The "Conspiracy to Destroy" boys of color is a reality local students endure each and every day. Counter balancing this requires intentionality that can only be achieved through a new education paradigm. Kemet Leadership Academy is designed to combat a negative reality through a Competency Based Education **Model** using **STUDIOS** to focus students in the application of Core and Industry Content standards. The historical seat time system is supplemented with **a blended learning platform** where progress is based on mastery of skills **and** cross cutting competencies. Teachers use real life situations to form practical problems and projects to maximize student learning and participation. A well-researched all-boys environment, integrated curricula activities, encompassing social emotional supports and higher expectations through a male oriented faculty; were fundamental to the design and creation of Kemet Leadership Academy Charter School.
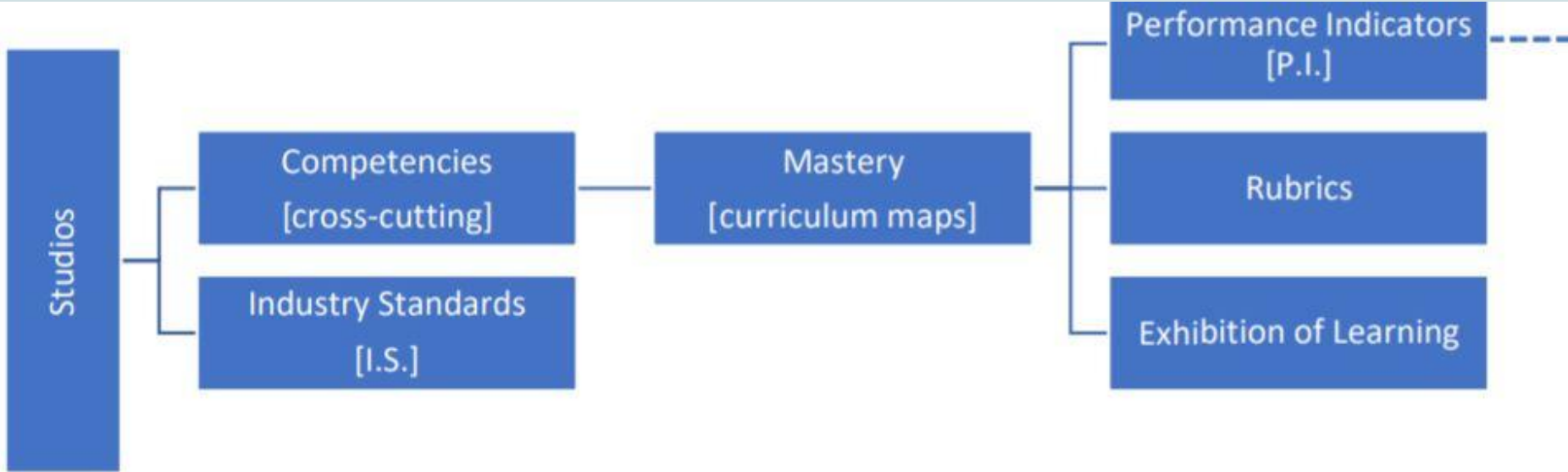
# The School to Prison Pipeline "Conspiracy?"
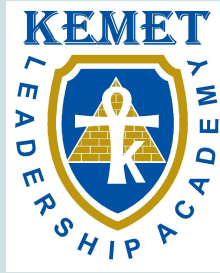
❖ More than 55% of Black CPS students attend schools performing below national norms

❖ Black Boys at CPS are 4 times more likely to be suspended and represent 76% of expulsions

❖ Forty percent of Black Boys drop-out of CPS high school and another 700 never arrive from 8th grade graduation

❖ Only 6% of Black Boys who enter CPS 9th grade, receive a bachelor's degree 10 years later

❖ 80% of our youth suffer at least one traumatic event before they're 18

❖ Over 60% of Black Boys under 25 in Chicago are unemployed

❖ Children as young as 10 years old are included in CPD gang arrests

❖ 70% of Chicago homicides were Black Citizens and 88% were men

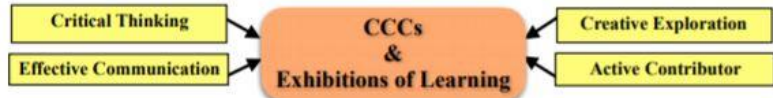❖ Blacks comprise 60% of the Illinois prison population, but only 15% of the overall Illinois population

## Or Reality?

# Kemet Leadership Academy - Countering the Reality
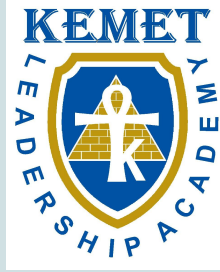


- **Researched and proven single-sex model with academic vigor as designed by CPS turnaround experts, principals, SEL and service experts, and community partners**

- **Brotherhood - Strong male role models bring a full day (6pm) challenging and constructive middle school to boys who otherwise are at risk of dropping out and becoming a statistic**

- **Belonging - Rites of Passage and self-discovery as opposed to suppression and beatdowns - Introduction to college through fraternities instead of thug life through gangs - colors over colors**

- **Hands-On Learning - Immediate application of both hand skills and mental abilities that are demonstrable through Studio classes and Exhibitions of Learning**

- **Whole Child Development - Social Emotional development through counseling, through sports and through team activities, building camaraderie, character and intestinal fortitude**

- **Community Development - Kemet Leadership Academy partners for community service - from job placement and housing development to family counseling and adult education**
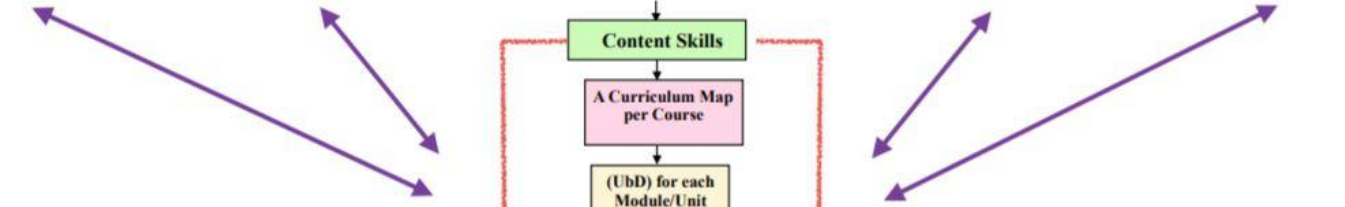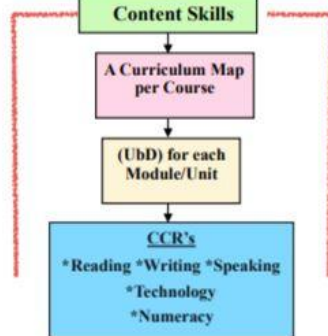
**Critical Thinking**

**Effective Communication**

**CCCs & Exhibitions of Learning**

**Creative Exploration**

**Active Contributor**

**Science:** Students will identify a local/global issue develop open-ended questions and propose a solution. Students will design and conduct a scientific investigation in an attempt to test the hypothesis. They will demonstrate their understanding of the scientific method, and insights into the big ideas, and demonstrate the organization
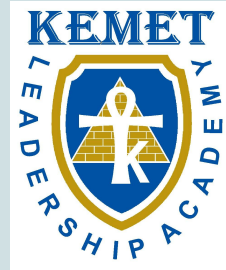
**ELA:** Students will choose a theme/problem and analyze its personal, local, and global relevance. Students will also critique how multiple literary and multimedia works engage this theme/problem; considering craft, structure, and social impact.

**Technology:** Students will identify a real-world problem, analyze the problem and challenges, evaluate the options, and using a technological mindset they will apply their technical skills to solve it and present their solution in a creative and/or innovative way.

**Math:** Students will explore and analyze a real world issue with personal and local or global relevance that can be addressed, at least in part, by applying mathematical reasoning. Students will demonstrate the ability to solve problems, process information, interpret data and make decisions based on that data.

**Social Studies** :Students will identify and explore a social and/or historical problem or question. Students will summarize, analyze, and synthesize knowledge gained through investigation and present their solutions and supporting evidence in an appropriate format of their choosing.

**Science**

**English Reading/Writing**

**Technology**

**Math**

**Social Studies**

**Science Courses/ Experiences**

**English Courses/ Experiences**

**Technology Courses/ Experiences**

**Math Courses/ Experiences**

**Social Studies Courses/ Experiences**

**Content Skills**

**A Curriculum Map per Course**

**(UbD) for each Module/Unit**

**CCR's**
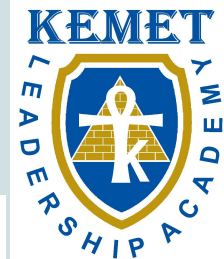*Reading *Writing *Speaking
*Technology
*Numeracy

The **EXHIBITION OF LEARNING** sets the baseline for instruction.

At quarterly or semester periods, students will demonstrate mastery of the competency skills and core content knowledge gained by producing STUDIO exhibitions that match the curriculum map.

## Course Title: 7th Grade Building and Construction Course

**Teacher Description of the course in their own words:** 7th Grade Building and Construction Course is designed to build foundational math, science and literacy skills for students-helping students progress at their optimum pace through interactive instruction and assessment spanning skills. Carefully paced, guided instruction is accompanied by interactive practice. When used in combination with hands-on application, the courses effectively remediate computational skills and conceptual understanding needed to undertake high school level math and literacy courses with confidence.

**Competency-based statement: Building and Construction allows for student voice and choice by providing a platform for them to demonstrate their learning styles. The course is individualized, and students will only need to complete units associated with their identified skills gaps. Student skills acquisition will be assessed based on their demonstration of mastery using the proficiency scale:** *highly competent, competent, developing competency or emerging competency*. **Each module is designed to allow students to grow to competency via multiple opportunities.**

**Exhibition of Learning:** Students will demonstrate the ability to solve problems, process information, interpret data and make decisions based on that data. At the end of the 5-weeks, quarter or semester students will demonstrate mastery of the competency skills and core content skills by building a two-story birdhouse to scale for [type of birds].

| Cross-Cutting Competencies: Skills Demonstrated: (Do) | Math Practice Skills Demonstrated: (Know) |
|---|---|
| *Competency 1*: Critical Thinking | Make Sense of Problems and Persevere in Solving Them |
| *Competency 2*: Effective Communication | Reason Quantitatively |
| *Competency 3*: Creative Exploration | Construct Viable Arguments & Critique the Reasoning of Others |
| *Competency 4*: Active Contributor | Collect, Organize, Describe, and Analyze Data |
| | Look for and Express Regularity in Repeated Reasoning |
| | Reading Content Skills Demonstrated: (Know) |
| | Critical Thinking |
| | Reading Comprehension |
| | Frequent Opportunities to Write for a Variety of Purposes |
| | Integrating Idea and Knowledge |
| | Collaboration |
| | Relate Literature and Various other Texts to self and world |
| | Science Content Skills Demonstrated: (Know) |
| | Lead Scientific Investigation |
| | Collect, Organize, Describe and Analyze Data |
| | Develop and Use Models to Depict Systems |

Residential Construction Academy
National Association of Home Builders
Home Builders Institute

Residential Carpentry Standards

**An Overview of HBI Framework for Skill Standards**

We are pleased to present the first in a series of National Skill standards for the residential construction industry. The goal of this project is to establish national standards for the residential construction industry that reflect industry skill requirements. The standards will provide a basis for the certification and training of workers and provide employers with objective benchmarks for selecting employee and evaluating training needs. In addition, educators will find the standards useful for designing curriculum and evaluating individual training outcomes.

These standards in and by themselves do not represent a model-training program. These

Performance Indicators, which help determine when critical work functions and key activities are being performed competently and meet standards, are referenced to critical work functions. These indicators are found in *Residential Construction Performance Guidelines for Professional Builders & Remodelers 2nd Edition* published by the National Association of Home Builders.[1]

In addition, applied academic skills required to perform key activities are provided. These include measurement, arithmetic, layout, geometry, communications and materials. Safety requirements involved in completing key activities have also been identified.

**Applied Academic Skills**

The following are examples of applied academic skills statements developed in conjunction with industry leaders and review of authoritative references. The process involved using the residential carpentry critical work functions (duty areas) and key activities (tasks). Committee members were asked to identify the applied academic skills required to perform each key activity. Applied academic skills include measurement, mathematics, communications and use of materials. Appendix B indicates which academic skill goes with each key activity. Also, Appendix B reports safety requirements for each key activity. General statements describing academic skills were developed, reviewed and checked by industry committee members.

**Applied Measurement Standards**

1. Measure using tape or rule with +/- 1/8" of specifications.
2. Use builder's level or transit to determine site layout.
3. Use builder's level or transit to determine building elevations.
4. Determine approximate distance by pacing.

**Industry Standards are used to shape the work students will do in STUDIOS and support the development of the Exhibition of Learning to demonstrate mastery of skills and subject matter.**

**Cross-cutting Competencies (CCC) are cross-walked with Common Core Standards and Performance Indicators (CCR).**

*Partnership with YCCS*

KEMET LEADERSHIP ACADEMY

YOUTH CONNECTION CHARTER SCHOOL

| YCCS: Cross-cutting & Cross-curricular Performance Indicators (P.I.) by S... | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Identification of CCCs Addressed in different Subject Areas** {A = are those P.I. that are in AVENTA} | WIDA | Exhibit Math | Subject Math | Exhibit Science | Subject Science | Exhibit ELA | Subject ELA | Exhibit Social St. | |
| **CCC 1: Critical Thinking:** Students can demonstrate the ability to apply critical thinking skills to evaluate or create an argument, growth, & /or what is significant in the larger community. | | | | | | | | | |
| CCC 1.1 Problem Identification: Identify an issue, dilemma, or problem & frame it as a specific question (CCRs: T.4.1,T.4.3, T.4.4, N.5.1) | | | ✓ | ✓ | ✓ | ✓ | | | ✓ |
| CCC 1.2 Evaluate/Analyze Information: Analyze & evaluate information relevant to the question (CCRs: R.1.2, R.1.3, W.2.6, T.4.2, CCR N.5.6) | | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| CCC 1.3 Strategic Thinking: Integrate the information into the development of an argument, problem, solution &/or system/model (CCRs: R.1.4, W.2.4, W.2.6, N.5.3) | ✓ | A | ✓ | | | ✓ | ✓ | ✓ | |
| CCC 1.4 Personal Reflection: Reflect on the process & conclusions (CCRs: R.1.2, W.2.2, N.5.6) | ✓ | | ✓ | ✓ | ✓ | | | | |
| **CCC 2: Effective Communication:** Students can demonstrate the ability to use a variety of methods to communicate effectively or video/audio representations that are appropriate to the purpose & audience. | | | | | | | | | |
| CCC 2.1 Audience Analysis: Anticipates the audience's background knowledge of the topic & chooses an appropriate format to communicate information (CCRs: W.2.1, W.2.4, OC.3.2) | | | | | | | | ✓ | |
| CCC 2.2 Focus: Focuses on a topic which includes ideas, concepts, information, etc.; includes considerations of audience, purpose, & the circumstances surrounding the task(s) (CCRs: W.2.1, W.2.4, OC 3.2) | | | | | | | ✓ | ✓ | |
| CCC 2.3 Organization: The logical structure & clarity of the work (CCRs: W.2.1, W.2.2, W.2.4, W.2.5) | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| CCC 2.4 Use of Language: Skillful use of language (CCRs: W.2.2, OC.3.2) | ✓ | | ✓ | | | | ✓ | ✓ | ✓ |
| CCC 2.5 Revision of Ideas: Altering ideas as new information is presented &/or as feedback is given (CCRs: R.1.2, W.2.3, OC.3.3, N.5.1) | | | ✓ | | | | | ✓ | |
| CCC 2.6 Altering the Structure: Altering structure &/or format while working towards the final communication product (CCRs: W.2.1, W.2.2, W.2.4, W.2.5) | | | | ✓ | ✓ | | ✓ | | |
| CC 2.7 Technology: Visual and/or audio aids (CCRs: T.4.2, T.4.3, T.4.5) | ✓ | ✓ | ✓ | | | | ✓ | | |
| **CCC 3: Creative Exploration:** Students can demonstrate the ability to draw on personal knowledge, interest & passion, to discover | | | | | | | | | |
| CCC 3.1 Exploring: Building understanding of self, of society, & the world around them (CCRs: R.1.4, N.5.2) | ✓ | | | | | ✓ | | | A |
| CCC 3.2 Question Making and Selecting Ideas: Ask questions to better define the problem & to challenge personally held beliefs (CCRs: OC.3.3, T.4.2, N.5.1, N.5.2, N.5.3) | ✓ | | | ✓ | ✓ | ✓ | | | |
| CCC 3.3 Draw upon Personal Knowledge and Make Connections: Demonstrate the ability to make multi-dimensional connections between subject matter & their lives along the way. Produces creative products that draw on personal knowledge & learned experiences. (CCRs: R.1.4, W.2.4, N.5.4) | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | |
| CCC 3.4 Self-directed Learning: Demonstrate responsibility, risk-taking, effort, & initiation for one's own learning. Envision the future; sets goals aligned to that vision, & self-monitors the steps (CCRs W.2.6, T.4.2, T.4.3, T.4.4, T.4.5) | ✓ | | ✓ | ✓ | | | | | |
| CCC 3.5 Applying Knowledge: To contemporary global contexts (CCRs: R.1.4, T.4.5, N.5.4) | ✓ | | | | ✓ | ✓ | | | |
| CCC 3.6 Creative Products: Product reflects the approach taken & connections made (CCRs: W.2.1, W.2.2, T.4.2, T.4.3, T.4.4) | ✓ | | | | | | ✓ | ✓ | |
| **CCC 4: Active Contributor:** Students can demonstrate the ability to holistically define their lives in broader, social, global, and en... internships, &/or personal actions | | | | | | | | | |
| CCC 4.1 Global Self-Awareness: Critical analysis and active engagement with complex interdependent global systems (CCRs: R.1.4, W.2.6, T.4.3, N.5.2) | | | | | | | ✓ | ✓ | |
| CCC 4.2 Identify Perspectives: Diversity and different perspectives are handled thoughtfully, | ✓ | | | | ✓ | ✓ | ✓ | | |

Page 1 / 2

| THE BUCKET | Introduction to Course/ The Hook | Understanding Numbers | Fractions & Geometry |
|---|---|---|---|
| CCC Performance Indicators (x8) measured throughout the year (Exhibitions) | Unit 0: Hook<br>Duration: 2 day max | **Mini Exhibition:** Student will use these skills to create a series of word problems and provide solutions using step by step processes. | **Mini Exhibition:** Students will use logic to solve problems and check for reasonability of answers. |
| **CCC1: Critical Thinking**<br>CCC 1.1: Problem Identification<br>CCC 1.2: Eval/Analyze Information<br>CCC 1.3: Strategic Thinking<br>**CCC 2: Effective Communicator**<br>CCC 2.3: Organization<br>CCC 2.7: Technology<br>**CCC 3: Creative Exploration**<br>CCC 3.3: Making Connections<br>**CCC 4: Active Contributor**<br>CCC 4.3: Planning Action<br>CCC: 4.6: Self-Assessment | **Skill Focus:** Organization, Planning Action<br><br>During the hook lesson the instructor will introduce the course, establish behavioral norms and classroom standard operating procedures. This will include:<br><br>• pre-testing (STAR)<br>• individualized goal setting<br>• note-taking guidelines<br>• portfolio setup | **Skill Focus:** Addition, subtraction, regrouping, ordering numbers, fact families, mental math, choosing operations, extra information for word problems<br><br>Students will review/relearn how to regroup and find out when regrouping must occur. Students will also discover how place value is used for comparing, ordering and rounding numbers and using place value for Roman numerals.<br>Students will also review/relearn parts of fact families and missing numbers while; using mental math for the aforementioned skills.<br>Students will learn how to determine when to use the operations in a word problem. and discover how to solve horizontal problems by grouping with parentheses. | **Skill Focus:** Fractions, parts of a set, equivalent fractions, adding/subtracting fractions; mixed numbers, decimals, adding/subtracting decimals; probability; lines, rays & segments; plane figures; solids; ordered pairs; logical reasoning<br><br>Students will review/relearn how to add/subtract fractions with like denominators and create/compare mixed numbers<br>Students will also review/relearn relevant how to write decimals and how they relate to fractions, add/subtract decimals.<br>Students will also review/relearn how to gather data and write probability statements, make predictions based on probability.<br>Student will identify lines, rays, segments, angles, different types of plane figures, congruent shapes and lines of symmetry, recognize 3-D shapes, faces, edges, corners and volume.<br>Students will learn how to use ordered pairs to find a location on a map. |
| **Aligned CCR Performance Indicators measured as need is demonstrated**<br>**Numeracy (CCR N)**<br>CCR N.5.1: Making sense of problems and persevere in solving them<br>CCR N.5.3: Construct viable arguments and critique the reasoning of others.<br>CCR 5.N.4: Understand how statistics, probabilities and media messages are constructed for social purposes and how individuals interpret messages differently.<br>CR N.5.6: Look for and express regularity in repeated reasoning<br>**Technology (CCR T)**<br>CCR T.4.1: Operations and Concepts<br>CCR T.4.2: Research and Information Fluency<br>CCR T.4.3: Communication and Collaboration | | Content Standards:<br>RQ03: Reason Quantitatively- Solve Multi-step problems | Content Standards:<br>RQ03: Reason Quantitatively- Solve Multi-step problems<br>CG01: Line and angle relationship<br>GM01: Volume-Apply and explain volume formulas |

CCR T.4.4: Problem Solving and Decision Making
CCR T.4.5: Digital Citizenship
**Reading Across the Curriculum (CCR R)**
CCR R.1.4: Integration of Knowledge and Ideas
**Writing Across the Curriculum (CCR W)**
CCR W.2.1: Use the Writing Process
CCR W.2.2: sound, holistic writing products
CCR R.W.2.3 Writing to Learn
CCR W.2.5: Write informative and explanatory
**Oral Communications (CCR OC)**
CCR OC.3.1: Listening
CCR OC.3.2: Speaking
CCR OC 3.3: Discussing

## Measurement & Multiplication

**Mini Exhibition:** (Area) Student will use these skills to use the concept of area to discover how to calculate the areas of rectangles and square. Estimate the area of irregular shapes and find out how area is affected when a shape changes.

**Skill Focus:** mean, median, mode & range; capacity, time & weight; finding facts, multiplication by 2-10 & 100; multiplying three numbers; area

Students will review/relearn how to find the mean, median, mode and range in a group of numbers.
Students will also review/relearn relevant ways to estimate and measure capacity, time and weight.
Students will also review/relearn parts of multiplication to convert addition sentences to multiplication sentences and understand the commutative property of multiplication. Students will identify patterns in tables, discover the associative and distributive properties of multiplication, learn how to multiply 3 factors and practice solving with missing factors.

**Content Standards:**
RQ03: Reason Quantitatively- Solve Multi-step problems
D06: Calculate mean, median, mode and range
D07: Choose mean, median or mode to best represent a particular data set
GM02: Surface Area
CG03: Properties of polygons
Mod04: Apply Geometric Methods to Solve Problems

## Division & Data

**Mini Exhibition:** (Conclusions & Predictions) Students will teach about taking surveys, comparing sets of data, drawing conclusions and making predictions. Find out how to display the information obtained from a survey in a pictograph.

**Skill Focus:** dividing by 2 - 9; multi-step word problems; long division, conclusions and predictions; expressing numbers, data collection

Students will review/relearn how to Students will also review/relearn relevant. Students will also review/relearn parts of Student will use these skills to create a series of

**Content Standards:**
RQ03: Reason Quantitatively- Solve Multi-step problems
D02: Organize/display data using tables and graphs
D03: Select appropriate graphs to represent sets of data
D07: Choose mean, median or mode to best represent a particular data set

## Literacy

Mini Exhibition:

**Skill Focus:** Craft and Structure; vocabulary

**Strategy Focus:** Close Reading (Read #2)*; Guided Reading Questions; Graphic Organizers (ie, 2-column notes/Cornell notes, frayer model, text structure diagrams, semantic mapping)

*An emphasis is to be made on the focus skill acquisition however the entire strategy is to be used.
Reading Comprehension
RC01 Main Idea
RC02 Supporting Details
RC03 Recognizing Significant Details
RC04 Vocabulary (Using Context Clues)
RC10 Develop Meaning
Critical Thinking
CT01 Recognizing various P.O.V.
CT03 Draw Conclusions
CT07 Problem Solving & Decision Making
Writing for a Variety of Purposes
W18 Creating a sound holistic product
W19 Writing Processes
W21 Idea Development
Integrating Knowledge and Ideas
ID01 Establishing logical order
ID02 Relationships and sequences
Literature in Relationship to Self/World
LT03 Recognizing significant details
LT04 Recognize the intentional use of vocabulary
LT05 Inferring cause-effect Relationships
LT07 Reaction to Text
LT09 Understanding craft, structure, and language

## Science "The Circle of Life"

25-30 days
This unit is designed to examine and understand relationships between organisms and their environment. They will understand how ecosystems function and be able to explain relationships between biotic/abiotic factors of the environment and the organisms living in that environment. Students demonstrate an understanding of how all organisms in an ecosystem are related to other organisms in an ecosystem. Students will choose an organism and carry out a scientific investigation of the organism's place in its ecosystem in an effort to explain the relationships between the biotic/abiotic factors of the environment and demonstrate their understanding of how all organisms in an ecosystem are related to other organisms by depicting the ecosystem in a model and presenting their findings to their classmates (small groups)
Content:
(EC) Ecology: Explain the interrelated nature of life in an ecosystem
EC01: Characteristics of major taxonomic kingdoms
EC02: Distinguish between auto/heterotrophs, eukaryote/prokaryotes, uni/multicellular
EC03: Draw and explain the cycling of elements essential for life in an ecosystem including the Carbon Cycle, Nitrogen Cycle, and Water Cycle, and demonstrate how matter and energy are conserved through these reactions
EC04: Biotic and abiotic factors of an ecosystem

# Teachers will take the Curriculum Maps and design their lesson plans using Understanding Backward Design (UbD).

**Grading and assessing will take place through use of rubrics. Teachers will design the baseline rubrics for each content area and studio instructors will create rubrics for skills. These are transferable to traditional grading for transfer and graduation.**

Sample Conversion Chart

| Competency Scale | Letter Grade Equivalent | % Percentage Equivalent |
|---|---|---|
| HC | A | 100 – 94 |
| C | A- | 93– 90 |
| C | B | 89 – 80 |
| C | C | 79 – 70 |
| DC | D | 69 –60 |
| DC | D- | 59 –50 |
| EC (No Credit) | NC | 49 – 25 |
| I (No Credit) | NC | 25 – below |

KEMET
LEADERSHIP ACADEMY
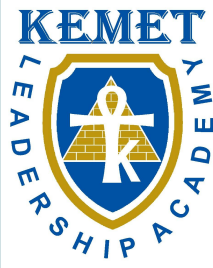
**RENAISSANCE®**

TECHNICAL PAPER | JULY 13, 2016

**Relating Star Reading® and Star Math® to the Illinois Partnership for Assessment of Readiness for College and Careers (PARCC) Assessments Performance**

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**Scale linkage**

Renaissance then linked the score scales for the Star Reading/Star Math and the PARCC Assessments in English language arts/literacy and mathematics by applying equipercentile linking analysis (Kolen & Brennan, 2004) in grades 3–10 in reading and grades 3–8 in math. The concurrent sample (sans the holdout sample) was used in the linking (scores from all Star tests taken within 30 days before or after the PARCC testing mid-date), and the result was a table of PARCC scores for each possible Star score.

The predictive sample was then used to evaluate if the linking results could accurately predict student performance on the PARCC Assessment with Star data from earlier in the school year. To do so, we took students' Star scores from tests taken more than 30 days prior to the PARCC testing mid-date and used national growth norms (Renaissance, 2016a, 2016b) to project what their Star scores would be at the mid-date. Then the scale linkage table was used to look up the projected Star scores (or the average of the projected scores for students with multiple Star scores in the predictive sample) to see how they translated to the PARCC scale.

**PARCC cut scores and corresponding Star score equivalents**

PARCC results are reported in scaled scores that describe each student's location on an achievement continuum ranging from approximately 650 to 850 and using five achievement levels: Level 1, Level 2, Level 3, Level 4, and Level 5.

A main purpose in linking Star Reading and Star Math to the PARCC Assessments was to identify Star scores approximately equivalent to the cut-off scores that separate the PARCC achievement levels. Table 1 displays these equivalent Star scores for grade 3–10 in reading and grades 3–8 in math. The corresponding PARCC cut scores can be found in the Appendix B.

Table 1. Star Reading® and Star Math® score equivalents for each PARCC achievement level range

| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| | | Star Reading® cut-score equivalents | | | |
| 3 | < 304 | 304–412 | 413–513 | 514–923 | >= 924 |
| 4 | < 335 | 335–441 | 442–570 | 571–1019 | >= 1020 |
| 5 | < 372 | 372–507 | 508–662 | 663–1178 | >= 1179 |
| 6 | < 417 | 417–560 | 561–776 | 777–1251 | >= 1252 |
| 7 | < 467 | 467–614 | 615–829 | 830–1292 | >= 1293 |
| 8 | < 527 | 527–678 | 679–908 | 909–1320 | >= 1321 |
| 9 | < 597 | 597–825 | 826–1035 | 1036–1324 | >= 1325 |
| 10 | < 685 | 685–900 | 901–1075 | 1076–1325 | >= 1326 |
| | | Star Math® cut-score equivalents | | | |
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| 3 | < 504 | 504–588 | 589–648 | 649–742 | >= 743 |
| 4 | < 562 | 562–661 | 662–735 | 736–850 | >= 851 |
| 5 | < 614 | 614–720 | 721–804 | 805–901 | >= 902 |
| 6 | < 650 | 650–756 | 757–826 | 827–925 | >= 926 |
| 7 | < 687 | 687–777 | 778–860 | 861–960 | >= 961 |
| 8 | < 739 | 739–815 | 816–875 | 876–1007 | >= 1008 |

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**Appendix A: About Star Reading® and Star Math®**

The computer-adaptive Star Reading and Star Math assessments serve multiple purposes including screening, progress monitoring, instructional planning, forecasting proficiency, standards mastery, and measuring growth. These highly reliable, valid, and efficient standards-based measures of student performance in reading and math provide valuable information regarding the acquisition of skills along a continuum of learning expectations. The assessments can be completed in about 20 minutes, and we recommend administering them two to five times a year for most purposes and more frequently—as often as weekly—when used in progress monitoring programs.

RENAISSANCE
Star Reading®

RENAISSANCE
Star Math®

Star Reading and Star Math and are highly rated for progress monitoring by the National Center on Intensive Intervention, and received high ratings for screening and progress monitoring by the National Center on Response to Intervention.

National Center on
**INTENSIVE INTERVENTION**
at American Institutes for Research ■

National Center on Response to Intervention
www.rti4success.org

**Appendix B: PARCC Assessments achievement levels**

Table B1. PARCC achievement level score ranges

| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| | PARCC achievement level score ranges: English language arts/literacy | | | | |
| 3 | 650–699 | 700–724 | 725–749 | 750–809 | 810–850 |
| 4 | 650–699 | 700–724 | 725–749 | 750–789 | 790–850 |
| 5 | 650–699 | 700–724 | 725–749 | 750–798 | 799–850 |
| 6 | 650–699 | 700–724 | 725–749 | 750–789 | 790–850 |
| 7 | 650–699 | 700–724 | 725–749 | 750–784 | 785–850 |
| 8 | 650–699 | 700–724 | 725–749 | 750–793 | 794–850 |
| 9 | 650–699 | 700–724 | 725–749 | 750–790 | 791–850 |
| 10 | 650–699 | 700–724 | 725–749 | 750–793 | 794–850 |
| | PARCC achievement level score ranges: Mathematics | | | | |
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| 3 | 650–699 | 700–724 | 725–749 | 750–789 | 790–850 |
| 4 | 650–699 | 700–724 | 725–749 | 750–795 | 796–850 |
| 5 | 650–699 | 700–724 | 725–749 | 750–789 | 790–850 |
| 6 | 650–699 | 700–724 | 725–749 | 750–787 | 788–850 |
| 7 | 650–699 | 700–724 | 725–749 | 750–785 | 786–850 |
| 8 | 650–699 | 700–724 | 725–749 | 750–800 | 801–850 |

8

# TEACHING STRATEGIES
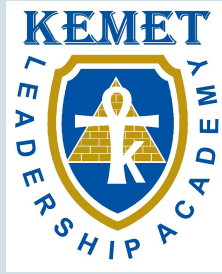
- Project-Based
- Problem-Based
- Blended Learning Environment

Teachers will receive professional development to assist in the shift from traditional education to the Kemet Competency-based education model as well as how to use and implement teaching strategies, use of curriculum maps, rubrics, and backwards planning through KLA's partner - YCCS.

# Kemet Leadership Team
## Qualified and Ready Educators
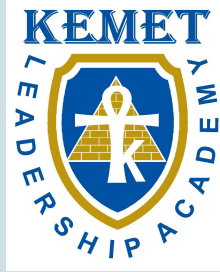
| | |
|---|---|
| Leonard Kenebrew | CPS Central Office Administrator, High School Principal, Dual Language, STEM and Robotics Instructor, CPS Athletic Director, KLA School Leader |
| Lorraine Cruz | UIC principal coach, CPS Middle School Principal, Bilingual Educator, Curriculum and Professional Development Facilitator for YCCS |
| Dion Steele | Former Principal Urban Prep Charter School for Boys - Englewood Campus |
| David Jones | St. Benedict the African Pastor, Chicago Archdiocese K-12 Principal |
| Dr. James Kinnard | Phd in Applied Mathematics, Creator of Instrumental Enrichment program for rigorous mathematical thinking |
| Dr. Mona Hicks | CPS School Turnaround Specialist, Robotics, Math and Physics Instructor |
| Brian Smith | Adjunct Professor Chicago State University, Crime Scene Investigator CPD |
| Ronnie Mosley representative | Graduate-All Male HBCU College - Morehouse University LSC |
| Sheila Venson | Executive Director- Youth Connections Charter School Network |
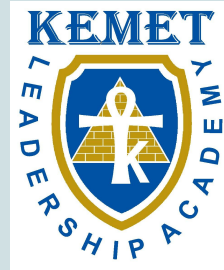
# Kemet Leadership Team
## Qualified and Ready Business Leaders

**Robert Fletcher**
CPS Senior Financial Specialist, responsible for consulting with 12 principals on Budgets and Operations, Business Manager Marcus Garvey Charter School

**Alvin Boutte**
Former Head of Drexel and Independence Banks, Co-Founder Schoolmates, operating 2 ISBE Charters in Chicago, Member Chicago State Foundation

**Derrick Taylor**
Owner of 9 McDonald's franchises in the Chicagoland area. Former Assistant Commissioner City of Chicago Fleet and Facility Management

**John Michael Johnson**
Director of Project Simeon 2000, responsible for Simeon Alumni Village, Raised over $55 million for capital development and college scholarships

**John Bonds**
Owner of Safeway Construction Company, one of the largest African American Construction management firms in Chicago

**William Smith**
Management agent for DL3 Realty - responsible for developments such as Englewood Square, Roseland Medical Center and Monterey Professional
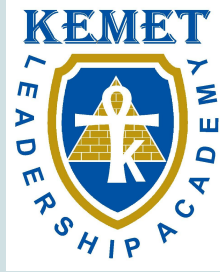
**Donnie Brown**
Development specialist - completed over $125 million in projects for Heartland Housing, Genesis Housing Development and others

**Ysmin Johnson**
CNA Insurance, Corporate Tax Accountant with 30 years of experience

# Kemet Leadership Team
## Qualified and Ready Emotional Supports

| | |
|---|---|
| Dr. Alfred Tatum | UIC Dean of Education - Call Me MISTER - Mentors Instructing Students Toward Effective Role Models (Male Teachers Program) |
| Eddie Phillips Sr. | Secondary Training Experience Program (STEP) Manager for CPS Office of Specialized Services, SEL Specialist |
| Randle Carter | Mentoring Youth Through Technology  - STEM and Robotics |
| Jude Laude | CPS High School Counselor, Post-Secondary Coach, SPED Teacher |
| Phillip Craig | Leader Concerned Christian Men - mentoring 600 boys annually |
| Adam Thomas | Masters in Addictions Counseling, Mindset Performance Coach |
| Bro. Enoch Muhammed | Co-Founder and Leader of Hip Hop DetoxX - CPS mentoring program Males II Men, "Adding Medicine to the Dog Food" |
| Joseph Wells | President of Illinois Electrical Workers Minority Caucus - Job Training |
| Avery Epstein | Program Director for Boy Scouts of America |
| Sheldon Smith | Illinois PBS Beta Club Coordinator, Black Greeks Student Association |

# Kemet Leadership Team
## Qualified and Ready Collaborators
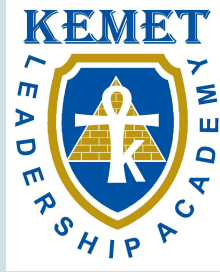
| | |
|---|---|
| Clyde Cole II | Coalition of Schools Educating Boys of Color, Partnership for Boys |
| Carlos Nelson | Greater Auburn Gresham Development Corporation, Gold Schools |
| Rosalind Moore | Teamwork Englewood Education Committee |
| Christopher Mallette | Chicago Violence Reduction Strategy - John Jay College Criminal Studies |
| Dwayne Bryant | Inner Vision Int. - Speaker Transforming Trajectory of Urban Communities |
| Paul Pearson | Detained Youth Based Initiative - Cook County Juvenile Detention Center |
| Kofi Ademola | Mad City, Good Kids - Black Lives Matter |
| Bradford Young | Academy Award Nominated Cinematographer, Simeon Alumni, Kodak Fellow at the U.C.L.A. School of Theater, Film and Television |
| Asiaha Butler | Resident Association of Greater Englewood |
| Rev. Michael Pfleger | Faith Community of St. Sabina |
| Brian Parker | Oakdale Christian Academy, Akido Instructor, Single Sex Educator |
| | AAU Basketball Coaches, Football Coaches, Baseball Coaches |

# Kemet Leadership Team
## Current Elected Officials
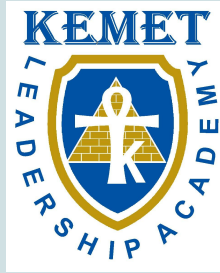
- State Senator Jacqueline Collins

- State Representative Justin Slaughter

- Alderman Toni L. Foulkes

- Alderman David Moore

- Alderman Howard Brookins, Jr.

# Kemet Leadership Team
## Financial Partners - Backing
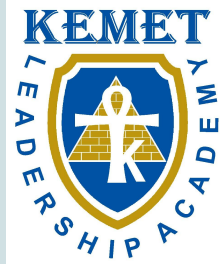
KLA is operational based on CPS budgeting process. The KLA Board has demonstrated fundraising capacity and are awaiting CPS board approval.

Chicago Community Loan Fund (CCLF) has stated their intent to lend up to $1.5 million for Kemet Leadership Academy. Youth Connections Charter School, as part of its MO for Kemet Leadership Academy, will serve as the financial guarantor for any loan necessary. In addition to providing back office support and professional development services, YCCS will float capital as needed, on a quarterly basis to allow KLA effective operations during its start-up period and first five years of operations.

Simeon Contributors - KLA is sponsored by Simeon Career Academy Alumni Association and its 5 Alumni organizations. Simeon has the most active alumni association in Chicago. There is ongoing dialog with the family of Jabari Parker and by others with direct or familial ties to Simeon. These include Chance the Rapper and Derrick Rose. These and others have requested a written response from CPS before committing.

# YCCS INFO
## https://yccs.us/about-us/history/
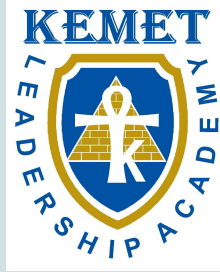
Youth Connection Charter School (YCCS) is a not-for-profit educational organization, partnering with community-based organizations who have served Chicago neighborhoods for the past 40 years. YCCS provides students Not Just a Second Chance… But a BETTER Chance. With one of the highest ranked high school S.Q.R.P (School Quality Rating Policy) in the city of Chicago, YCCS students create their own future, using their Better Chance to achieve academic and real-world learning success.
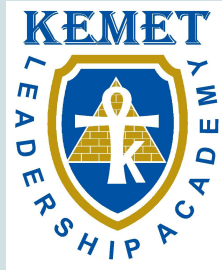
# RESOURCES

Levers and Logic Models:  A Framework to Guide Research and Design of High-Quality Competency-Based Education Systems, CompetencyWorks

Transforming Learning: A Personalized Approach to Competency-Based Learning, motivis learning

When Success is the Only Option: Designing Pathways for Next Generation Learning, International Association For K-12 Online Learning

For further information
please contact: Lorraine Cruz
DesignTeam@KemetLA.org


*THANK YOU*