

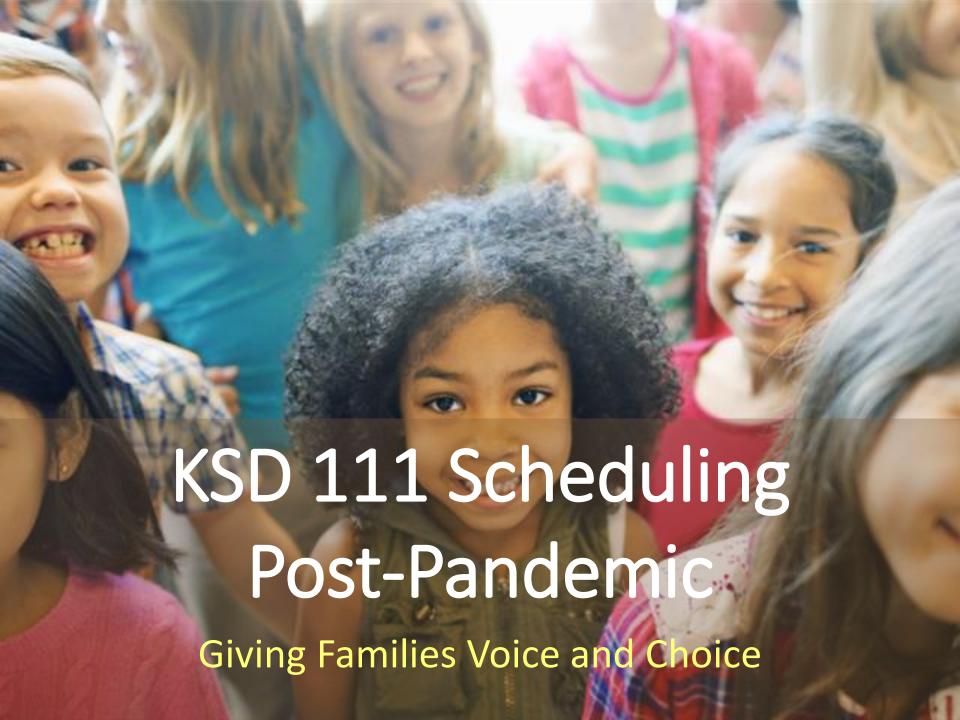


- YEP Collaborative: KSD 111, State Attorney's Office, Black Chamber, City Life, I-KAN, KCHA
- Gloria Kennedy, Project Manager
- Sharon Sykes, Intake Coordinator/Parent Educator
- Candidates for 2 clerks, Intake Coordinator
- Subgrantees
 - States Attorneys Office
 - Black Chamber
 - City Life

Youth Empowerment Programs Masai Project (Teen Court) **Expungement** Youth Entrepreneurship Community Service/Job Training Streets to Work Mentorship/Tutoring Parent Education

- NYPUM (National Youth Program Using Minibikes)
- College Visits
- Outreach
- African-American Male Initiative
- Stop Violence Youth
- Youth In Government

YOUTH SUMMIT in June





▶ Strategists

- ► Experts at setting vision and long-term, highlevel expectations for the system overall
 - Board sets overarching goals and hires superintendent
 - Superintendent sets the overarching vision and framework in collaboration with Assistant Superintendents

Tacticians

- ► Experts at creating implementation plans to align with the vision, including deploying resources.
 - ▶ Directors and Building Principals design how the vision and overarching goals are implemented based on needs of departments and buildings to align with the vision

▶ Operationalists

- ► Experts at teaching and learning and knowing what will and will not work in classrooms with students.
 - Teachers implement the daily tasks of teaching/learning at students level

ROLE THEORY

Each role has expertise in different things.

(Center for Educational Change, CEC)

Strategy/Framework FAMILY CHOICE

Traditional

- 5 days a week; 1 flexible day based on need
- 6 or more continuous hours
- Flexible day could include: remote day, lengthy science/robotics projects, tutoring/intervention, enrichment activities, work completion, AP support, writing lab, Social Emotional Learning (SEL) activities; other individually designed activities base on student need/preference
- Have been planning for this model for last 4 years; started with monthly remote day

Blended

Students are in a combination of face-face instruction with remote learning

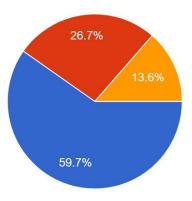
Remote

- "Homeschool-like" option with support from KSD 111
- Using one day for remote student support <u>possibly</u> one day during the week; and Saturday
- Prefer that this is not used for students who are currently struggling; we will meet with parents if there are performance concerns

Family Preference 03/06/2021

626 responses out of 1500 students

I prefer to have my child in a: Prefiero tener a mi hijo/a en un: 626 responses



- Traditional Schedule: Attend school 4 days a week for 6 continuous hours with assigned teachers. /Horario tradicional: Asistir a la escuela 4 días a la seman...
- Combined model: Attend some courses in person (CURRENT plan with no large gaps in schedule) and be able to attend some courses virtually with additional...
- Remote Only: Continue to receive online instruction with the option to request assistance and support as needed wit...

Self-actualization desire to become the most that one can be

Esteem

respect, self-esteem, status, recognition, strength, freedom

Love and belonging friendship, intimacy, family, sense of connection

Safety needs

personal security, employment, resources, health, property

Physiological needs air, water, food, shelter, sleep, clothing, reproduction

Why are we in this together??

WE are ALL Struggling with SAFETY

Employment AND **Health** impacts physiological needs



"" "One Community, ONE District, One Vision, for All Children."

Mission Statement:

Vision Statement:

Kankakee School District # 111 will celebrate the unique diversity our students possess while providing visionary educational opportunities.

KSD111 will be recognized as being progressive, innovative and creative. We work together to build ONE community with strong partnerships. We are ONE district committed to increasing student achievement. We have ONE vision of producing globally productive citizens. We do this for the diverse needs of ALL children.



CBE Background

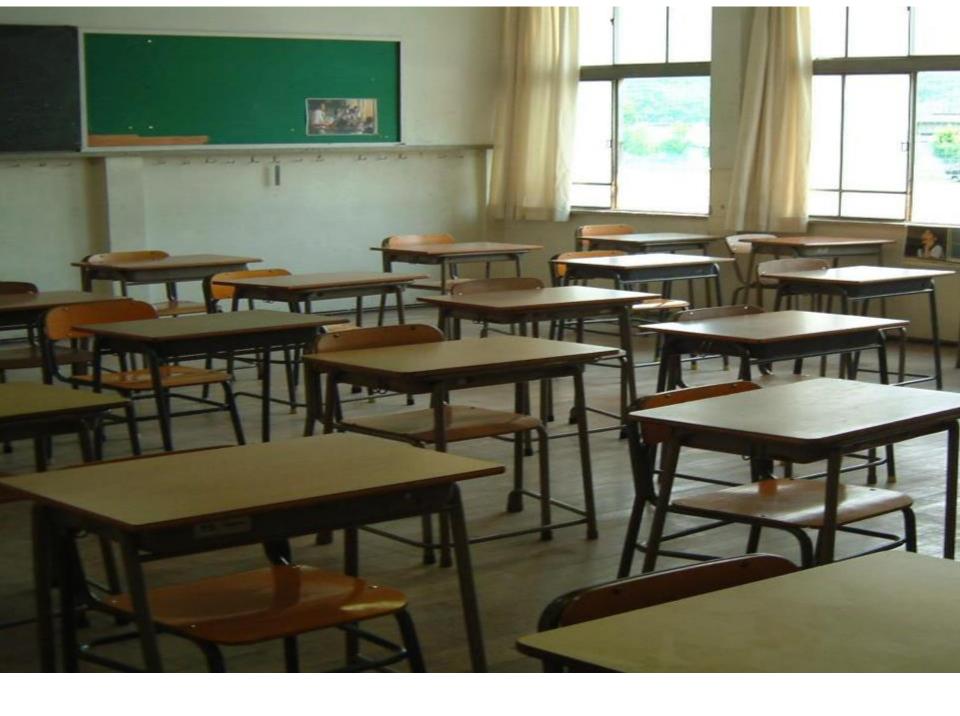
Rationale for change

Kankakee School District in 2015

- Low Student Achievement
- > 12.2 % of HS students ready for the next level met or exceeded on ELA / Math SAT
- > 22% met or exceed ACT college readiness benchmarks
- 67% post secondary Remediation rate
- 69% graduation rate
- ➤ Lack of Community Support

Low Student Engagement

Source- Illinois School Report Card



April 10, 2018

Ives began her inquiry citing Illinois State Board of Education (ISBOE) statistics to question Kankakee School District students' capability to even be part of the competency-based program, noting only 11.3 percent of students are rated at proficiency level and only 19 percent graduate after 13 years in the district college ready.

"I don't know why a district like yours that is struggling academically is willing to buy into this entire idea that we are going to now learn outside of school when they haven't mastered obviously the requirements for in school," Ives said. Hybert countered by saying the numbers prove students have disengaged with the traditional school setting and need a change,

Ives still was not convinced, however, and said the risk of taking \$2 million to fund a pilot program with no proven success is a no for her.

"I am sorry, I am just not buying it," Ives said.

Source - Kankakee Times April 10, 2018 - https://kankakeetimes.com/stories/511386947-reick-ives-question-2-million-outlay-for-competency-based-education-program

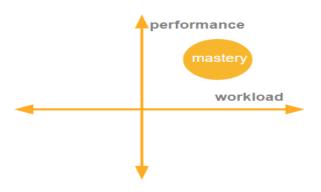
Five tenets of competency-based education (CBE):

- Students advance upon mastery.
- Competencies include explicit, measurable, transferable learning objectives that empower students.
- Assessment is meaningful and a positive learning experience for students.
- Students receive timely, differentiated support based on their individual learning needs.
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

^{*}The above definition was developed at the Competency-Based Summit co-sponsored by the International Association for K-12 Online Learning (iNACOL) and the Council of Chief State School Officers (CCSSO) in 2010. Learn more at www.competencyworks.org

MASTERY

Two Dimensions of Mastery:



"Demonstrating proficiency of skills in multiple times and ways in the context of performance-based assessments."

RATIONALE:

- Planning backwards from college and career readiness
- Research basis: performance levels (national grade level standards) and first-year college workload (reDesign)

IN OUR MODEL:

- Mastery "Levels" of 9, 10, 11, 12
- "Minimum Competency Average" performance threshold for mastery
- "Evidence requirement" workload threshold for mastery

Why define mastery in this way?

A scan of syllabi from a broad range of college freshman courses – some from the most competitive colleges, and some from the most open institutions in the country – revealed that across the U.S., college freshman are assigned to remarkably similar sets of assignments during their first year.

What is a typical workload for a freshman in college?

5,000 pages Read	90-100	polished written pages
Position Papers	6	Presentations
examinations	75	Text- Based Discussions
Lab Reports	21	Problem Sets

Source: Adapted from ReDesign © 2014

ABOUT PROGRAMMING

LEARNING LAB ONLINE RESOURCES TEACHING REMOTELY

NEWS

ONLINE RESOURCES

▼ Designing Your Course

Learner-Centered Design

Putting Evidence at the Center

▶ What Should Students Learn?

Start with the Capstone

▶ How to Write an Effective Assignment

Scaffolding: Using Frequency and Sequencing Intentionally

Grading and Responding to Student Work

Curating Content: The Virtue of Modules

Syllabus Design

Catalogue Materials

In the Classroom

▶ Getting Feedback

► Inclusive Teaching

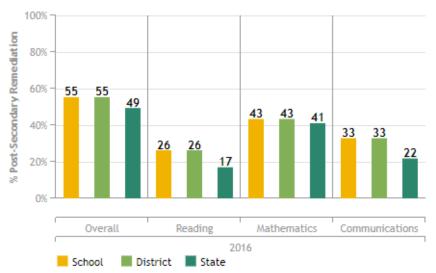
HOME / ONLINE RESOURCES / DESIGNING YOUR COURSE /

PROBLEM SETS

Problem sets are great ways to provide students with the practice necessary to gain mastery of new skills that you have introduced in class. Problem sets are also great at reflecting the nature of the scientific process, which so often involves problem solving, and in so doing help reinforce the explanatory power of your discipline. What kind of questions are students prepared to answer because they have taken your class? How are they better prepared to understand and explain the rules that govern the universe? How are they prepared to predict phenomena if you give them a particular scenario?

- 1. Some of the most motivating problem sets are those in which students learn something new by doing them. Are there questions that you can ask in which students can synthesize course concepts to understand something novel to them? For example,
- A. are there any recent research publications that use the knowledge and skills that you teach to discover something new? If so, can you use such a paper to walk students through a multi-step problem to achieve the same discovery (even if you have to simplify)?
- B. is there a skill students learn late in a class that can be used to reinterpret a concept taught earlier in the semester, or understand that concept more
- 2. Can you design problem set questions that prompt students to make back-

Remediation Rates in Community College



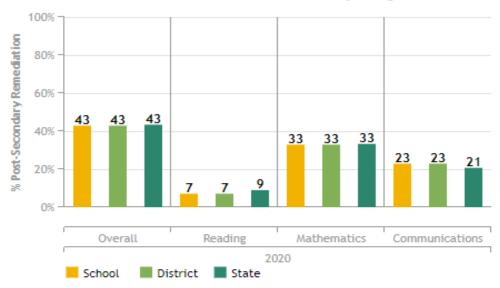
Class of 2014

	School	District	State
Graduates (N)	264	264	132,661
Attending Illinois Community Colleges (N)	76	76	42,256
Attending Illinois Community Colleges (%)	28.8%	28.8%	31.9%
Enrolled in Remedial Courses (N)	42	42	20,894
Enrolled in Remedial Courses (%)	55.3%	55.3%	49.4%

Graduating Class of

2014 🗸

Remediation Rates in Community College



Class of 2018

	School	District	State
Graduates (N)	-	-	-
Attending Illinois Community Colleges (N)	70	70	41,840
Attending Illinois Community Colleges (%)	22.6%	22.6%	30.3%
Enrolled in Remedial Courses (N)	30	30	18,155
Enrolled in Remedial Courses (%)	42.9%	42.9%	43.4%

Graduating Class of

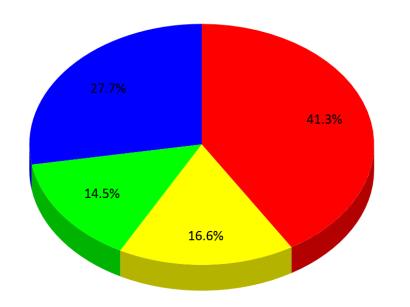
2018



Kankakee High School Data

School Engagement Data (Percent of Total Courses at

Each Engagement Level)



K-6 WORK COMPLETION LEVELS

BLUE - 81% to 100% of assigned work completed

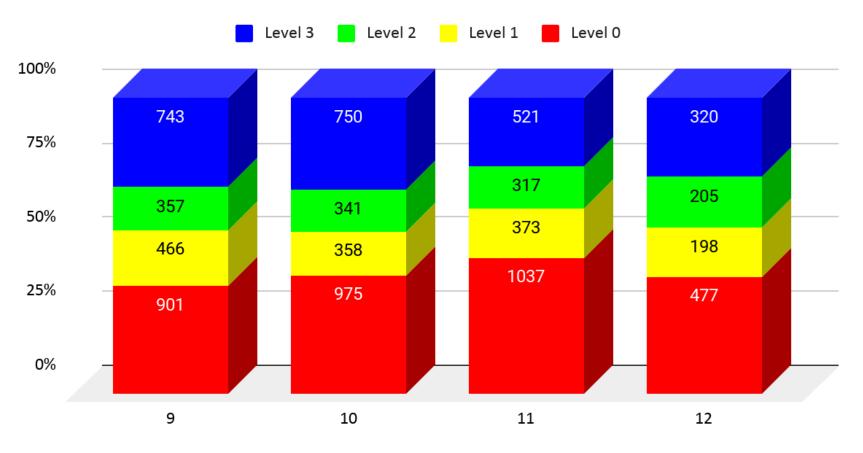
GREEN - 61% to 80% of assigned work completed

YELLOW - 41% to 60% of assigned work completed

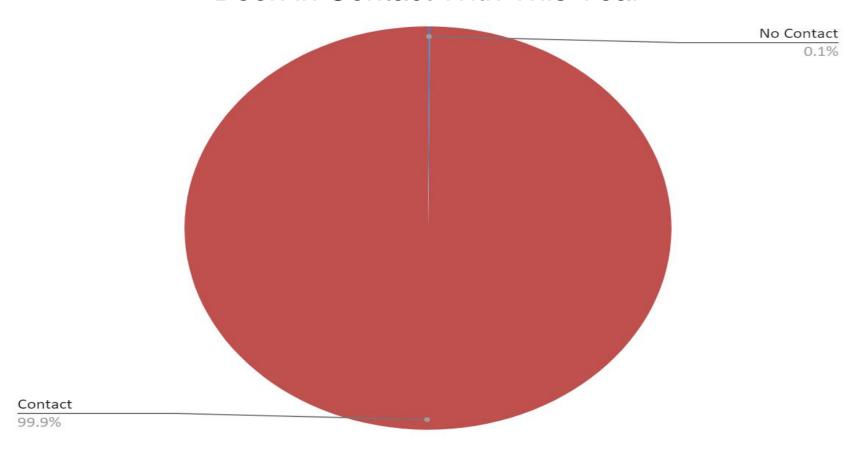
RED - 0% - 40% of assigned work completed

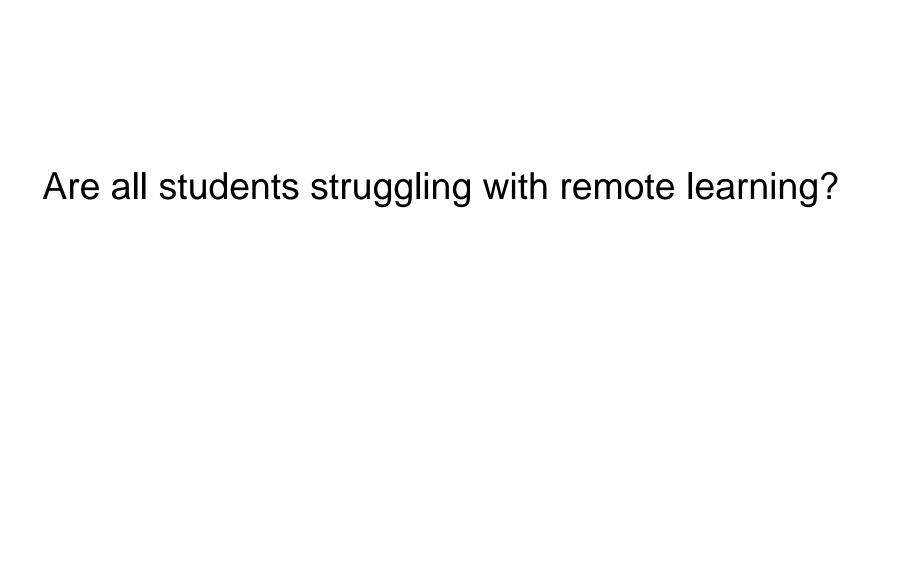


Percentage of Total Courses at Each Engagement Level per Grade Level



Percent of Students Kankakee High School Has Had Contact Been in Contact With This Year





Number of students at HS on IKAN Truancy Caseload

9th Grade-17

10th grade- 23

11th Grade - 5

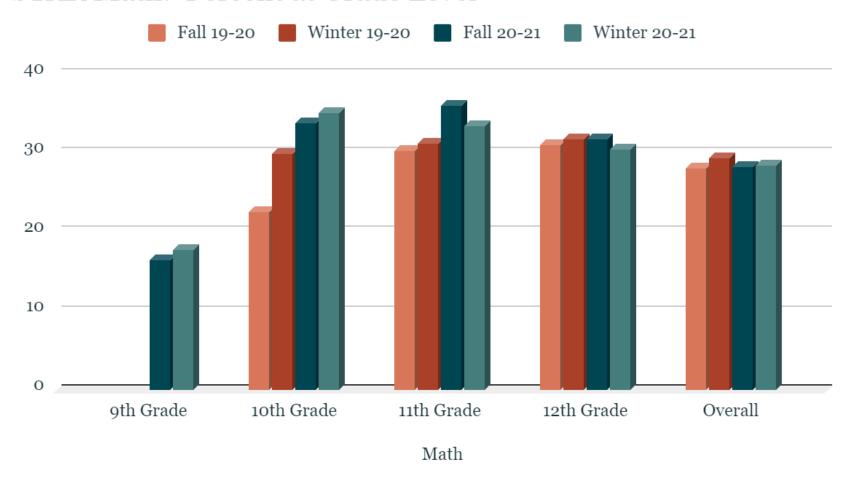
12th Grade- 2

Are all students losing academic skills or not progressing?

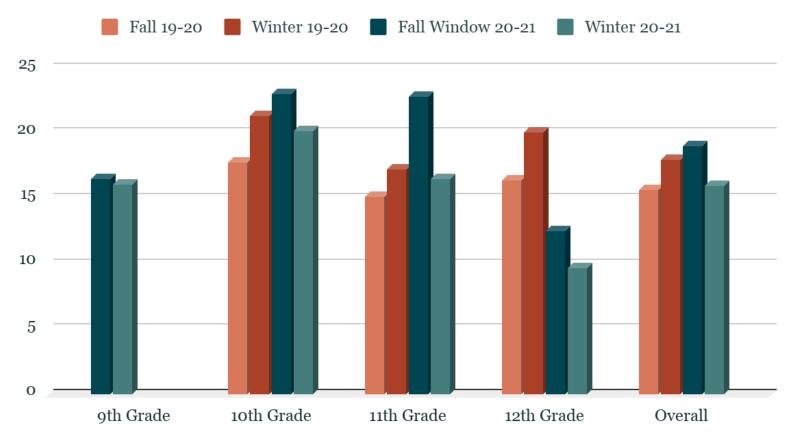
STAR Number Tested

Math	Grade	Fall Number Tested 20-21	Winter Number Tested 20-21
	9th Grade	242	260
	10th Grade	213	242
	11th Grade	200	212
	12th Grade	107	79
ELA	Grade	Fall Number Tested 20-21	Winter Number Tested 20-21
	9th Grade	260	249
	10th Grade	213	252
	11th Grade	171	212
	12th Grade	144	154

STAR Math: Percent at Grade Level

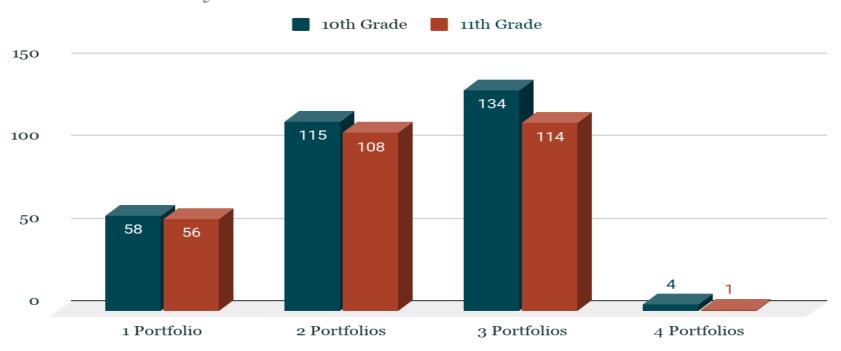


Star Reading: Percent at Grade Level



What is the Percent of Failing Courses by Grade Level?





What is ON TRACK?

Students in regular sections

On track for credit	Students with no Ms and a PL or Growth above minimum threshold
Performance level and growth too low for credit	Students who have No Ms but PL or growth is below portfolio crediting levels.
Approaching on track for credit	Students that have more than 0% and less than 20% Ms.
Not on track for credit	Students who have 20% or more Ms.

Students in honors sections

On track for credit	Students who are already rostered to an HONORS course and have a grade conversion of A, B or C.
Performance level too low for honors credit	Students who are already rostered to HONORS courses who have No Ms but PL is too low for HONORS credit.
Approaching on track for credit	Students that have more than 0% and less than 20% Ms.
Not on track for credit	Students who are rostered to HONORS and have 20% or more Ms.

CHART 1: ELA, MATH, SCI, SS, AND HW

Use this chart for the following Competency Areas: English Language Arts, Mathematics, Science, Social Studies, and Health and Wellness To earn credit for each portfolio, you must complete 100% of your portfolio at or above the required performance level or growth level.

Credit Status Grade	PORTFOLIO 1	PORTFOLIO 2	PORTFOLIO 3	PORTFOLIO 4	PORTFOLIO 5			
Credit Status	Conversion		Performance Level	Performance Level	Performance Level	Performance Level		
Credit Earned	Α		8.0 or higher	9.0 or higher	10.0 or higher	11.0 or higher		
Credit Earned	В		7.5-7.9	8.5-8.9	9.5-9.9	10.5-10.9		
Credit Earned	С		7.0-7.4 or Growth of 1.25 or more	8.0-8.4 or Growth of 1.25 or more	9.0-9.4 or Growth of 1.25 or more	10.0-10.4 or Growth of 1.25 or more		
Did not meet portfolio		DNM	lio	JUNIOR HIGH	Below 7.0 and Growth is below 1.25	Below 8.0 and Growth is below 1.25	Below 9.0 and Growth is below 1.25	Below 10.0 and Growth is below 1.25
requirements Must complete to earn grade/credit	DNW		If you have any M ratings in you	le because you Did Not Meet the				
No credit earned Will need to repeat	F		You will receive an F if at the end of summer school if you have 40% or more Ms in your portfolio. You will need to repeat the course next year.					
4								

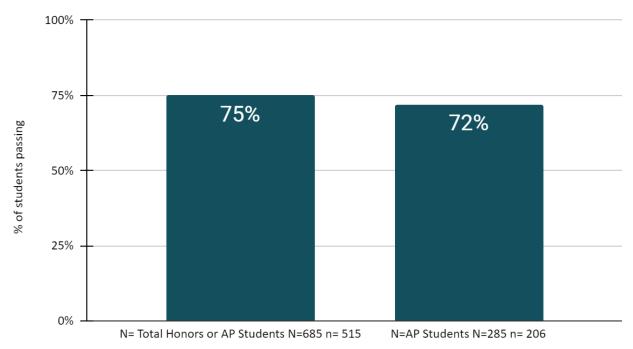
Honors Credit can be earned in the following Competency Areas: ELA, Math, Science, and Social Studies

To earn honors credit for each portfolio, you must complete 100% of your portfolio at or above the required honors performance level.

Credit Status Grade	PORTFOLIO 1	PORTFOLIO 2	PORTFOLIO 3	PORTFOLIO 4	PORTFOLIO 5	
Credit Status	Grade Conversion		Performance Level	Performance Level	Performance Level	Performance Level
Honors Credit Earned	Α	JUNIOR HIGH	9.0 or higher	10.0 or higher	11.0 or higher	12.0 or higher
Honors Credit Earned	В		8.5-8.9	9.5 - 9.9	10.5 - 10.9	11.5 - 11.9
Honors Credit Earned	С		7.5-8.4	8.5 - 9.4	9.5-10.4	10.5-11.4
Did Not Meet portfolio			7.4 and below	8.4 and below	9.4 and below	10.4 and below
requirements Must complete to earn grade/credit	DNM		If you have any M ratings in your portfolio at the end of the year, you will receive a DNM for your grade because you Did Not Meet th requirements.			
No credit earned Will need to repeat	F		You will receive an F if at the end of summer school if you have 40% or more Ms in your portfolio. You will need to repeat the course next year.			

Are all HONORS students failing?

Percent of AP and Honors Students Passing



How are we monitoring CBE Progress?

Even a great plan will not work for all students; continuously monitoring, understanding, and meeting needs will.

- STAR Benchmarking
- Number of students on track to earn credit
- Level of Engagement weekly
- Performance levels triangle teams reviewing weekly progress reports, assignments and teacher ratings.

Source- Instruction Partners -https://instructionpartners.org/rethinking-intervention/

Are there a large percentage of seniors at risk of not graduating?

- 177 total students enrolled in credit recovery
- 150 seniors
- 27 juniors
- 70 recovered credits since the start of APEX additional hours
- 29 students in danger
- 12 out of 29 students in danger -working but not at a great pace
- 2 students with no activity at all

Senior Audit will be completed by the end of this week!

How many families have attended Thursday office hours with the triangle teams at the HS?

The HS administrators estimate from October and Thursday, March 3, 2021 about 100 - 250 families have attended Thursday Office hours.

Question

How many students have attended Saturday School?

Approximately 112 students have attended Saturday School.

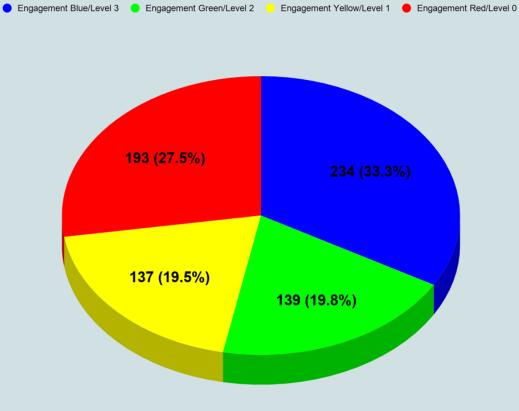
K -3 Saturday School starting March 6, 2021 with 9 students attending.

Research- DuFour 2015

"It is certainly easier for principals to merely manage the building, preserve the status quo, and avoid creating discomfort. For too long, too many principals have chosen the easier path. But, if we are to create schools committed to helping all students learn at higher levels, American school need principals who have the courage to move beyond managing to leading and developing the capacity of many others, principal who can build consensus for substantive change and work through the inevitable discomfort"

In praise of american educators (Dufour 2015)

Percent of Student Courses Kankakee Junior High Per Engagement Level: Week of February 22nd (Each Student has Multiple Ratings as Students have Multiple Courses)



Engagement: Percent of Students at Each Level

