

# HIGH SCHOOL PTA COFFEE

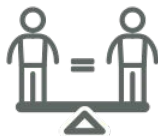
October 2021



Welcome



**CONTRIBUTING PRODUCTIVELY  
AND POSITIVELY**



**REFRAINING FROM  
DISCRIMINATION**

(religious, ethnic, racial, sexual, or gender)

# COMMUNITY NORMS

As an SAS community member I agree to hold myself to a high standard of personal conduct in my interactions and communications with students, faculty, and parents. This means I will adhere to the SAS Statement of Community by:



**ASSUMING POSITIVE  
INTENT**



**SHARING ACCURATE  
INFORMATION**



**GOING TO THE  
SOURCE**

**Questions to consider before posting:**

- 1) Is it the truth?
- 2) Is it fair to all concerned?
- 3) Will it build better community and friendships?
- 4) Is it beneficial to all?

# Nicole Veltzé

High School Principal



# TODAY'S AGENDA

1. Good people to know
2. Student Wellness & Parent Partnerships
3. Other Updates
4. Advanced Studies
  - Overview and Updates
  - Student Panel
  - Data & Next Steps

Please share your questions at:

<https://bit.ly/3EZeMzJ>



# GOOD PEOPLE TO KNOW

## High School Administration

- Ms. Nicole Veltzé High School Principal
- Ms. Laura Mohl, High School Deputy Principal for the Faculty & Staff
- Mr. Anthony Poullard, High School Deputy Principal for Grades 9 & 10
- Mr. Lance Murgatroyd, High School Deputy Principal for Grades 11 & 12

## High School PTA Representatives

- Ms. Sarita Talwar
- Ms. Susie Kim

## Associate Director of Parent Engagement

- Ms. Julia Harrison

## Coordinator for Advanced Studies

- Mr. Tim Trainor



# HIGH SCHOOL LEADERS & FAMILY ENGAGEMENT



Nicole Veltzé

Lance  
Murgatroyd



Anthony Poullard

Laura Mohl



Julia Harrison



# COORDINATOR FOR ADVANCED STUDIES



# Updates & Follow Up

# OUR STRATEGIC FOUNDATION



# STRATEGIC FOCUS

## EXCELLENCE

Deepen the focus on our learning aspirations in every classroom and co-curricular program through aligned, consistent curriculum and assessment practices

Promote high quality teaching in every classroom to support the learning of each student

Increase coaching and feedback for teachers on their professional practice, including through the development of teacher leadership and coaching opportunities

## EXTRAORDINARY CARE

Deepen our focus on social-emotional learning and wellness among all our students

Promote diversity, equity, and inclusion throughout our community and ensure that every student feels valued and included

Strengthen our school culture and school community based on our shared core values

## POSSIBILITIES

Upgrade our campus to be more environmentally sustainable and improve learning environments, co-curricular opportunities, and community spaces

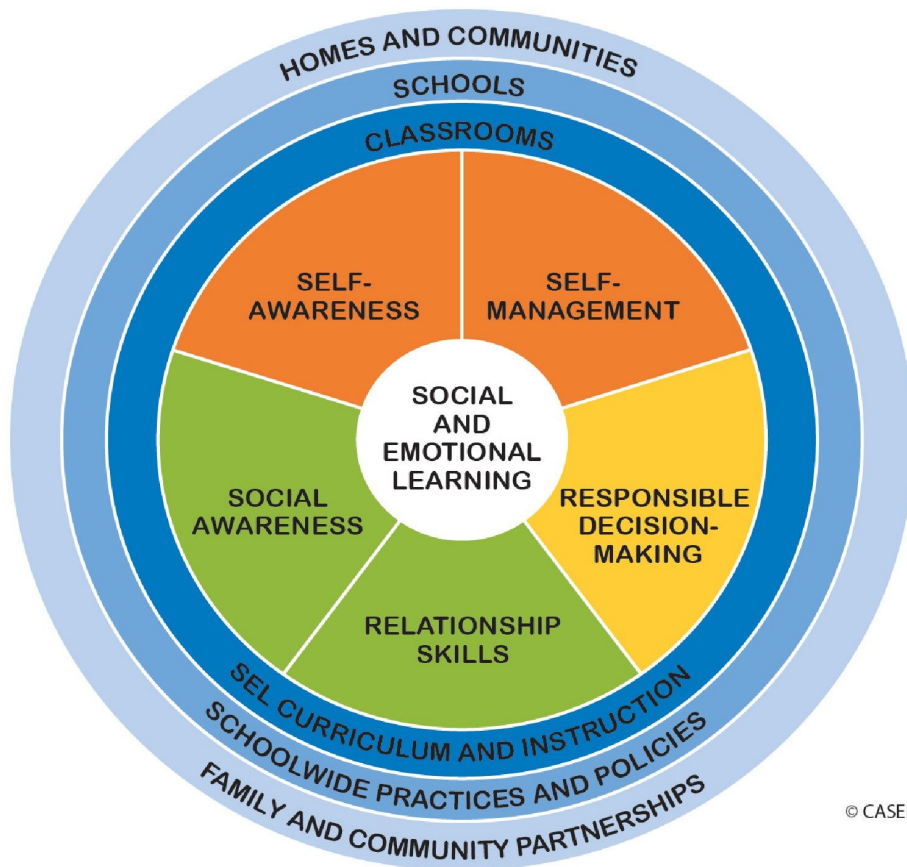
Enrich our students' international and cross-cultural perspectives by expanding opportunities to learn from the cultural and historical richness of Singapore and the region of Southeast Asia

Continue to explore and design innovative programs to meet student needs and interests as well as the SAS strategic direction

# HIGH SCHOOL DINING OPTIONS

- Upcoming videos and information on dining
- Student Government & Sodexo partnership
- Student feedback channels

# SOCIAL-EMOTIONAL LEARNING & WELLNESS



# SOCIAL-EMOTIONAL LEARNING & WELLNESS

1. Well-being Check Ins
2. Advisory Curriculum
3. Panorama survey & goal setting
4. Grade-level assemblies
5. Student Government initiatives
6. Personal Academic Counselors (PAC) parent coffees

# PAC: STUDENT WELLNESS PARENT EVENTS

| Date              | Grades   | Host         | Topic(s)   |
|-------------------|----------|--------------|--|
| Wed, October 20   | G9 - G12 | PAC          | Anxiety and Stress Parent Workshop   |
| Thurs, October 21 | G9       | PAC          | Grade 9 Parent Check-in: Trends and Tips   |
| Mon, October 25   | G9 - G12 | PAC          | Community Mental Health Professionals Panel Discussion<br>*following the community showing of <b>Angst</b> * |
| Wed, November 3   | G9 - G12 | PAC & Health | Teens and Sexuality Parent Workshop  |
| Wed, November 17  | G9 - G12 | PAC          | Suicide Awareness and Prevention Presentation  |
| Mon, November 22  | G9 - G12 | PAC          | Parent Boot Camp Video Series (release date)   |



# OTHER UPCOMING EVENTS FOR HIGH SCHOOL PARENTS

| Date                  | Grades   | Host   | Topic(s)   |
|-----------------------|----------|--------|--|
| Tuesday, Oct 5        | G9 - G12 | CC     | HS College Parent Coffee:The Value of a Liberal Arts & Science Education   |
| Thurs - Fri, Oct. 7-8 | G9 - G12 | HS     | Parent-Teacher-Student Conferences   |
| Monday, Nov 1         | G9 - G12 | HS PTA | HS PTA Parent Coffee: Supporting Student with Grades and Programs          |
| Tuesday, Dec 6        | G9 - G12 | HS PTA | HS PTA Parent Coffee: Social-Emotional Learning and the CASEL Competencies |

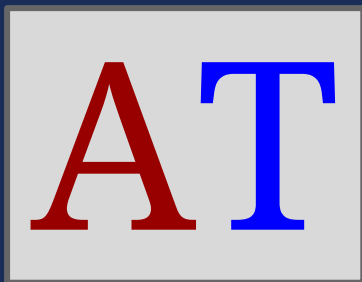
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# ADVANCED STUDIES AT SAS

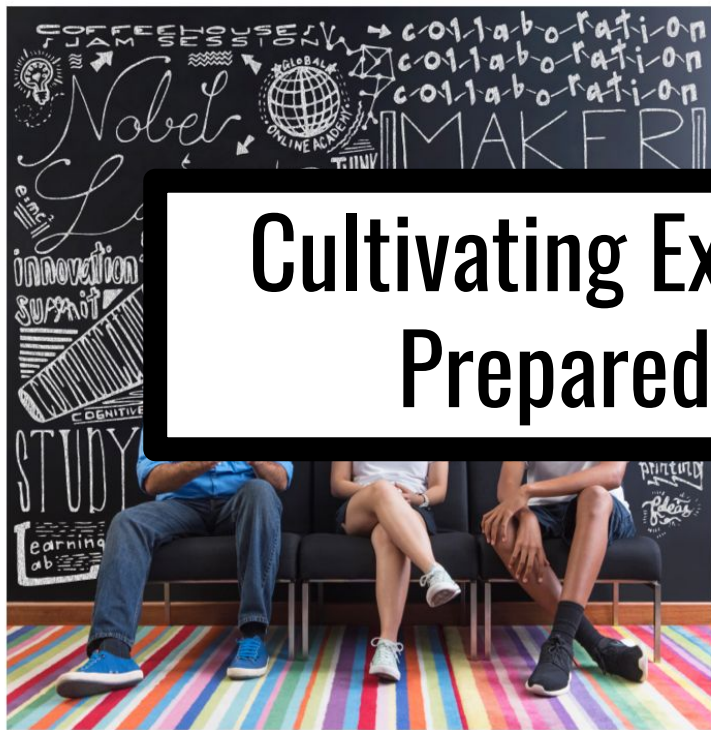
Our Hybrid Approach to College Level Learning



# OVERVIEW

1. Our Hybrid Approach to College Level Learning
2. Panel Discussion - What are students saying about our program?
3. Advanced Studies Data Review 2020-21
4. Next Steps: Extraordinary Care, Excellence & Possibilities
5. Q&A Session

# SINGAPORE AMERICAN SCHOOL



## VISION

A World Leader in Education

# Cultivating Exceptional Thinkers Prepared for the Future

Singapore American School is committed to providing each student an exemplary American educational experience with an international perspective.

# ADVANCED STUDIES AT SAS - OUR WORLD IS CHANGING

- **Exceptional Thinkers Prepared for the Future**
  - List the top five skills or capacities that you believe your children will need in the future
- **College Readiness**
  - What skills will they need to be successful in College?
- **What do they need right now?**

# 56 DISTINCTIVE ELEMENTS OF TALENT (DELTAS)

MCKINSEY ARTICLE, 2021

## Cognitive

### Critical thinking

- Structured problem solving
- Logical reasoning
- Understanding biases
- Seeking relevant information

### Planning and ways of working

- Work-plan development
- Time management and prioritization
- Agile thinking

### Communication

- Storytelling and public speaking
- Asking the right questions
- Synthesizing messages
- Active listening

### Mental flexibility

- Creativity and imagination
- Translating knowledge to different contexts
- Adopting a different perspective
- Adaptability
- Ability to learn

## Interpersonal

### Mobilizing systems

- Role modeling
- Win-win negotiations
- Crafting an inspiring vision
- Organizational awareness

### Developing relationships

- Empathy
- Inspiring trust
- Humility
- Sociability

### Teamwork effectiveness

- Fostering inclusiveness
- Motivating different personalities
- Resolving conflicts
- Collaboration
- Coaching
- Empowering

# 56 DISTINCTIVE ELEMENTS OF TALENT (DELTAS)

MCKINSEY ARTICLE, 2021

## Self-leadership

### Self-awareness and self-management

- Understanding own emotions and triggers
- Self-control and regulation
- Understanding own strengths
- Integrity
- Self-motivation and wellness
- Self-confidence

### Entrepreneurship

- Courage and risk-taking
- Driving change and innovation
- Energy, passion, and optimism
- Breaking orthodoxies

### Goals achievement

- Ownership and decisiveness
- Achievement orientation
- Grit and persistence
- Coping with uncertainty
- Self-development

## Digital

### Digital fluency and citizenship

- Digital literacy
- Digital learning
- Digital collaboration
- Digital ethics

### Software use and development

- Programming literacy
- Data analysis and statistics
- Computational and algorithmic thinking

### Understanding digital systems

- Data literacy
- Smart systems
- Cybersecurity literacy
- Tech translation and enablement



# ADVANCED STUDIES: WHERE WE WERE IN 2012-13

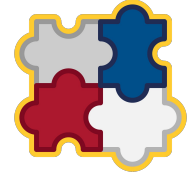
- In 2013 College Level Learning was driven by the **Advanced Placement (AP) Program**
  - SAS provided access to 26 exams at that time
- **539 Students took a total of 1272 Exams**
  - Average score of 4.2
  - 94% of scores were a 3 or higher
- **SAS Research & Development Process is Underway**



# ADVANCED STUDIES: WHAT DO WE WANT FOR OUR STUDENTS?

- **Collaboration**

- Build a shared purpose and plan
- Honor the feelings and perspectives of others
- Navigate and resolving conflict



- **Communication**

- Connect and share ideas at interpersonal and global levels
- Effectively exchange information through a variety of mediums



- **Creativity**

- Generate creative and intellectual ideas while pursuing a passion or curiosity
- Develop a useful and novel idea, product or process
- Design and optimise solutions - test, iterate, and refine



# ADVANCED STUDIES: WHAT DO WE WANT FOR OUR STUDENTS?

- **Critical Thinking**

- Confront complex problems and questions with no clear answers
- Frame and answer a compelling research question
- Engage in inquiry - develop and strengthen a plan
- Consume critically - contextualizing, evaluating and critiquing



- **Cultural Competence**

- Explore social and cultural identities
- Advocate for others - cultivate inclusivity and support equity



- **Content Knowledge**

- Acquire the fundamental context-specific skills and knowledge to successfully navigate their worlds



WHAT ARE THE POTENTIAL ADVANTAGES OF HAVING A  
STANDARDIZED APPROACH TO DOING SOMETHING?

WHAT ARE THE POTENTIAL DRAWBACKS?

**OUR APPROACH TO COLLEGE-LEVEL COURSEWORK**

**HYBRID**

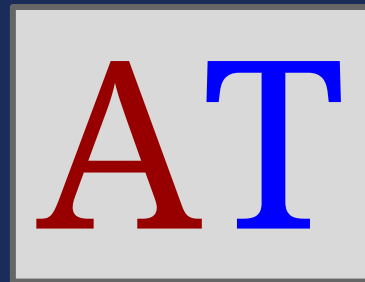
The image features a clear blue sky with scattered white clouds. The word "HYBRID" is prominently displayed in the center, formed by large, white, cloud-like letters. The letters have a soft, textured appearance, blending with the natural clouds in the sky. The overall composition is simple and visually appealing, emphasizing the concept of hybrid learning.

# ADVANCED STUDIES

Advanced Placement & Advanced Topics



+



# ADVANCED STUDIES: WHAT ARE ADVANCED TOPIC (AT) COURSES?

- **Our AT Courses are designed to be college level learning experiences that are guided by our learning aspirations.**
  - They have undergone a rigorous course development and vetting process
  - Connect students with relevant and engaging learning experiences that might not always be possible with a more standardised approach
  - Aim to bring students closer to the experiences of experts in the field
- **Some of our AT Courses provide access to an AP exam**
  - The AP curriculum provides an excellent anchor for several of our AT courses, but standardized test preparation is not the sole focus
- **Some AT Courses are aligned to co-crediting opportunities with our University Partnerships**
  - In most cases, no additional assessments are required



# ADVANCED STUDIES: WHAT DOES PEAK PERFORMANCE LOOK LIKE?



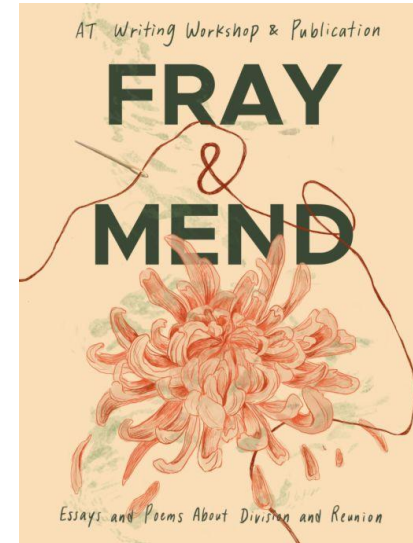
## AT PERFORMING ARTS

Our students are  
planning and  
producing their  
own performances

**SINGAPORE AMERICAN SCHOOL**  
[www.sas.edu.sg](http://www.sas.edu.sg)



# ADVANCED STUDIES: AT WRITING WORKSHOP & PUBLICATION



# ADVANCED STUDIES: AT CHINESE LANGUAGE - CHINESE HISTORY



Our students are studying Chinese history in Chinese

AT Spanish  
Language: Latin  
American History &  
Culture has also  
launched this year



# ADVANCED STUDIES: AT ENVIRONMENT SCIENCE & FIELD RESEARCH



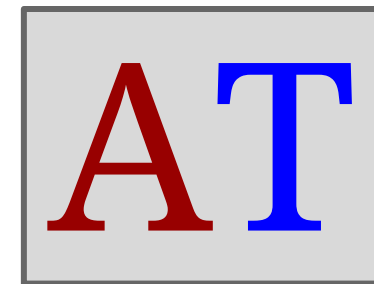
# ADVANCED STUDIES: AT HISTORICAL INQUIRY & RESEARCH

Students wanted for hazardous journey. Hard work, no wages, lots of writing. Work to be displayed publicly and subjected to enthusiastic critique. Must be curious, troublesome, and prone to undertaking tasks with little chance of success. Return to normal is doubtful.



# ADVANCED STUDIES: WHERE WE ARE NOW

- **Over 40 Diverse College Level Opportunities within our Program**
  - Access to 26 AP Exams
  - Over 2000 students registered in AP Classroom this year
  - 4 Courses with the opportunity to earn College Credit with our University Partners
- **Advanced Studies Enrollment Continue to Increase**
  - Total AP & AT Student enrollments now over 2500 this year
- **New Opportunities Continue to be Explored**
  - AT Visual Arts is currently under development

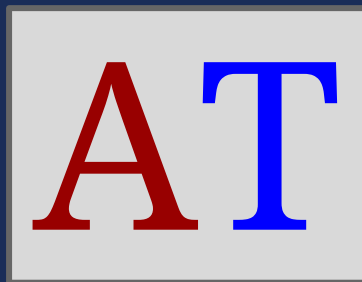


# **ADVANCED STUDIES STUDENT PANEL**

Questions with Alysha, Bryn, Kush and Renee

# ADVANCED STUDIES REVIEW 2020-21

Results Student & Perception Data





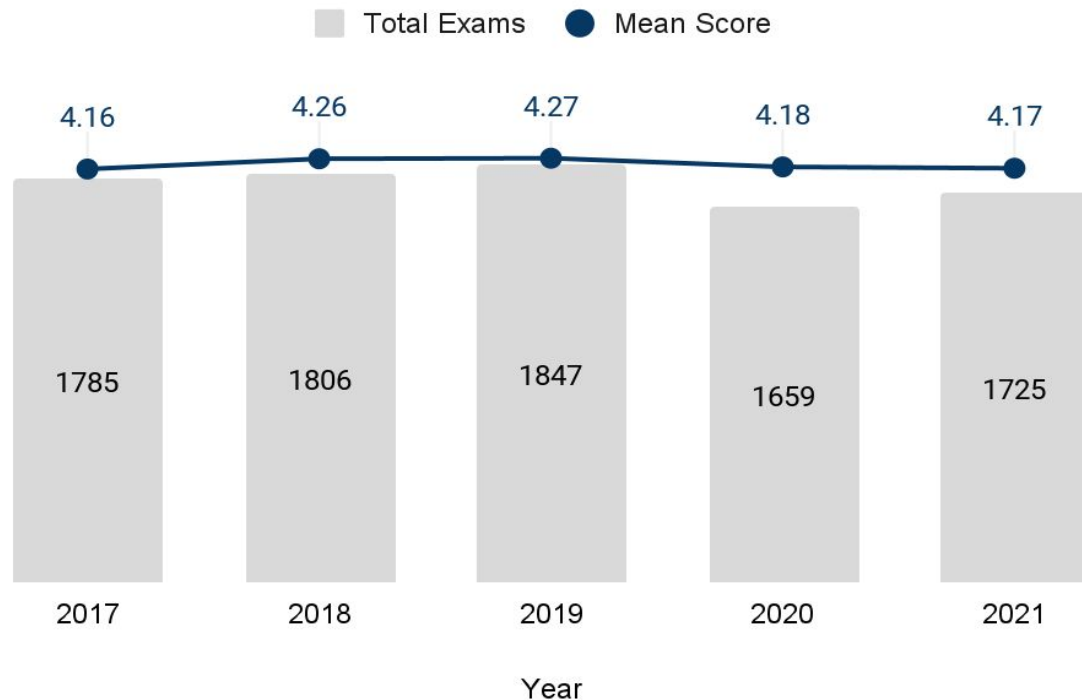
# ADVANCED STUDIES REVIEW 2020-21: AREAS OF STRENGTH

- **Advanced Studies Course Offerings and Enrollment Continue to Increase**
  - Total Advanced Studies enrollment is now at 2331
  - Average number of Advanced Studies courses is now at 8.4 for the class of 2021
  - In 2012-13, we had 1272 students sit AP exams with a mean average of 4.2
- **AP Scores Remain Consistently High Relative to Global Averages**
  - Mean score ranges from 4.1 - 4.3 over the past five years
  - AP scores at SAS saw a 2% dip relative to 2019
- **Advanced Studies Students Report High Degrees of Satisfaction**
  - Students report their average likelihood of recommending courses within our program at 4.4 out of 5
  - Relationships & classroom environment are a consistent strength



# AP EXAMS: SAS EXAM PERFORMANCE 2017-2021

Mean Score and Total Exams by Year



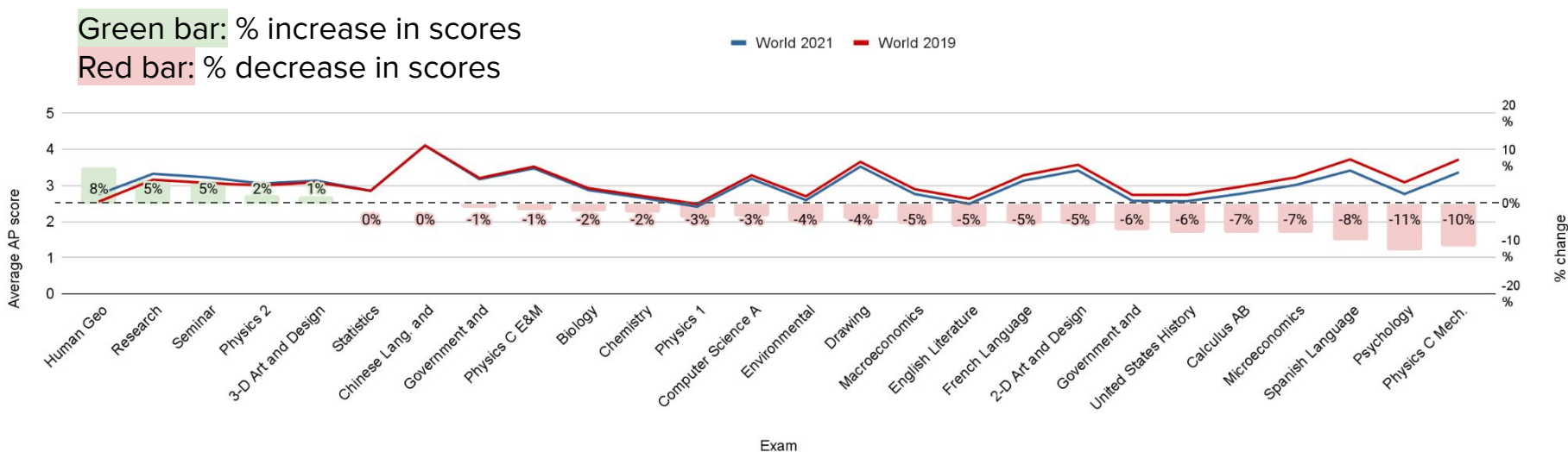
**In 2021:**

7% drop in the number of exams taken compared with 2019

2% drop in exam score average from 2019

# GLOBAL AP MEAN SCORE COMPARISON: MAY 2019 VS MAY 2021

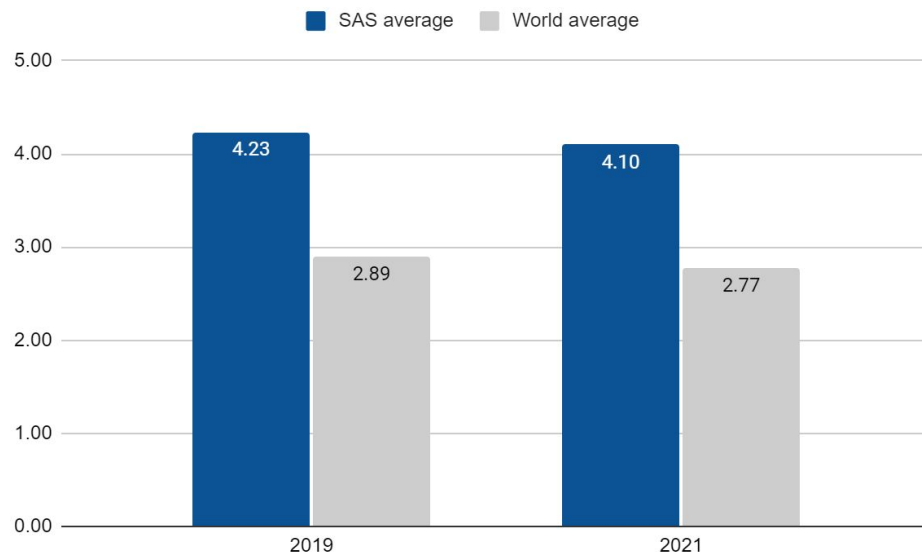
- In almost every instance, we see 2021 world average scores decline relative to 2019
  - 4.1% decrease from 2.89 (2019) → 2.77 (2021)



# OVERALL TRENDS AT SAS

- **Students Scores Remain Consistently High**

- Mean score ranges from 4.1 - 4.3 over the past five years with standard deviations consistently in and around 0.9



*This chart does not include English Language or Calculus BC scores because their World averages are not available yet*

# ADVANCED STUDIES REVIEW 2020-21: AREAS OF STRENGTH

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  - Relationships & classroom environment are a consistent strength

# ADVANCED STUDIES REVIEW 2020-21: AREAS OF STRENGTH

- **Capturing Student Voice**

- More than 1100 survey responses containing close to 3000 qualitative responses
- Most effective mechanism for accelerating my learning around our program

- **The Advantages of a Hybrid Approach**

- The diversity of learning opportunities available to our students - peak performance really does take on a variety of different forms in our program
- Evidence that AP and AT course are complimenting the overall development of pedagogy within our courses.

- **Flexibility & Responsiveness of our Faculty**

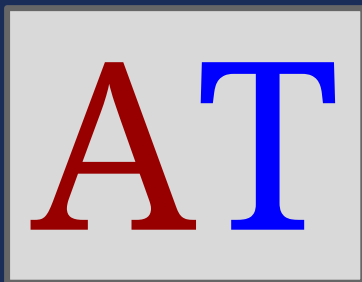
- Connecting our students with incredible experiences while adapting to the challenges of the current pandemic
- Continuing to develop and launch exciting new opportunities for our students

- **Our Amazing Students**

- Thoughtfulness of their feedback
- Exceptional attitudes despite the challenges of the pandemic

# **ADVANCED STUDIES STUDENT SURVEY**

2021 Highlights



# ADVANCED STUDIES SURVEY: OVERVIEW

- Statistically significant differences are highlighted

| QUESTION CATEGORY                      | AS  | AP  | AT  | M   | F   |
|--|-----|-----|-----|-----|-----|
| RELATIONSHIPS & CLASSROOM ENVIRONMENT  | 4.4 | 4.4 | 4.4 | 4.5 | 4.3 |
| CHALLENGE & TRANSFER OF LEARNING       | 4.4 | 4.3 | 4.4 | 4.4 | 4.3 |
| FEEDBACK                               | 4.2 | 4.3 | 4.1 | 4.3 | 4.2 |
| STUDENT AGENCY & CHOICE                | 4.2 | 4.1 | 4.4 | 4.2 | 4.1 |
| LEARNING ASPIRATIONS                   | 4.1 | 4.1 | 4.2 | 4.2 | 4.1 |
| RELEVANT SKILLS, CONTENT & APPLICATION | 3.8 | 3.7 | 4   | 4   | 3.7 |

# ADVANCED STUDIES SURVEY: RELATIONSHIP & CLASSROOM ENVIRONMENT

- Statistically significant differences are highlighted

| QUESTION CATEGORY   | AS  | AP  | AT  | M   | F   |
|---|-----|-----|-----|-----|-----|
| I FEEL MY TEACHER IN THIS CLASS CARES ABOUT ME                | 4.5 | 4.5 | 4.4 | 4.5 | 4.4 |
| MY TEACHER LISTENS TO US AND ENCOURAGES US TO SHARE OUR IDEAS | 4.5 | 4.5 | 4.5 | 4.6 | 4.5 |
| I ENJOY OUR CLASSROOM ENVIRONMENT                             | 4.4 | 4.4 | 4.3 | 4.4 | 4.3 |
| MY TEACHER ENSURES OUR TIME IN THIS CLASS IS PURPOSEFUL       | 4.4 | 4.4 | 4.3 | 4.5 | 4.3 |
| MY TEACHER MAKES LEARNING IN THIS CLASS ENJOYABLE             | 4.4 | 4.4 | 4.4 | 4.4 | 4.4 |
| STUDENTS IN THIS CLASS SUPPORT ONE ANOTHER TO DO WELL         | 4.3 | 4.3 | 4.2 | 4.4 | 4.2 |



# ADVANCED STUDIES SURVEY: FEEDBACK ON LEARNING

| FEEDBACK IN THIS CLASS IS: | AS  | AP  | AT  | M   | F   |
|----------------------------|-----|-----|-----|-----|-----|
| USEFUL                     | 4.3 | 4.4 | 4.2 | 4.4 | 4.3 |
| REGULAR                    | 4.1 | 4.2 | 4.1 | 4.2 | 4.1 |

| AT/AP COURSE                     | REGULAR | USEFUL |
|----------------------------------|---------|--------|
| AT CHINESE LANGUAGE: HISTORY     | 4.8     | 4.8    |
| AT HISTORICAL INQUIRY & RESEARCH | 4.6     | 4.8    |
| AT SEMINAR                       | 4.4     | 4.8    |
| AT RESEARCH & CATALYST           | 4.3     | 4.7    |
| AP CALC AB                       | 4.6     | 4.6    |

While Students report more useful feedback in **AP** courses overall, 4 of the top 5 ranked courses are actually **AT**

# ADVANCED STUDIES SURVEY: STUDENT AGENCY & CHOICE

| STUDENT AGENCY & CHOICE  | AS  | AP  | AT  | M   | F   |
|--|-----|-----|-----|-----|-----|
| THIS COURSE PROVIDES OPPORTUNITIES FOR ME TO TAKE RISKS AND MOVE OUT OF MY COMFORT ZONE                        | 4.2 | 4.1 | 4.4 | 4.3 | 4.2 |
| WHEN I BECAME INTERESTED IN A TOPIC, THERE WERE OPPORTUNITIES TO EXTEND MY LEARNING AND BUILD ON THIS INTEREST | 4.2 | 4.1 | 4.4 | 4.3 | 4.2 |
| I WAS ABLE TO INFLUENCE THE LEARNING ACTIVITIES IN THIS COURSE IN A WAY THAT ENHANCED MY LEARNING EXPERIENCE.  | 4.1 | 4   | 4.3 | 4.2 | 4   |

AT students also report that their assessments provide greater flexibility in how they demonstrate their learning when compared with AP students (3.8 vs 3.4)

# ADVANCED STUDIES SURVEY: STUDENT AGENCY & CHOICE BY COURSE

| I WAS ABLE TO INFLUENCE THE LEARNING ACTIVITIES IN THIS COURSE IN A WAY THAT ENHANCED MY LEARNING EXPERIENCE. | SCORE |
|---|-------|
| AT FINITE MATH MODELING   | 4.9   |
| AT SEMINAR  | 4.7   |
| AT CHINESE LANGUAGE: HISTORY  | 4.7   |
| AT RESEARCH & CATALYST  | 4.7   |
| AP ART DRAWING  | 4.6   |
| AT HISTORICAL INQUIRY & RESEARCH  | 4.5   |
| AP COMPUTER SCIENCE   | 4.5   |
| AT PSYCHOLOGY   | 4.5   |
| AT COMP SCI: DATA STRUCTURES  | 4.5   |
| AP ART 2D   | 4.5   |

| WHEN I BECAME INTERESTED IN A TOPIC IN THIS COURSE, THERE WERE OPPORTUNITIES TO EXTEND MY LEARNING AND BUILD ON THIS INTEREST | SCORE |
|---|-------|
| AT SEMINAR  | 4.9   |
| AT FINITE MATH MODELING   | 4.9   |
| AP ART DRAWING  | 4.8   |
| AT KINESIOLOGY  | 4.8   |
| AT ECONOMICS: GLOBALIZATION   | 4.8   |
| AT HISTORICAL INQUIRY & RESEARCH  | 4.8   |
| AT CHINESE LANGUAGE: HISTORY  | 4.7   |
| AT RESEARCH & CATALYST  | 4.7   |
| AP COMPUTER SCIENCE   | 4.6   |
| AT PSYCHOLOGY   | 4.6   |

# ADVANCED STUDIES SURVEY: LEARNING ASPIRATIONS

- Statistically significant differences are highlighted

| LEARNING ASPIRATION | 2020 AT | AS  | AP  | AT  | M   | F   |
|---------------------|---------|-----|-----|-----|-----|-----|
| CONTENT KNOWLEDGE   | -       | 4.5 | 4.6 | 4.5 | 4.6 | 4.5 |
| CRITICAL THINKING   | 4.4     | 4.5 | 4.5 | 4.4 | 4.5 | 4.4 |
| COMMUNICATION       | 4       | 4.2 | 4.2 | 4.3 | 4.3 | 4.2 |
| COLLABORATION       | 4       | 4.1 | 4   | 4.2 | 4.1 | 4.1 |
| CREATIVITY          | 4       | 4   | 4   | 4.2 | 4.1 | 4   |
| CHARACTER           | -       | 3.9 | 3.9 | 4   | 4   | 3.8 |
| CULTURAL COMPETENCE | 3.3     | 3.8 | 3.7 | 3.9 | 3.7 | 3.8 |

# ADVANCED STUDIES SURVEY: RELEVANT SKILLS, CONTENT & APPLICATION

| RELEVANT SKILLS, CONTENT & APPLICATION  | AS  | AP  | AT  | M   | F   |
|---|-----|-----|-----|-----|-----|
| I HAVE A CLEAR IDEA OF HOW THE SKILLS AND CONTENT TAUGHT IN THIS CLASS WILL TRANSFER AND APPLY TO THE REAL WORLD. | 4.4 | 4.4 | 4.3 | 4.4 | 4.3 |
| IN THIS COURSE I HAD THE OPPORTUNITY TO LEARN FROM EXPERTS IN THE FIELD   | 3.3 | 3.1 | 3.7 | 3.5 | 3.2 |

| IN THIS COURSE I HAD THE OPPORTUNITY TO LEARN FROM EXPERTS IN THE FIELD | SCORE |
|---|-------|
| AT KINESIOLOGY  | 4.8   |
| AT ENG: RESEARCH & COMP (QUEST)   | 4.7   |
| AT ENVIRONMENTAL SCIENCE & FIELD RESEARCH                               | 4.5   |
| AT RESEARCH & CATALYST  | 4.5   |
| AT HISTORICAL INQUIRY & RESEARCH  | 4.4   |

In which courses do our students report having opportunities to learn from experts in the field?

# ADVANCED STUDIES SURVEY: WORKLOAD CONSIDERATIONS

| QUESTION  | AP  | AT  | MALE | FEMALE |
|---|-----|-----|------|--------|
| I WOULD RECOMMEND THIS CLASS TO OTHERS (1 - 5)                      | 4.4 | 4.3 | 4.4  | 4.3    |
| THE AVERAGE AMOUNT OF HOURS SPENT ON HOMEWORK EACH WEEK IS:         | 2.4 | 2.5 | 2.3  | 2.5    |
| THE NUMBER OF ASSESSMENTS IN THIS COURSE IS OPTIMAL FOR MY LEARNING | 88% | 84% | 88%  | 86%    |

**Workload:** The average number of Advanced Studies courses taken in 2020-21 by survey respondents was 4.

# ADVANCED STUDIES SURVEY: OVERVIEW OF RESULTS

- **Relationships & Classroom Environment Are a Consistent Strength**
  - 4.4 average across all question in this category for both AP and AT course
  - However, we do see some gender differences in perceptions of peer support
- **AP Students Highlight Feedback as a Strength**
  - Exam preparation also highlighted as a key strength
- **AT Students Respond More Favourably Than AP Students**
  - Higher degrees of student agency and choice
  - Learning Aspirations: Collaboration, Creativity, and Cultural Competence the most significant differences in comparison to AP
  - More opportunities to learn from experts in the field, take risks, and pursue topics of interest
- **Boys Respond More Favourably Than Girls**
  - This trend is fairly consistent and appears to be more pronounced in our AT courses

# ADVANCED STUDIES SURVEY: ANALYSIS BY GENDER

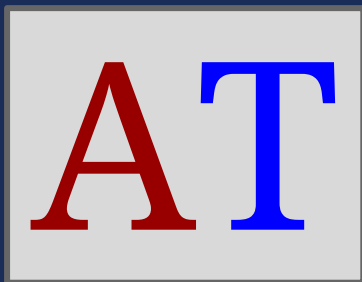
Gender differences in how students respond appear to be more pronounced in our AT courses

| QUESTION CATEGORY                      | M   | F   | AP (M) | AP (F) | AT (M) | AT (F) |
|--|-----|-----|--------|--------|--------|--------|
| RELATIONSHIPS & CLASSROOM ENVIRONMENT  | 4.5 | 4.3 | 4.5    | 4.4    | 4.5    | 4.2    |
| CHALLENGE & TRANSFER OF LEARNING       | 4.4 | 4.3 | 4.3    | 4.3    | 4.5    | 4.3    |
| FEEDBACK                               | 4.3 | 4.2 | 4.3    | 4.2    | 4.2    | 4      |
| STUDENT AGENCY & CHOICE                | 4.2 | 4.1 | 4.1    | 4      | 4.5    | 4.3    |
| LEARNING ASPIRATIONS                   | 4.2 | 4.1 | 4.1    | 4.1    | 4.3    | 4.1    |
| RELEVANT SKILLS, CONTENT & APPLICATION | 4   | 3.7 | 3.8    | 3.7    | 4.2    | 3.8    |



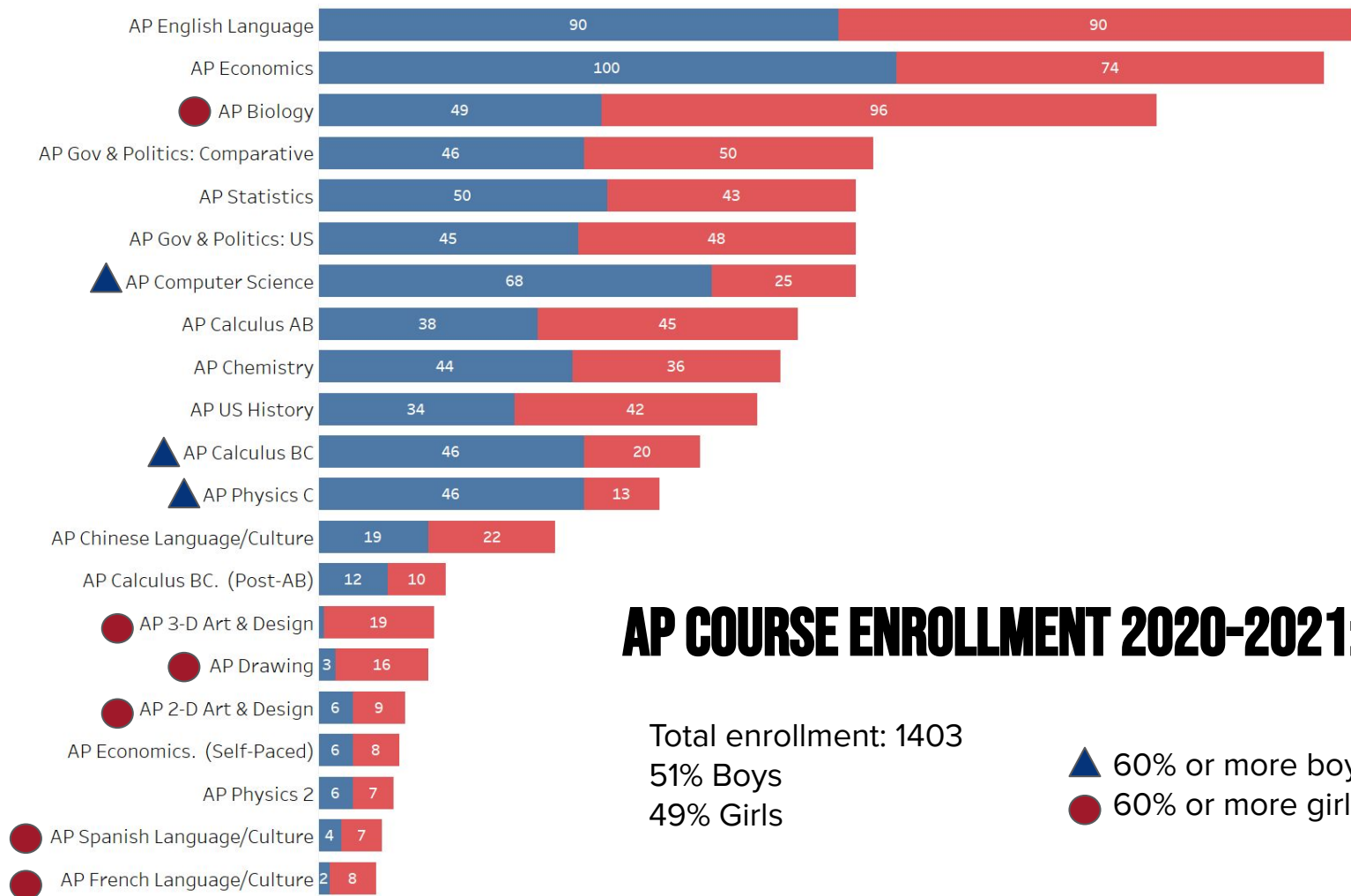
# ADVANCED STUDIES REVIEW 2020-21

A Closer Look Along Gender Lines



# ADVANCED STUDIES REVIEW 2021: GENDER - AN AREA FOR FURTHER INVESTIGATION

- **Student Survey: Boys Respond More Favourably Than Girls**
  - This trend is fairly consistent and appears to be more pronounced in our AT courses
- **Boys at SAS Perform Slightly Better in Comparison to Girls**
  - General mean score for boys is 4.22 vs 4.11 for girls (SD similar at about 0.9). This trend holds true at the individual level for most subject too.



## AP COURSE ENROLLMENT 2020-2021: GENDER

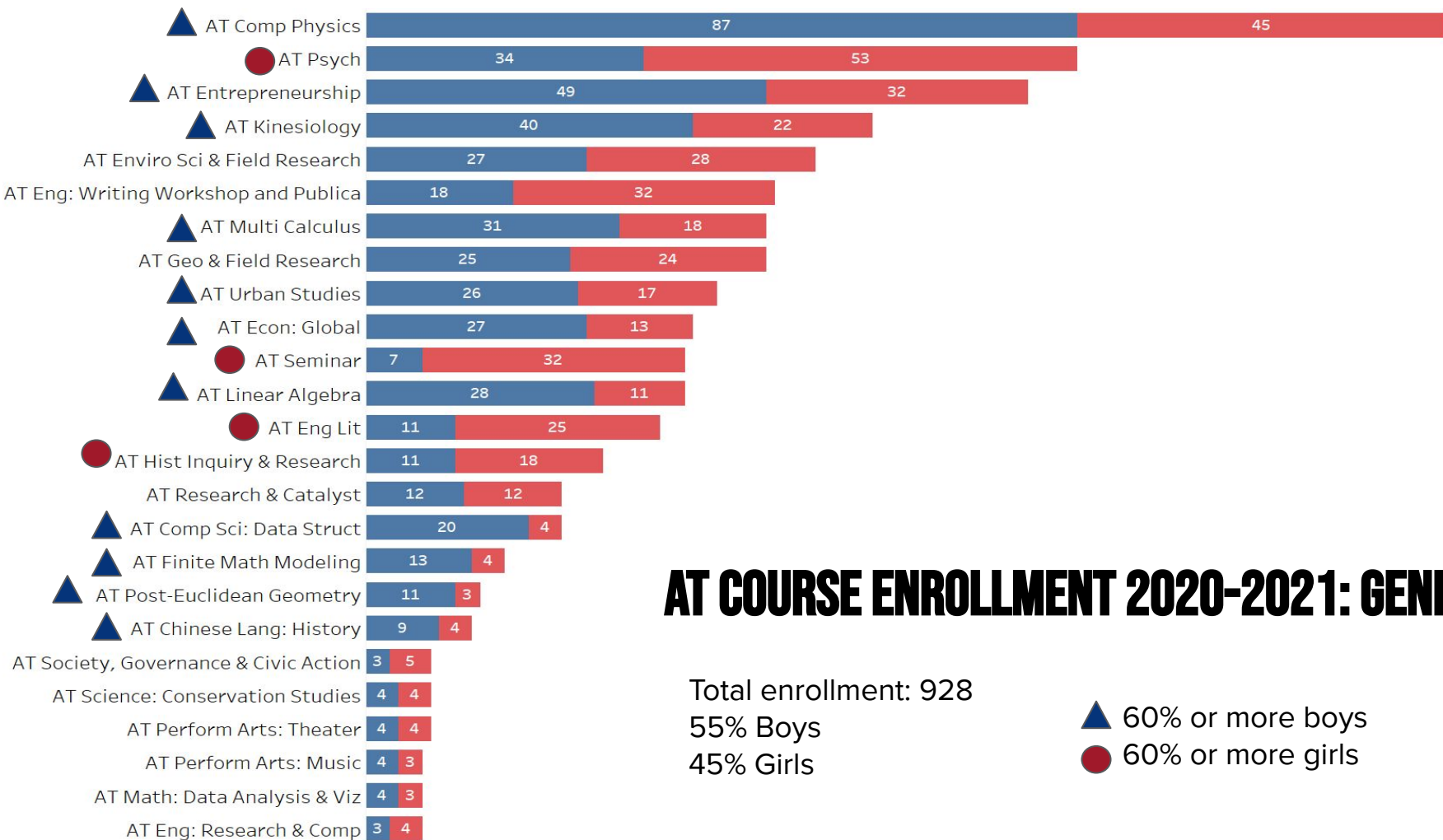
Total enrollment: 1403

51% Boys

49% Girls

▲ 60% or more boys

● 60% or more girls



## AT COURSE ENROLLMENT 2020-2021: GENDER

Total enrollment: 928

55% Boys

45% Girls

▲ 60% or more boys

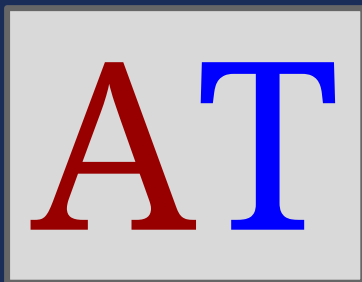
● 60% or more girls

# ADVANCED STUDIES REVIEW 2021: GENDER - AN AREA FOR FURTHER INVESTIGATION

- **Student Survey: Boys Respond More Favourably Than Girls**
  - This trend is fairly consistent and appears to be more pronounced in our AT courses
- **Boys at SAS Perform Slightly Better in Comparison to Girls**
  - General mean score for boys is 4.22 vs 4.11 for girls (SD similar at about 0.9). This trend holds true at the individual subject level too.
- **Boys account for 55% of Total AT Course Enrollment**
  - 5 AT Courses with more than 60% Girls
  - 11 AT Courses with more than 60% Boys

# ADVANCED STUDIES REVIEW 2020-21

Reflections Moving Forward



# ADVANCED STUDIES: REFLECTION MOVING FORWARD

- **Extraordinary Care and Excellence**

- How are we managing this tension in the domain of advanced studies?
- How are we ensuring that we are meeting the needs of all of our students within our Advanced Studies program?

- **Possibilities**

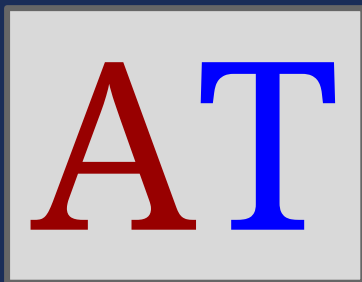
- How are we supporting students to develop positive identities, particularly in those subject areas where we see large gender disparities?
- How are we capturing student and community voice in our course development process?

- **Capacity Building in our Advanced Studies Program**

- AT program is currently vulnerable to teacher turnover
- Are there intentional moves we can make in our approach to building teams and the master schedule?

# ADVANCED STUDIES

Questions & Reflections





Please share your questions at:

<https://bit.ly/3EZeMzJ>



# Thank you!



