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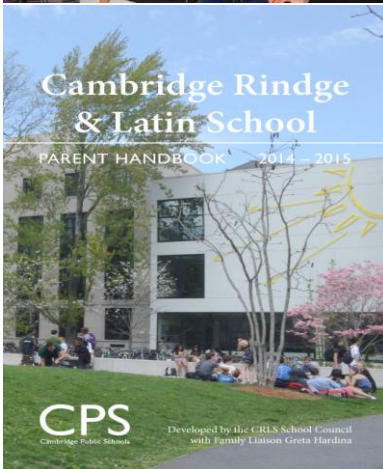
**CRLS COURSE PATHWAYS
ROUNDTABLE PRESENTATION
WEDNESDAY NOVEMBER 12, 2014**

PART 1 -- WHAT IS THE PATHWAY SYSTEM AT CRLS AND HOW DOES IT WORK?

A) WHAT ARE THE DIFFERENT COURSE LEVELS? IN PARTICULAR, DOES THE CP LEVEL LIVE UP TO ITS NAME AND PREPARE STUDENTS FOR COLLEGE?

B) HOW DO THE LEVELS COMPARE WITH ONE ANOTHER? IS IT JUST THE PACING THAT IS DIFFERENT, OR IS THERE DIFFERENT CONTENT AS WELL?

CRLS COURSE LEVELS



**College Prep (CP)
Honors (HN)**

**Advanced Placement (AP)
Sheltered English Language
Acquisition (SE)**

**Students with Limited or Interrupted
Formal Education (SE/ SLIFE)
Special Education (OSS)**

**Information regarding course levels is
contained in SY 14-15 documents-
The CRLS Experience and The CRLS**



CRLS COURSE LEVELS



College Prep (CP) Courses

- Curriculum for CP courses are aligned with appropriate grade level standards of a given subject.

- Aligned with MA frameworks. Academic staff have been working to align curriculum with Common Core and increase focus on 21st century learning skills.

- Many CP classes are courses with an embedded HN option (Physics, ELA 9, World History). Students in CP HN option courses can choose to participate in the HN option pathway to earn an HN level designation on their report card/ transcript. For HN designation student must earn minimum grade in class and/or fulfill additional set of course related expectations.

- Earned HN option model in World History.



CRLS COURSE LEVELS



College Prep (CP) Courses

•Science (Physics course) was the first department to implement the HN option. Math, ELA, and History have developed HN option courses and other pathways to provide opportunity for students to access HN level work in CP courses.

•CP course content and assessments are aligned with HN level courses of the same subject. History department World History benchmark and assessments example. Math and ELA 9 “Move Up” program details linkage between content and skills connection between different course levels.

•There is room for instructional and pedagogical improvement across all CRLS course levels, however, CP level courses do prepare students for HN level work and college level work upon graduation.



CRLS COURSE LEVELS



Honors (HN) Courses

- Curriculum for HN courses are aligned with appropriate grade level standards of a given subject.
- Aligned with MA frameworks. Academic staff have been working to align curriculum with Common Core and increase focus on 21st century learning skills.
- HN level courses prepare students for AP and college level work.



Advance Placement (AP) Courses

- Course and curriculum approved by the College Board. All CRLS AP courses have been approve and certified by the College Board.
- AP courses are being revised to connect with the Common Core and 21st century learning skills/ expectations.
- Student performance on AP exams may help students eliminate required courses at the collegiate level.

CRLS COURSE LEVELS



Sheltered English Language Acquisition (SE) Courses

- Courses designed to meet the academic, linguistic and social needs of English Language Learners in compliance with state and federal regulations.
- SE courses provide an environment where students can progress academically through an intensive sequence of English language courses, supplemented when necessary with native language facilitation.
- In addition to English instruction courses, SE courses include Math, Science and History.



CRLS COURSE LEVELS



Students with Limited or Interrupted Formal Education (SE/ SLIFE) Courses

- Courses designed to meet the academic, linguistic and social needs of English Language Learners who have had limited or interrupted education in their home countries.
- SE/ SLIFE courses provide intensive sequence of English language courses as well as foundational courses in Math, Reading and Science.
- In addition, SE/ SLIFE courses support students in developing cultural proficiencies in order to participate in school community and new environment.



CRLS COURSE LEVELS



Special Education (OSS) Courses

(OSS) Academics Program Courses

• Academics program classrooms have one special educator. Students in Academics courses have a diagnosed specific learning disability and are more than 4 years below grade level in related skills.

• Students in Academics courses understand concepts but lack skills due to their disability.

• In Academics courses students receive modified instruction, performance criteria and content, while being exposed to major concepts of CP level courses.

• 50 students in SY 14-15



CRLS COURSE LEVELS



Special Education (OSS) Courses

(OSS) Basic Academics Program Courses

- Students in the Basic Academics classroom work with a special educator. Students in Basic Academics courses have a diagnosed intellectual impairment and are more than 5 years below grade level in subject related skills.

- Students in these courses need specialized instruction regarding curriculum concepts and academic skills. The curriculum is broken down into small obtainable tasks which are related to real life experiences.

- Students receive a modified instruction method, performance criteria and content, and are also provided with supplemental vocational training, while being exposed to major concepts of CP level courses.

- 20 students in SY 14-15



CRLS COURSE LEVELS



Special Education (OSS) Courses

(OSS) Structured Academics Program Courses

•Students in the Structured Academics classroom work with a special educator. Students in Structured Academics courses have a diagnosed emotional impairment which prevents the student from accessing, participating and progressing in general education/ CP courses.

•Students in Structured Academics courses are taught in highly structured classrooms in order to manage behavior and students receive specially designed instruction

•Students receive a modified instruction method, performance criteria and content, while being exposed to major concepts of CP level courses.

•10 students in SY 14-15



CRLS COURSE LEVELS



Special Education (OSS) Courses

(OSS) Functional Academics Program Courses

•Students in the Structured Academics classroom work with a special educator. Students in Structured Academics courses have a diagnosed intellectual impairment which prevents the student from accessing, participating and progressing in general education/ CP courses.

•Students require specially designed and are provided with vocational training.

•Courses are scheduled individually based on student need



PART 1 -- WHAT IS THE PATHWAY SYSTEM AT CRLS AND HOW DOES IT WORK?

C) WHAT IS THE DEMOGRAPHIC BREAKDOWN OF STUDENTS IN EACH OF THE LEVELS?

PART 1 -- WHAT IS THE PATHWAY SYSTEM AT CRLS AND HOW DOES IT WORK?

D) HOW ARE DECISIONS/ RECOMMENDATIONS MADE BY COUNSELORS AND TEACHERS AT CRLS OR IN THE 8TH GRADE, REGARDING STUDENTS' PLACEMENT IN LEVELS?

E) TO WHAT EXTENT ARE STUDENTS ABLE/ ENCOURAGED TO MOVE BETWEEN COURSE LEVELS?

CRLS COURSE LEVELS DECISIONS



Student, Parent/ Guardian, Teacher, and Guidance Counselor all provide perspective on course and level selections.

- **8th grade teachers must indicate agreement via their signature to 8th grade student's proposed HN level course request for 9th grade.**

- **At the end of each course they teach, CRLS teachers make CP/ HN/ AP level recommendation for each student in their classes.**

- **Guidance Counselors meet with students/ families and review transcripts in making course/ level recommendations. Discussions on future planning and course/ level selection occur when GCs meet with individual students**

- **Grade level pre-requisites exist for entrance to HN or AP course enrollment. In reality, the grade level pre-requisites serve as a guideline rather a requirement for enrollment.**

- **Class grades and MCAS data are also used to help determine level placement.**



CRLS COURSE LEVELS DECISIONS



- However, it has been CRLS practice to comply with Parent/ Guardian decisions regarding course and level placement.
- Further developing communication/ transition among 6-12 leadership, 6-12 staff, and families, in addition to the use of common data points will better “match” students with either CP or HN course levels at the start of their CRLS experience.
- Likewise, working with all school staff in establishing and maintaining high student expectations while utilizing appropriate scaffolding and differentiation is a need in all course levels, with all staff members. Further development in these areas will result in greater fluidity among course levels.



PART 1 -- WHAT IS THE PATHWAY SYSTEM AT CRLS AND HOW DOES IT WORK?

F) WHAT SUPPORTS DOES CRLS OFFER TO STUDENTS WHO WISH TO TRY A HIGHER LEVEL COURSE?

G) WHAT SUPPORTS ARE IN PLACE FOR STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS?

CRLS COURSE LEVELS SUPPORTS



- HN Option courses provide a scaffolded HN level experience for students.
- Teachers often meet with students outside of school day to work with students in order to support student achievement

- **CRLS Homework Center**

- Available space after school for students Tues- Friday to work on assignments/ projects. In addition to assignments, students can work with HW Center staff, all CRLS teachers, for tutoring on concepts and understandings in Math, ELA, History, and Science.

- **CSV Tutoring Center**

- CRLS students can sign up for subject specific tutor that they meet with on regular basis.
 - CRLS students can also visit the Tutoring Center for drop-in support if they need help on a particular day or with a particular topic/ subject

- **The International Student and Family Center**



CRLS COURSE LEVELS SUPPORTS



- Community partner organizations have space at CRLS and run programming for students
 - CHA Work Force
 - City Links
 - Breakthrough Cambridge
 - MIT Upward Bound (once a week)
 - Just A Start
- CRLS staff work with community partner organizations in order to support CRLS student/ program participants success.
- Learning Community Team/ TAT/ CST Meetings can identify students who need support and also offer ideas on ways to help students/ staff in their efforts.
- Academic Strategies course for identified students with disabilities



PART 1 -- WHAT IS THE PATHWAY SYSTEM AT CRLS AND HOW DOES IT WORK?

H) WHAT ARE THE MOST EFFECTIVE TRANSITION ACTIVITIES TO HELP STUDENTS ENTER CRLS, BOTH ACADEMICALLY AND SOCIALLY?

PART 2 -- HOW MIGHT CPS COMMUNICATE MORE EFFECTIVELY WITH FAMILIES AND STUDENTS ABOUT THE PATHWAY SYSTEM AT CRLS?



UPPER SCHOOL- CRLS TRANSITION



- Further developing communication/ transition among 6-12 leadership, 6-12 staff, and families, in addition to the use of common data points will better “match” students with either CP or HN course levels at the start of their CRLS experience.

Common data points could include-

- Agreed upon “threshold” MCAS scores in 7th and 8th grade
- Shared/ DDM assessment performances
- Sustained grade performance in grades 6,7,and 8.

- 6-8 staff visits to CRLS for subject class observations
- 9-12 staff visits to Upper Campuses for subject class observations
- Increased visits by 6-8 students to CRLS.
- Additional development of STARS mentoring program to allow for program to start at 8th grade in Upper Schools

- Revision of CRLS Experience for SY 15-16 to include more explicit information on course level selection.

