

Jennings Community Learning Center
Global Experiences to Change Lives

Annual Report

2008-2009

**Produced by Designs for Learning &
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School Essentials

Jennings Community Learning Center Minnesota Independent School District #4031, has completed eleven years as an independent charter school, and is pleased to present this annual report. At JCLC we strongly believe learning should take place within real-world, meaningful contexts, for students learn best through experience. This is accomplished at JCLC by providing students with rich project-based environments that allow them to explore their community first-hand; through extensive field learning experiences, community service projects, and investigation of real-world problems. Learning is exciting and critical to all students' lives and at JCLC we are committed to helping young people rediscover their innate passion for learning.

The school's educational program has gone through a number of major changes since the school's inception in the fall of 1998. Originally conceived as a school that would focus on technology and entrepreneurship, the school evolved during its first few years toward an emphasis on experiential and project-based learning, with an increasing emphasis on "field experiences," trips students would take, nationally and inter-nationally. The school name was changed from "Minnesota Technology High School" to "Jennings Experiential High School" in 2002, to reflect the importance to the school of experiential learning, as well as acknowledging the importance of Wayne Jennings' vision for education to the school. In June 2007 the name was changed again, to Jennings Community Learning Center, to re-affirm the school's commitment to the Community Learning Centers model. The Community Learning Centers (CLC) model was created in the early 1990s by a team of Minnesota educators led by Dr. Jennings, in response to the New American Schools organization's call for innovative educational models. The CLC model calls for individualized instruction in a real-world setting, to keep students engaged and excited about learning.

The board and director began to design a different pedagogical approach for the 2008-09 school year to be consistent with the Community Learning Center model. It was decided to apply to MDE for Learning Year status. That way, JCLC could utilize the full calendar year to provide educational services. JCLC would be able to take students on exciting expeditions during the summer months as well as trying to get back to providing travel opportunities during the regular school year. The application for Learning Year was approved in June of 2008, but Jennings CLC didn't fully implement the new program until the summer of 2009.

One thing had to be done. The curriculum would have to be reconstructed in a way that showed academic progress throughout the year consistent with utilizing the rules MDE has for Learning Year models. The Minnesota State Standards was the starting point for this reconstruction. Other learning requirements—viewed as essential for youth—were added to the curriculum. Utilizing the Community Learning Center's *Transformational Outcomes* as the guide, students, parents and JCLC staff are able to navigate through the new curriculum in a more understandable way. The school hired a computer programmer to build a web-based record-keeping system that allows easy access to student records. This program is called Project Excellence and shows great promise as the management tool measuring student achievement.

Essentially, the new curriculum utilizes a point system, rather than collecting course credits done in a traditional school system. Students may earn *points* toward graduation. To keep the math

simple, 40 competencies are required for graduation. Each competency requires 100 points to achieve it. Points are generally, though no means absolutely, based on the number of hours needed to complete them. However, it must be noted that achievement trumps hours. In other words, just because a student spent x number of hours on a certain task, doesn't mean that student will receive the number points reflecting those hours.

Students may earn parts of a competency, suspend that area, and continue in another month or in another school year. Progress is recorded and calculated at the end of each month. Students know that in order to move up a grade, say from 9th grade to 10th, they must complete 1000 points. They will not be considered a 10th grader until they arrive at the 1000 points. Likewise, conceivably, a 9th grade student could become a 10th grader as early as April or May of their normal 9th grade year. This system is consistent with Learning Year requirements calculating ADM based on independent study or project-based learning as opposed to a seat-time calculation method.

One important thing to note here is that there are daily, weekly, monthly and yearly tasks that are required for all JCLC students. Some of these are: daily reading, daily math, bi-weekly journal writing, weekly current events reports, and annual oral presentations. Also, students (and staff—advisors and others) are responsible in completing fall and spring assessments required for collecting school data. Some of these assessments are writing samples, norm-referenced reading and math tests, satisfaction surveys, learning style and multiple intelligence surveys. These assessments are part of the total curriculum. Although they don't weigh a lot, by being part of the graduation expectations, students will not be opposed to completing them.

In addition to the 4000 point graduation expectation outlined in the competency-based system outlined above, students must complete state tests: BST's or MCA's, which ever is required of a particular student.

Students are also required to participate in 50 learning activities per year. These learning activities can include taking over night educational trips, attending day trips, participating in guest lectures, or attending community events aside from what the school is providing. These are not necessarily calculated in the competencies.

The body of this report follows the Commissioner's Required Data Elements for Charter School Annual Reports:

Narrative elements

- 1. School's Mission And Vision**
- 2. Program Successes And Best Practices**
- 3. Program Challenges**
- 4. 2008-09 Academic Accountability Data**
- 5. 2008-09 Other Accountability Data**
- 6. Current Academic Goals For The 2009-10 School Year**
- 7. Other Student/School Goals For The 2009-10 School Year**
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Enclosures

- **Governance Information**
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- **Sponsor Information**
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- **School's Current Non-Profit Status**

In addition, there is an Addendum addressing new requirements for charter school Annual Reports per 2009 legislative changes.

1. School Mission and Vision

The Jennings Community Learning Center mission statement was: *To provide excellent, travel based learning experiences for Minnesota high school students, including those who might not otherwise have the chance, due to limited access to opportunity and/or economic factors. Through powerful real-world activities, students will enhance their knowledge base; increase academic success; gain understanding of global issues through cultural immersion; and strengthen personal confidence and interpersonal skills.*

In August of 2006 the vision for the school was rewritten to: *Global Experiences to Change Lives.*

The new mission statement is more reflective of the Transformational Outcomes: *Jennings Community Learning students will work to become self-directed lifelong learners, productive workers, responsible citizens, and creative healthy individuals.*

2. Program Successes And Best Practices

The 2008-09 school year had very severe challenges that were aggressively addressed by the staff (three of whom were new) and the board of directors.

The School's Relationship with the Authorizer:

JCLC and Pillsbury United Communities (PUC) entered into a three-year contract beginning July 1, 2007. During the 2008-09 school year, the relationship with the authorizer continued to be a positive and solid partnership, and the JCLC director was asked to serve on an advisory committee for PUC.

Student Population/Enrollment:

Because of the declining enrollment during the 2007-08 school year, the school year began with fewer than forty students. The good news is that by mid year (January/February), the enrollment was over fifty and by the end of the year, the school had over seventy students. While the school

can find great comfort in increasing enrollment, it must be noted that seventy students at the end of the school year does not compute to seventy ADM. That said, the ADM did increase from 2007-08 to 2008-09. And, the long-term benefit is that a higher student enrollment number at the end of year translates to a higher enrollment for the upcoming fall. Thus, JCLC saw a healthier enrollment start in the fall of 2009. The fall of 2009 saw an increase of returning students from eighteen to forty-two.

The New Staff:

One can ask: why the increase in returning students. The answer is reflected by the hiring of new staff who were well trained in the new model and showed strong commitment to the school, its pedagogy and learning culture. Students will connect with adults who demonstrate sincere concern for them.

Four new staff were hired (although one—the administrative assistant—was released right before the school year began, due to performance and fiscal challenges). The three staff members worked as advisors, as did the director. Another staff member, formerly an advisor fulfilled the administrative assistant position trying to smooth out the student enrollment problems. Two of three new staff members were invited back for the 2009-10 school year.

The Curriculum and Project Excellence:

During the summer of 2008, the director, with the help of the board chair, students and the new staff, redesigned the school's curriculum that reflects the state's graduation standards and is more measurable for students to become self directed. The curriculum is also very flexible where options, and changes can be easily accommodated.

The school contracted with a computer programmer, Jake Schultz, who reconstructed the software of Project Excellence for Jennings CLC. Project Excellence proved to be a viable tool for the school's mission and learning practices.

School trips returned in 2008-09, although they weren't as adventurous the ones in past school years. In the 2007-08 school year, only one trip was taken by students and staff. During the 2008-09 school year, by contrast, students went on one overnight bike trip, a week-long canoe trip, two camping excursions at the Wildlife Science Center (three-day camping experiences), one trip to Texas to help with Hurricane Ike cleanup, one trip the Black Hills, two MAAP STARS overnight conferences, and one trip on a farm on Madeline Island in Lake Superior. It is without question, that these learning experiences greatly enlighten young people and add much to the school's culture and reputation.

Assessments:

During the 2007-08 school year, the staff did not attend to the important activity of assessing students. During the 2008-09 school year, student accountability was prioritized and strongly adhered to.

Recognizing and Dealing with Challenges:

The school continues to self examine and work very hard to build on whatever successes they had and aggressively address any and all areas of weakness.

For example, the new staff were better trained during the staff development sessions in August of 2008. They training focused less on learning theory (although it was introduced) and more on best practices with students. Expectations of staff were raised and all issues of concern were met honestly. As a result, the staff is confident that accountability measures will be adhered to and that data reporting will be much smoother and provide valuable information about the changes the school leaders addressed beginning in school year 2008-09.

3. Program Challenges

The challenges that followed were serious and needed proper attention and due diligence to address the predicted increased population. There are three areas worthy of comment: finances, shifting of duties, and the marketing campaign. The three are interrelated and shed some light on the challenging 2008-09 school year.

Finances:

The financial picture of the school was, without a doubt, the biggest challenge. In October of 2008, the school was officially informed that they were in Statutory Operating Debt (SOD), with a 9% deficit. Jennings CLC has three years to get out of SOD; failure to do so, would result in the closure of the school.

The following measures as part of the SOD Plan were addressed and implemented:

- All staff's salaries were cut between 5% and 10%
- Some contracts were eliminated like the custodial cleaning service
- The building's owner renegotiated the lease for lower payments
- The board chair began a campaign to solicit donations to the school (over \$5000 has been raised as of January 2010)
- Payment arrangements were made for outstanding invoices
- A hiring freeze took place
- Expenses were dramatically cut and needs were deferred
- Jennings CLC was approved for Learning Year, giving the school additional state revenues

Shifting of Duties:

As stated above, the duties of the staff were shifted due to the school's financial situation. The director worked as an adviser as well as a director. This is challenging because working two full time positions leaves room for compromise. Likewise, the rest of the staff had to fill in and perform additional duties for the school's success.

Marketing Campaign:

In the summer of 2008, the director invested in an aggressive marketing campaign that included a direct-mail operation, newspaper advertisements, radio announcements, recruitment fairs. Although one cannot know the actual effectiveness of the marketing approaches, it was deemed to be, at best, minimally successful. Such campaigns are costly. For example, costs for direct mailing include: postage, printing, acquiring address labels. It also was challenging to get volunteers to stuff envelopes.

The good news was that enrollment increased throughout the school year steadily due primarily to word-of-mouth.

4. 2008-09 Academic Accountability Data

In 2008-09, JCLC had goals for academic progress in reading, mathematics and writing; and additional school goals in Transformational Learning Outcomes and Engagement/Hope. In this section the three academic progress goals are addressed along with measures of progress for each of the goals, and a summary of available data.

Reading goal: All students will improve reading skills across the curriculum. There were three indicators:

- Student skills in reading will improve as demonstrated on the Test of Adult Basic Education Reading test: on average JCLC students at least keep up with the norming group as evidenced by a fall to spring comparison.
- JCLC Grade 10 MCA-II Reading test results will improve sufficiently from 2008 for the school to continue making AYP.
- Ninety-percent of students who remain continuously enrolled for at least 60 days, will complete reading logs at least 4 times per week, for the time enrolled.

TABE reading results

Beginning in 2008-09, JCLC selected the Test of Adult Basic Education (TABE) as its pre-post growth indicator. The TABE was chosen because it effectively covers basic skills in reading and mathematics, is easy to administer and can be given at any time. The TABE provides subtests in four content areas: Reading, Mathematics Computation, Applied Mathematics, and Language. Students take a Locator Test which places them into an appropriate level (Easy, Medium, Difficult, or Advanced).

Results are reported here for the Reading and Language TABEs, for just those students who took the test both in the fall and in the spring.

- Reading - There were 13 students with both fall and spring scores on the Reading TABE. Three of these scored at the top of the range in the fall and were eliminated from the pre-post comparison as there was no room for improvement. Of the remaining 10 students, three improved their scores from fall to spring, six scored lower in the spring, and two scored the same. Cross-referencing TABE results in Reading with days enrolled and percent-of-attendance showed no clear connection between length of time enrolled or amount of attendance, and pre-post change in test scores. For the six students whose scores declined¹, average number of days enrolled was 152 and average percent-of-attendance was 76%. For the three students whose scores increased, average number of days enrolled was 103 and average percent-of-attendance was 72%.
- Language - There were 9 students with both fall and spring scores on the Language TABE, one of whom scored at the top of the range in the fall and was eliminated from the pre-post comparison. Of the remaining eight students, five improved their scores from fall to spring, two scored lower in the spring, and one stayed the same. For the three students whose scores remained the same or declined from fall to spring, average number of days enrolled was 146 and average percent-of-attendance was 70%. For the five students whose scores improved, average number of days enrolled was 139 and average percent-of-attendance was 83%. Though the numbers of students tested is too small to draw any firm conclusion, there appears to be a relationship between percent-of-attendance and pre-post scores, in that students who attended more were more likely to improve their scores on the Language TABE.

These results are disappointing in that there was no clearer trend in terms of most students improving their scores from fall to spring. The JCLC testing coordinator noted that students were not as cooperative/motivated to re-take the tests in the spring as they were in the beginning of the year. Staff have discussed how to address this in 2009-10.

MCA-II Reading test results

Seven JCLC 10th graders took the MCA-II Reading test in the spring of 2009; of these students, five had valid scores. Of these five students, two scored in the “Not Meeting Standards” range, two met the reading standards based on this assessment, and one exceeded the standards.

Only three of the JCLC students who took the Reading MCA were continuously enrolled from October 1 through testing and hence counted for Adequate Yearly Progress (AYP) calculations for Proficiency in Reading, and JCLC was identified as Above Target on this measure (three valid scores; total of two index points). Participation was low (only nine of eighteen enrolled 10th graders tested) but JCLC was not identified for AYP in Participation due to low numbers (cell size below 40).

¹ Enrollment and attendance data were missing for the one student whose score remained the same.

Reading logs completion

During 2008-09, as a strategy to encourage more reading, students were asked to complete reading logs daily, listing what they had read, whether school-related or not. Students generated reading logs in Project Excellence. To eliminate students who attended only briefly, measuring completion of reading logs was limited to students who remained continuously enrolled for at least 60 days, of whom there were 71. Of these 71 students, the evaluator's review in August 2009 showed records in Project Excellence for 69. There were very few students who completed as many as four reading logs in any given week. Review by month shows average numbers of logs completed per month (for students enrolled the whole month only) were as follows:

Sept.: 4.8 (33 students)	Feb.: 2.5 (56 stu)
Oct.: 5.8 (41 stu)	Mar.: 2.1 (57 stu)
Nov.: 3.5 (50 stu)	Apr.: 2.5 (55 stu)
Dec.: 2.6 (52 stu)	May: 2.1 (52 stu)
Jan.: 4.3 (53 stu)	

While these results were disappointing (it was rare for a student to have one entry per day for any extended period of time), JCLC staff noted that many times students were reading but didn't log what they had read. Advisors reminded them to do this but not always successfully. For 2009-10, the expectation that students complete reading logs will continue, but will not be measured as part of the reading goal.

Mathematics goal: All students will improve mathematics skills across the curriculum.

There were three indicators.

- Student skills in reading will improve as demonstrated on the Test of Adult Basic Education Mathematics Computation / Applied Mathematics tests: on average JCLC students at least keep up with the norming group as evidenced by a fall to spring comparison.
- JCLC Grade 11 MCA-II Math test results will improve sufficiently from 2008 for the school to continue making AYP.
- Ninety-percent of students who remain continuously enrolled for at least 60 days, will meet 100% of expectations in Daily Math, for the time enrolled.

TABE mathematics results

As noted, JCLC selected the Test of Adult Basic Education (TABE) as its pre-post growth indicator for both Reading and Mathematics. Results are reported here for the Math Concepts and Applied math tests within the TABE.

- Math Concepts - There were 15 students with both fall and spring scores on the Math Concepts TABE. Three of these scored at the top of the range in the fall and were eliminated from the pre-post comparison. Of the 12 remaining students, six improved their scores from fall to spring, four scored lower in the spring, and two stayed the same. Cross-referencing TABE results in Math Concepts with days enrolled and percent-of-attendance showed that students who improved their scores were more likely to be enrolled longer, and had slightly better attendance on average. For the six students whose scores declined or remained the same, average number of days enrolled was 139, and average percent-of-attendance was

- Applied Math - There were 14 students with both fall and spring scores on the Applied Math TABE. Three of these scored at the top of the range in the fall and were eliminated from the pre-post comparison. Of the 11 remaining students, six improved their scores from fall to spring, and five scored lower in the spring. For the five students whose scores declined, average number of days enrolled was 144, and average percent-of-attendance was just 65%. For the five students whose scores improved, average number of days enrolled was 148 and average percent-of-attendance was 84%. While one should be cautious when interpreting results of a single test with a small group of students, these results seem to suggest that on the Applied Math TABE in any case, there is a connection between fall-to-spring improvement and regular attendance.

MCA-II Mathematics test results

Seven juniors enrolled at JCLC took the MCA-II Mathematics test in the spring of 2009; five had valid scores. Of these, all were in the lowest scoring band, “Not Meeting the Standards.”

Only two of the JCLC students who took the Math MCA were continuously enrolled from October 1 through testing and hence counted for AYP calculations for Proficiency in Mathematics, and JCLC was identified as Above Target on this measure although no Index Points were earned. As on the Reading MCA, participation was very low (only seven of sixteen enrolled juniors tested) but JCLC was not identified for AYP in Participation due to low numbers (cell size below 40).

Daily Math results

JCLC students were expected to complete assignments in Daily Math, which their Advisors recorded. However, this data was not recorded in Project Excellence, and was not tracked consistently throughout the year. So, while the intent was to use this as a third indicator of student achievement in math, data was not available for reporting. The math program has been revised for 2009-10, as have strategies for tracking students’ performance in Daily Math.

Writing goal: All students will improve their writing skills. There were three indicators.

- All regularly attending² 9th graders will pass the Writing GRAD, spring 2009.
- On average, students will improve from fall to spring based on rubric assessments of essays written in the fall and the spring.
- Ninety-percent of students who remain continuously enrolled for at least 60 days, will meet 100% of expectations for journal writing (defined as two entries per week), for the time enrolled

² Defined as being in attendance at least 80%.

Writing GRAD results

Seven ninth-graders at JCLC took the Writing Graduation Required Assessment for Diploma (GRAD) in the spring of 2009, of whom two passed (also two tenth-graders too the Writing test as a re-test, neither of whom passed). Cross-checking of Writing GRAD results with enrollment and attendance data shows that of the seven of the nine students tested were in attendance more than 80% of the days they were enrolled (the two who passed the tests were among the seven with greater than 80% attendance). However, only three of the nine students tested were enrolled for the entire school year (one of the three enrolled for the entire school year passed).

Writing rubric assessment results

The plan with regard to this assessment was, that all students would write an initial essay in the fall; then write a second essay in the spring, and rubric ratings on the two would be compared. Students did write in the fall, on the topic of why they chose to attend JCLC, and many completed a second essay for which they were asked to reflect on the school year. However, these assignments were written as journal entries rather than focused essays, and so the results were not appropriate to use for assessing fall-spring progress.

For 2009-10, the measure is being retained but rather than using journal entries as the writing samples to be assessed, the assessment will be carried out on essays which are written to a specific prompt, similar to the MCA Writing assessment.

Journal writing results

JCLC students were asked to keep journals, entries for which were recorded in Project Excellence and reviewed by advisors. However, journals were not consistently documented in PE by all students. Also, review of this measure with school staff revealed that this was not a good measure of writing quality in any case – the intent of the journals was to promote self-reflection, particularly over time (students may be encouraged to look back at their journal entries from months in the past and reflect on how they have changed), rather than to encourage quality academic writing. While journals writing will remain as an expectation of students in 2009-10, this will not be part of the external measures. JCLC’s writing program is being revised in the new school year, as described below in the “Academic Goals for the 2009-10 School Year” section.

5. 2008-09 Other Accountability Data

In addition to the three academic goal areas noted above, there were two other accountability goals at JCLC in 2008-09: Transformational Learning Goals associated with the Community Learning Centers model; and students’ level of Engagement and Hope.

Transformational Goals:

- Each student is becoming a Responsible Citizen
- Each student is becoming a Productive Worker
- Each student is becoming a Self-Directed Lifelong Learner
- Each student is becoming a Creative, Healthy Individual

The measures for the four Transformational Goals was to be advisor ratings in these respective areas on the JCLC transcripts from fall to spring (the expectation was that students on average will improve by .5 on 5 point scale from fall to spring). However, there was insufficient data (both fall and spring measures were available for fewer than 10 students) for this measure to be meaningful. The data collection process is being improved for 2009-10; the measure has been retained and data will be available for reporting by summer 2010.

Engagement and Hope: Students who remain enrolled for the full year will improve their levels of Autonomy, Belongingness, Goal Orientation, Academic Press, and Engagement. The measure for the Engagement and Hope goal was student scores on the Hope survey administered by EdVisions (expected to increase from fall to spring).

The EdVisions Hope Study is based on research into factors that determine students' overall outlook. The survey variables are Autonomy, Belongingness, Goal Orientation, Academic Press, Engagement, and Hope. Fifty-two JCLC students did the survey in the fall of 2008 but only 21 students did it in the spring of 2009 (JCLC sought to have only students who had been there all year do the spring survey). There were fifteen students who did the survey both times.

JCLC Hope Study results from fall to spring 2008-09 show:

- Autonomy (refers to the opportunity for self-management and choice). JCLC students' results increased from 4.0 to 5.7 on a 7-point scale; EdVisions average = 5.7
- Belongingness (sometimes referred to as "relatedness," measures the depth and quality of interpersonal relationships). Results are broken into four sub-categories, and are on a 5-point scale:
 - Advisor/academic – JCLC students scores increased from 3.5 to 4.5; EdV avg = 4.3
 - Advisor/personal – 3.3 to 4.3; EdV avg = 3.9
 - Peer/academic – 3.1 to 3.4; EdV avg = 3.3
 - Peer/personal – 3.0 to 3.7; EdV avg = 3.5
- Goal Orientation (represents the reasons behind a student's efforts to achieve, with a "task" or "mastery" orientation representing a desire to achieve purely for the purpose of obtaining knowledge and increasing skills, while a "performance" orientation represents the desire to succeed in comparison to others). Scores are on a 5-point scale
 - Task/mastery – JCLC students' scores increased from 3. to 4.1; EdV avg = 4.1
 - Performance – scores declined from 2.8 to 2.0; EdV avg = 2.2
- Academic Press (defined as a consistently high expectation on the part of teachers that students will do their best work). JCLC students' results increased from 3.4 to 3.6 on a 5-point scale; EdV avg = 3.8.
- Engagement (refers to students' behavior and attitudes in school, i.e. the extent to which they are engaged emotionally and behaviorally). Scores are on a scale from -10 to 10.

- Behavioral – JCLC students’ scores increased from -2.8 to 3.2; EdV avg = 3.4
- Emotional – 0.7 to 8.5; EdV avg = 5.0
- Hope (reflects individuals’ perceptions regarding their ability to clearly conceptualize their goals, develop strategies to reach those goals, and carry out activities in support of those strategies). JCLC students’ average scores on the Hope index increased, from 48.8 to 50.7 on a 64-point scale. EdVisions average is 49.4.

Results for these students show that average scores in all five of the areas addressed improved from fall to spring, though Academic Press results increased only slightly. In most areas the average scores were close to the average scores for EdVisions schools generally.

In addition to the Hope Survey, JCLC students responded to a Satisfaction Survey in May 2009, which asked six questions pertaining to their level of satisfaction with different aspects of the program. Students were asked to rate their experiences at JCLC during this school year. Possible responses were Strongly Disagree, Disagree, Agree, and Strongly Agree; students were also encouraged to explain their responses. Twenty-six students responded. The questions were:

- I like attending Jennings CLC – 92% of respondents agreed or strongly agreed
- I feel safe at Jennings CLC – 88% agreed or strongly agreed
- I have participated in some memorable learning opportunities – 84% agreed or strongly agreed
- The staff has high expectations of us – 89% agreed or strongly agreed
- My advisor keeps me informed through PLPs and feedback regarding my progress toward graduation – 84% agreed or strongly agreed
- I feel I am developing skills that will help me become a productive, healthy citizen and lifelong learner – 92% agreed or strongly agreed

No respondents strongly disagreed with any of the statements. Results on both the Hope Survey and the Satisfaction Survey were quite positive.

6. Current Academic Goals For the 2009-10 School Year

The following are tentative academic goals and measures for 2009-10. The goal areas remain the same as in 2008-09, with some changes to the specific measures. The goals/measures are noted, along with a brief comment about strategies for improvement that are in place for 2009-10.

Reading goal: All students will improve reading skills across the curriculum. There are three indicators:

- Student skills in reading will improve as demonstrated on the Test of Adult Basic Education Reading test: on average JCLC students at least keep up with the norming group as evidenced by a fall to spring comparison³.
- The AYP Reading Proficiency Index will increase from 66.67 to at least 70.00 in 2010 as measured by the Reading MCA-II.

³ Only new students will take the TABE in the fall of 2009 while all students will test in the spring; pre-post comparison will be based on fall-spring for new students and spring 2009-spring 2010 for returning students.

- Ninety-percent of students who remain continuously enrolled for at least 60 days, and have not yet completed all Reading requirements for graduation, will complete reading logs at least eight times per month, for the time enrolled.

For 2009-10, schoolwide reading time will remain in the schedule at the beginning of the day, but expectations for arriving on time will be more stringently enforced. Staff will continue to encourage students to read self-selected material based on their own interests, as well as material relating to courses and projects at JCLC. Reading logs will continue to be tracked in Project Excellence in order to encourage reading and encourage students to reflect on what they read.

Students who struggle with reading will be identified and given additional individual instruction.

Math goal: All students will improve mathematics skills across the curriculum. There are three indicators:

- Student skills in reading will improve as demonstrated on the Test of Adult Basic Education Mathematics Computation / Applied Mathematics tests: on average JCLC students at least keep up with the norming group as evidenced by a fall to spring comparison.
- The AYP Mathematics Proficiency Index will increase from 0.00 in 2009 at least to 10.00 in 2010 as measured by the Mathematics MCA.
- Ninety-percent of students who remain continuously enrolled for at least 60 days, and have not yet completed all Mathematics requirements for graduation, will meet 100% of expectations in Daily Math, for the time enrolled.

Math and writing will be the main focus of improvement efforts during 2009-10. August 2009 staff development focused largely on strategies to improve in these two areas. In math, JCLC will implement an innovative program with different activities each day of the week, addressing both theoretical and practical aspects of mathematics. Students will be placed on a continuum based on their fall TABE results, and the program will be more individualized to address different learning styles. To better prepare students for testing, the program will include material from MCA practice tests.

Writing goal: All students will improve their writing skills. There are two indicators:

- All regularly attending⁴ 9th graders will pass the Writing GRAD
- On average, students will improve from fall to spring based on rubric assessments of essays written in the fall and the spring

During the 2009-10 school year, all students are required to write an essay every other week, with initial drafting the first week, and work with their advisor to revise and improve the quality of the essay the second week. In working to improve writing, the focus will be on organization and mechanics as well as content. Essays will be written based on writing prompts from staff which address topics that are interesting/relevant. Some of the prompts will be similar to those used on

⁴ Defined as being in attendance at least 80%.

the Written Composition MCA/GRAD. Quality of students' essays will be gauged by a writing rubric, comparing a fall to a spring example.

7. Other Student/School Goals For the 2009-10 School Year

There are two Student or School goals in addition to the three Academic goals noted above. These goals and measures are being retained from the 2008-09 year:

Transformational Goals. 4 indicators.

- Each student is becoming a Responsible Citizen
- Each student is becoming a Productive Worker
- Each student is becoming a Self-Directed Lifelong Learner
- Each student is becoming a Creative, Healthy Individual

The measures for the four Transformational Goals will be advisor ratings in these respective areas on the JCLC Transformational Outcome survey from fall to spring; the expectation is that continuously enrolled students will improve on average by .5 on 5 point scale from fall to spring.

Engagement and Hope. 1 indicator.

Students who remain enrolled for the full year will improve their levels of Autonomy, Belongingness, Goal Orientation, Academic Press, and Engagement. Measure: Student scores on the Hope survey administered by EdVisions, will increase from fall to spring.

8. Sponsor Information

Jennings Community Learning Center's sponsor is Pillsbury United Communities. 2008-09 was the second year of our second three-year contract with PUC. Sponsor contact is Chanda Smith Baker (email smithc@puc-mn.org; 612-302-3421)..

Enclosures

• Governance Information

JCLC Board membership during 2008-09 was as noted in the table below. A Board election was held in the fall of 2008 for three seats. Bill Zimmiewicz, Stephen Rosenmeier, and Wayne Jennings were elected. It is important to note that Zimmiewicz, because he is the school's executive director, resigned from the board in August, 2009, due to the new state governance regulations. Lauren Fischel was added to the Board as a teacher member at the first meeting, in August. Jessany Williams was seated on the Board as a student member, in December. There were nine meetings of the Board, and no changes in membership once the student member was seated.

Name	Board Position	Group (if teacher, file folder #)	Phone Number	E-Mail Address	Board Attendance
Lauren Fischel	Member	Teacher (437470)			8 of 9 meetings
Wayne Jennings	Chair	JCLC staff (teacher member, 093036)	651 644-2805	<a href="mailto:wayne@desi
gnlearn.net">wayne@desi gnlearn.net	7 of 9 meetings
Stephen Rosenmeier	Secretary/ Treasurer	Teacher (373236)	651 649-5403	stephen@jen ningsclc.org	9 of 9 meetings
Tony Simmons	Member	Community member	651 287-0890	<a href="mailto:anthony@hsr
a.org">anthony@hsr a.org	4 of 9 meetings
Rebecca Welty	Member	Parent			6 of 9 meetings
Jessany Williams	Member	Student			5 of 7 meetings
Bill Zimniewicz	Vice Chair	Director/ Advisor (296323)	651 649-5403	<a href="mailto:bill@jennings
clc.org">bill@jennings clc.org	9 of 9 meetings

- **Teaching Staff Information**

Name	file folder number	Assignment	Left during 08/09	Not returning 09/10
Kristyn Daly	998591	Educational Assistant	<input type="checkbox"/>	<input type="checkbox"/>
Lauren Fischel	437470	Special Education	<input type="checkbox"/>	x
Don Link	184726	Vocational education and internship coordination	<input type="checkbox"/>	<input type="checkbox"/>
Sara Stocco	443910	Advisor (multiple subjects with Exp. Program waiver)	<input type="checkbox"/>	<input type="checkbox"/>
Bill Zimniewicz	296323	School director, advisor	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>

- **Sponsor Information**

Sponsor name	Contact information	Sponsor liaison	Contract termination date
Pillsbury United Communities\	smithc@puc-mn.org ; phone 612-302-3421	Chanda Smith Baker	June 30, 2010

- **School Admissions Policies/Procedures**

The policy of Jennings Community Learning Center is to accept all students who request enrollment, as long as they are Minnesota residents and in grades 7-12. The Board has placed a cap on overall enrollment at 92. This has not yet been reached, but if it is reached students to be admitted will be selected by lottery, with the exception of sibling preference. Application/enrollment forms are available at the school or online at <http://www.jenningsclc.org/docs/enrollmentapplication.pdf>.

- **School's State Report Card**

Jennings Community Learning Center's state report card is available online, at http://education.state.mn.us/ReportCard2005/schoolDistrictInfo.do?SCHOOL_NUM=010&DISTRICT_NUM=4031&DISTRICT_TYPE=07.

- **School's Current Non-Profit Status**

Jennings Community Learning Center is a nonprofit corporation registered as a Charity with the Minnesota Attorney General's office. Its current status is active; see <http://www.ag.state.mn.us/Charities/CharitySearch.asp>.

Addendum to the Jennings Community Learning Center 2008-09 Annual Report Additional Elements

There are 10 additional elements to be included in charter school annual reports, per 2009 revised charter law provisions:

- *school enrollment*

There were 47 students enrolled at JCLC as of October 1, 2008. Though this was a decline of 28 from the previous October, enrollment climbed through the year. By the end of the 2008-09 school year, enrollment was just over 70 students, and Average Daily Membership was 58.98.

Conversely, on October 1, 2009, Jennings CLC had an enrollment of 82 students.

- *student attrition*

Review of year-end enrollment data at the school showed that of the 47 students enrolled at JCLC on October 1, 27 remained to the end of the school year, and one of those who left earlier graduated. Retention rate defined as proportion of students enrolled in the fall who remained for the year is 28 of 47, or 60%. It is also worth noting that retention of students from the conclusion of the school year to the fall was much improved from the previous year. In the fall of 2008, only 18 students who were in JCLC during the previous school year returned. However, in the fall of 2009, there were 42 returning students.

- *governance and management*

Governance is addressed via Governance Information in the Enclosures section of the report. The school is managed by its director, Bill Zimmiewicz in collaboration with the teacher/advisors.

- *staffing*

In addition to the teaching staff listed in the Enclosures section of the report, there was just one additional position during 2008-09, Stephen Rosenmeier, in the previous two years served as a teacher/advisor, became a teacher on special assignment. One of his duties was to be the MARSS coordinator

- *finances*

The financial status at the start of the 2008-09 school year can be described as dire. The school is in Statutory Operating Deficit (SOD). This was due to a number of factors: paying for two facilities, while receiving lease aid on one; and, having lower than expected enrollment during the 2007-08 school year.

In January of 2009, Jennings Community Learning Center submitted a SOD Plan to the Minnesota Department of Education. As mentioned above, JCLC had to make a number of sacrifices—cuts in expenditures—as part of an overall approach to get the school out of SOD and on solid financial footing. JCLC will get out of SOD no later than the end of the 2010-11 fiscal year.

- *academic performance*

Academic performance is addressed in Section IV of the report, 2008-09 Academic Accountability Data

- *operational performance*

Some aspects of operational performance are addressed in School Essentials and Program Successes and Best Practices sections toward the beginning of the report. In addition, some comment may be useful regarding facility, transportation, and food service. JCLC leases space on University Avenue nearly Highway 280, a storefront location where the school has been since 2007. There is just under 10,000 square feet which is adequate for the school's needs. Students use public transportation to get to this

centrally-located building; the school provides bus cards. JCLC provides breakfast and lunch to students, purchasing food items from a caterer and other suppliers.

- *innovative practices and implementation*

Innovative practices that are being implemented at JCLC are addressed in the School Essentials and Program Successes and Best Practices sections of this report.

- *future plans*

JCLC's goals for the current school year, and strategies to attain those goals, are addressed in the Current Academic Goals and Other Student/School Goals sections. In addition, it is worth emphasizing that in spite of tight finances, the school re-instituted student trips during 2008-09, providing nine different overnight travel opportunities for students during the year (there was just one overnight trip during 2007-08). This is being curtailed somewhat during 2009-10 due to limited resources, but JCLC is committed to continuing to enhance the number and quality of trips as powerful learning experiences for students.

The school's major focus during 2008-09, and in the current school year, is attaining a consistent enrollment and continuing to limit expenditures so that it will be possible to exit Statutory Operating Debt by June 2011. With the current staffing, the school is financially sustainable as long as there are at least 70 students; currently (January 2010) there are over 80 enrolled and Average Daily Membership for the year so far is over 80 as well.

- *documentation of director's professional development plan*

The JCLC Director is Bill Zimmiewicz, who has a Masters degree in Teaching and Learning and has directed other programs previously, but does not have administrative licensure (he was enrolled in Hamline University's program for principals prior to suffering severe health issues in 2007, and plans to return to these studies in the near future). Mr. Zimmiewicz attends the Minnesota Association of Alternative Programs conference annually, and attends MDE trainings for charter school directors. He participates in the Pillsbury Unity Communities' Directors' Roundtable (monthly meetings of directors of charter schools sponsored by Pillsbury), and has served on an advisory committee set up by Pillsbury to evaluate sponsored schools. During 2009-10, JCLC is working with its sponsor, Pillsbury United Communities, to develop leadership and professional learning structures for all staff; Professional Development Plans will be required of all professional staff.