



Inspiring Students To Become Minority Scholars

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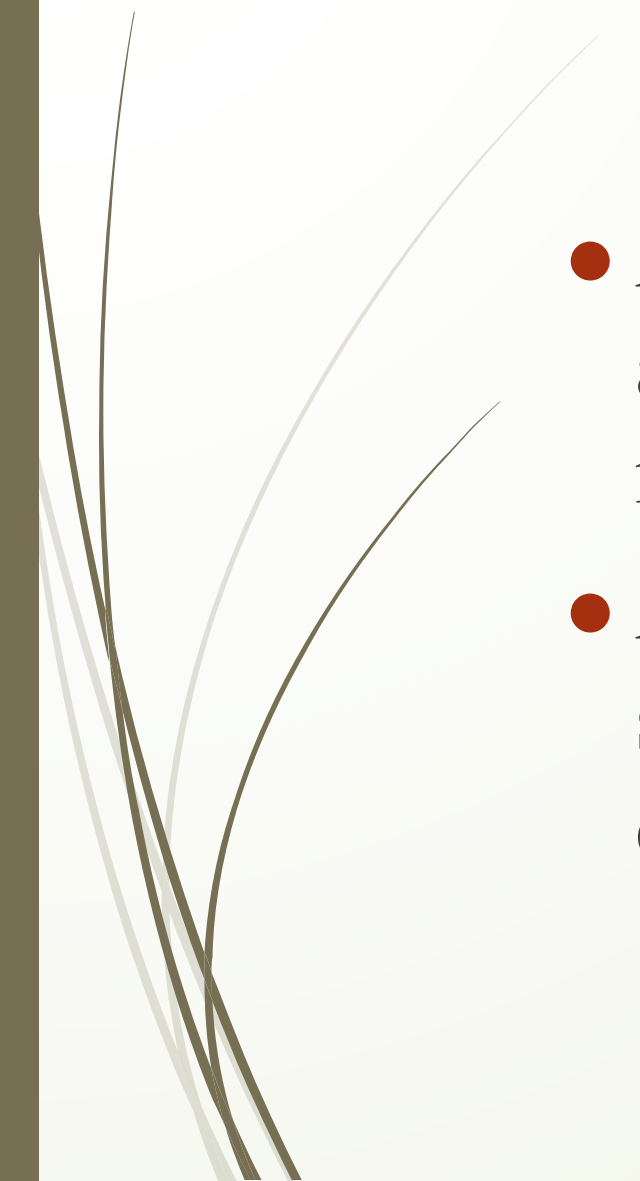
Do You Have Missing Students In Your Classroom?

<https://www.youtube.com/watch?v=MYAtO2nB0v8>



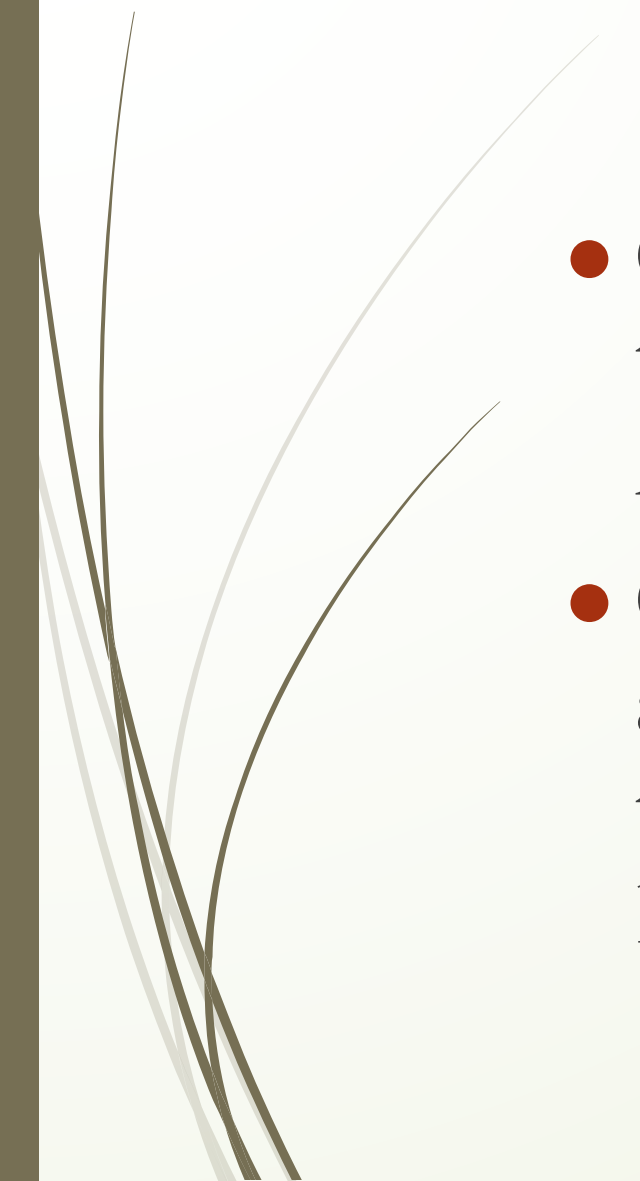


Who is Missing from Advanced Classes?

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- A 2013 report by the Education Trust estimated about 640,000 underrepresented students are missing from AP and IB classes.
 - About 12 percent of underrepresented high school students attending schools with AP classes participate.



Do They Have Potential?

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- College Board's AP Potential uses PSAT scores to find students with the aptitude to excel in an AP course.
 - College Board's latest report found that as many as 4 in 10 students in the class of 2014 did not take an AP course for which they showed the likelihood of success.

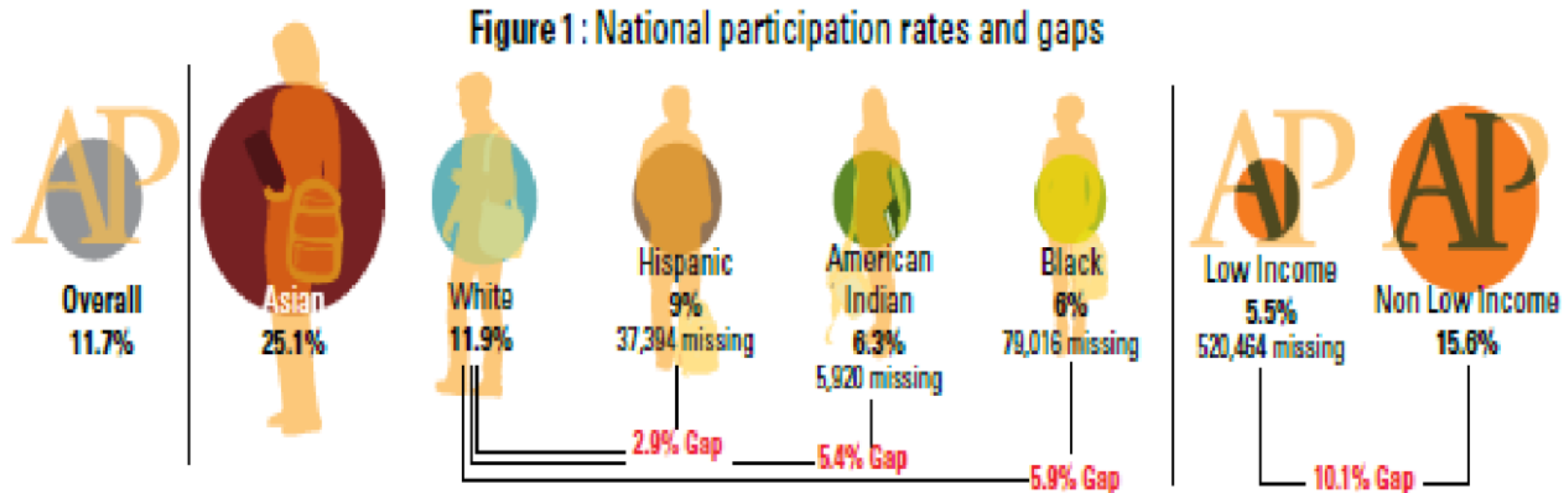


Benefits of Advanced Courses

- Receive more challenging education
- Gain admission to more selective colleges
- Save money on tuition in college
- Better chance of completing college successfully and graduating in 4 years
- 31% of colleges look at AP participation when determining college scholarships

National, State and Local Concerns:


- National data shows that students of color are underrepresented in advanced courses



Participation in the AP program represents a small part of the student body; slightly more than 1 in 10 students participate. Clearly, some subgroups are more likely to participate, including Asian and middle and high-income students. White students participate at the average and low-income, black, and American Indian students are the least likely to participate; slightly more than 1 in 20 students. Gaps represent large numbers of students.

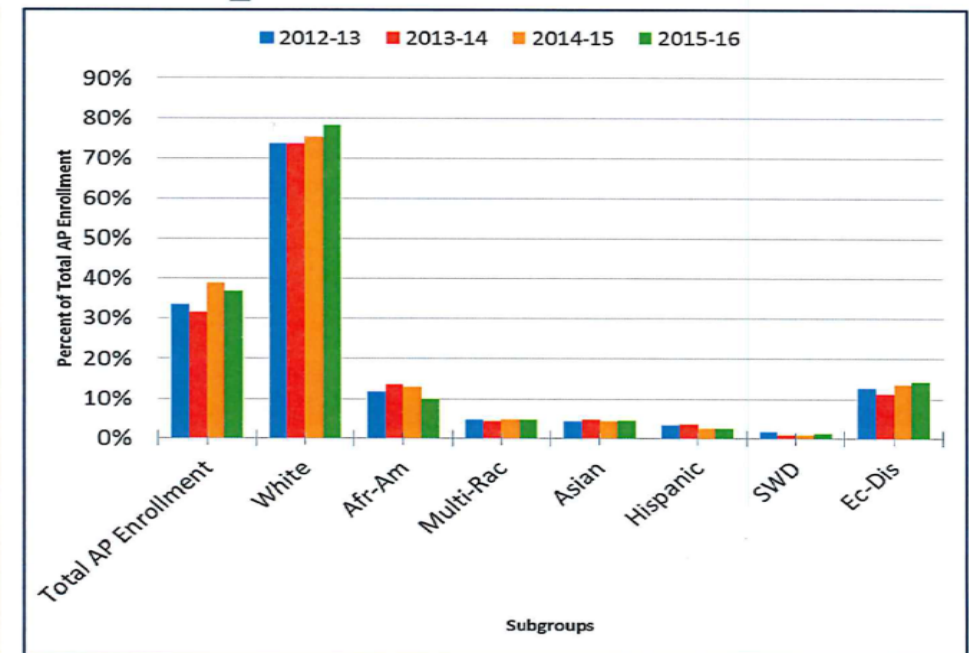
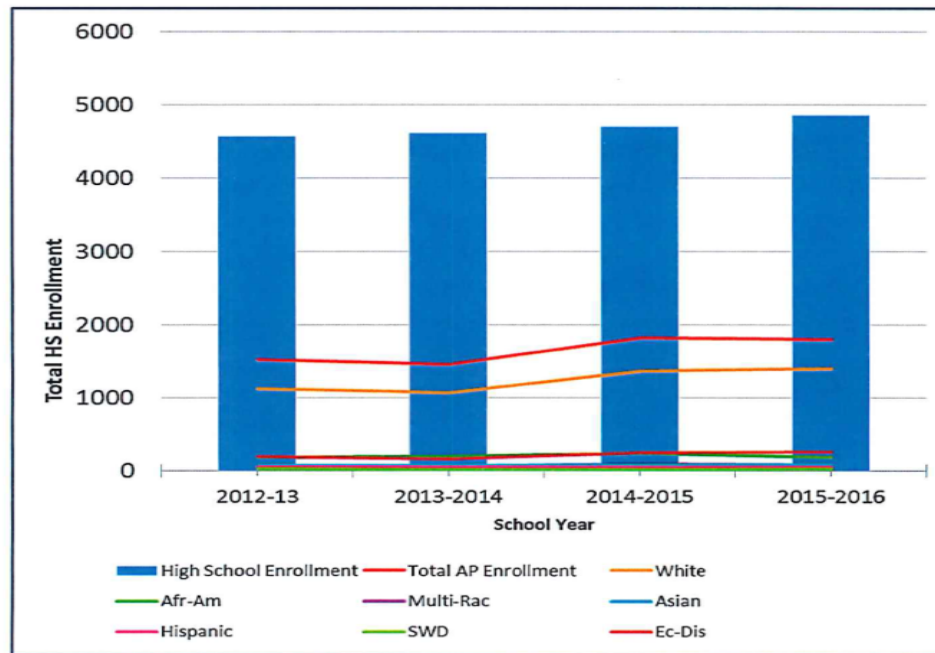


Ohio 2015 AP Participation Rates



● White	89,099
● Asian	9,980
● Black	6,356
● Hispanic/Latino	3,069
● American Indian	232
● Other	3,525

Westerville City Schools District Four Year Trend AP Enrollment





Why minority students do not take advanced courses

If students do not perceive any winning scenarios from taking Honors/AP/IB classes, they will not run the risk of losing their identity for that class:

1. Avoid alienation
2. Isolation
3. Rejection

Ford, Grantham and Whiting (2013) suggest these reasons are key in their decision to avoid advanced classes.



Understand the Problem - Phase 1

Goal: Identify areas where students of color are underrepresented and work with teachers, students, parents, counselors, and administrators to address the gaps.

- Review the data - What did I learn?
- Shadow students – What did I learn?
- Teacher roundtable discussions – What did I learn?
- Created a Parent Advisory Work Group – What did I learn?



2014/15 WCS District Data.

Middle Schools Accelerated Courses :

74.63 % White Students

25.38% Students of Color

High Schools Honors/AP/IB Courses:

71.9% White Students

28.0% Students of Color

*Students of Color - Black, Latino, Multiracial (enrolled in at least one course)

Share the Data & Concern - Phase 2

- Shared data with administrators, teachers and staff. (disbelief and denial)
- Reviewed achievement test scores: OAA (reading and science) OGT, current course grades
- Created a student recommendation list for each department with potential students to take advanced courses. (attended staff and department meetings)
- Teachers and counselors met with students to recommend taking the advanced course.



Students must be told they have potential to succeed!

- Teachers must be aware of students who have the potential and must inform them of the more rigorous academic choices available to them.
- Counselors must be more proactive in informing students about how Honors and AP/IB courses may impact their future, not just their current grade point average.
- Parents must be informed about the future impact of students to succeed in more rigorous classes.
- Students must be encouraged and supported to make them feel comfortable in making choices that may impact their future.



Who would you recommend?

Take a moment and create a quick list of 3-5 students you believe could be successful in an advanced course if encouraged and supported

- 1.
- 2.
- 3.
- 4.
- 5.




2015/16 WCS Push to Advanced Classes for Students of Color

- School A: Honors ELA , Science, Math all increased between 2- 4%
- School B: Honors ELA, Science, Math & Soc. Studies all increased between 3-5%
AP Math, Science, Soc. S all increased between 2 - 3%
- School C: Honors ELA, Math, Science, SS all increased between 2-5%



Start a Scholar Movement: Phase 3

- Step 1: Find committed adult staff members
 - Step 2: Select a small group of mature students who show leadership potential and charisma (completed advanced courses with success)
 - Step 3: Meet with student leaders to discuss and share achievement gap concern.
 - Step 4: Formalize program goals and direction with student leaders- after school tutoring-leadership skills-career development.
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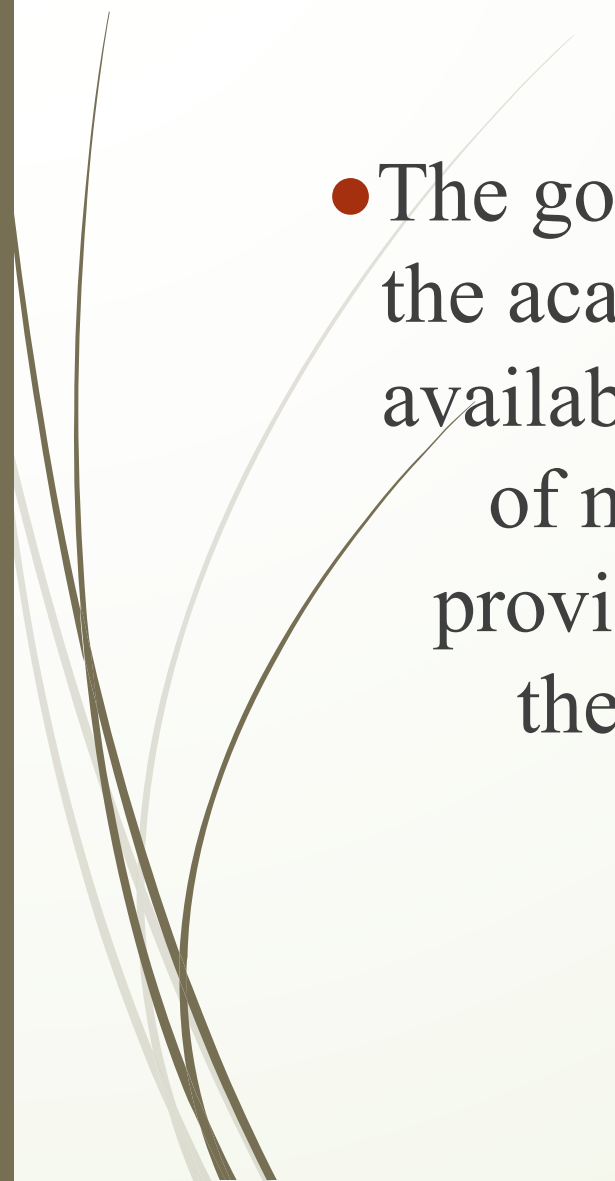


Scholars in Action - Phase 4

- Step 5: Train students who are interested in becoming peer mentors & peer tutors.
- Step 6: Informational meeting to inform students who accepted the challenge of taking their first advanced course of the program.
- Step 7: Create mentor/mentee match
- Step 8: Design format for after-school sessions
 - meet twice a week
 - student led sessions
 - ice breaker - study time - stem activity
 - Snacks are important!
 - Once a month guest speakers




Minority scholars Program

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- The goal of the Minority Scholars Program is to improve the academic achievement and educational opportunities available to minority students by increasing the numbers of minority students enrolled in advanced courses, providing supports to help them succeed, recognizing their accomplishments, and providing leadership opportunities to further their growth.

Minority scholars Program

2015/16 Data, results, trends

- Increased Enrollment in AP & IB
- 98% of the students in 10th grade who participated in the program are currently enrolled in at least one AP or IB class for the 2016/17 school year.
- 50% of the students in 9th grade who participated in the program are currently enrolled in one AP class for the 2016/17 school year.
- Grades:
- 38 of 71 students who participated in the after school tutoring sessions passed their advanced classes.
- 25 of 71 students matched with a peer tutor passed their advanced classes
- 8 of 71 students matched with a peer tutor did not pass their advanced class



AEIOU's of Change – To Help Alleviate Underrepresentation (Whiting and Ford)

- **Advocacy** – Early identification of gifted minority students as early as preschool and have advocates throughout their education careers.
- **Education** – Mentors and role models help students "see themselves as scholars" and given study support, they will be more motivated to participate in gifted, AP/IB programs
- **Information** – Collect more data and information disseminated, including reasons for underrepresentation in order to allow educators to see and to help fix the gaps.
- **Opportunity** – Families must become partners in the student's' educational process. Once parents become aware of the importance of gifted and AP courses, they will be more apt to support and encourage the students.
- **Understanding** – "Cultural competence" of educators must be increased through workshop and classes to challenge stereotypes and biases of underrepresented students.