Transformative Education:
Freshman Curriculum Conversation
October 2 & 3, 2019
**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.
Curriculum Evaluation Process

Recommendations Included:
➢ Implementing Writing Portfolios
➢ Standardizing Rubrics
➢ Adopting More Culturally Responsive Texts
➢ Researching and Implementing New Grading Practices
➢ ...many others

2018-2019
Data Review and Recommendations for Changes

2019-2020
Planning and Professional Development

9th Grade Courses in All Divisions

2021-2022
Implementing New Curriculum

2020-2021
Piloting Curricular Elements:
Materials, Assessments, Instructional Approaches, etc.
Beyond Curriculum Evaluation

There is a significant overlap between the performance of College Prep and Honors students during freshman year.

In order to ensure ALL students have fair access to a curriculum that appropriately challenges them, we determined that curricular changes to freshman year were not enough.

Our system of sorting students needed to be examined and altered as well.
Beginning with the 2021-2022 school year, freshmen will no longer be separated into class levels of college preparatory or honors. Instead, all students will have the chance to earn honors credit through one, high-level, rigorous curriculum.
1. Does the Evidence Support the Work?

2. Does the Solution Fit the Challenge?

3. What Effect Will this Have on Our Students?
1. There is a significant opportunity gap between our White students and our Black and Brown students relative to Honors enrollment.

Opportunity Gap: The fact that the circumstances in which we are born (race, ethnicity, zip code, socio-economic status, etc.) too often define the different opportunities that are available to people throughout their lifetimes.
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.

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>54.0%</td>
<td>49.6%</td>
<td>62.4%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>18.6%</td>
<td>11.3%</td>
<td>20.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>40.4%</td>
<td>30.0%</td>
<td>33.4%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>48.4%</td>
<td>38.7%</td>
<td>49.6%</td>
</tr>
<tr>
<td>White</td>
<td>56.5%</td>
<td>51.1%</td>
<td>52.2%</td>
</tr>
</tbody>
</table>
What’s the Basis for this Decision?

1. There is a significant opportunity gap between our White students and our Black and Brown students relative to Honors enrollment.
   - For our Black/African American students the gap is 31.6%
   - For our Latinx students it is 18.8%

2. The gap is growing while students are with us.
   - Growth rates vary significantly as measured by PSAT performance
   - These differing rates of growth result in expanded gaps within each class (Board Presentation, 12.11.2018)
### Growth Points from PSAT 8/9 to PSAT 10

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Growth in Points</th>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>

**Expected Growth: 23.07**

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

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

**Expected Growth: 27.23**
1. There is a significant opportunity gap between our White students and our Black and Brown students relative to Honors enrollment.
   ➢ For our Black/African American students the gap is 31.6%
   ➢ For our Latinx students it is 18.8%

2. The gap is growing while students are with us.
   ➢ Growth rates vary significantly as measured by PSAT performance
   ➢ These differing rates of growth result in expanded gaps within each class (Board Presentation, 12.11.2018)

3. There is a significant overlap between the performance of College Prep and Honors students during freshman year.
What’s the Basis for this Decision?

There is a significant overlap between the performance of College Prep and Honors students during freshman year.

- On Evidence-Based Reading and Writing (PSAT), 69% of our College Prep students perform within the range set by 95% of our Honors students (470-700)
  - 69% = 219 students
  - 179 of them earned an A or B in English
  - 70 of these students are Black/African American or Latinx

- 84% of our College Prep students perform at the College Readiness Benchmark set by the College Board (410)
  - 84% = 317 students
  - 244 of them earned an A or B in English
  - 111 of these students are Black/African American or Latinx
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)
>0.40 = student learning accelerates

0.40 = a year's worth of learning occurs within one school year

< 0.00 = student learning is negatively affected
What About Evanston?

- **Effect on Achievement Scores**
  - % of students earning a 24 or higher on ACT improved significantly from 2011-2015
  - Percent meeting/exceeding state standards improved during this same window

- **National Merit Semifinalists**
  - 2011: 12
  - 2012: 12
  - 2013: 8
  - 2014: 21
  - 2015: 11
  - 2016: 11
  - 2017: 15
  - 2018: 11
  - 2019: 11
What About Evanston?

● **Effect on graduation rates?**
  ➤ 2014-2018: 88% -- 92%

● **Effect on dropout rates?**
  ➤ 2014-2018: 1%

● **Effect on enrollment?**
  ➤ 2014: 3,122 students
  ➤ 2018: 3,459 students

● **Effect on post-secondary enrollment?**
  ➤ 2014: 69%
  ➤ Since 2014: ≥ 73%
Potential Pitfalls

➢ Failing to attend to the new culture of the classroom
➢ Teaching to the middle
➢ Reverting to old practices: “retracking”
➢ Failing to attend to teacher learning throughout the process
➢ Failing to develop adequate and responsive student support structures
➢ Moving too soon

*Taken in part from Rubin & Noguera, 2004*
9th Grade Pilot

Professional development involves learning that builds capacity...
- expanding current knowledge
- fostering new learning
- giving space for personal learning/action research experiences

Pilot Parameters
- One Unit per course
- Common assessment
- All teachers on curriculum writing teams
- Focus on cultural relevance
Key Topics of Learning

- Classroom Environment: Structures & Systems of Support
- Culturally Relevant Curriculum
- Content Specific Learning

- Evidence-Based Practices: Scaffolding
- Instructional Practices
  - Differentiation
  - Engagement
  - Assessment
- Personalized Learning
taken in part from Lisa Westman's Student-Driven Differentiation
Student Voice

5. Set a goal with students.

6. Differentiate the content, process, product, and/or learning environment.

7. Monitor progress toward goal collaboratively.

8. Assess again to determine effectiveness.

- Students aren't showing growth? Go back to step 6.
- Students show growth!
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

➢ Julian Middle School: **Oct. 9, 7:00 - 8:30 p.m**

➢ Future conversations: TBD

FAQ, research links, etc., at