

CRLS Council Meeting Notes for November 25, 2014

Attendees:

Damon Smith, Principal
Greta Hardina, Family Liaison
Ross Benson, Faculty
Janet O'Reilly, Faculty
Jeff Gaglione, Math Department
Gail Stubbs, Co-Chair
Teresa Walker, Parent
Bob Birnbaum, Parent
Trina Abbott, Parent
Nancy Tauber, Parent
Kim Kaufman, Parent
Rhea Dunn, Parent
Emily Dexter, Parent
Mike Frutkoff, Community
Mark Gardner, Community
Marie Antoine, Parent
Laverne Wilkinson, Parent
Edwidge L. Hercule, Parent
Jamila Parveen, Parent
Rabeya Akther, Parent
Beftu Sultan, Parent
Murielle Carrie, Parent
Saba Berhane, Parent
Trudy Wilcox, Parent

Presentation to School Committee on 11-11-14 about Course Levels at CRLS

- How families make decisions about course levels and what classes they choose
- CRLS puts out a lot of information to community
- Families may have generational background information regarding course selection
- Most core courses have multiple levels (CP, HN, AP) plus Sheltered English Language Acquisition (SE), Students with Limited or Interrupted Formal Education (SE/SLIFE), and Special Education (OSS)
- Committee wonders does the CP level live up to its name to prepare students for college

CP Courses

- Aligned with MA Frameworks and Common Core
- Many are embedded with an Honors Option which students can opt into
- Must earn minimum grade and fulfill additional set of course-related expectations
- Not every subject or teacher does it the same way
- Working on "earned" HN Option in World History
- Physics has had the HN option for 10 years; may switch to "earned" version
- CP courses prepare students for Honors and college level work upon graduation
- 2013-14: 88% of subgroups
- 2014-15: 90% of subgroups

HN Courses

- Prepares students for AP and college level work

AP Courses

- Must get approval from College Board
- Being revised to align with Common Core and 21st century learning skills

Significant gaps between SES and race

Discrepancies because there is not a multi-racial category

Lots of students of color in CP

Lots of white students in HN and AP courses

Difference between 2 years is grade reports with projected enrollment for 2nd semester

Math Move-Up Program (mostly to challenge CP students)

2010-11: offered to 34 students and 31 accepted

2011-12: offered to 40 students and 40 accepted

2012-13: offered to 44 students and 40 accepted

2013-14: offered to 63 students and 61 accepted

2014-15: offered to 181 students and 172 accepted

Freshmen are very excited about the program but enrollment drops off as students move up through the grades. GPA also goes down as courses get harder.

AP Enrollment

2009-10: 79 students (mostly in full-year calculus)

2010-11: 88 students

2011-12: 93

2012-13: 199 (introduced Statistics; interested because it's relevant and is half year)

2013-14: 278 (introduced Computer Science)

Male at 55.5% and Females at 44.5%

White/Asian at 80.19% and Black/Latino at 18.45% and Other at 36%

Grade 12: 53.05%; Grade 11: 41.11%; Grade 10: 5.43%; Grade 9: 0.41%

Discussion about Course Levels

VPA classes should be consistent with regard to musical ability so students don't lose skill

World Language classes should be consistent; perhaps make it more than 2-year requirement (some colleges look for 3 or 4 years of world languages in high school)

Eighth grade parents should be able to advocate to HN Option for their children

Core classes with HN option need sign off from 8th grade teacher and parent

How to educate and empower more parents about how to advocate for their child

Tell 8th graders that one of the courses should be HN just to try it & do it (so it's not scary)

What was discussion for MCAS Proficient/Advanced students who are in CP courses?

Principal is thinking about threshold scores

Teacher thinks some students are missing student skills, other afternoon obligations

Parent has seen firsthand how math teachers have challenged her child to take HN classes

Flip side is a child being the only one (race/class) in HN class and how that affects the child

Students have talked about culture and climate in classes

This year, students have talked about how they feel socially in a class more than academics
Deans of Curriculum have recently met and talked with students in AP and HN classes
Math classes are diverse but would be good to have History and English classes be like that
Need to have a diverse faculty as well
Want every student to be academically challenged at CRLS
Would increase in enrollment (1800) result in more guidance counselors?
Principal has not had conversation with guidance department yet

Open House in January; course selection in February