Transformative Education:
Freshman Curriculum Conversation
September 18, 2019
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
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

College Readiness
EBRW Benchmark
410
PSAT 8/9 Math
Spring 2019 Freshmen

College Readiness Math Benchmark
450
## SAT Suite of Assessments--Spring 2018

### Growth Points from PSAT 8/9 to PSAT 10

**EBRW**

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Growth in Points</th>
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<tbody>
<tr>
<td>Asian students</td>
<td>46.5</td>
</tr>
<tr>
<td>Black students</td>
<td>27.1</td>
</tr>
<tr>
<td>Multi-Racial students</td>
<td>31.8</td>
</tr>
<tr>
<td>Hispanic Students</td>
<td>32.5</td>
</tr>
<tr>
<td>White Students</td>
<td>33.5</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td><strong>32.9</strong></td>
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**Math**

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Growth in Points</th>
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<tbody>
<tr>
<td>Asian students</td>
<td>21.6</td>
</tr>
<tr>
<td>Black students</td>
<td>22.4</td>
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<tr>
<td>Multi-Racial students</td>
<td>16.3</td>
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<tr>
<td>Hispanic Students</td>
<td>27.2</td>
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<tr>
<td>White Students</td>
<td>33.7</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td><strong>29.1</strong></td>
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Expected Growth: 23.07 for EBRW

Expected Growth: 27.23 for Math
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

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<tbody>
<tr>
<td>9th Grade</td>
<td>9th Grade Phase One: Evaluation</td>
<td>9th Grade Phase Two: Design</td>
<td>9th Grade Phase Three: Pilot Implementation</td>
<td>9th Grade Phase Four: Pilot Implementation</td>
<td>9th Grade Full Implementation</td>
<td>9th Grade Phase One: Evaluation</td>
</tr>
<tr>
<td>10th Grade</td>
<td>10th Grade Phase One: Evaluation</td>
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This is a four year plan to evaluate curriculum; it is not a plan to detrack 9-12.
Teacher Team Conclusions

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

- Two student focus groups per division

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

- Current Practices
- Student Voices
- Student Outcomes
9th Grade Data Analysis Summaries

- Our efforts to identify learning standards and use common assessments have increased consistency.
- Enrollment patterns in College Prep and Honors are consistently racialized.
- There is a consistent and significant gender and racial grade gap.
- There is significant variance in what is taught between sections of the same course.
● 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
69% of our college prep students fall within the range set by 95% of our honors students.

**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
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.
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 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