



Oak Park and River Forest
High School *District 200*

Freshman Curriculum Restructuring Webinar

Oct. 26, 2021



Agenda

- Welcome and Introductions
- Overview of the Format
- Agenda
 - Opening Presentation, Dr. Fiorenza: approx. 20 min.
 - Q&A Facilitated by Moderators: approx. 60 min.



To Submit Questions Tonight

Scan QR code with your phone camera:



Or go to this address:

bit.ly/Oct26OPRF



Purpose

1. Allow ALL students to explore and develop their interests and abilities free of tracks.
2. Provide access for ALL to a high-level, rigorous honors curriculum.
3. Address the adverse underlying beliefs that hinder equal access to the high-level, rigorous honors curriculum, particularly for our students of color.



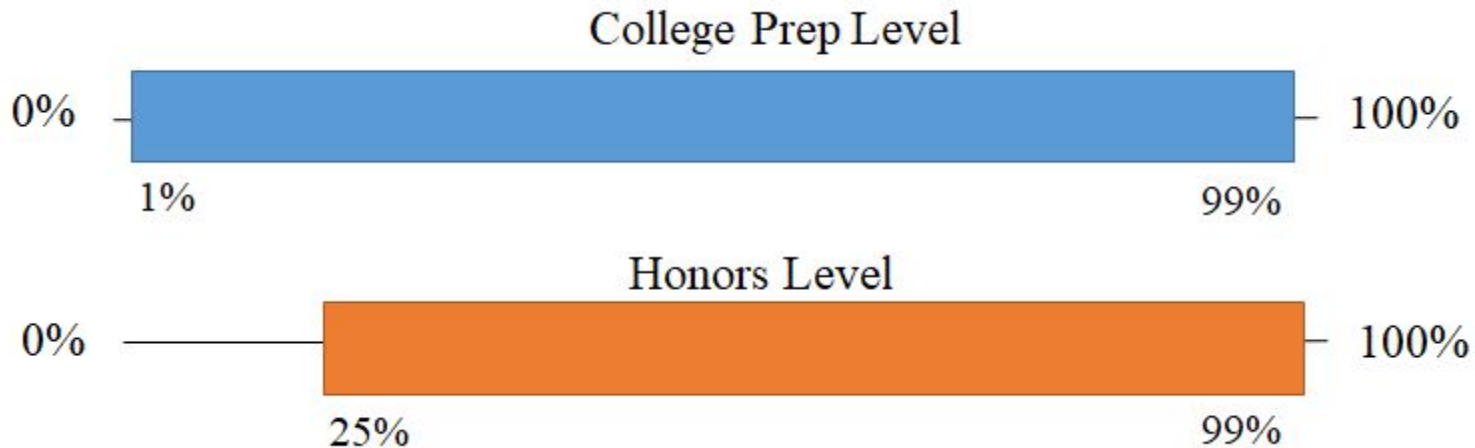
Course Levels at OPRFHS

Grade 9: Currently	Grade 9: 2022-2023
Transition	Transition
College Prep	Honors
Honors	
Grades 10 - 12: Currently & in the Future	
Transition	
College Prep	
Honors	
Advanced Placement (AP)	



Range of Achievement Scores

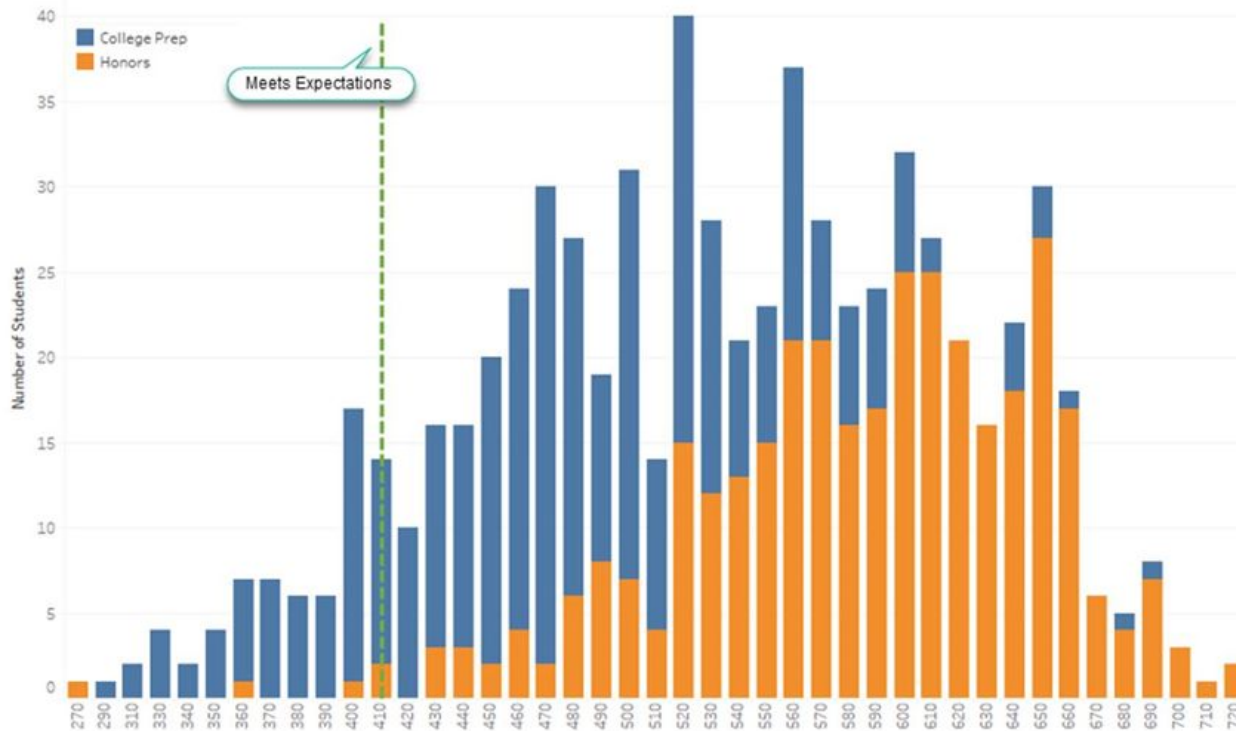
PSAT 8/9 Evidence-Based Reading and Writing Percentile Ranges Spring 2019





Overlap of Achievement Scores in Honors & College Prep

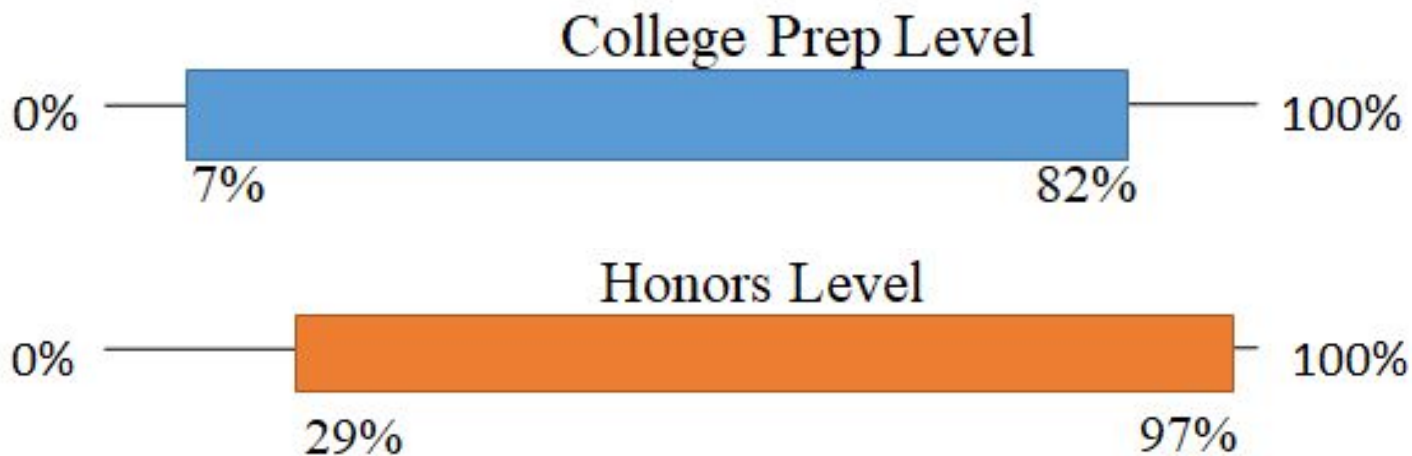
PSAT 8/9 Spring 2019





Range of Achievement Scores

STAR Reading Percentile Range Fall 2021 Benchmark

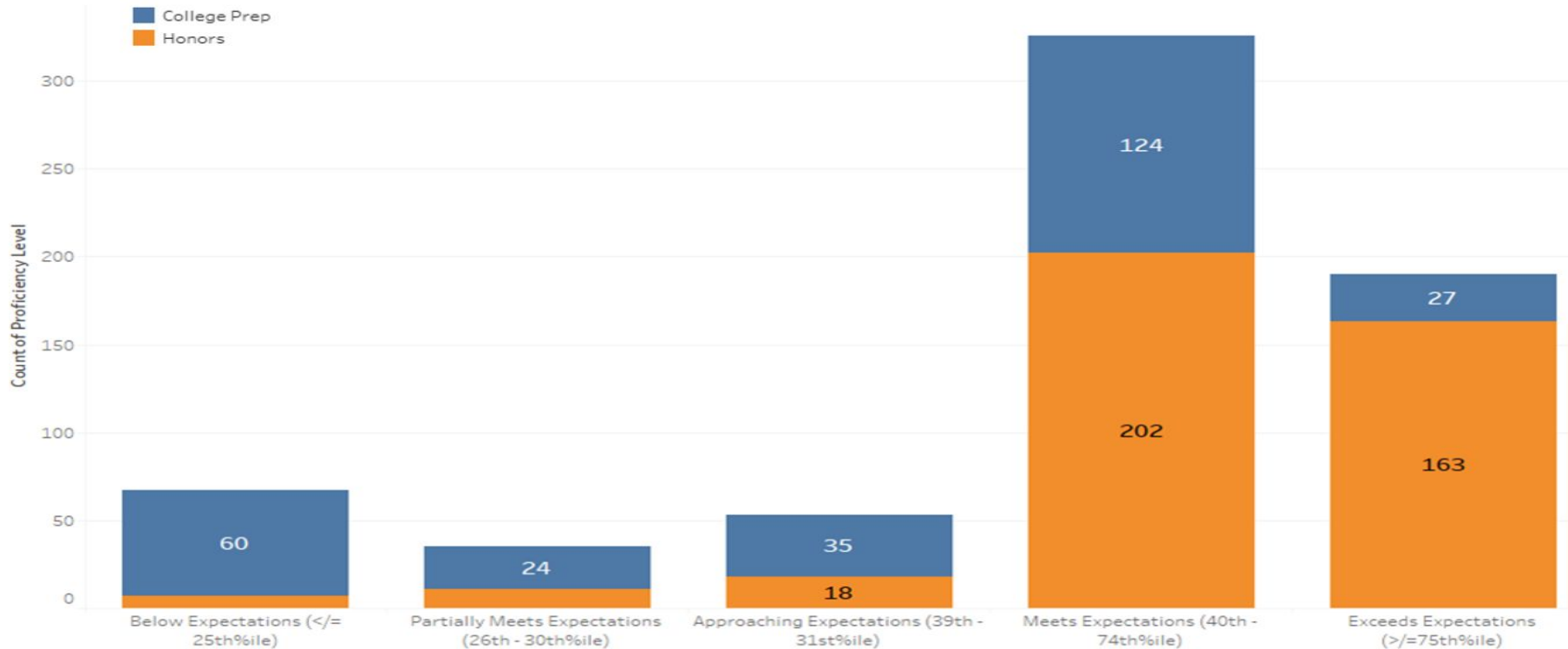


**STAR data represents the median percentiles of the classes across course level*



Overlap of Achievement Scores

STAR Reading 2021 - Freshman Course Distribution





Timeline

2017 - 2018

Developed curriculum evaluation process.

2018 - 2019

Divisions evaluated freshman curriculum and reported findings.

2019 - 2020

- Announced freshman curriculum restructuring and held community engagement sessions.
- Curriculum writing teams worked on scope and sequence.
- Surveyed teachers about professional development needs and identified three main initiatives.
- Began work with consultant around differentiation and instructional coaching.

2020 - 2021

- Continued work on scope and sequence and developed specific units.
- Curriculum writing team members conducted action research, embedding culturally responsive teaching and learning standards.

2020 - 2021 (*continued*)

- Evaluated earned-honors vs. honors-for-all approach.
- Board approved Science scope and sequence.
- Developed long-term professional development plan.
- Continued work with consultant.

2021 - 2022

- Continued work on scope and sequence, units, action research.
- Held building-wide professional development session on equitable assessment with Dr. Marzano and Dr. Hardy.
- Seeking Board of Education approval for restructured freshman curriculum on Oct. 28.
- Hosting community conversations for each middle school during November.

2022 - 2023

Restructured curriculum launches.



Potential Challenges

- 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

—Adapted from “Tracking Detracking: Sorting through the Dilemmas and Possibilities of Detracking in Practice,” Beth C. Rubin and Pedro A. Noguera, *Equity & Excellence in Education*, 2004



Most Common Questions

- Research Regarding Impact on High-Achieving Students
- Honors Credit
- Future of Honors & AP Classes
- Differentiation
- Supports for Students
- Teacher Preparation for Change
- Professional Development



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Evidence-Based Approach

Our Analysis...

- Internal curriculum evaluations

Completed during 2018-2019 school year, and presented in August 2019

- Standardized assessments
- Student grade data
- Implemented curriculum
- Student focus groups
- Peer-reviewed studies cited on our Freshman Restructuring site
- Analysis of process and outcomes from peer district



Evidence-Based Research

“The findings suggest that the detracking reform had **appreciable effects on low-ability student achievement** and **no effects on average and high-ability student achievement**. Therefore, detracking should be encouraged, especially in schools where the lower-track classes have been traditionally assigned fewer resources....

“However, school administrators do need consider specific school contexts and characteristics of student populations while making decisions about optimal instructional strategies.”

— Ning Rui, "Four Decades of Research on the Effects of Detracking Reform: Where Do We Stand? A Systematic Review of the Evidence," *Journal of Evidence-Based Medicine*, 2009



Evidence-Based Research

Our Conclusion and Our Commitment...

- Our highest academic achieving students will continue to thrive.
- Students who have traditionally been underrepresented in Honors and AP classes will realize academic gains.
- All students in grades 10-12 will have equitable access to the rich, diverse, and rigorous curriculum that we all should continue to expect from OPRF.



Evanston Township High School

% STUDENTS MEETING/EXCEEDING ACT COLLEGE READINESS BENCHMARK IN ENGLISH

95 ————— 96.5 ————— 94.3

41.9 ————— 44.5 ————— 46.1

2014

2015

2016

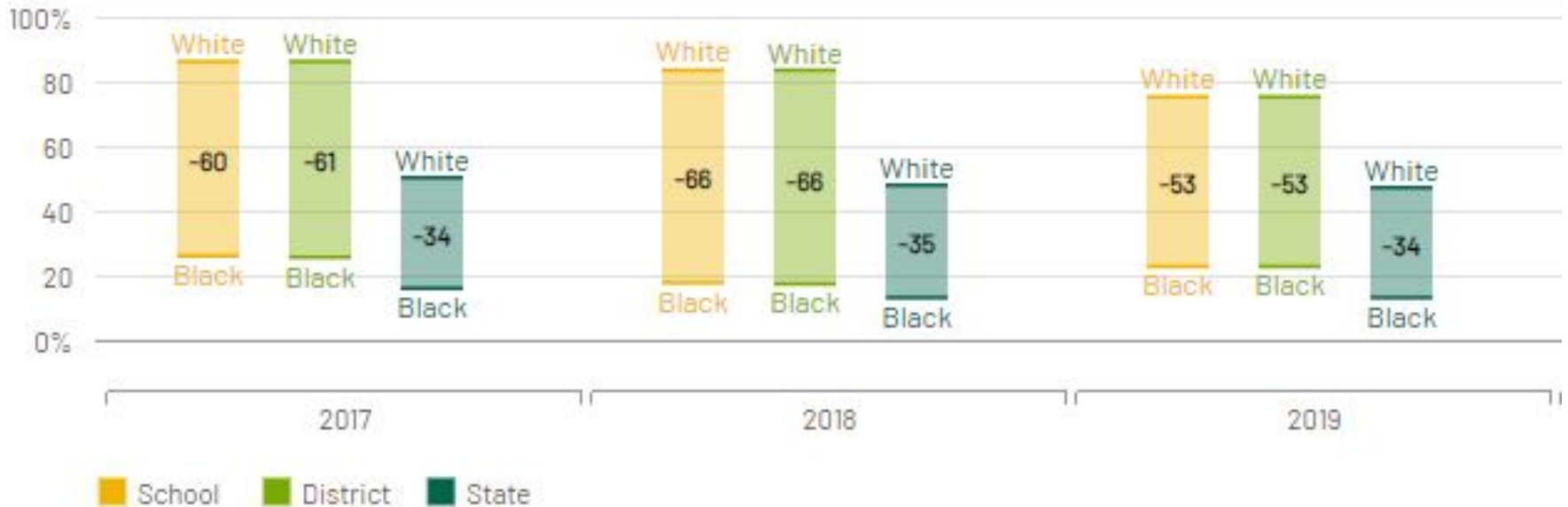
— Black/African American — White

2015: First cohort to experience restructured curriculum



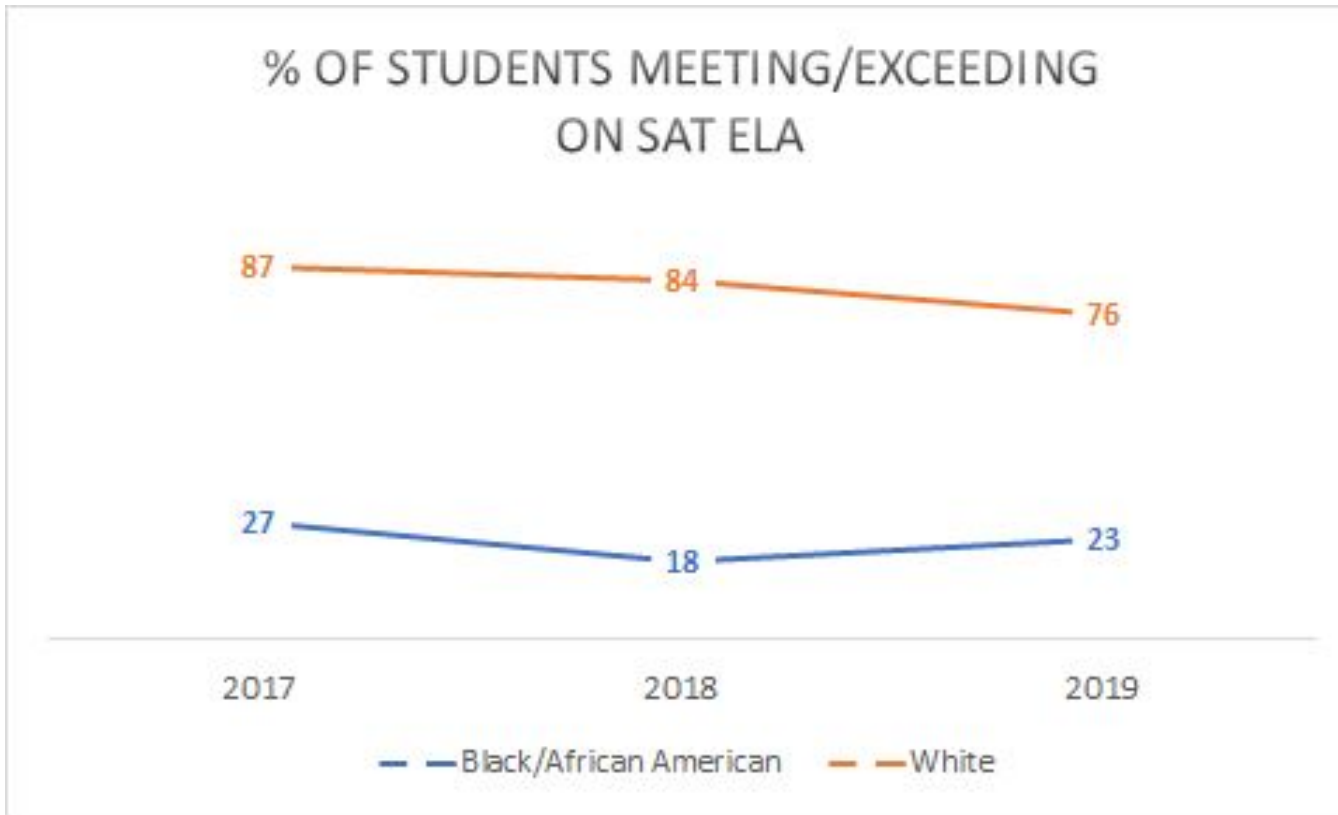
ETHS: % of Students Meeting/Exceeding on SAT English Language Arts

Grade 11 - ELA - Black and White



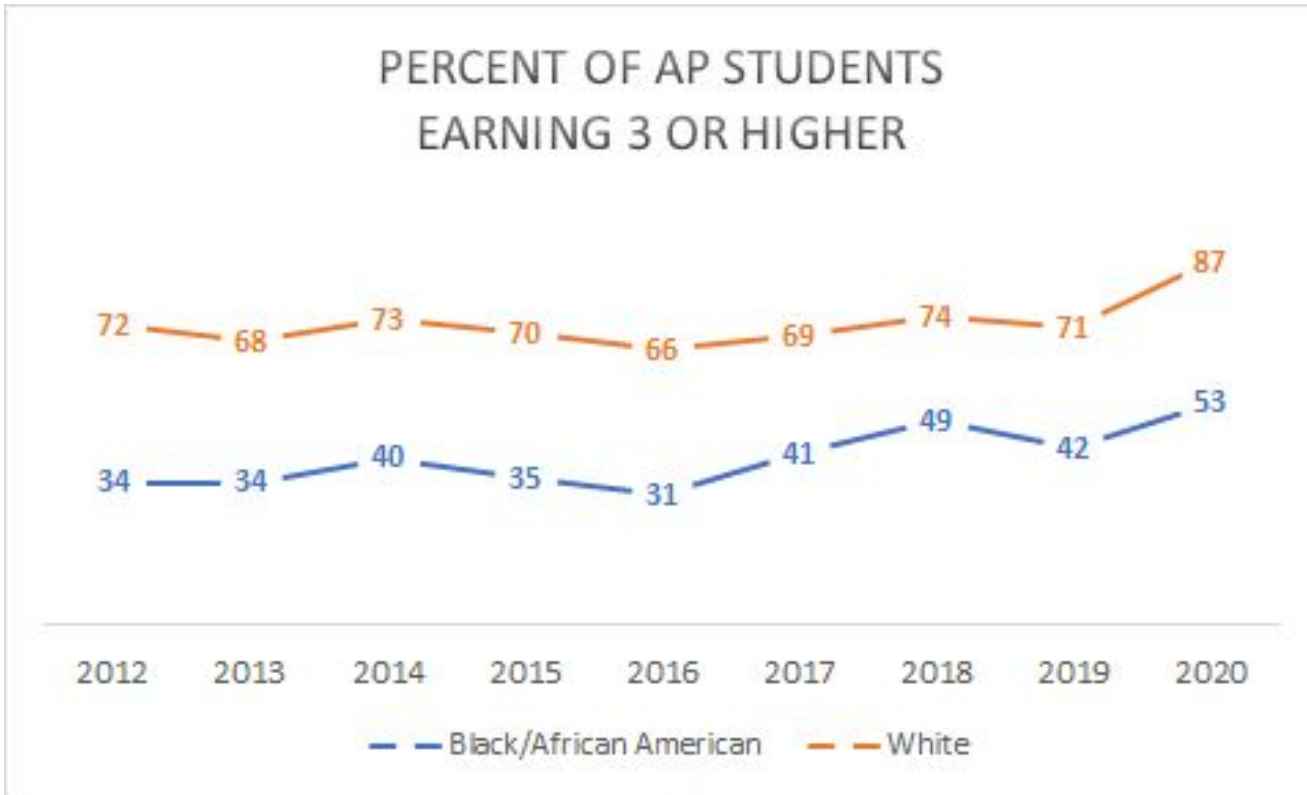


ETHS: % of Students Meeting/Exceeding on SAT English Language Arts





ETHS: Advanced Placement Data

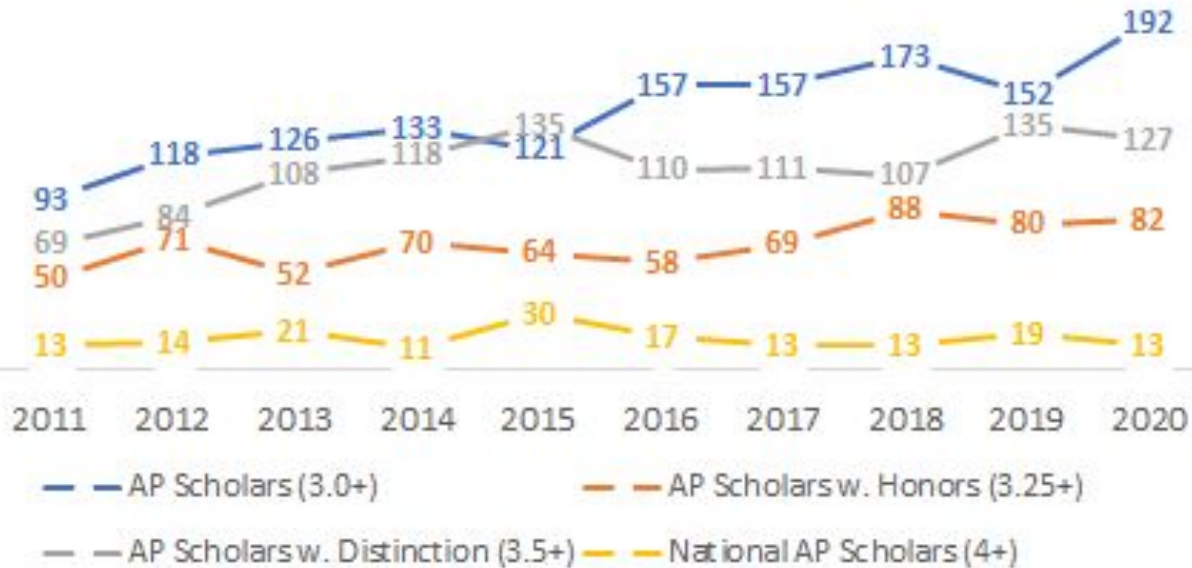


2015: First cohort to experience restructured curriculum



ETHS: Advanced Placement Data

COLLEGE BOARD HONORS



2015: First cohort to experience restructured curriculum



Current Supports

- **Teacher-Provided Supports** — extra time, retakes, enrichment materials, 1:1 support, etc.
- **Tutoring Center**
- **Executive Functioning Study Skills** — supports skills in organization and prioritization
- **Literacy Seminar** — supports development of academic reading/habits
- **Mentor Study** — holistic support for academic habits and social emotional development



Added Supports

Lower Class Sizes: Maintain class sizes of 24 for all restructured courses

- Allows for better community building
- Provides more personalized learning opportunities
- Enables teachers to better monitor student achievement, focused on growth

Enrichment Opportunities: Intentional and targeted time

- Enables personalized learning
- Provides extension activities
- Allows support/tutoring/extra time



Professional Development

- **Theory and Practice**
 - Cycles of learning
 - Instructional Coaches/Racial Equity Coaches/Technology Liaison/Trauma Informed Interventionist
 - Assessment Committee
 - Tier 1 Social Emotional Behavior Committee
- **Three Key Initiatives**
 - Assessment - facilitate and reward growth over time
 - Restorative Environment - facilitate a mindset of safety and inclusivity
 - Instructional Technology - facilitate practices engaging students as co-creators
- **Racial Equity and Differentiation**



Monitoring & Evaluation

Area	Metric	High-Level Goal
Detracking: Short-Term Outcome	Growth in students' academic skills	Students perform in proficient or above ranges + demonstrate adequate growth compared to their academic peers.
Detracking: Short-Term Outcome	Teacher experience	Teachers express confidence that they can deliver a rigorous curriculum and meet student needs in a satisfactory manner.
Detracking: Short-Term Outcome	Student experience	Students report that they belong and feel supported in rigorous curricular experiences.
Detracking: Short-Term Outcome	Leadership experience	Leaders express confidence that they can support the delivery of a rigorous curriculum and meet teacher and student needs in a satisfactory manner.
Detracking: Medium-Term Outcome	Freshmen to sophomore enrollment patterns	After detracked experience, number of Black/African American & Hispanic/Latinx students enrolling in honors increases + other groups of students maintain high rates of honors enrollment.
Detracking: Medium-Term Outcome	Grades/demonstration of mastery	Students demonstrate competencies in critical thinking, problem solving, effective communication, and cultural consciousness.



Monitoring & Evaluation

Data Source	Success Criteria	Key Performance Indicators
Common assessments	Assessment	<ul style="list-style-type: none">• Students meet standards or competencies• Students show growth in skills over time
Midterm and quarter grades	On track for Honors credit	<ul style="list-style-type: none">• Grade distribution• Freshman restructured courses GPA analysis
Survey	Teacher experience	<ul style="list-style-type: none">• Curriculum and instructional materials allow ALL students to master the objectives• Ability to support ALL student learning• Teachers have the tools/support to meet the needs of ALL learners
Survey	Student experience	<ul style="list-style-type: none">• Sense of belonging• Sense of challenge and rigor• Experience culturally relevant curriculum and perspective taking