

ABRHS

School Update

April 13, 2023





2022 - 2023 Year in Review



- Community Involvement
- Advisory
- Course Leveling



Activities Fair



Senior Dress Up Day

Community Involvement

Promoting a respectful and inclusive community

- Student Engagement and Support
- School and Community Events
- Culturally Responsive Practices
- Teacher Leadership



Holi Celebration

Advisory

Goal: To create a cohesive community that encourages students to connect with peers and staff.

- Connections and Engagement
- Relevant School-wide and Student-focused Conversations
- Heading in the Right Direction
- Similar Format and Structure Next Year

ABRHS Course Level Journey

Goals: Provide increasingly equitable access to advanced- level course opportunities and a broader range of learning and social interactions

- Prior to this School Year
- 2022-2023
- Evolving Plan for the Future

Senior Survey Feedback from 2019, 2021, 2022.

Representative Quotes

Every year this question has been asked, students reported that the the top reason they felt excluded or discriminated against was **course levels.**

2022 - 50%
2021 - 63%
2019 - 62%

The competition academically is toxic. You feel shamed if you take anything but AP or honors classes, and honestly I have felt embarrassed for taking CP classes.

-Senior, Class of 2021

The stark difference between the communities of students in higher levels and the students in lower levels is obvious. There are whole groups in the school that don't know one another exist because they are so separated academically that they have completely different social groups.

-Senior, Class of 2018

I would say that I have felt excluded by other students because of the classes I take. For example, students in all/mostly Honors classes don't tend to befriend students in all/mostly AE or CP classes.

-Senior, Class of 2022

Demographic Data - Fall 2022

	Black and Latinx Students	Students on IEPs	ML and FLEP Learners	Students who are Economically Disadvantaged	Students who entered AB after 8th grade
Percentage of Entire AB student population	10%	12%	3%	13%	10%
Percentage of Enrollments in H/AP classes	4%	2%	1%	5%	6%
Percentage of Enrollments in CP1 classes	35%	51%	19%	49%	26%

Demographic Data

Educational Research

Research shows that fewer levels and tracks benefits all students with increased opportunities and more diverse learning environments.

- [“The Effect of School Tracking on Student Achievement and Inequality: A Meta-Analysis”](#) Marshall Memo 979, March 27, 2023, [Full article](#) by Eder Terrin and Moris Triventi in *Review of Educational Research*, April 2023 (Vol. 93, #2, pp. 236-274)
- [“Removing Instructional Barriers: One Track at a Time”](#) by Kimberly LaPrade in *Education*, Summer 2011 (Vol. 131, Issue 4)
- [“The Advantages of Heterogeneous Student Groups in Math”](#) by Joseph Manfre in *Edutopia*, February 14, 2022.
- [“Mindsets and Equitable Education”](#) by Carol Dweck in *Principal Leadership*, January 2010 (Vol. 10, #5, pp.26-29)

Area and Peer Schools Leveling Work

- Talked to 16 area schools and 6 high-performing schools in the Northeast
- Almost all are engaged in some sort of reconsideration and implementation of reduced levels (for the same reasons)
- .
- School-specific plans
 - Individualized
 - Various Implementation Stages
- High Level of Interest in Peer School Collaboration and School Visits

Course Levels Plan's Goals

Goal 1:

Students will have increased access, opportunities, and choice to study advanced level coursework.

Goal 2:

Students will have access to a broader range of learning and social interactions that will better prepare them for today's world.

Four-year Proposed Plan

	9th grade	10th grade	11th grade	12th grade
Science By '23-24	Environmental Sci Environmental Sci H Environmental Sci AP	Biology Biology H Biology AP	Chemistry Chemistry H Chemistry AP	Physics Physics H Physics AP
Social Studies By '25-26	World History World History H	US History I US History I H	US History II US History II AP	Psychology Psychology AP
English By '24-25	English I English I H	English II English II H	English III English III H	English IV English IV AP
French & Spanish* By '24-25	Intermediate I	Intermediate II Intermediate II H	Intermediate III Intermediate III H	Lang.& Culture * Lang.& Culture AP
Chinese* & Latin** By '24-25	Novice I	Intermediate I	Intermediate II ** Intermediate II H *	Intermediate III* Int. III H* or Lit.**

Mobility between all levels will be more likely from year to year.

Possible exceptions:

- Math Foundations
- Algebra II Part 1
- Algebra II Part 2
- Precalculus

	Grade 8-10	Grade 9-11	Grade 10-12	Grade 11-12	Grade 12
Math By '26-27	Foundations Algebra I	Geometry Geometry H	Alg II Part I / II Algebra II Algebra II H	PreCalculus PreCalculus H/AP	Calculus AB Calculus AP BC Calculus AP

2023-2024 Courses

	9th grade	10th grade	11th grade	12th grade
Science	Environmental Sci Environmental Sci H Environmental Sci AP	Biology Biology H Biology AP	Chemistry Chemistry H Chemistry AP	Physics Physics H Physics AP
Social Studies	World History World History H	US History I CP US History I AE US History I H	US History II CP US History II AE US History II AP	Psychology Psychology AP
English	English I English I H	English II English II H	English III CP English III AE English III H	English IV: topic-based English IV AP
French & Spanish	Intermediate I	Intermediate II Intermediate II H	Spanish/French IV Spanish/French IV H	Spanish V AE Spanish/French V AP
Chinese & Latin	Novice I	Intermediate I	Intermediate II Chinese Intermediate IIIH	Chinese IV Chinese IV H Latin Literature H

	Grade 8-10	Grade 9-11	Grade 10-12	Grade 11-12	Grade 12
Math	Foundations Alg I Part I / II Algebra I Algebra I AE	Geometry CP1 Geometry CP Geometry AE Geometry H	Algebra II CP1 Algebra II CP Algebra II AE Algebra II H	PreCalculus CP PreCalculus AE PreCalculus H	Calculus AE AB Calculus AP BC Calculus AP

Traditional Levels

CP1 - College Prep
Level 1

CP - College Prep

AE - Accelerated
Enriched

AP/H - Advanced
Placement or

Reduced Level Example:

World History

World History H
(Honors)

Light Orange = courses
that will reduce levels in
2023-24.

Logistical Impact of Reduced Levels

Leveling up: What is the goal of instruction in new, reduced level courses?

We will work to maintain our high standards by providing increased opportunity for application, critical thinking and problem solving with appropriate scaffolds, strategies, and support.

Themes from Colleges|

(Reached out to our 100 most attended colleges and received information from over 60.)

What do colleges say about our high school levels?

- The number of levels is not important as long as our School Profile is clear.
- Typically, our AE level has been weighted the same as CP by colleges.
- Colleges emphasized the importance of outlining levels on our School Profile

Do colleges recalculate the wgpa (weighted grade point average)?

- Many (64%) do; not all (36%).
- State universities tend to recalculate.

Support for Teachers

Professional Learning Needs to Support Instructional Practices

- Last year specific needs were identified by staff
 - Scaffolding, Differentiation, Choice, Reflection, Questioning
- District, School, & Outside Professional Learning designed to focus on needs

Professional Learning in Action

- November PL Day, Faculty & Dept. Meetings, and Early Release Days
- Peer Coaching, Focus Groups, Working Groups (Departments), Outside, Targeted Professional Learning
- Next Year: District, School-wide, Department Planning through this Spring
 - Multilingual Learner Support
 - Subject/Class-Specific Collaboration Time
 - Instructional Practices: *Building Thinking Classrooms in Mathematics*, Student Feedback, Scaffolding Techniques

Examples of Data Collected to Date

- **Student Performance Data - Schoolwide**

Average Q1 Grade	2021-22	2022-23
Whole School	89%	88%
CP1 Classes	81%	
Students that would have been in CP1 classes but are now in heterogeneously grouped classes		83%

- **Environmental Science 9, ('more' heterogeneously grouped classes) Performance Data**
 - Q1 and Q2 grades indicate that students, including students who would have been in CP or CP1 level, are accessing the heterogeneously grouped curriculum at slightly higher levels than last year.
- **English 9, ('more' heterogeneously grouped classes) Performance Data**
 - Q1 average grade for students who would have been placed in CP1 class: 84%

Examples of Data Collected to Date

- **Schoolwide Students Surveys**

- Students in 'more' heterogeneously grouped classes answered favorably in comparison to students in the rest of the classes for:
 - “Teachers in all my classes provide the instruction, class materials, and support I need to meet high expectations.”
 - “Doing well in this class depends on how much effort I put in.”
 - “Doing well in this class depends on how well I use learning strategies in each class.”

- **Themes about Teacher Needs (from Teacher Surveys and Focus Groups)**

- Professional learning around teaching more heterogeneous classes
- Supporting students with high needs in leveled up classes
- Supporting multilingual learners (MLs) in heterogeneously grouped classes
- General education support needs
- Alternative programming to provide targeted support to students

Key Comments from Community Survey (105 Responses)

Concerns

- Reduced choice
- Increased stress
- Classes taught to middle/low

Opportunities

- Less gatekeeping
- Different/diverse peer interaction
- Increased mobility/less tracking

Common Community Questions

- Will student be well-supported?
- Will teaching practices evolve for this model?
- What are the college implications of this new system?
- Will student engagement improve?
- Will this unreasonably increase workload for teachers?

Key Comments from Student Survey - 165 respondents (of 1232 9-11 graders)

I think that having two course levels increases the interaction between students from different backgrounds. Since there are only two options instead of three, more people who were previously in different levels will now meet in classes, which will lead to students learning about each other's cultures. Having diversity in each classroom is important because it is more reflective of society, so it is important to have at the high school.

- Student Grade 11

Allows students greater ease to get between different levels in order to make their class easier and harder. Helps change the mindset of various groups of students to explore new philosophies about learning (ex. enthusiastic learning enters a class with an unenthusiastic learner and brings up class morale).

- Student Grade 10

It provides the possibility for people who would be in CP or CP 1 level classes to do higher level work, and possible join Honors level classes. It also provides a more supportive environment in my experience with my current English class.

- Student Grade 9

I worry that because AE is taken away there is no longer a middle ground that was used to support students who fit in between CP and H. AE, as described by teachers, is an honors class with less workload. Will there be extra support given to AE students in honors classes and CP students in potentially more difficult classes?

- Student Grade 11

Key Student Questions

- Will honors and AP courses be changing to make them more accessible?
- What supports will there be for students who would have been in CP?
- Would there be the same number of unlevleed classes as there are AE and CP classes? Would the total number of Honors classes increase or would the total number of classes for a course decrease?
- Will, by losing the middle level of AE, students feel pressured to choose Honors?

Monitoring Progress and Plan Evolution

- **Student Engagement and Academic Performance**
 - Grades by term in all courses
 - Teacher, special educator, and general support teacher feedback
 - Attendance records
- **Student Class Experience Surveys and Focus Groups**
 - Challenges and supports
 - Growth mindset
- **Standardized Assessment Results**
 - MCAS, AP exams, SAT/ACT
- **Level Mobility and Level Demographics**
 - Student accessibility into higher level courses
 - Demographics of levels focusing on a reduction in opportunity gap
- **Ongoing Evaluation and Assessment of Plan to inform Future Work and Recommendations**
 - Gathering Data and Feedback now through this Fall
 - High School Recommendation about Future Course Leveling Plan - November 1

Additional Course Leveling Resources

- Course Leveling/Tracking Research
- High School Course Levels FAQ
(including answers to Community Forum Questions)
- Community Survey Themes
- Student Survey Themes

Questions or Comments?



Thank you to the ABRHS students and staff for a great year!