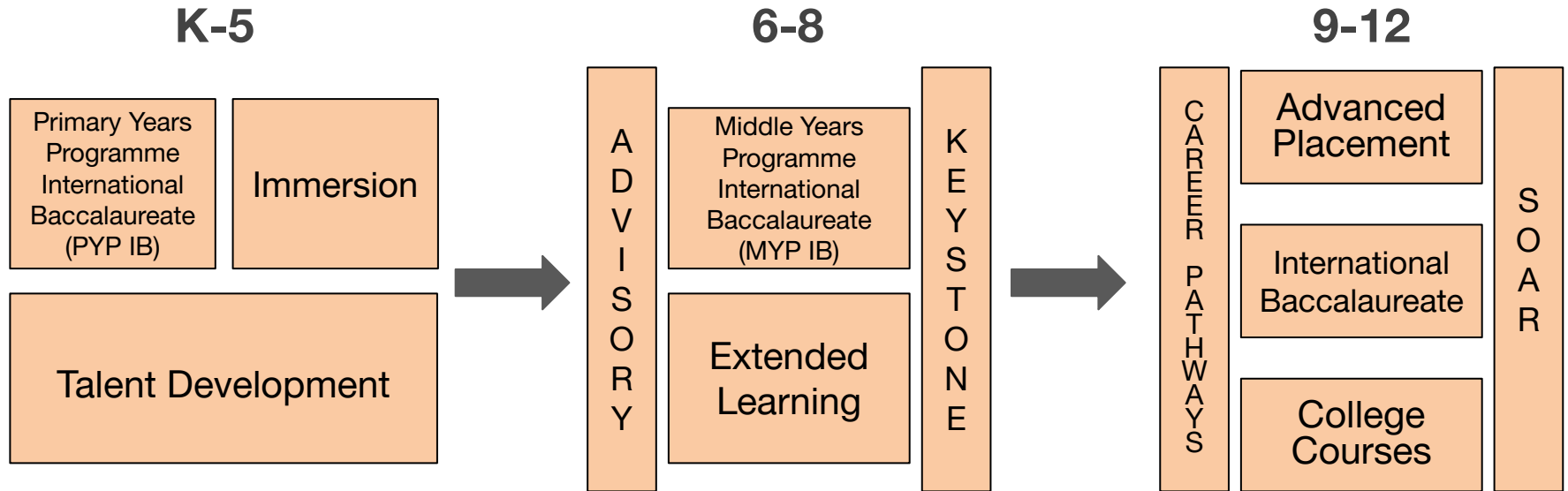
	<b>AQ</b>	<b>SL</b>	<b>PH</b>	<b>PSI</b>	<b>5+</b>	<b>MS</b>	<b>HS</b>
<b>Students in GT</b>	62	74	57	70	25	74	146
<b>Non-White</b>	18	11	11	13	2	9	13

	<b>AQ</b>	<b>SL</b>	<b>PH</b>	<b>PSI</b>	<b>5+</b>	<b>MS</b>	<b>HS</b>
<b>Non-White Student Population</b>	52%	41%	49%	25%		47%	47%
<b>Non- White Students in GT</b>	29%	15%	19%	19%		12%	9%

# The “father” and “mother” of Gifted Education: Lewis Terman and Leta Stetter Hollingworth



# SLP Culturally Relevant and Rigorous Pathways



**Advanced Placement (AP)** Do you want to experience a college-level course in a content area you are passionate about? AP courses enable students to pursue college-level studies in several different content areas. There are no prerequisite courses to register for AP and students can choose to enroll based on their own areas of passion. In order to gain college credit for AP courses, students take an exam at the end of the school year through the College Board. Credit is dependent on the score a student earns on the exam.

- AP Calculus
- AP Pre-Calculus
- AP Computer Science A
- AP Statistics
- AP Environmental Science
- AP World History
- AP European History
- AP United States History
- **AP African American Studies**
- AP Psychology
- AP Macroeconomics
- AP Microeconomics
- **AP Human Geography**
- AP Spanish Language
- AP Spanish Literature and Culture

## 15 AP Courses



**Articulated College Credit (ACC)** Do you imagine yourself taking a career path after high school? Articulated courses are college courses offered at the high school, and taught by a trained high school teacher. These are offered in partnership with a college or university. Students who successfully complete these courses generate a high school credit. College credit(s) will be granted from the partnering postsecondary institution if the student receives 80% or higher as a final course grade and completes a course from the partnering institution(s).

- Business Innovations
- Business Operations & Management
- Computer Hardware & Software
- Construction Technologies
- Digital Artwork Design
- Digital Photo Editing
- Engineering I
- Engineering II
- Engineering III
- Health Care Core
- Health Professions Terminology
- Introduction to Accounting
- Introduction to Marketing
- Introduction to Criminal Justice
- Introduction to Graphic Design
- **Nursing Assistant (CNA) with First Aid, CPR & AED Certification**
- Photography
- Woodworking I

## 19 Articulated College Courses



**Concurrent Enrollment** Are you interested in taking a college level course for credit, but want to remain at SLPHS to do so? Concurrent enrollment courses are college courses offered at the high school, and taught by a trained high school teacher. These are offered in partnership with a college or university. Students who successfully complete these courses generate both high school and transcribed college credit from the partnering postsecondary institution. Students must meet concurrent enrollment eligibility requirements.

- **Introduction to Exercise Science**
- **Exercise Physiology**
- **Introduction to Urban Education & Reflective Teaching**
- **Multicultural Education**
- **Statway Statistics**
- **Writing Studio**
- **Introduction to College Writing**

## **7 Concurrent College Courses**





**International Baccalaureate (IB)** Are you interested in taking college level courses with a globally minded perspective? This internationally recognized program offers college-level coursework where students have the opportunity to earn college credit through an end of the year exam given by the IB. For some IB courses, a prerequisite course is required. Students have the option to take both Standard Level (SL) or Higher Level (HL) courses. Additionally, students have the ability to earn an IB Diploma by completing IB coursework across multiple content areas and fulfilling additional program requirements which engage students in college level writing and community service and action.

- Theory of Knowledge
- IB English Language and Literature SL
- IB English Literature HL
- IB Spanish Literature and Language SL
- IB Economics HL
- IB French SL
- IB German SL
- IB Hebrew SL
- IB Spanish SL
- IB History SL
- IB History HL
- IB Biology HL
- IB Chemistry SL
- IB Physics SL
- AP/IB Pre-Calculus/IB SL Analysis Year 1
- AP Calc/IB Math HL Analysis

**15 IB Related Courses**  
**14 Diploma Candidates**



**Postsecondary Enrollment Options (PSEO)** Are you an independent learner who is ready to engage in courses on a college campus? PSEO is a program that allows students in \*10th, 11th and 12th grades to earn college credit while still in high school, through enrollment in and successful completion of college courses at eligible postsecondary institutions. Students generate both college credit and high school credit by successful completion of the course. Students must meet the PSEO eligibility requirements. \*PSEO for 10th-Graders are Career and Technical Education (CTE) Courses.

### **Most Common PSEO classes:**

- College Writing
- Intro to Psych
- United States History
- Intro to Statistics
- College Algebra



**Work Based Learning** Are you interested in learning about a career field through hands-on experience and mentorship? WBL is a structured component of the Career and Technical Education (CTE) curriculum that integrates classroom instruction with productive, progressive, supervised, paid internships related to students' career objectives. Students earn high school credits, industry-recognized certifications and credentials.

- Certified Nursing Assistant
- Early Childhood Education
- Genesys Works
- HVAC Apprenticeship
- IT Apprenticeship
- Manufacturing/Engineering Apprenticeship

**-Work Based Learning - Paid Apprenticeship**



## Global Biliteracy Seal



The Seal of Biliteracy recognizes that an individual has attained a certain level of proficiency in two or more languages. A Seal of Biliteracy is typically awarded in the form of a certificate and can be used as a credential to convey an individual's proficiency in two or more languages.

It is awarded to any student (not only seniors).

It is recognized nationwide.

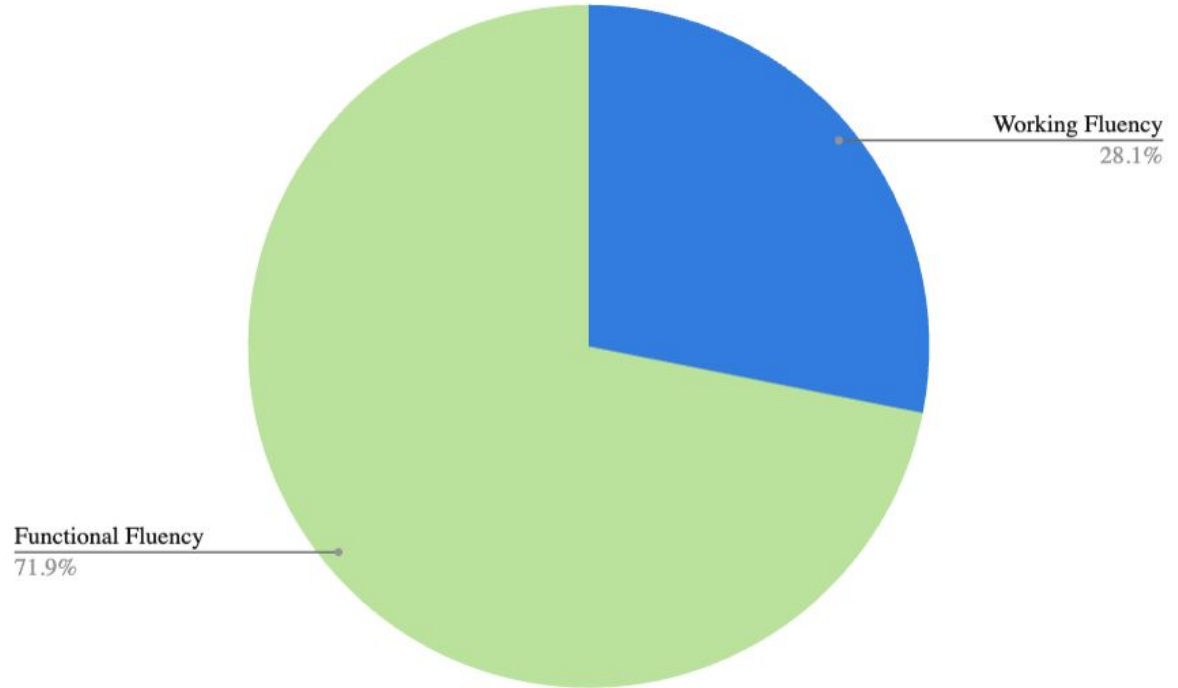
**NOTE:** This is the first year we are awarding this recognition to SLP HS students.

# SLP Global Biliteracy Seals 2024

**WORKING FLUENCY 19 Ss**

**FUNCTIONAL FLUENCY 47 Ss**

**TOTAL 66 Ss**



**With the Global Biliteracy Seal you can:**

- Earn college credit.
- Apply for a scholarship or study abroad program.
- Access greater career opportunities, and qualify for pay differentials.

**Do:**

- Include it on your resume.
- [Add it to your Common App.](#) The Global Seal of Biliteracy is considered an International/National Honor.

# Bilingual Seals and World Language Proficiency Certificates



**Platinum Seal**



**Gold Seal**



**World Language  
Proficiency Certificate**

Minnesota Bilingual Seals (MN SEALS) are an official academic recognition awarded to Minnesota **graduating high school students** who have met the required levels of proficiency in a world language and completed the English Language Arts credits needed for graduation.

[MN Bilingual Seals information and resources](#)

[Minnesota Bilingual Seals official website](#)

**With the MN bilingual seal you can:**

- Earn college credit at MnSCU (Minnesota State Colleges and Universities).
- Access greater career opportunities, and qualify for pay differentials.
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**Do:**

- Use the annotation on your transcript (upon graduation) as an official documentation of your language skills.
- Include it on your resume.



# SLP Minnesota Bilingual Seals 2024

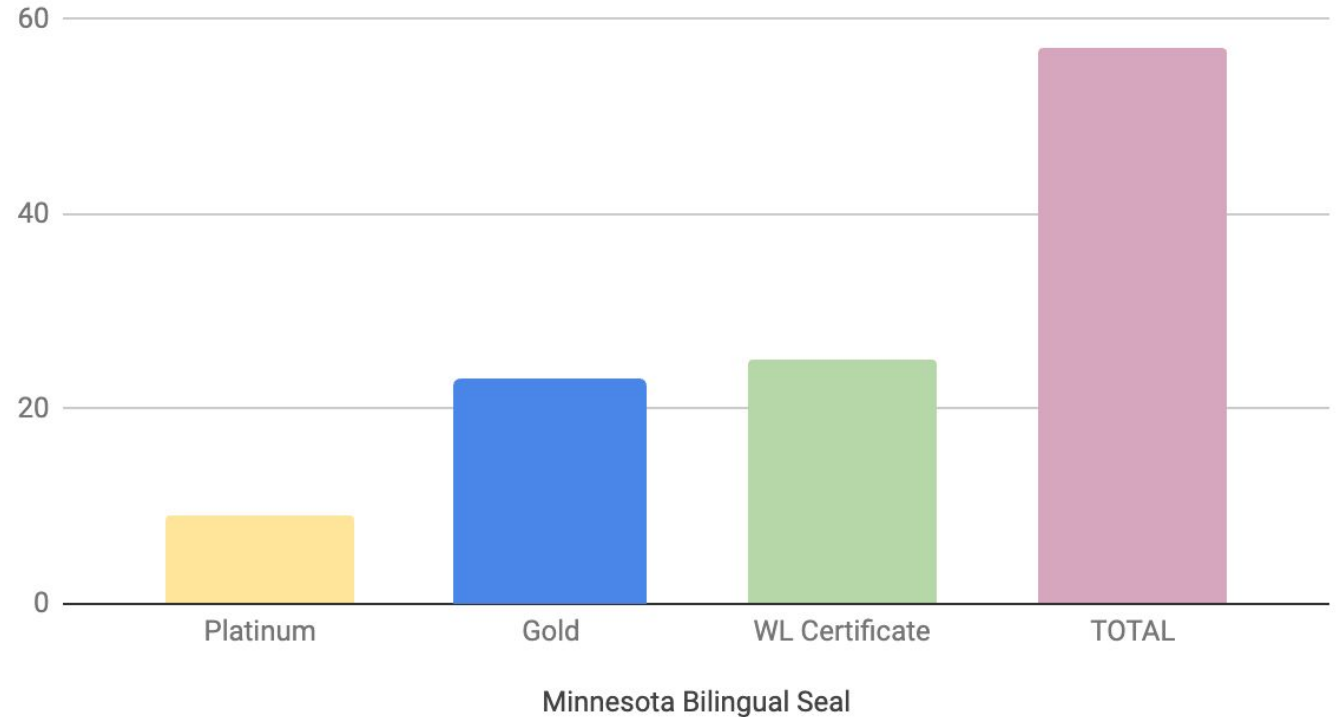
**PLATINUM 9**

**GOLD 24**

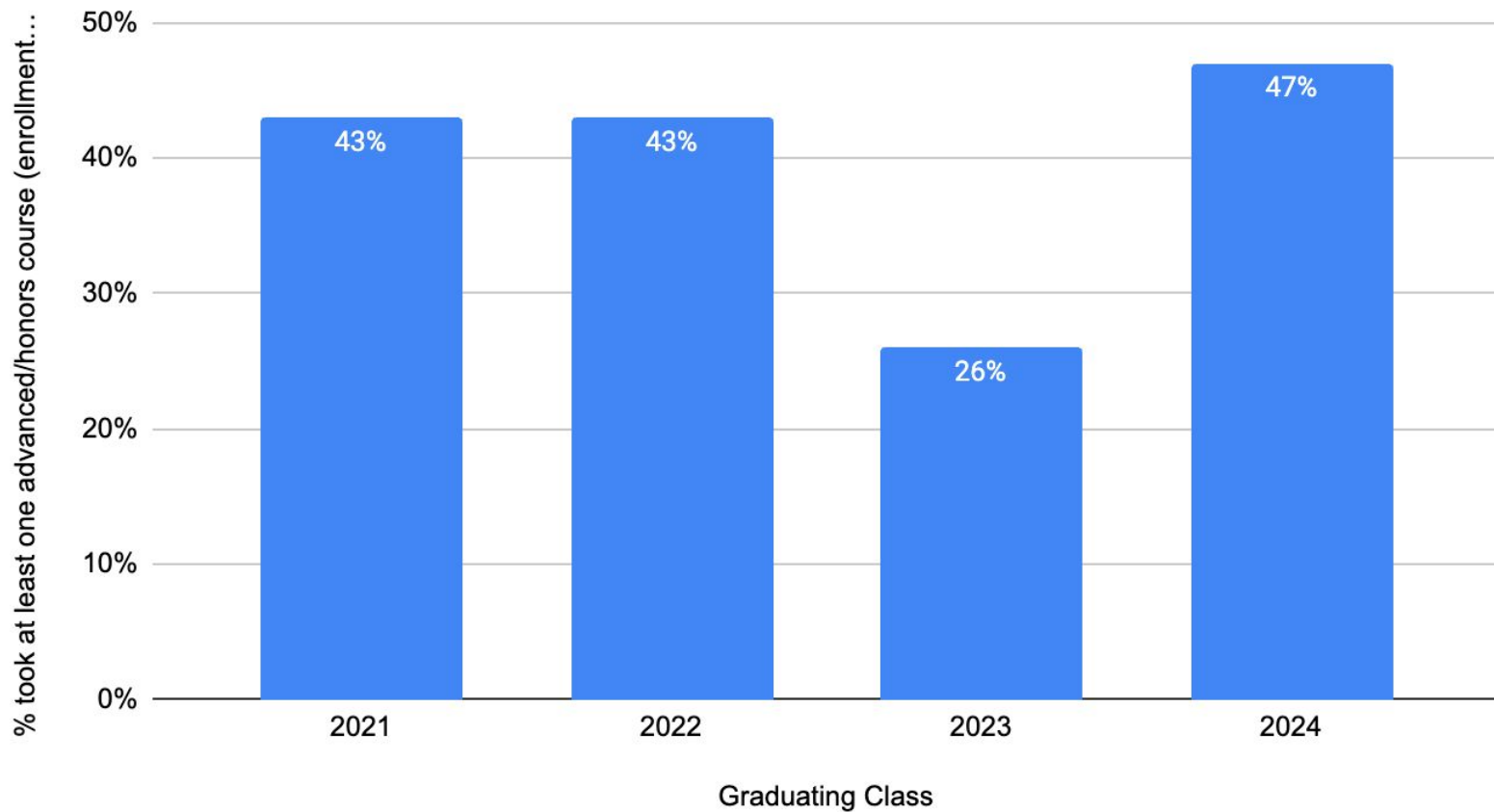
**WL CERTIFICATE 25**

**TOTAL 58**

## Minnesota Bilingual Seals

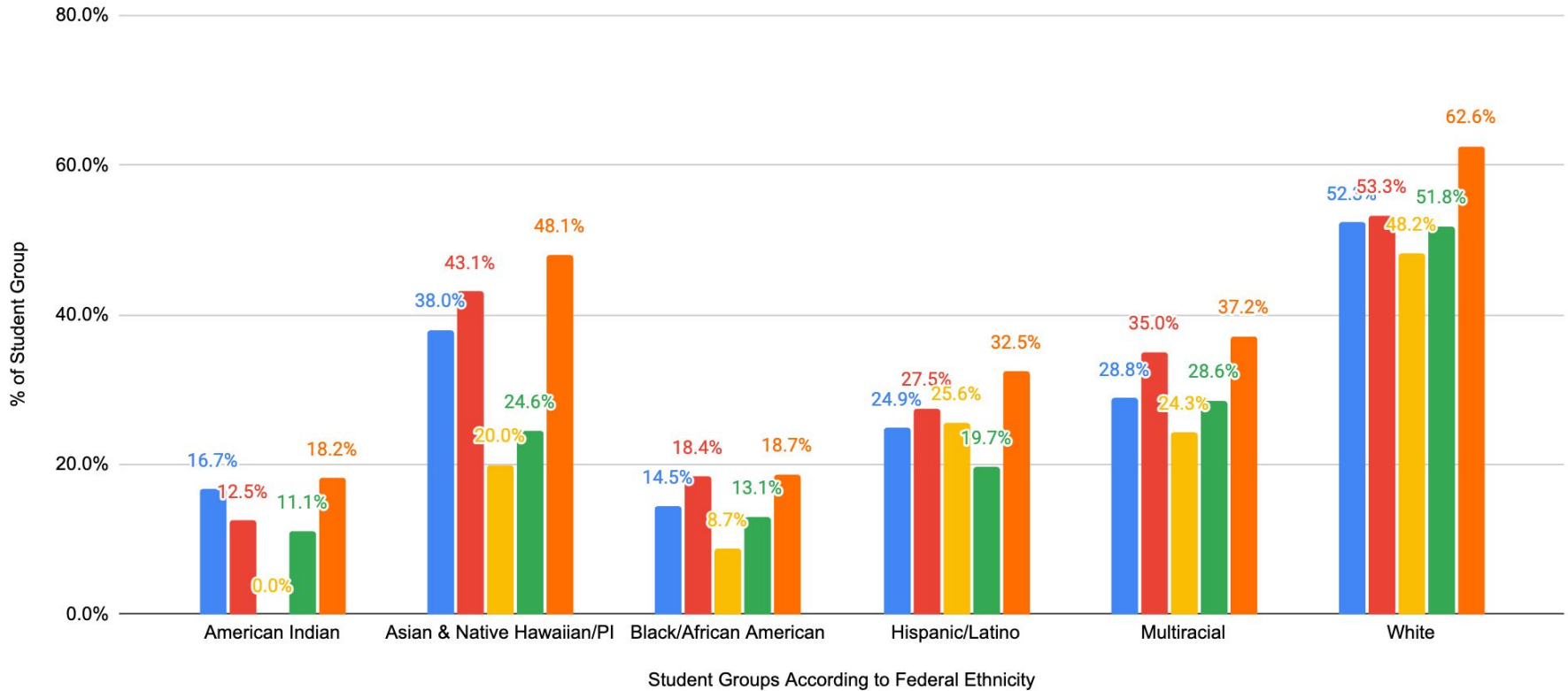


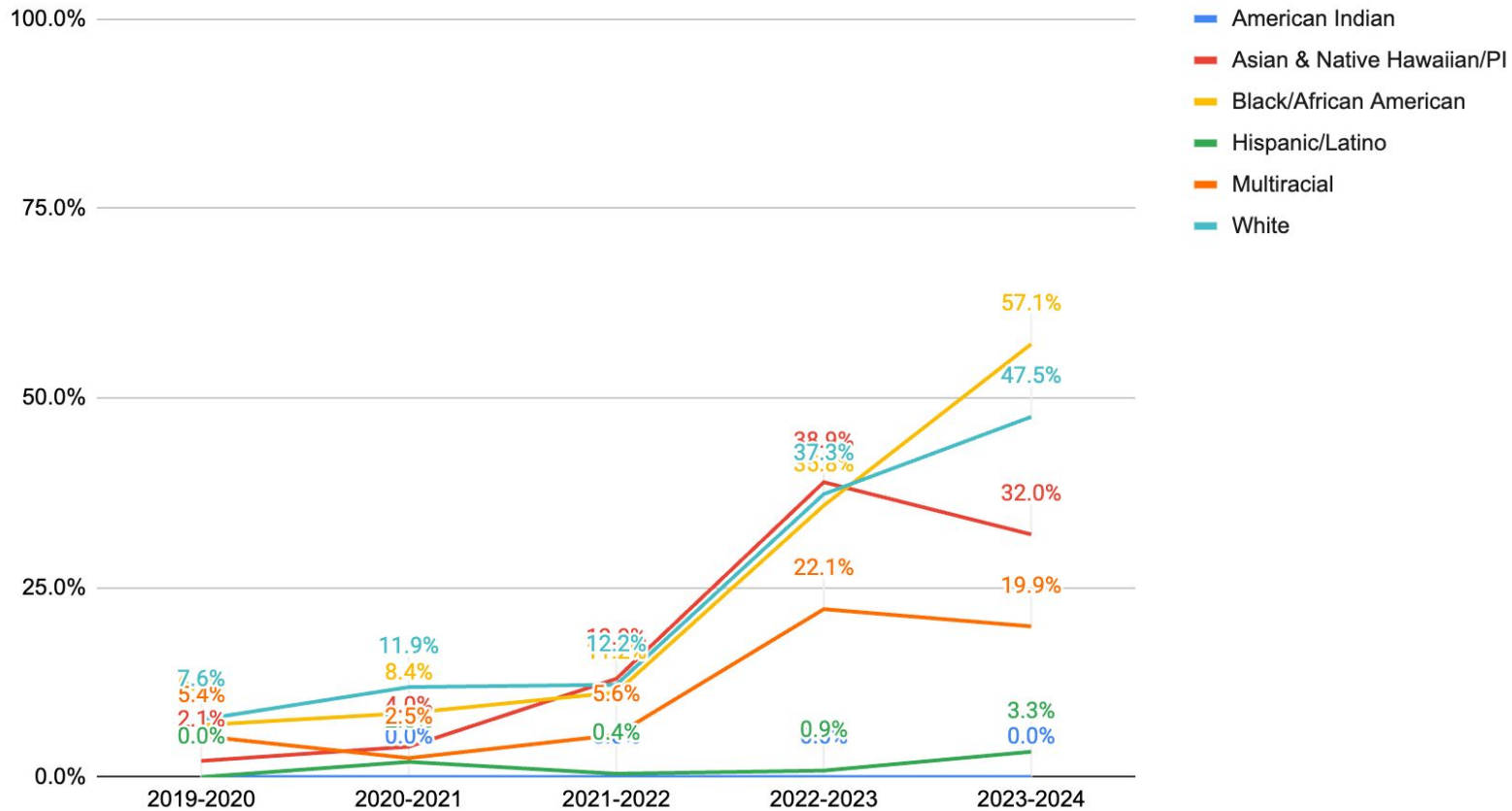
## Took at Least One Advanced/Honors by 12th Grade



## Percent of student group enrolled in an AP class SY20-SY24

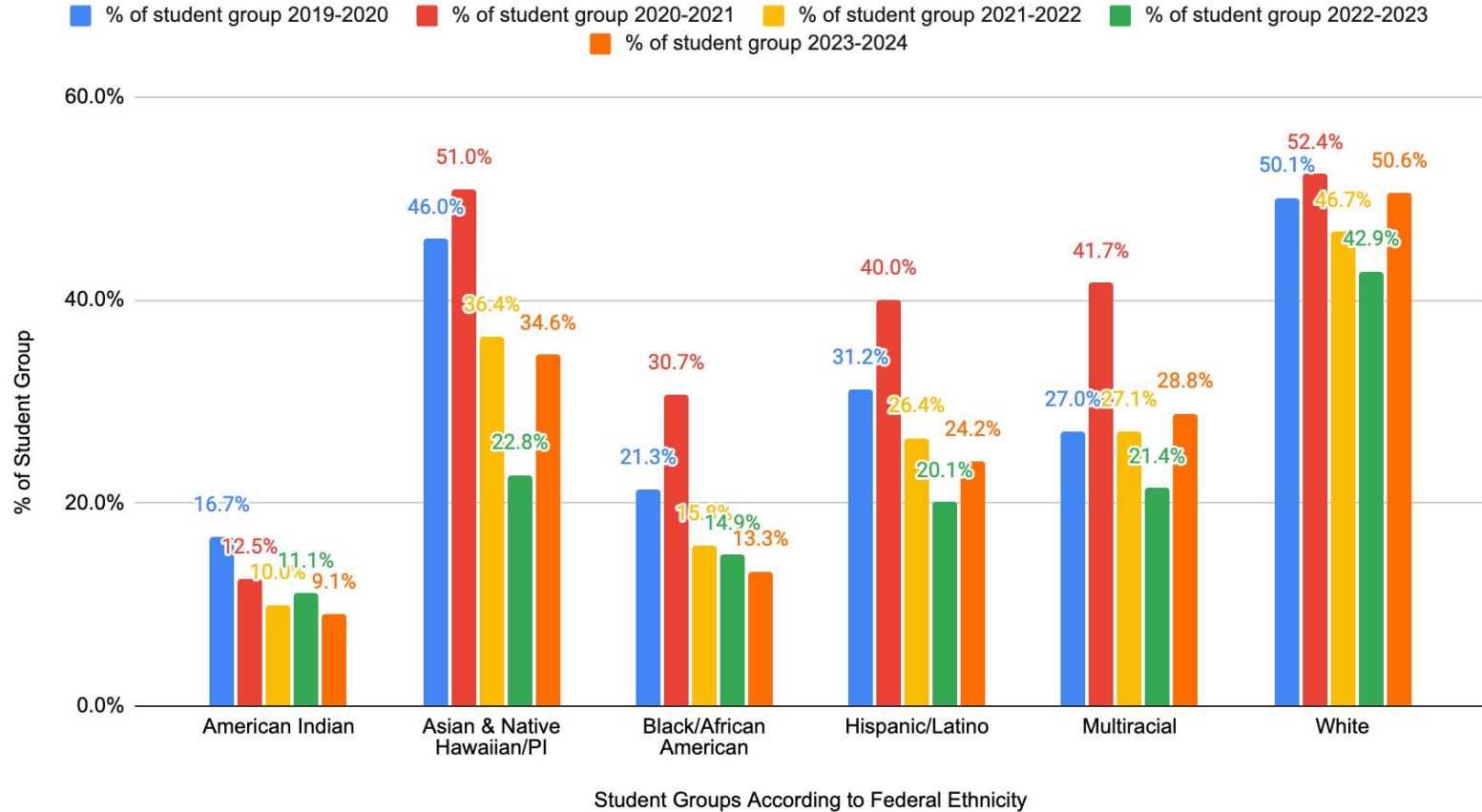
■ % of student group 2019-2020 ■ % of student group 2020-2021 ■ % of student group 2021-2022 ■ % of student group 2022-2023 ■ % of student group 2023-2024





PSEO Enrollment % of Total Race/Ethnicity in School

## Percent of student group enrolled in an IB class SY20-SY24



# SLP HS Continuous Improvement Plan Goal SY25

<p>First academic SMART goal</p>	<p>By end of semester 2 (spring 2025) SLPHS will increase the retention of students of color enrolled in AP and IB classes by 2%</p>	<p>2020: Ensure that educators are encouraging Create a system to reach/connect with families Actively recruit students of color into advanced classes</p> <p>Make GT beneficial to all students</p> <p>Build meaningful relationships with students of color</p>	<p>Review &amp; revise advanced coursework pathways in the Math and ELA departments to increase access and retention to these courses:</p> <ul style="list-style-type: none"> <li>Math - Align College-Prep Algebra with the IB Math Applications SL course; continue professional development in the curriculum and instruction of AP Precalculus.</li> </ul>	<p>Progress monitoring disaggregated by race:</p> <ul style="list-style-type: none"> <li>Enrollment data in advanced course</li> <li>Course completion rates</li> <li>Retention rates S1-S2</li> <li>Grade data</li> <li>Exit Ticket for Students that drop</li> </ul> <p>Equity Learning Walks to assess cultural competence/critical consciousness in advanced courses</p>
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# Questions?