Moving Students Forward

May 27, 2021, 3 p.m.
WELCOME!

Damarr Smith  
Chicago Public Schools

Ginger M. Reynolds, PhD  
Education Systems Center  
at Northern Illinois University

In the Room

CPS Schools  
20 Districts Across the State  
Universities  
Community Colleges  
Philanthropies  
Community-Based Organizations  
School Support Organizations  
Student Support Organizations
Purpose of Today’s Meeting

★ Introduce CEIF
★ Build Community
★ Explore CPS Innovations
Mindset for This Meeting - CURIOSUS!
Introduction to CEIF
Introduction to CPS CBE Summer Extended Learning
Innovators
   Benito Juarez Community Academy + Q & A
   Gwendolyn Brooks College Preparatory + Q & A
   Phoenix STEM Military Academy + Q & A
Let’s Engage - I Like, I Wish, I Wonder
I Want to learn more about...
Resources
Mindsets and Engagement

➔ Be Curious!
➔ Ask Questions!
➔ Share What You Know!

❖ Cameras on if possible
❖ Participate
❖ Be present
❖ Don’t be shy
To support the implementation of **innovative instructional models** as strategies for **dismantling systemic inequities** in traditional educational approaches.
The EdSystems Mission
Shape and strengthen education and workforce systems that prepare more young people for productive careers and lives in a global economy.

College & Career Pathways
Bridges to Postsecondary
Data Impact & Leadership
Innovative Instructional Models

• Student-centered personalized instruction
• Mastery-based approaches
• Performance assessments
• Project-based learning
• Anytime, anywhere learning
• Other emerging innovations
Schools Interested in Innovating

Community of Practice

Newsletters & Blogs

Resources
Competency-Based Education
Summer Extended Learning
## Schools Participating in the CPS CBE Pilot

<table>
<thead>
<tr>
<th>Approval year</th>
<th>High school</th>
<th>Initial pilot students</th>
<th>Scope of Initial implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>Gwendolyn Brooks</td>
<td>Grades 7-12</td>
<td>Math, Science, English and Academic Center High School Courses</td>
</tr>
<tr>
<td>2018</td>
<td>Southside Occupational High school</td>
<td>Ages 16-21</td>
<td>All courses school-wide</td>
</tr>
<tr>
<td>2018</td>
<td>Consuelia B. York High School</td>
<td>Ages 18-21 selected cohort</td>
<td>All courses provided to student cohort</td>
</tr>
<tr>
<td>2018</td>
<td>Benito Juarez Community Academy</td>
<td>Grades 9-12</td>
<td>All courses school-wide</td>
</tr>
<tr>
<td>2018</td>
<td>Payton</td>
<td>Grades 9-12</td>
<td>All courses school-wide</td>
</tr>
<tr>
<td>2018</td>
<td>Lindblom</td>
<td>Grades 7-12</td>
<td>CTE courses</td>
</tr>
<tr>
<td>2019</td>
<td>Curie High School</td>
<td>Grades 9-12</td>
<td>World Language courses</td>
</tr>
<tr>
<td>2019</td>
<td>Disney II High School</td>
<td>Grades 7-11</td>
<td>All core courses provided</td>
</tr>
<tr>
<td>2019</td>
<td>Northside College Prep</td>
<td>Grade 9 opt-in cohort</td>
<td>All courses provided to student cohort</td>
</tr>
<tr>
<td>2019</td>
<td>Phoenix Stem Military Academy</td>
<td>Grade 9 opt-in cohort</td>
<td>English provided to student cohort</td>
</tr>
<tr>
<td>NA</td>
<td>Hyde Park Academy</td>
<td>Grades 9-12</td>
<td>All courses school-wide</td>
</tr>
</tbody>
</table>
Summer Extended Learning Model

**Mastery Courses:** Additional instructional time for students that are not yet proficient.

**CPS HS Impact Goals:**
- 90% of Freshmen will be on track to graduate from high school
- 80% of Students Graduating in Five Years

**Acceleration Courses:** Opportunities for students to participate in credit bearing accelerated courses.

**CPS HS Impact Goals:**
- 60% of Graduates will earn an Early College and Career Credential
- 80% of Students Graduating in Five Years
## Key Data Points Over Two Years

<table>
<thead>
<tr>
<th></th>
<th>Summer 2019-2020</th>
<th>Goal for SY20/21</th>
<th>Summer 2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of overall proficiency for Mastery courses</td>
<td>61%</td>
<td>75%</td>
<td>78%</td>
</tr>
<tr>
<td># of schools doing Acceleration supported by CBE</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td># of students in an Acceleration course</td>
<td>18</td>
<td>100</td>
<td>254</td>
</tr>
</tbody>
</table>
Benito Juárez Community Academy

Don Brewer, Student Leader
Juan Carlos Ocon, Principal
CBE and Equity @ Juárez

- Competency Based education is an anti-racist system that enables schools to prepare every student for success in college, career, and civic life.
- CBE is grounded in the belief that equity is a moral imperative.
- CBE holds every student to rigorous academic standards that emphasize the higher-order academic, social, and emotional skills that 21st-century jobs require.
- CBE replaces time-based schooling with learning-based schooling.
- In addition to more transparent communication about student learning, Juárez support students’ learning needs through strategic structural changes (e.g., new bell schedules, reassessment policies, flexible support periods, standards-based grading).
Dismantling the Traditional Education System

➔ Multiple Opportunities to Demonstrate Proficiency/Mastery of Competencies.

➔ Learning is self-paced and individualized
  ◆ Year long courses extend learning opportunities through the summer. Our courses extend through the 2nd week in August.
  ◆ No midterms or Finals; Formative assessments are used to determine proficiency
  ◆ Elimination of credit recovery summer and evening school
  ◆ Extended learning opportunities means that there are no traditional deadlines.
Summer CBE: Extended Learning Opportunities

- **Year-round Interventions**: Our commitment to equity demands that we continue to be responsive to the time, our students’ needs and lived experiences. As such, the following interventions will be in play for Quarter 4.

- **No new performance indicators** should be introduced or assessed in Q4
  - While we acknowledge that all performance indicators are important, we want to focus Q4 on extending opportunities for students to show growth in the indicators that they have already been introduced to.

- As you develop your Q4 unit(s), review JumpRope to ensure previously selected performance indicators were assessed minimally twice.

- **Allow students to submit missing** or revised assessments from your Q3 unit(s)

- Schoolwide, we will use every **Wednesday as a recovery day** for all students. As such...
  - Intentional synchronous time should be dedicated to working with students who have NY’s and those students who are at risk of not passing the course (currently have an overall score of 15).
  - Students who are passing your class may be allowed to work asynchronously on projects and tasks (not limited to the ones associated with your class).

- If a student scores below their average for that particular indicator, do not enter that score; instead, **provide feedback** on how to improve performance and encourage the student to resubmit the work.
  - Students should receive feedback that:
    - is actionable
    - is specific and purposeful
    - allows a student to improve their work
  - Students should leverage recovery Wednesday’s for revision and resubmission.
The Student Experience

- Student CBE: Purpose and Vision
- Student voice and the curriculum
- Developmental Competencies
- Summer CBE
CBE’s Impact on Our 5 Essentials

**5Essentials Over Time:** The overall performance score is comprised of each of the 5Essential scores. Schools that are at or above benchmark on 3 or more essentials are 10 times more likely to improve than schools that are below the benchmark.
Gwendolyn Brooks College Preparatory

Shannae Jackson, Principal
Julia Ciciora, STEM teacher/CBE Lead
Michael Schroers, STEM Dept. Chair (Math)
Mastery School and Acceleration @ Brooks
Brooks CBE Development Timeline

14 - 15
STEM Dept.
Standards Based Grading

15 - 16
SBG Cont.
Refine Retake Policy

16 - 17
Academic Center
SEL/Adaptive Competencies

17 - 18
Logic Rule
Mastery School

18 - 19
Ridgewood Visit
Summer Acceleration

19 - 20
Adaptive Pacing
Semester 1 Mastery School

20 - 21
Remote/Hybrid Learning
## Summer Acceleration

<table>
<thead>
<tr>
<th></th>
<th>Integrated Math II</th>
<th>Precalculus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer 2019</strong></td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td><strong>Summer 2020</strong></td>
<td>18</td>
<td>20</td>
</tr>
</tbody>
</table>

**Total: 63 students**
**One Family, Different Pathways**

- **Luke**
  - INT I
  - INT II
  - Alg II /Precalc.
  - AP Calculus AB

- **Ben**
  - INT I
  - INT II
  - INT III
  - Summer Precalc.
  - AP Calculus AB

- **Joseph**
  - INT I
  - INT II
  - INT III
  - Summer Precalc.
  - AP Calculus AB

- **Izabella**
  - *INT IIF*

---

* Izabella is currently a 7th grader in our Academic Center.
After Brooks

- Luke is majoring in Technical Systems Management, University of Illinois Urbana Champaign
- Ben is majoring in Mechanical Engineering, Iowa State University
- Joseph will be majoring in Chemistry, Iowa State University
- Izabella ??
In the classroom

“Move at your own pace”
A differentiated classrooms where students are working on different standards.
Daily Intervention and Acceleration
Phoenix STEM Military Academy (PSMA)

Mr. Ferdinand Wipachit, Principal
Mrs. Sandra Tobias, Senior Leadership Team (SLT) Member
Ms. Marquita Jones, Senior Leadership Team (SLT) Member

CEIF Kick-Off
Virtual Community of Practice
Monday, May 3, 2021, 3:00 pm-4:30 pm
PSMA Equity to AP Success

- Asian: 2.8%
- Black: 14.6%
- Hispanic: 78.6%
- White: 2.5%
- Other: 1.6%

- Low Income: 88.8%
- Diverse Learners: 6.8%
- Limited English: 8.8%
- Mobility Rate: 5.9%
- Chronic Truancy: NOT ENOUGH DATA
Journey/History- probation to Level 1+

- Mr. Wipachit assigned as Principal of PMA in 2004; one of the lowest performing schools in CPS with an average ACT Composite of 13.8.
- 2010, PMA Level 1 School dipping to Level 2 in 2012
- 2013, PMA became a continuous Level 1 School
- 2015 to present, the school is a continuous Level 1+ School.
Realignment of School Initiatives

The Realignment of school initiatives

How?

• “Cycle of 3” to a “Cycle of 4”

• SEL + CBE
Adding STEM- PMA to PSMA

Currently moving to
SEL + CBE + STEM

How? Through:
• Student enrichment and acceleration
• Access to rigorous Honors/AP curriculum
• Building Teacher Capacity
• Performance-Based Assessments
CBE leads to increased Access & Equity

Trend - College Board Data - 2014 to 2018

CBE leads to increase in access and equity (AP)
CBE leads to increased Access & Equity

Trend - College Board Data - 2016 to 2020

CBE leads to increase in access and equity (AP)
PSMA CBE Vision

• Working Toward School-wide CBE to increase attainment

• Referenced in PSMA’s SQRP, Freshman On-Track (FOT), Sophomore On-Track (SOT), P/SAT, ECC

• Increase student interest in Summer Acceleration- that incorporates Project-Based Learning and Performance-Based Assessments
THANK YOU!

Principal Contact Information:

Mr. Ferdinand Wipachit
fwipachit@cps.edu
Benito Juarez Community Academy

Gwendolyn Brooks College Preparatory Academy

Phoenix STEM Military Academy (PSMA) (phoenixmilitary.org)

cps.edu/competency

CPS CBE Guiding Principles

CPS CBE Resources

Great Schools Partnership

Aurora Institute - A New Dawn for Every Learner (aurora-institute.org)

Competency Pilot (isbe.net)
Thank You

Ginger M. Reynolds, PhD
greynolds4@niu.edu
edsystemsniu.org