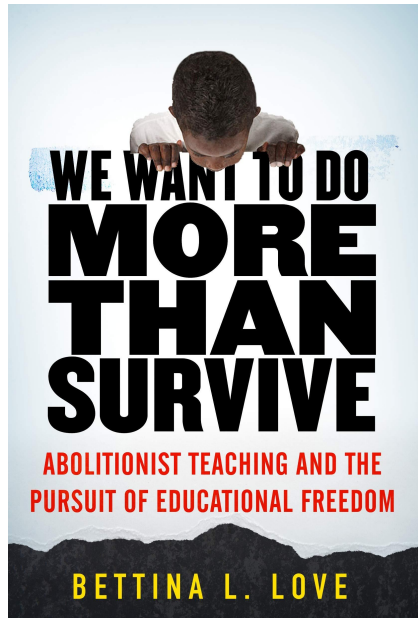# Outcome

Participants will:

- receive an overview of how St. Louis Park Public Schools has engaged students through a Youth Data Analyst program to incorporate student perspective and experience in the continuous improvement process.

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Freedom Dreaming With Youth Data Analyst Interns

"Freedom dreaming is imagining worlds that are just, representing people's full humanity, centering people left on the edges, thriving in solidarity with folx from different identities who have struggled together for justice, and knowing that dreams are just around the corner with the might of people power" (Love, 2019, p. 103).

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St. Louis Park Public Schools
2020-25 Strategic Plan
for Racial Equity Transformation

Mission Statement

St. Louis Park Public Schools sees, inspires, and empowers each learner to live their brilliance in an environment that centers student voice and experience to create racially equitable learning that energizes and enhances the spirit of our community.

Vision Statement

St. Louis Park Public Schools – Where students are seen and valued and become their best selves as racially conscious, globally minded contributors to society.

Core Values

We believe in:

> **The brilliance of ourselves and others.**
Everyone has the capacity and responsibility to foster the growth and brilliance of others.

> **Authentic community engagement.**
Engaging and supporting our employees, families, and communities will enhance the healthy development of each learner.

> **High expectations.**
Instilling and upholding high expectations empowers students and staff to higher levels of achievement.

> **Collective responsibility.**
Embodying the collective and urgent responsibility of anti-racist practices enriches a work and learning environment and community.

> **Persistent effort.**
Through persistent effort we will create anti-racist schools and academically successful learners.

> **Racial consciousness and cultural competence.**
Racial consciousness and cultural competence are essential to each person's ability to be a catalyst for change.

> **Advocacy for equity.**
Everyone has equal intrinsic worth and we will advocate for the historically marginalized.

Areas of Focus & Priority Work for the 2021-22 School Year

Culturally Relevant Teaching and Learning
Priority work:
- Sustain and deepen culturally relevant teaching through the collaborative team process.

Equity Development
Priority work:
- Provide expanded professional development opportunities for all staff.

Family and Community Engagement
Priority work:
- Develop and implement a documented protocol for communication translations.
- Expand out-of-school time options for students.

Students at the Center
Priority work:
- Respond to data and recommendations from Student Data Interns (Summer 2020 and 2021 recommendations).
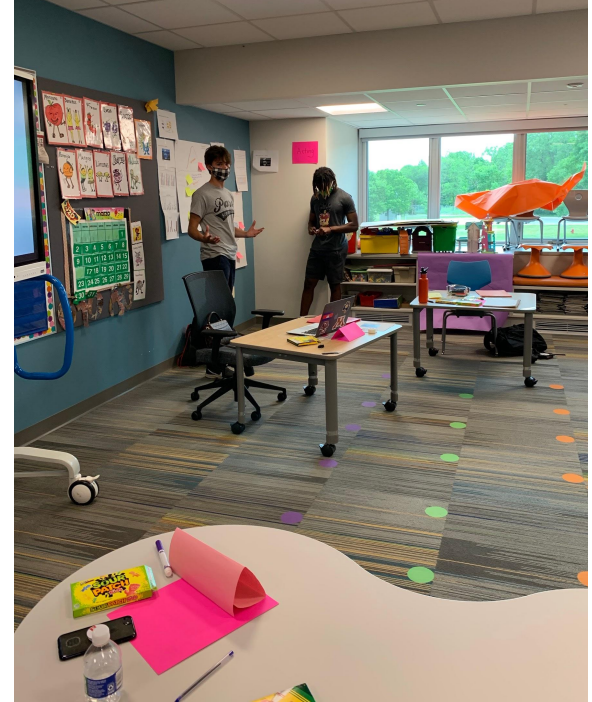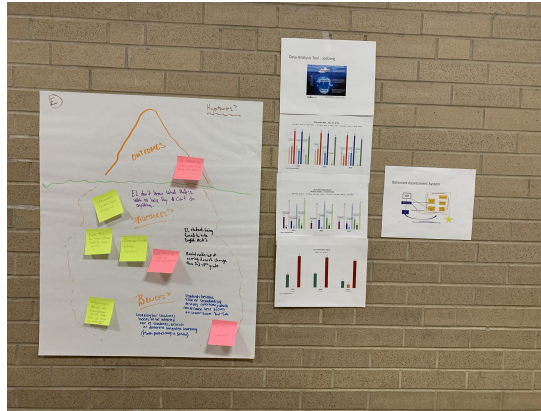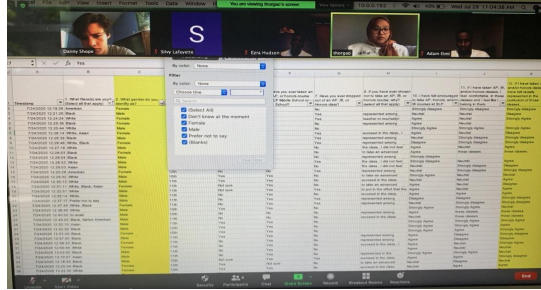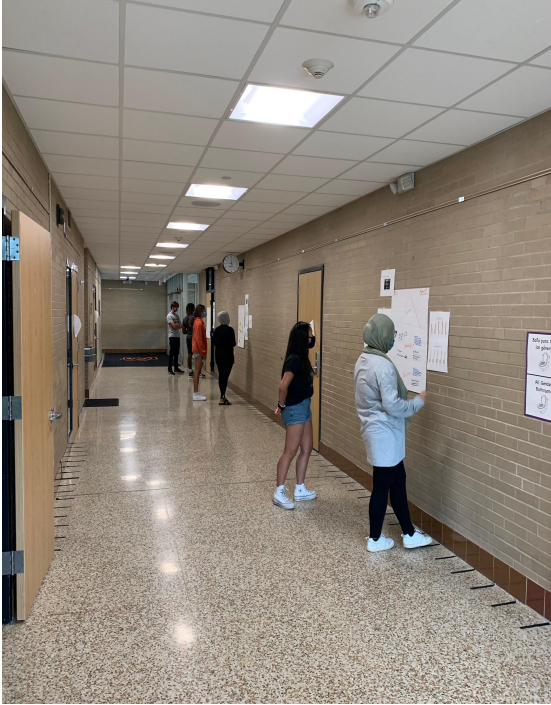
Structures and Systems
Priority work:
- Implement the PowerSchool E-Finance Plus Human Resources/Payroll/Finance System in place of Skyward.

Action Steps & Timelines

The Core Planning Team suggested Action Steps and Timelines in each Area of Focus. District Administration will determine actions steps to achieve in each area annually. The Action Steps will be shared with the School Board at the start of each school year and an Annual Report of Progress will be completed at the end of each school year.

September 2, 2021 2:16 PM

I AM BECAUSE WE ARE · ST. LOUIS PARK PUBLIC SCHOOLS ·

Youth Data Analyst (YDA) Summer Interns

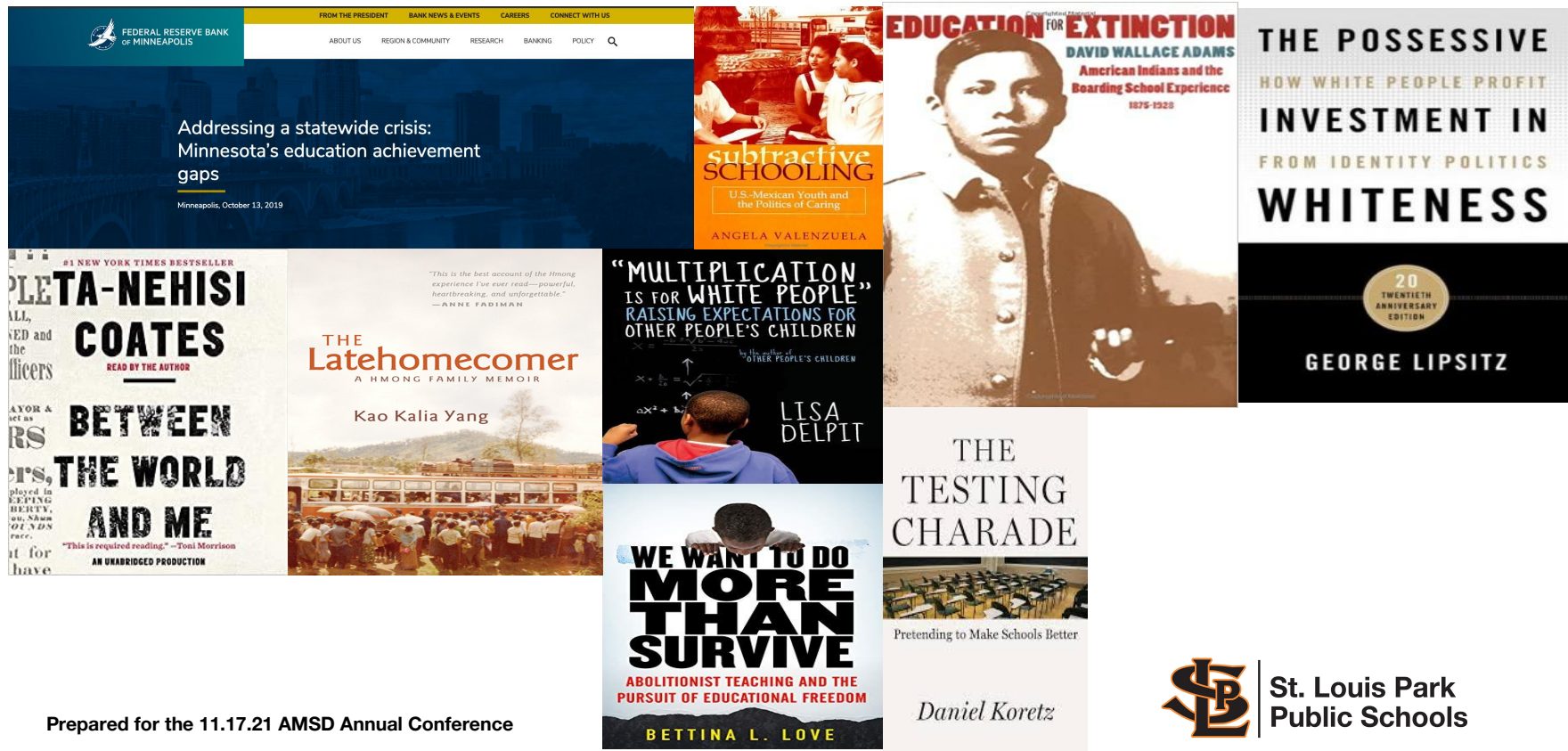St. Louis Park
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YDA Intern Research Questions

- 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?

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Public Schools**

Research Study
St. Louis Park Public Schools

Literature Review

St. Louis Park
Public Schools

Hypotheses

First Hypothesis

- SLP is failing to encourage students of color to be in higher level classes, which is leading to them being failed in these spaces.

Second Hypothesis

- Low expectations among teachers / educators is causing students of color to not enroll (or stay) in advanced classes.

Third Hypothesis

- Students who receive authentic care from teachers early on in education tend to feel more academically confident in the future.

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Research Methods (Surveys & Interviews)

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.

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Research Methods (Surveys & Interviews)

52 Student Interviews

1. Do you feel like all of your teachers hold you to high standards and believe you are capable of success?
   a. Can you give an example?
   b. Can you say more about...
   c. Can you explain what you mean by...
2. Do you think that your teachers act in your best interest?
   a. Why or why not?
3. Do you feel like the higher-level classes are culturally relevant or make you think you will learn more about yourself there?
   a. What leads you to believe this?
4. Do you see yourself in the teachers of higher-level classes? And is it important to see yourselves in these teachers?
   a. Why is it important to you?
5. Do you feel like you are/ would be comfortable or feel like you belong in honors, AP, or IB classes?
   a. Why or why not?
6. Have you ever been encouraged or discouraged to join higher level classes by other students?
   a. What did they say to you?
7. Do you think GT is a healthy program for students?
   a. How has it made you feel? (ex seeing kids being pulled from class if not in it; if in it how was your experience?)
8. Have you ever been encouraged or discouraged to join higher level classes by teachers or school staff?
   a. How did that make you feel?
9. What would stop you from taking an honors, AP, or IB class?
   a. Do you think there is any way the school could help to eliminate this?
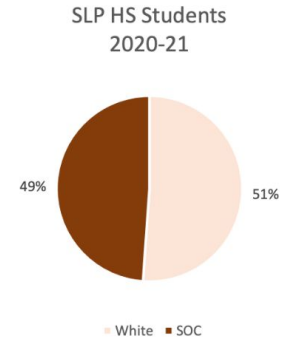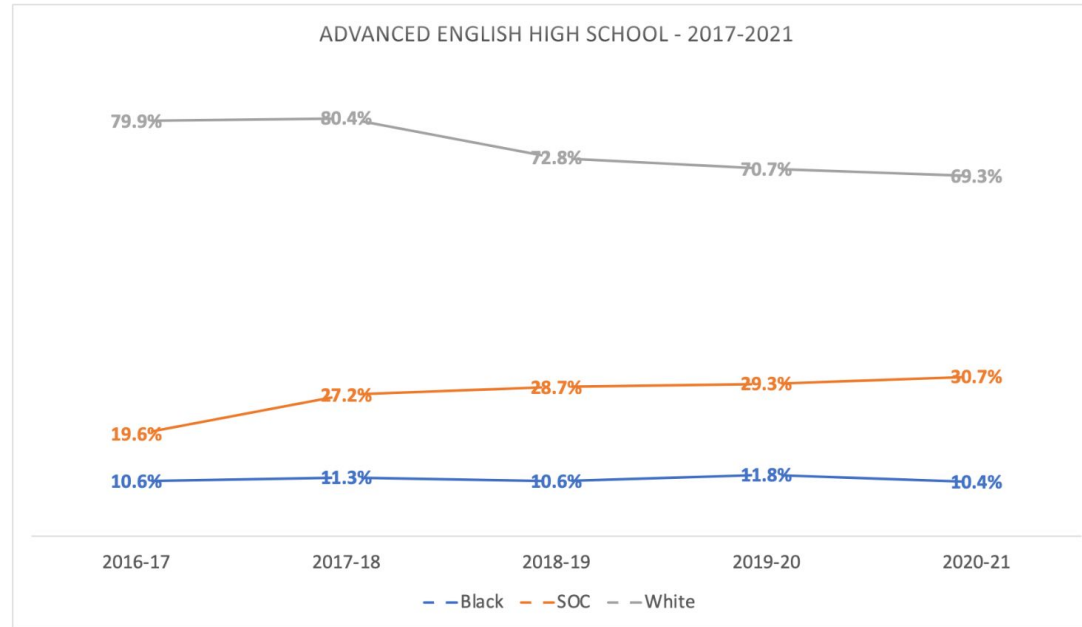
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Common Themes From Student Interviews

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

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English - Advanced Course Participation

ADVANCED ENGLISH HIGH SCHOOL - 2017-2021

SLP HS Students 2020-21

49% — 51%

White ■ SOC

79.9% 80.4% 72.8% 70.7% 69.3%

19.6% 27.2% 28.7% 29.3% 30.7%

10.6% 11.3% 10.6% 11.8% 10.4%

2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21

Black — SOC — White

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Science - Advanced Course Participation
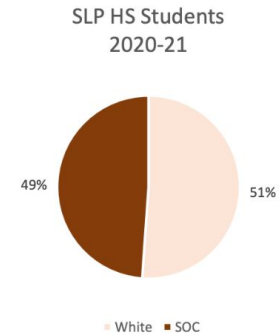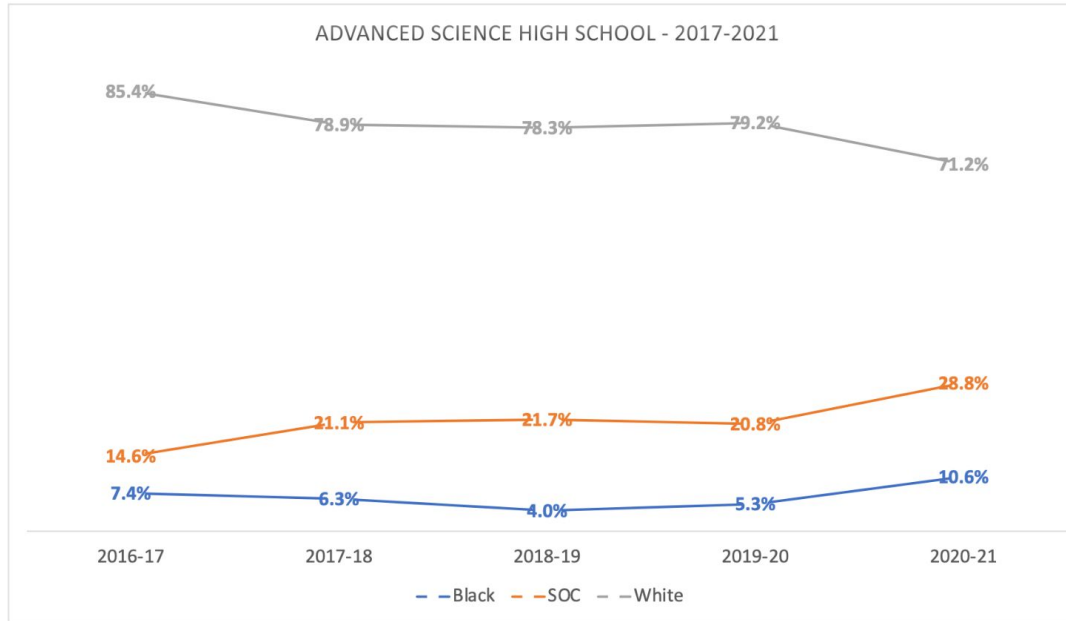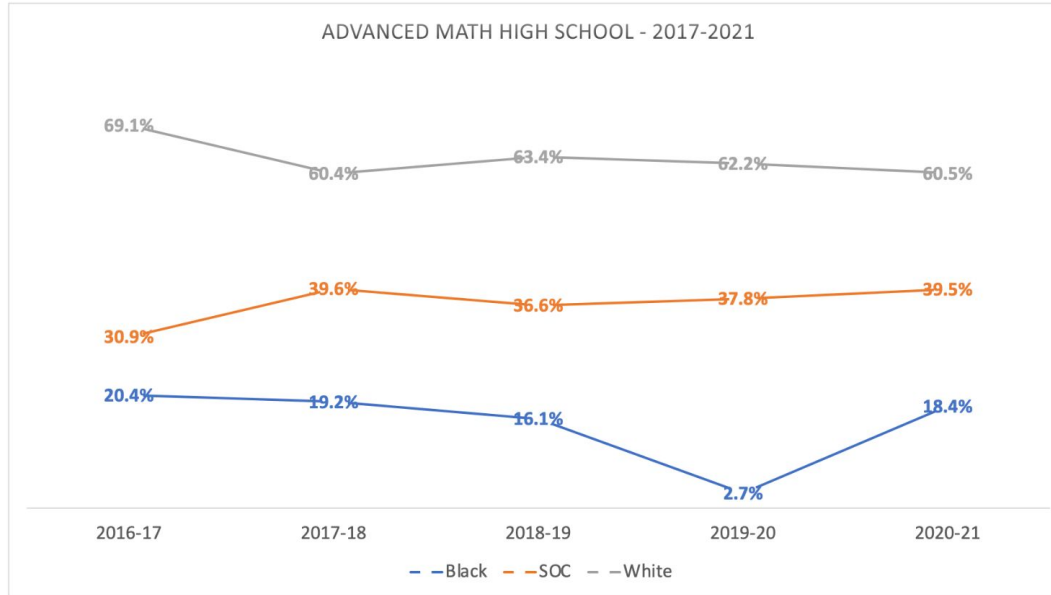
ADVANCED SCIENCE HIGH SCHOOL - 2017-2021

85.4%   78.9%   78.3%   79.2%   71.2%

14.6%   21.1%   21.7%   20.8%   28.8%

7.4%   6.3%   4.0%   5.3%   10.6%

2016-17   2017-18   2018-19   2019-20   2020-21

— Black   — SOC   — White

SLP HS Students 2020-21

49%   51%

White   SOC

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Math - Advanced Course Participation

ADVANCED MATH HIGH SCHOOL - 2017-2021

White: 69.1%, 60.4%, 63.4%, 62.2%, 60.5%
SOC: 30.9%, 39.6%, 36.6%, 37.8%, 39.5%
Black: 20.4%, 19.2%, 16.1%, 2.7%, 18.4%

2016-17 2017-18 2018-19 2019-20 2020-21

— Black   — SOC   — White

SLP HS Students 2020-21

49% White   51% SOC

■ White   ■ SOC
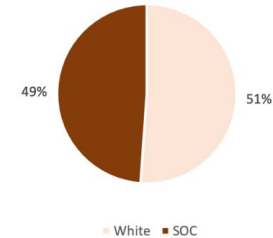
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Priority Work - Students at the Center

Priority Work - Students at the Center

Curriculum & Instructional Program Development Timeline

2019-2022
Math
Gifted/Talented
World Languages

2020-2023
Science
Language Arts & Literacy
Multilingual Learning

2021-2024
Social Studies
Phy Ed /Health
Progress Reporting

2022-2025
Music
Career/Tech. Ed.
Student Services

2023-2026
Art
Summer School
Special Education

2024-2027
Media
Digital Learning
Immersion

2025-2028
BARR
Advanced Placement
International Baccalaureate

2026-2029
Mathematics
Talent Development
World Languages & Cultures

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Curriculum & Instructional Program Development

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 or PD)
- 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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E-5 Impact: Transforming Learning for Racial Equity

To transform learning for racial equity we:

- **Implemented a new math instructional framework and curriculum, E-5 at all sites, that will serve <u>all</u> students.**

- **Replaced Gifted and Talented programming and Park Fast LANE with a new strengths based anti-racist talent development program for all.**

- Embedded Spanish language specialists (Eng. at PSI) into classrooms to ensure more content based bilingual instruction and education for all.

- Have a specialist at each site to provide culturally relevant literacy support for K-2 teachers & classrooms.

St. Louis Park Public Schools

E-5 Impact: Transforming Learning for Racial Equity

During our staffing and scheduling cycle we:

- **Cut all GT specialist positions (2.0 FTE)**
- **Cut all Park Fast LANE specialist positions (9.5 FTE)**
- **Add Talent Development Specialists to each site supplemented by ADSIS grant (8.0 FTE)**
- **Add Literacy specialist roles for reach site supplemented by Achievement and Integration grant (4.0 FTE)**
- **Post position and interview staff for new Talent Development Teacher roles.**
- Post position and interview staff for new Literacy Specialist roles. Peter Hobart and Aquila will have access to additional FTE based on Title I funding.
- **Replace language acquisition in the specialist rotations with Talent Development.**

St. Louis Park Public Schools

6-12 Impact: Transforming Learning for Racial Equity

To transform learning for racial equity we will:

- Commit to have each World Language and Cultures classroom teaching to a 90% Target Language rate with ACTFL standards through a 6-12 scope and sequence.

- Provide each SLP student (including MLL) with an opportunity to graduate with a bilingual seal.

- Integrate all math courses in grades 6-10 by fall of 2022 by introducing a new instructional framework with CRP.

- Graduate each student with at least one college math course in a pathway of their choice

- Provide gifted education as extension curriculum choices for every child connected to summative assessments in language arts, science, and social studies in grades 6-10.

- Ensure <u>each</u> student takes at least one IB, AP, or concurrent college course before graduation.
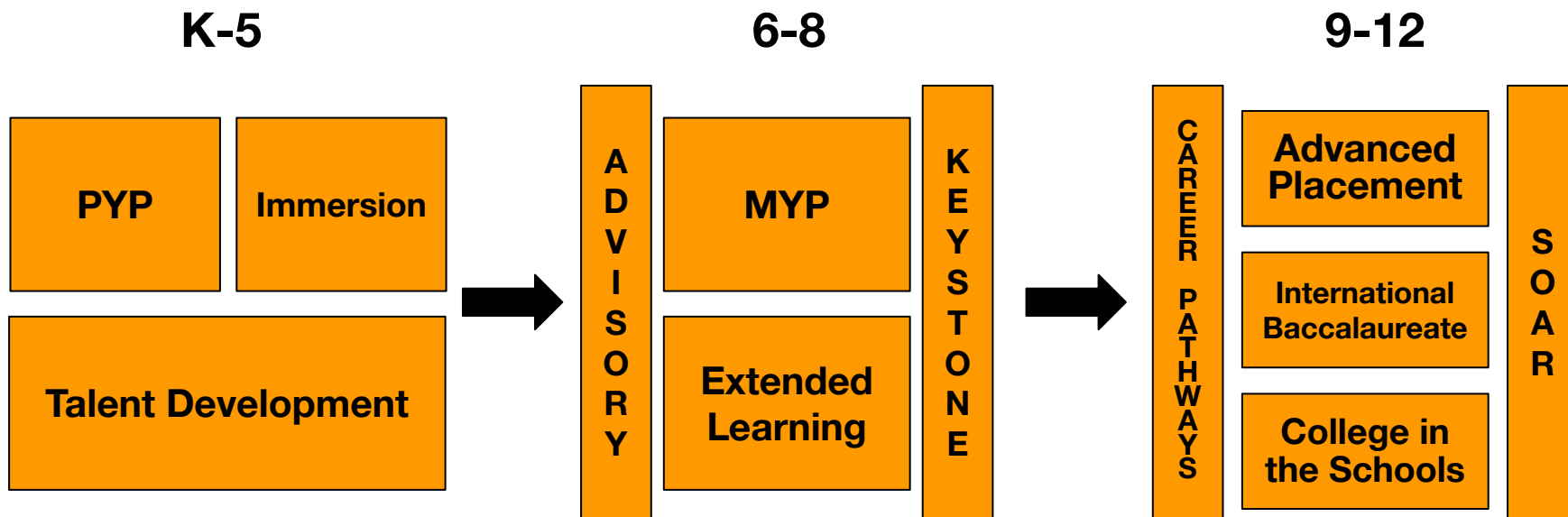
**St. Louis Park
Public Schools**

6-12 Impact: Transforming Learning for Racial Equity

Regarding staffing and scheduling we will:

- Cut .6 Gifted and Talented FTE from high school
- Cut .6 Gifted and Talented FTE from middle school
- Align AP and IB coordination under CRP at the high school
- Embed Technology Enrichment in grades 6-12 for all students with a 1:1 Chromebook roll out in the Fall of 2021.
- Discontinue all pull-out remedial math and reading intervention programs 6-12, by Fall of 2022 or sooner.
- Add temporary .5 Algebra Coach to help integration efforts
- Increase staffing for Keystone and recruitment efforts for SOAR by fall of 2022 or sooner.
- Explore the addition of World Language courses in MS or HS such as Arabic, Ojibwe, Mandarin, or Somali with students and administration by the Fall of 2022.

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SLP Culturally Relevant & Rigorous Pathways

K-5

PYP

Immersion

Talent Development

6-8

A D V I S O R Y

MYP

Extended Learning

K E Y S T O N E

9-12

C A R E E R P A T H W A Y S

Advanced Placement

International Baccalaureate

College in the Schools

S O A R

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Reflection Question

What strategies can you use to incorporate student perspective and experience in the continuous improvement process?

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