

Males of Color Initiatives in America's Great City Schools: Expanding Advanced Placement and Gifted

Follow Through on the Pledge: As of January 15, 2016

COUNCIL OF THE GREAT CITY SCHOOLS

Males of Color Initiatives in America's Great City Schools
By the
Council of the Great City Schools

City School System	Expanded AP and gifted/talented programs (6)
Anchorage	Continue focus on recruiting under-represented students for gifted programs; intentional core team planning for under-represented students with potential for AP; provide AP training for 300 secondary teachers; continue NMSI grant at two high schools; promote performance scholarships; continue TRIO in three high schools; and continue college and career guides at three high schools.
Atlanta	PLCs of AP and IB coordinators are focusing on increasing enrollment, retention, and success of African American males in advanced courses.
Clark County (Las Vegas)	<p style="text-align: center;">AP Goal establishment to target students of color</p> <p style="text-align: center;">Increase in the number of schools which offer IB programs at elementary, middle, and high schools.</p> <p style="text-align: center;">Strategic PSAT Indicator Analysis at the 10th Grade Level to find future AP class enrollees in all subgroups that may not have been previously identified.</p>
Cleveland	<p style="text-align: center;">Increase numbers of Males of Color participating in honors, AP, and G&T classes.</p> <p style="text-align: center;">Develop new school models open to all.</p>
Columbus	<p>District is attempting to expand access to gifted and talented programs by tailoring instruction for identified students; provide opportunities for gifted students to work with each other; and enhancing primary grade programs.</p> <p>District has 29 site coordinators who work with teachers on analyzing data and preparing lessons for gifted students.</p> <p>District is piloting a critical thinking program in k-2, a career awareness program, Career Café, for gifted 8th graders, and works on a number of enrichment activities.</p>

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Dallas	<p>Increased numbers of African-American and Hispanic students taking AP exams in math & science and numbers scoring 3 or above. (See graphs)</p> <p>Continue expanding NMSI College Readiness Program.</p>
Dayton	<p>Increase the numbers of students identified as gifted and provide services.</p>
Denver	<p>Identify criteria that might qualify students for advanced programs and target recruitment activities in every secondary school.</p> <p>Monitor enrollment by school.</p> <p>Strengthen partnerships with higher education.</p> <p>Increase training and recruitment for teachers with advanced certification.</p>
District of Columbia	<p>Working to ensure that AP courses and SAT prep opportunities are equitable and available throughout the district.</p>
Duval County	<p>Redesigned the eligibility protocol to gifted programs to expand minority participation.</p> <p>Expanded accelerated courses in every district high school—including AP, IB, AICE, dual enrollment, and industry certification. Saw participation by Black students in accelerated courses increase 42%.</p>
Fort Worth	<p>AP and Dual Credit is now a District measure. FWISD monitors the number of AP exams scoring 3 or higher, AP exams taken, AP exam takers, and dual credits received. All of this information is monitored at campus and student group levels.</p> <p>Enrollment in all AP classes is monitored and reviewed for equity. We have added additional counselors at the high school level to support students enrolling in AP opportunities.</p>

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Hillsborough County	<p>Continue successful effort to use PSAT and other data to encourage eligible student of color to participate in AP courses.</p> <p>Expand and monitor the use of AVID with ELLs in grade 6 to prepare them for AP and honors placement.</p> <p>Continue to use MTSS framework to identify gifted and talented students of color.</p>
Long Beach	<p>District will pay for all but \$5 of AP exam costs in grades 8-12, expand AP test-prep, summer bridge classes, and pre-AP workshops. AP participation increased 20% over last year and 154% over 20 years.</p> <p>Continue Claremont College Long Beach Math Initiative by allowing high school students in a summer residential math program. Under-represented students are paired with mentors.</p>
Louisville	<p>Enhance the Advance Program Institute designed to address the non-traditional gifted student. Next cohort is set to be all Males of Color from high-poverty schools</p>
Miami-Dade County	<p>Provide data and strategies on programs to increase participation of Males of Color in AP, dual enrollment, AICE, gifted and talented, CTE, and other programs.</p> <p>Provide information to Males of Color on magnet school opportunities.</p>
Milwaukee	<p>Implemented an AP Initiative grant from the Department of Education to spur the numbers of under-represented students in AP classes. District has doubled the number of students enrolled in AP/IB since 2008. Provided professional development to every AP/IB teacher. Use Springboard for students in grades 6-12.</p>

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Orange County	<p>Prepared a breakdown by race and gender of all honors and AP courses.</p> <p>Convened a high-level staff meeting to develop stronger procedures for reporting participation in advanced courses by Males of Color. Involved principals in the discussions.</p> <p>Continue the second-grade universal screening process designed to capture more students of color.</p> <p>Presented plans to area superintendents and principals.</p> <p>Monitoring progress of efforts.</p>
Palm Beach	<p>Increased Boys of Color participation in AP classes by using the AP Potential.</p> <p>Started a new IB Program in Majority Hispanic School with an aggressive recruitment of Boys of Color.</p> <p>Creating new Gifted cluster sites at majority minority schools to increase access for Boys of Color.</p>

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Portland	<p>Continue Advanced Scholars program at Franklin that targets students of color to take at least 4 AP classes—has increased graduation rate and college-going rate. Expand over time.</p> <p>Continue partnership between Portland Community College and Jefferson Middle School on dual high school/college credits.</p> <p>Partner with local universities on scholarships beyond community college.</p> <p>Expanding dual credit opportunities, AP, and IB in all high schools. Asking each high school to set targets for recruiting Black and Latino males into programs.</p> <p>Expand AVID to more high schools and their middle schools and partner with University Partners to expand pool of AVID tutors.</p> <p>Collaborate with higher education partners to develop honors courses that focus on African American, Latino and indigenous cultures.</p> <p>For non-AVID students, created college and career preparation classes at the 9th grade.</p>
Providence	<p>Set targets and goals for increased participation of Males of Color in AP courses</p> <p>Expand the number of middle school students the district works with to prepare them for AP in high school.</p>
Sacramento	<p>Developed a new GATE identification process including universal screening in grade 1 and 3 and follow up assessments in grades 2 and 4 and expanded parent engagement process</p>
Toledo	<p>Expanding AVID, gifted and talented, & AP courses</p> <p>EHSO</p>