YOUTH EMPOWERMENT
Empowering Youth for the Future
Youth Empowerment

• 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
KSD 111 Scheduling
Post-Pandemic
Giving Families Voice and Choice
Strategists
- Experts at setting vision and long-term, high-level 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 possibly 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
I prefer to have my child in a: Prefiero tener a mi hijo/a en un:

- 59.7% 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 semana...
- 26.7% 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...
- 13.6% Remote Only: Continue to receive online instruction with the option to request assistance and support as needed wit...
Why are we in this together??

WE are ALL Struggling with SAFETY

Employment AND Health impacts physiological needs
KHS Scheduling Team Directive

Priority: Design a System that gives ALL families Voice & Choice post-pandemic
“One Community, ONE District, One Vision, for All Children.”

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

Vision Statement:
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
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
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.

Five tenets of competency-based education (CBE):

1. Students advance upon **mastery**.

2. **Competencies** include explicit, measurable, transferable learning objectives that empower students.

3. **Assessment** is meaningful and a positive learning experience for students.

4. Students receive timely, **differentiated support** based on their individual learning needs.

5. **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](http://www.competencyworks.org)*
"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?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pages Read</td>
<td>5,000</td>
</tr>
<tr>
<td>Position Papers</td>
<td>12</td>
</tr>
<tr>
<td>Examinations</td>
<td>8</td>
</tr>
<tr>
<td>Lab Reports</td>
<td>6</td>
</tr>
<tr>
<td>Polished written pages</td>
<td>90-100</td>
</tr>
<tr>
<td>Presentations</td>
<td>6</td>
</tr>
<tr>
<td>Text-Based Discussions</td>
<td>75</td>
</tr>
<tr>
<td>Problem Sets</td>
<td>21</td>
</tr>
</tbody>
</table>

Source: Adapted from ReDesign © 2014
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 deeply?
2. Can you design problem set questions that prompt students to make back-
Remediation Rates in Community College

Graduating Class of 2020

- Graduates (N)
- Attending Illinois Community Colleges (N)
- Attending Illinois Community Colleges (%)
- Enrolled in Remedial Courses (N)
- Enrolled in Remedial Courses (%)
Adult Mindsets

Transition to Performance Assessment System

Redesign

Policies and Accountability

Transparent Systems and Communication
Kankakee High School Data
School Engagement Data (Percent of Total Courses at Each Engagement Level)

- Blue: 41.3% - 81% to 100% of assigned work completed
- Green: 16.6% - 61% to 80% of assigned work completed
- Yellow: 14.5% - 41% to 60% of assigned work completed
- Red: 27.7% - 0% - 40% of assigned work completed
Percentage of Total Courses at Each Engagement Level per Grade Level

- Level 3
- Level 2
- Level 1
- Level 0

<table>
<thead>
<tr>
<th>Grade</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
<th>Level 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>743</td>
<td>357</td>
<td>466</td>
<td>901</td>
</tr>
<tr>
<td>10</td>
<td>750</td>
<td>341</td>
<td>358</td>
<td>975</td>
</tr>
<tr>
<td>11</td>
<td>521</td>
<td>317</td>
<td>373</td>
<td>1037</td>
</tr>
<tr>
<td>12</td>
<td>320</td>
<td>205</td>
<td>198</td>
<td>477</td>
</tr>
</tbody>
</table>
Percent of Students Kankakee High School Has Had Contact Been in Contact With This Year

No Contact 0.1%

Contact 99.9%
Are all students struggling with remote learning?
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?
<table>
<thead>
<tr>
<th>Math</th>
<th>Grade</th>
<th>Fall Number Tested 20-21</th>
<th>Winter Number Tested 20-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Grade</td>
<td>242</td>
<td>260</td>
<td></td>
</tr>
<tr>
<td>10th Grade</td>
<td>213</td>
<td>242</td>
<td></td>
</tr>
<tr>
<td>11th Grade</td>
<td>200</td>
<td>212</td>
<td></td>
</tr>
<tr>
<td>12th Grade</td>
<td>107</td>
<td>79</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA</th>
<th>Grade</th>
<th>Fall Number Tested 20-21</th>
<th>Winter Number Tested 20-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Grade</td>
<td>260</td>
<td>249</td>
<td></td>
</tr>
<tr>
<td>10th Grade</td>
<td>213</td>
<td>252</td>
<td></td>
</tr>
<tr>
<td>11th Grade</td>
<td>171</td>
<td>212</td>
<td></td>
</tr>
<tr>
<td>12th Grade</td>
<td>144</td>
<td>154</td>
<td></td>
</tr>
</tbody>
</table>
STAR Math: Percent at Grade Level

- Fall 19-20
- Winter 19-20
- Fall 20-21
- Winter 20-21

Grades:
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade
- Overall

Math Performance
Star Reading: Percent at Grade Level

- Fall 19-20
- Winter 19-20
- Fall Window 20-21
- Winter 20-21

Grade Levels:
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade
- Overall
What is the Percent of Failing Courses by Grade Level?

Not on Track By Grade Level

- 10th Grade
- 11th Grade

1. Portfolio: 58 (10th), 56 (11th)
2. 2 Portfolios: 115 (10th), 108 (11th)
3. 3 Portfolios: 134 (10th), 114 (11th)
4. 4 Portfolios: 4 (10th), 1 (11th)
What is ON TRACK?

<table>
<thead>
<tr>
<th>Students in regular sections</th>
<th>Students in honors sections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>On track for credit</strong></td>
<td>Students who are already rostered to an HONORS course and have a grade conversion of A, B or C.</td>
</tr>
<tr>
<td>Performance level and growth too low for credit</td>
<td>Students who are already rostered to HONORS courses who have No Ms but PL is too low for HONORS credit.</td>
</tr>
<tr>
<td>Approaching on track for credit</td>
<td>Students that have more than 0% and less than 20% Ms.</td>
</tr>
<tr>
<td>Not on track for credit</td>
<td>Students who are rostered to HONORS and have 20% or more Ms.</td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>Credit Status</th>
<th>Grade Conversion</th>
<th>PORTFOLIO 1</th>
<th>PORTFOLIO 2</th>
<th>PORTFOLIO 3</th>
<th>PORTFOLIO 4</th>
<th>PORTFOLIO 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Junior High</strong></td>
<td></td>
<td><strong>4</strong></td>
<td><strong>7</strong></td>
<td><strong>7</strong></td>
<td><strong>7</strong></td>
<td><strong>7</strong></td>
</tr>
<tr>
<td>Credit Earned</td>
<td>A</td>
<td>8.0 or higher</td>
<td>9.0 or higher</td>
<td>10.0 or higher</td>
<td>11.0 or higher</td>
<td></td>
</tr>
<tr>
<td>Credit Earned</td>
<td>B</td>
<td>7.5-7.9</td>
<td>8.5-8.9</td>
<td>9.5-9.9</td>
<td>10.5-10.9</td>
<td></td>
</tr>
<tr>
<td>Credit Earned</td>
<td>C</td>
<td>7.0-7.4 or Growth of 1.25 or more</td>
<td>8.0-8.4 or Growth of 1.25 or more</td>
<td>9.0-9.4 or Growth of 1.25 or more</td>
<td>10.0-10.4 or Growth of 1.25 or more</td>
<td></td>
</tr>
<tr>
<td>Did not meet portfolio requirements Must complete to earn grade/credit</td>
<td>DNM</td>
<td>Below 7.0 and Growth is below 1.25</td>
<td>Below 8.0 and Growth is below 1.25</td>
<td>Below 9.0 and Growth is below 1.25</td>
<td>Below 10.0 and Growth is below 1.25</td>
<td></td>
</tr>
<tr>
<td>No credit earned Will need to repeat</td>
<td>F</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 the requirements.

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.
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.

<table>
<thead>
<tr>
<th>Credit Status</th>
<th>Honors Grade</th>
<th>Portfolio 1</th>
<th>Portfolio 2</th>
<th>Portfolio 3</th>
<th>Portfolio 4</th>
<th>Portfolio 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors Credit Earned</td>
<td>A</td>
<td>9.0 or higher</td>
<td>10.0 or higher</td>
<td>11.0 or higher</td>
<td>12.0 or higher</td>
<td></td>
</tr>
<tr>
<td>Honors Credit Earned</td>
<td>B</td>
<td>8.5-8.9</td>
<td>9.5 - 9.9</td>
<td>10.5 - 10.9</td>
<td>11.5 - 11.9</td>
<td></td>
</tr>
<tr>
<td>Honors Credit earned</td>
<td>C</td>
<td>7.5-8.4</td>
<td>8.5 - 9.4</td>
<td>9.5-10.4</td>
<td>10.5-11.4</td>
<td></td>
</tr>
<tr>
<td>DNM</td>
<td>DNM</td>
<td>7.4 and below</td>
<td>8.4 and below</td>
<td>9.4 and below</td>
<td>10.4 and below</td>
<td></td>
</tr>
</tbody>
</table>

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 the requirements.

No credit earned
Will need to repeat

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

<table>
<thead>
<tr>
<th>% of students passing</th>
<th>N= Total Honors or AP Students N=685 n= 515</th>
<th>N=AP Students N=285 n= 206</th>
</tr>
</thead>
<tbody>
<tr>
<td>75%</td>
<td></td>
<td>72%</td>
</tr>
</tbody>
</table>
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.
“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

- Level 0 - Red
- Level 1: Yellow
- Level 2: Green
- Level 3: Blue

Schools:
- Edison
- Kennedy
- King
- LCC
- Preschool
- Steuben
- Taft
- Twain