

Transformative Education:

Freshman Curriculum Conversation
September 18, 2019



Oak Park and River Forest
High School

OPRF Mission and Vision

Mission: We will provide a dynamic, supportive learning environment that cultivates knowledge, skills, and character and strives for equity and excellence for ***all*** students.

Vision: We will become an ever-improving model of equity and excellence that will enable ***all*** students to achieve their full potential.

Overview

1. Our Current System
2. A Systemic Challenge
3. *Equitable* Excellence thru Access
4. Preparing for Change

Equity & Excellence thru Access

Beginning with the 2021-2022 school year, freshmen will no longer be separated into class levels of college preparatory or the more demanding honors.

Instead, they will have the chance to earn honors credit through **one, high-level, rigorous curriculum.**

Which Divisions?

English, history, science, and world languages

What about math?

Revising our curriculum to strengthen course offerings

Which grades?

9th Grade



Our Current System

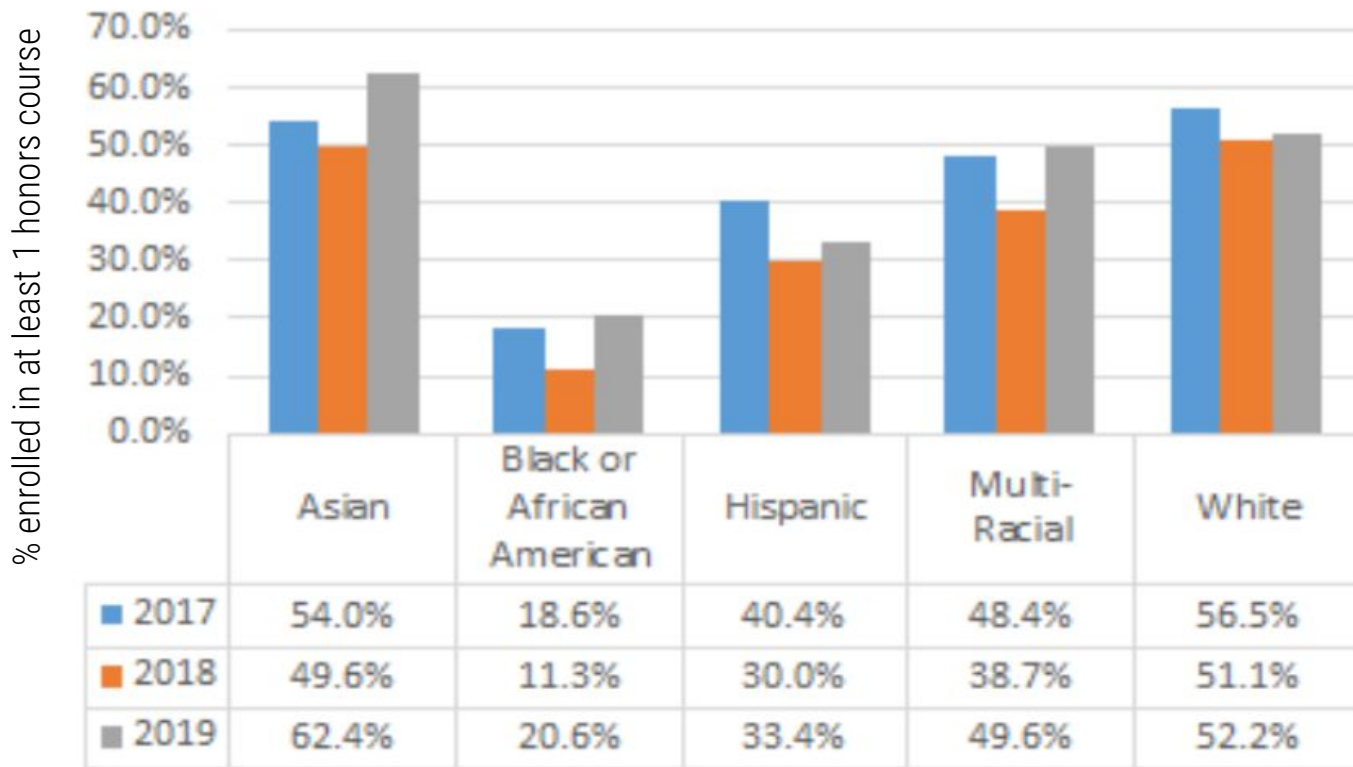
Our Current Honors & College Prep System

- Support Courses: ~10% of 9th grade class
- College Prep: ~45% of freshman class
- Honors: ~ 45% of freshman class
 - ▷ Requires an A or B to benefit GPA
 - ▷ Appears on transcript as honors regardless of grade earned
 - ▷ Exists in all “core” disciplines: English, Math, Science, History, and World Languages
 - ▷ Earned Honors options in Models science sequence

Parents & Students Select Courses Based On:

- **PSAT score (October assessment)**
- **Previous academic history**
- **Parent and student preference**

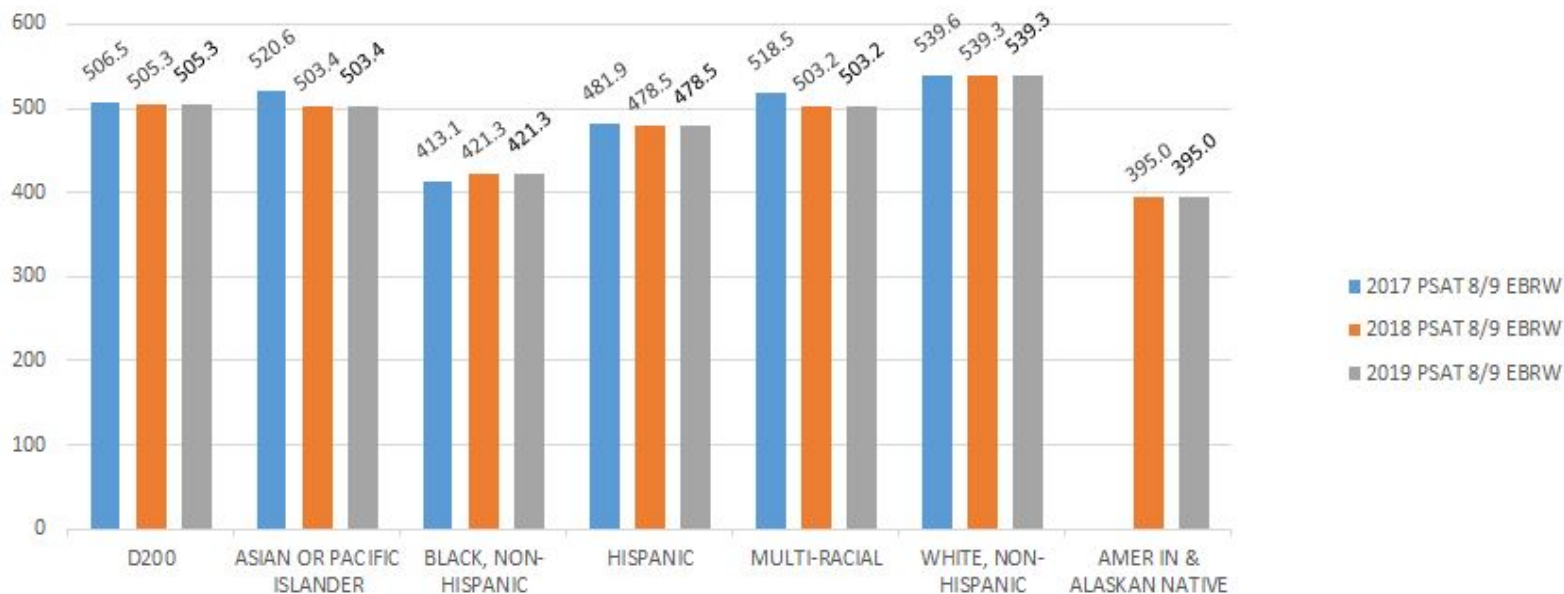
9th Grade Honors Enrollment within Racial/Ethnic Groups



The gap between access to honors credits for our White students and our Black/African American students is 31.6% and 18.8% for Latinx students.

PSAT 8/9 Evidenced Based Reading & Writing Spring 2019 Freshmen

PSAT 8/9 EBRW Score, Mean Score, By School Year

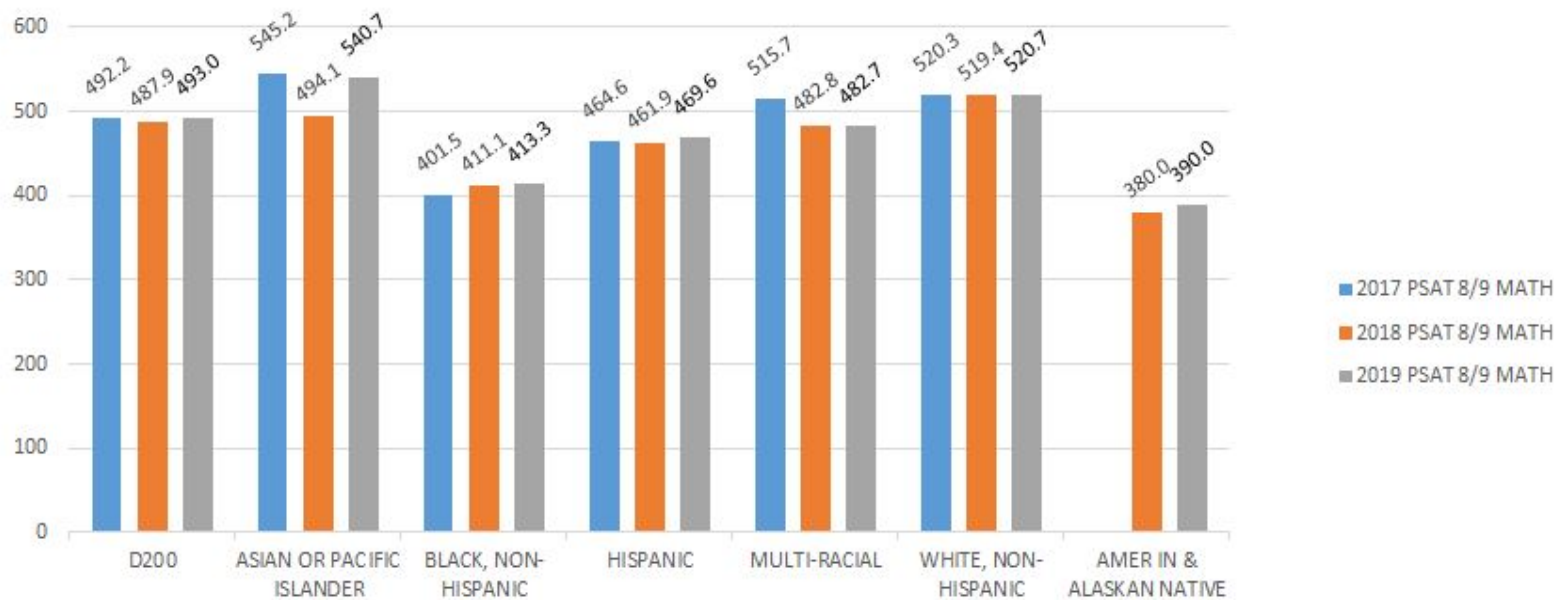


College
Readiness
EBRW
Benchmark

410

PSAT 8/9 Math Spring 2019 Freshmen

PSAT 8/9 MATH Score, Mean Score, By School Year



**College
Readiness
Math
Benchmark**

450

SAT Suite of Assessments--Spring 2018

Expected
Growth:
23.07

EBRW

Growth Points from PSAT 8/9 to PSAT 10

Student Group	Growth in Points
Asian students	46.5
Black students	27.1
Multi-Racial students	31.8
Hispanic Students	32.5
White Students	33.5
Overall	32.9

Expected
Growth:
27.23

Math

Growth Points from PSAT 8/9 to PSAT 10

Student Group	Growth in Points
Asian students	21.6
Black students	22.4
Multi-Racial students	16.3
Hispanic Students	27.2
White Students	33.7
Overall	29.1

Summary

- We are a high achieving school overall *and* in some demographics
- Score gaps for our students of color are evident on both PSAT subtests.
- Gaps in performance are not parallel to the gaps we see in enrollment.
- Introducing more choice to enrollment process may be linked to increased enrollment for students of color.
- Growth rates show significant disparities between racial and ethnic groups.
- As evidenced in previous board presentations: gaps increase over time.



A Systemic Challenge

What the Research Tells Us

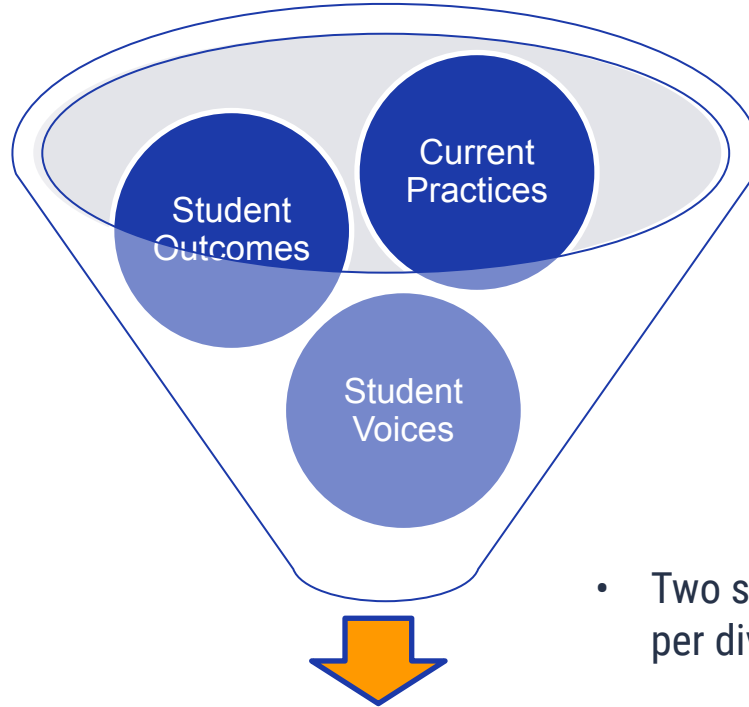
- **Tracking is linked to lower overall performance** and achievement for students of color.
(Hanushek & Wößmann, 2005; Oakes, Wells, Jones, and Datnow, 1997)
- **Benefits of providing access** to rigorous curriculum is evidenced in several studies.
[\(See district resources\)](#)
- **Choice does not** lead to more equitable outcomes.
(Yonezawa, Wells, and Serna, 2002)
- Other schools have found **no detrimental effects** on high achieving students.
(Bavis, 2016, Burris, 2008, Burris, Heubert, & Levin, 2006)

Curriculum Evaluation Process

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
9th Grade Phase One: Evaluation	9th Grade Phase Two: Design	9th Grade Phase Three: Pilot Implementation	9th Grade Full Implementation		
<input type="checkbox"/>	10th Grade Phase One: Evaluation	10th Grade Phase Two: Design	10th Grade Phase Three: Pilot Implementation	10th Grade Full Implementation	
		11th Grade Phase One: Evaluation	11th Grade Phase Two: Design	11th Grade Phase Three: Pilot Implementation	11th Grade Full Implementation
			12th Grade Phase One: Evaluation	12th Grade Phase Two: Design	12th Grade Phase Three: Pilot Implementation

This is a four year plan to evaluate curriculum; it is not a plan to detrack 9-12.

- Course Enrollment Trends
- Course Progression Analysis
- Grade Distributions
- SAT Achievement Analysis



- Current curriculum maps
- Syllabi
- Assignments and grading practices
- Students work

- Two student focus groups per division

**Teacher Team
Conclusions**

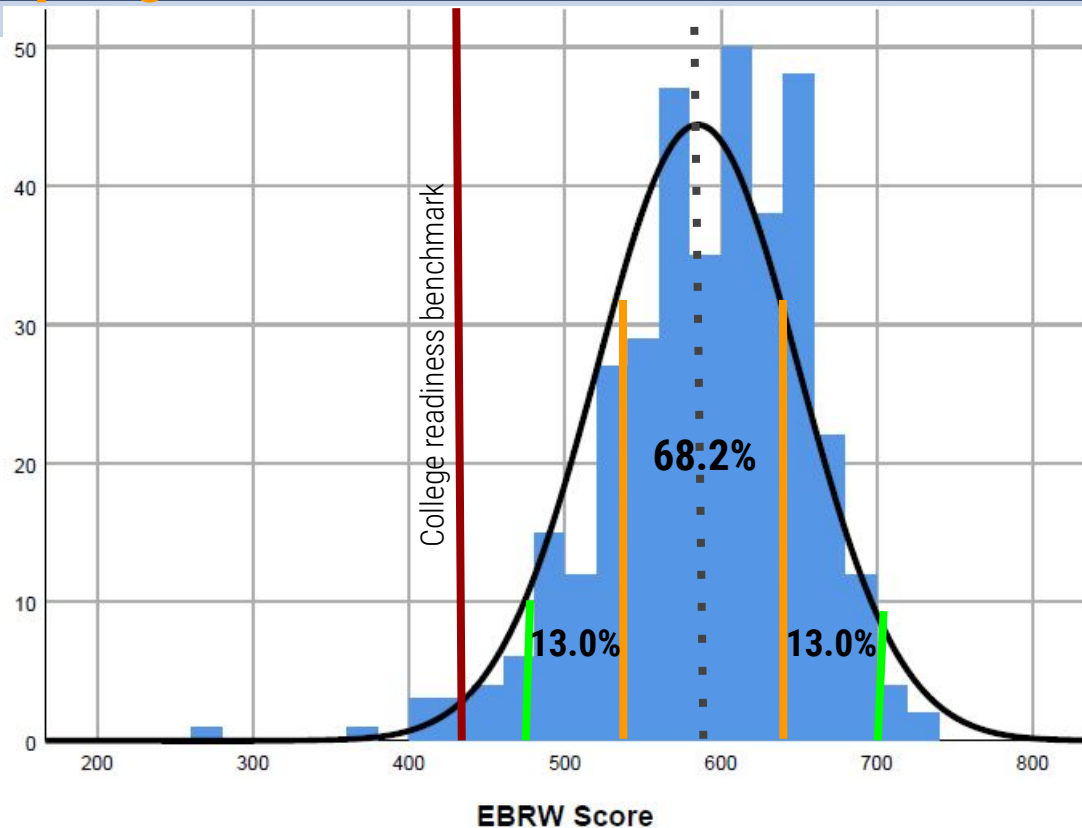
9th Grade Data Analysis Summaries

- Our efforts to identify learning standards and use common assessments have increased consistency.
- There is significant variance in what is taught between sections of the same course.
- Enrollment patterns in College Prep and Honors are consistently racialized.
- There is a consistent and significant gender and racial grade gap.

9th Grade Data Analysis Summaries

- Across divisions, between 10%-20% of students in College Prep move to Honors each year.
- Rates of A's in Honors courses has increased over time.
- In CP courses, grade rates resemble the Bell curve.
- While about 50% of our students are in Honors courses, approx. 80% of our students are meeting or exceeding benchmarks.
- Students in CP courses are less likely to report that they feel challenged than their peers in Honors courses.

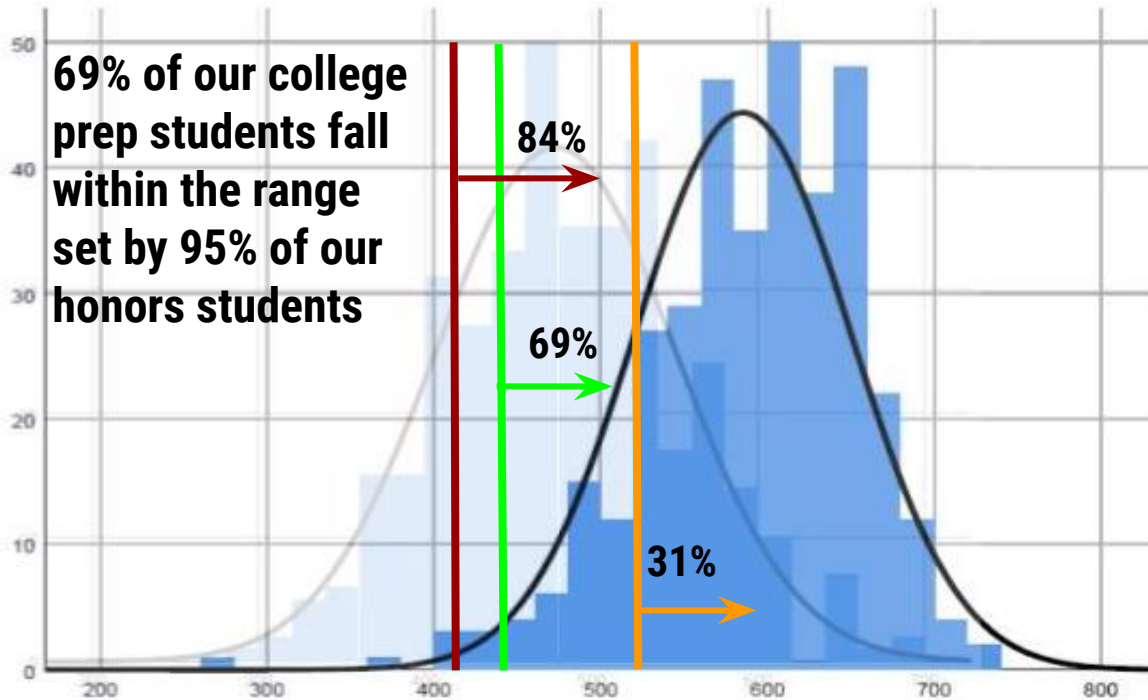
PSAT 8/9: Evidenced Based Reading and Writing Spring 2019 Freshmen



Honors Student Score Distribution

- Total Students: 359 in honors English
- Score range: 380--720

PSAT 8/9: Evidenced Based Reading and Writing Spring 2019 Freshmen



College Prep Student Score Distribution

- 372 CP English students
- Score range: 270-700
- 31% of CP students achieving <1 standard deviation below the mean set by honors scores
- 69% CP students scoring <2 standard deviations below the mean or higher
- 84% of CP students at or above College Readiness Benchmark

Historic Inequities in our System

- There is a wide range of scores in our honors courses, similar to what we see in our college prep courses
- A significant majority of our college prep students fall within the range established in our honors classes; however, these students...
 - ✓ Are much more likely to be students of color
 - ✓ Don't receive the same level of rigor
 - ✓ Don't receive a GPA boost for A's or B's
 - ✓ Don't receive an honors designation on their transcripts



Equitable Excellence thru Access

Equity & Excellence thru Access

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Instead, they will have the chance to earn honors credit through **one, high-level, rigorous curriculum.**

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What about math?

Revising our curriculum to reduce levels in math

Which grades?

Only 9th Grade

What is “Earned Honors”?

A system where honors designation is no longer automatically awarded based on the class in which students enroll. Honors credit will be based on students' exceeding expectations on core competencies.

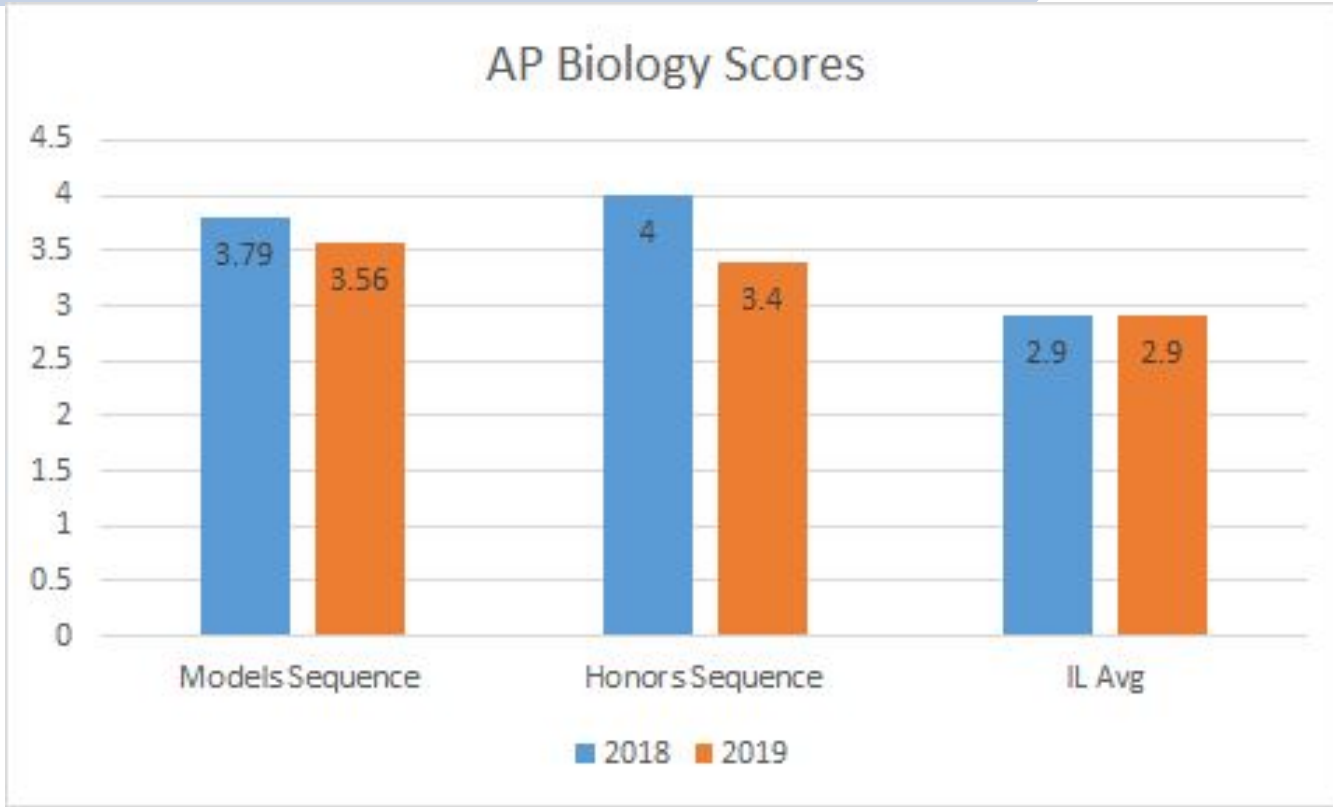
- Assessments developed by course teams
 - Year long projects, tests, labs, and other significant assessments
- Feedback provided throughout the course
- Students who meet criteria awarded honors credit at end of semester

2018-2019

Models of Science Earned Honors Classes

- **220 students enrolled**
- **30% were students of color**
- **126 students earned honors credit**
- **26.2% were students of color**

Advanced Placement Scores



***Test takers doubled from 38 students in 2018 to 76 students in 2019.**



Preparing for Change

Professional Development

Professional Development involves learning that is an opportunity...

- to expand current knowledge
- for new learning
- for personal learning experiences

This experience is mirrored in our classrooms

Key Topics of Learning

- Differentiation
 - Engagement
 - Process
 - Product
- Evidence-based practices
 - Scaffolding
- Student Supports
 - Enrichment
 - Reteaching
- Culturally Relevant Curriculum
- Assessments
 - Formative
 - Summative

Tiered System of Learning

Tier 1 - Professional Learning necessary for all teachers at OPRFHS (academic, learning environment, social emotional well-being)

Tier 2 - Professional Learning specific to given content areas (advancing academic knowledge)

Tier 3 - Professional Learning opportunities specific to teacher driven research/interest

Impact for Your Student

Classrooms that provide more:

- Learning opportunities targeted to students' readiness
- Opportunities for student reflection, goal setting, and conversation about strengths and areas for growth
- Learning opportunities targeted to student's personal goals and areas of interest

Evaluating our Work

- Plans will be formatively evaluated next year through action research
- Internal program evaluation will be conducted after first full year of implementation
- Research partnership will be used for external evaluation during 2022-2023 school year

Future Community Conversations

- Brooks Middle School: **Oct. 2, 7:00 - 8:30 p.m.**
- Roosevelt Middle School: **Oct. 3, 7:00 - 8:30 p.m.**
- Julian Middle School: **Oct. 9, 7:00 - 8:30 p.m.**

FAQ, research links, etc. at
bit.ly/AccessOPRF