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Corace Mary Beth

From: Vigue Judith
Sent: Monday, May 16, 2016 9:26 PM
To: Vigue Michael; Mastorides Keith; Schlereth Gary, Florio Robert; Johnson Kyle; Haley Carmela; Hepburn Reuben; Savage Erin; Finkbiner Bradley; Hendrick Kevin; Bohnet Michael; Gonzalez Christen; Patterson Brett; Bennett Albert; Brittain Thomas; Fatolitis Leza
Cc: Vasquez Rita; Vragovic Jennifer, Weatherill Andrew
Subject: AP Potential unaccessed by minorities
Attachments: AP Potential not accessed by Minorities 2016.17.xlsx

Good evening, HS Principals,

Thank you to each and every one of you and your team members for being intentional in your work with continuing to increase minority participation in accelerated courses throughout the scheduling process. As we concluded our review of data for the most recent Bradley report, we were incredibly proud of the increase in black participation in AP courses in 2015-16. While the growth in this area was outstanding, there is still work to be done in order to close the significant gaps between our black and Hispanic students accessing college level course options as compared to their white classmates. As we pursue our shared goal to maximize the extent to which the students who demonstrate potential for success in AP courses are enrolling in the course in which they show potential or another college level course like it, Jen and I spent some time examining the AP Potential Report. The culmination of our work is the attached spreadsheet (remember red means it is a course that the student has potential to be successful but has not taken the course, green is a course that has been taken and light blue is a course they took even though they didn't show potential).

Below is an outline of the process we used to provide you with this spreadsheet:

- Compile a list of all black, Hispanic and multiracial students listed on the AP Potential report.
- Remove everyone who has a request in at least one of the AP courses in which they show potential for success.
- Review the remaining students to label those who are ECP or EA – noted in the attached spreadsheet. We did not remove those who are in ECP and EA because they will undoubtedly be on the list of students noted in the fall when we are trying to determine our rate of accessed potential.
- Review the remaining students' current course requests (as of 05.16.2016) to determine if they have any college level class requests – noted in the attached spreadsheet. We did not remove these students because we wanted you to see who they were and the level of rigor they are requesting.

Hopefully you find this information helpful in your conversations with counselors and with putting in place a process to revisit the students on this spreadsheet who should have selected greater levels of rigor in their schedule. We would love to hear how you are planning to use this data or any feedback you may have about how we can make it more user-friendly. Please let us know if there is anything we can do to assist you in your work. We would be happy to visit your site to work alongside your staff to discuss options with these students before, during or after school.

Judy Vigue & Jen Vragovic

Collaboration with Administrators/General Education Teachers

Information was provided to Title 1 principals by the gifted program specialist via large group presentation; individual face to face or phone conference; and email.

Principals were invited to a full day training on the Schoolwide Enrichment Model by Dr. J. Renzulli on October 31, 2013.

Gifted/Talented teachers collaborated with general education teachers mainly through individual contact following creativity exercises and discussion of their class. They also provided additional creativity activities and handouts on gifted identification. Additional information was shared by email or newsletter.

Implementation of Enrichment Clusters

On October 31, 2013 all Title I principals and gifted/talented teachers were invited to attend training on the Schoolwide Enrichment Model (SEM) presented by Dr. J. Renzulli. Following the training principals were asked to consider implementing enrichment clusters during the 2013-14 school year. Three schools, Bardmoor, High Point, and Mt. Vernon, agreed to participate. This number fell short of the initial goal of six Title 1 schools participating but many administrators expressed that while they were interested, their schools had multiple initiatives currently in place. Each SEM school designated SEM Team comprised of the principals, gifted/talented teacher and a teacher from each grade level. The SEM teams attended Enrichment Cluster training on April 18 with Dr. Renzulli and SEM coordinator, Nicole Waicunas. The three schools initiated the use of enrichment clusters prior to the end of the school year. A representative from each school will attend further training in July 2014 at Confratute at the University of Connecticut.

Increase in Gifted Enrollment at Funded Title 1 Schools

The table below represents the total increase by grade level at the 28 schools with a Title 1 funded itinerant teacher.

	K	1	2	3	4	5	Total	Increase
9.3.13	0	10	36	38	74	67	225	
6.6.14	21	70	72	71	92	78	404	179

In closing, Title 1 supported the initiatives set forth by the new Talent Development Program by providing funding to ensure that a Gifted/Talented teacher would be on each school campus to work with students, teachers and administrators.