

# Clark Street Community School 2013-14

## Student Demographics:

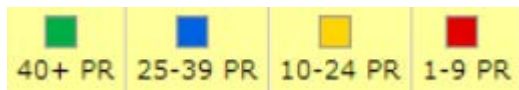
93 Total Enrollments

30% Students with Disabilities

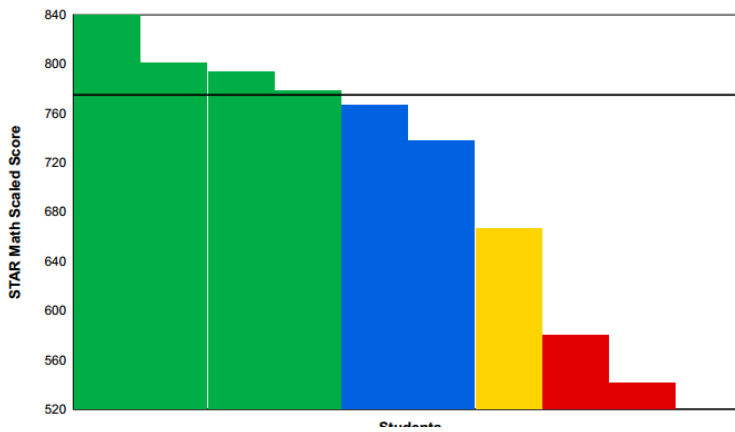
40% Free and Reduce lunch eligible

## Fall 2013 STAR Assessment Data

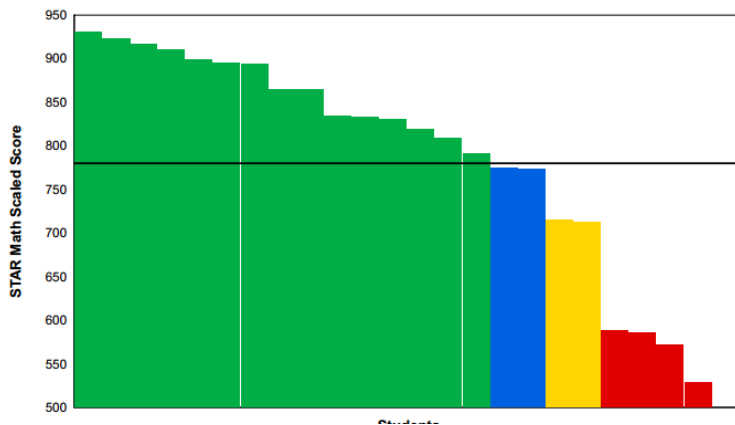
### Math



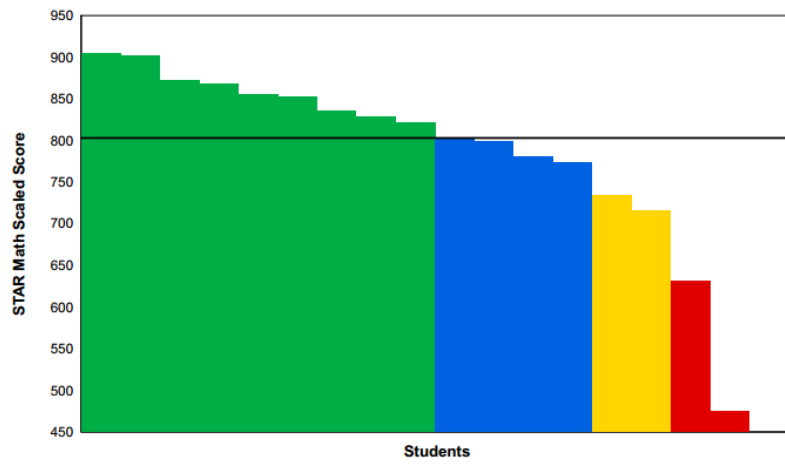
#### Grade: 9



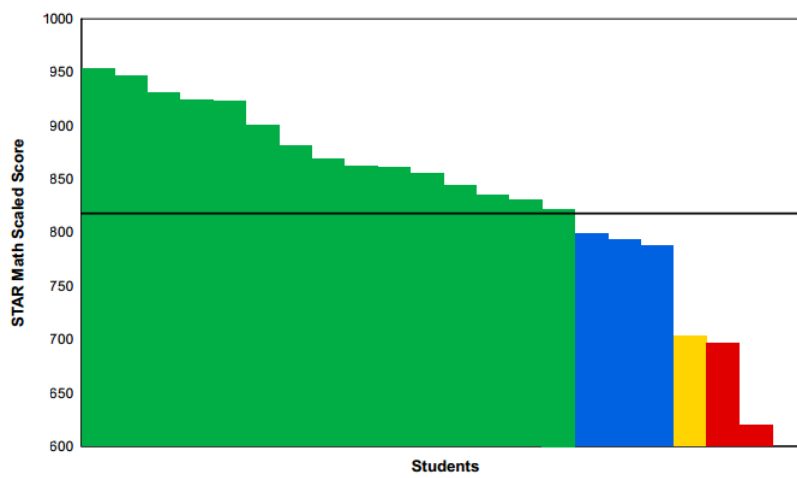
#### Grade: 10



**Grade: 11**

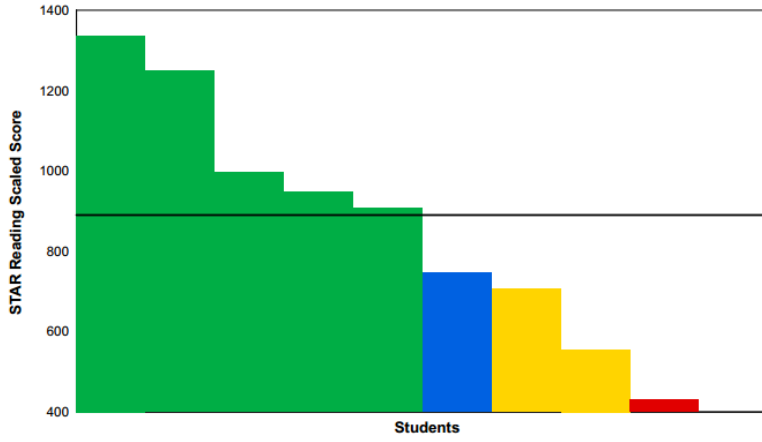


**Grade: 12**

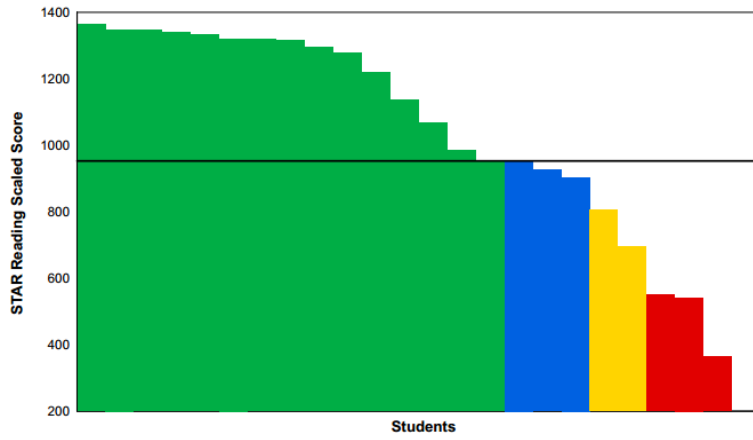


# STAR Reading Fall 2013

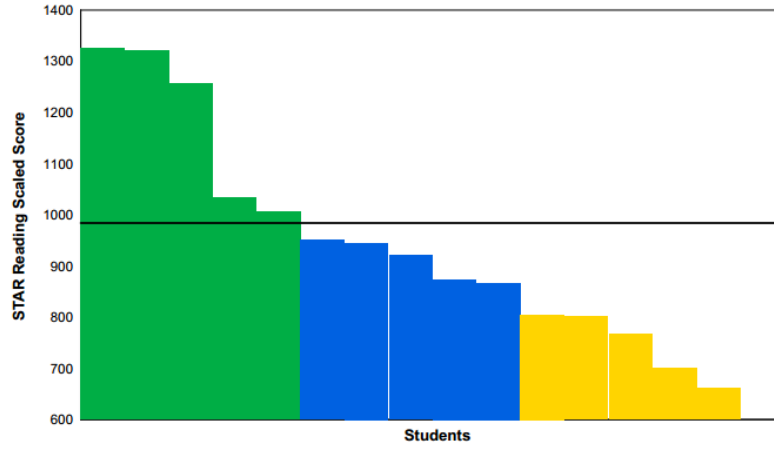
## Grade: 9



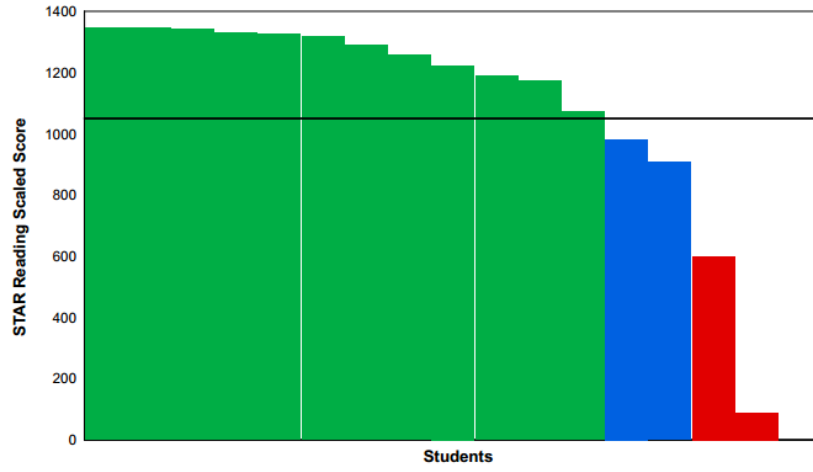
## Grade: 10



**Grade: 11**










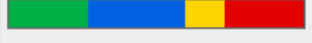


**Grade: 12**



## Star Math growth fall 2012-fall 2013 (same students)





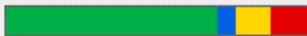





### Clark Street Community School - Growth

Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Total Students	 40+ PR	 25-39 PR	 10-24 PR	 1-9 PR
Grade 1	No data for this grade		-	-	-	-	-
Grade 2	No data for this grade		-	-	-	-	-
Grade 3	No data for this grade		-	-	-	-	-
Grade 4	No data for this grade		-	-	-	-	-
Grade 5	No data for this grade		-	-	-	-	-
Grade 6	No data for this grade		-	-	-	-	-
Grade 7	No data for this grade		-	-	-	-	-
Grade 8	No data for this grade		-	-	-	-	-
Grade 9	No data for this grade		-	-	-	-	-
Grade 10	2013 - 2014 Grade 10		17	65% 11	12% 2	6% 1	18% 3
	2012 - 2013 Grade 9		17	59% 10	0% 0	18% 3	24% 4
Grade 11	2013 - 2014 Grade 11		7	71% 5	14% 1	14% 1	0% 0
	2012 - 2013 Grade 10		7	57% 4	29% 2	0% 0	14% 1
Grade 12	2013 - 2014 Grade 12		15	67% 10	13% 2	7% 1	13% 2
	2012 - 2013 Grade 11		15	27% 4	33% 5	13% 2	27% 4

Done

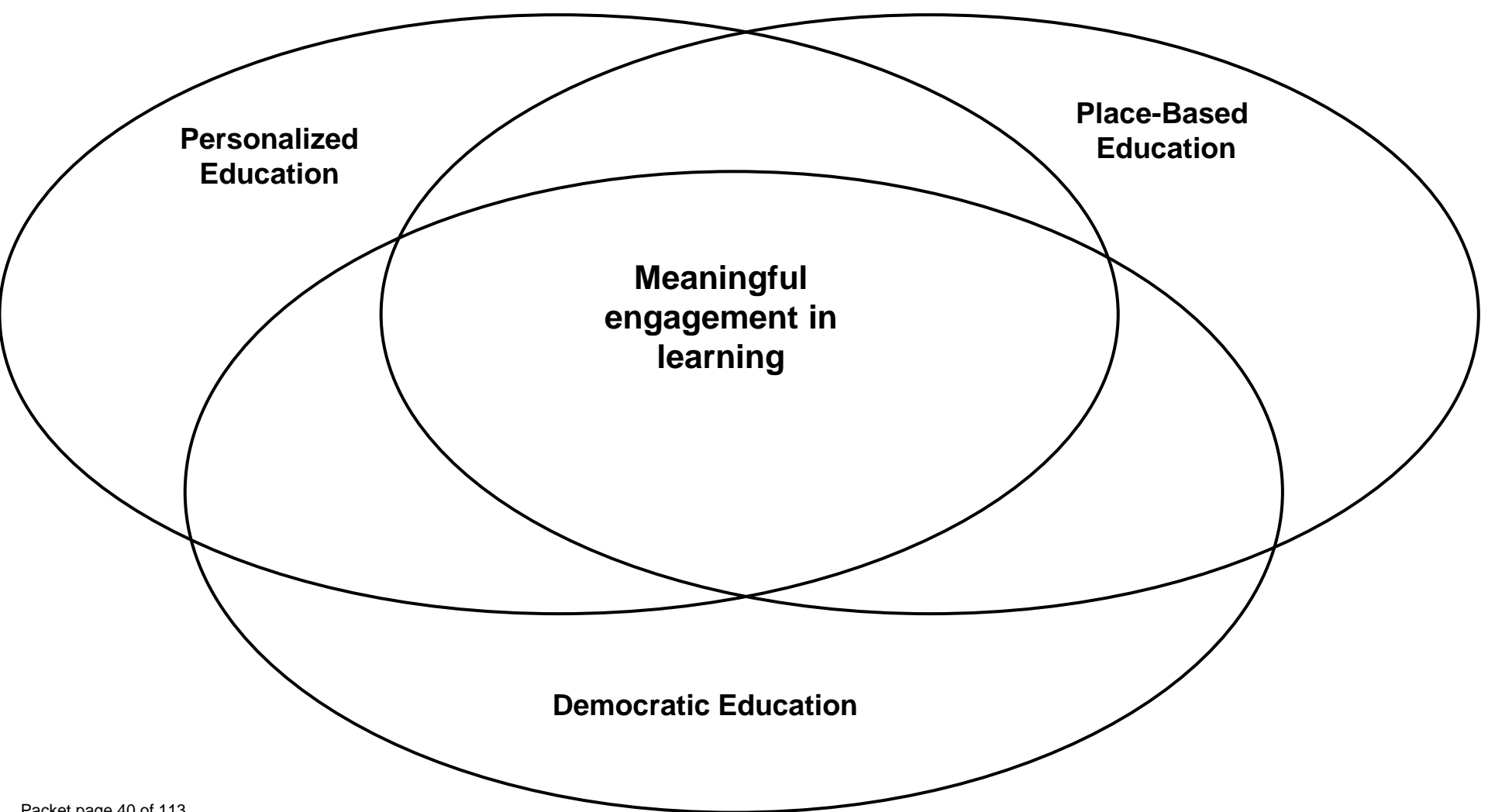
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## Star Reading Growth

Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Total Students	 40+ PR	 25-39 PR	 10-24 PR	 1-9 PR
Grade 1	No data for this grade		-	-	-	-	-
Grade 2	No data for this grade		-	-	-	-	-
Grade 3	No data for this grade		-	-	-	-	-
Grade 4	No data for this grade		-	-	-	-	-
Grade 5	No data for this grade		-	-	-	-	-
Grade 6	No data for this grade		-	-	-	-	-
Grade 7	No data for this grade		-	-	-	-	-
Grade 8	No data for this grade		-	-	-	-	-
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Grade 10	2013 - 2014 Grade 10		17	71% 12	6% 1	12% 2	12% 2
	2012 - 2013 Grade 9		17	59% 10	24% 4	6% 1	12% 2
Grade 11	2013 - 2014 Grade 11		7	29% 2	29% 2	43% 3	0% 0
	2012 - 2013 Grade 10		7	29% 2	43% 3	29% 2	0% 0
Grade 12	2013 - 2014 Grade 12		12	67% 8	17% 2	0% 0	17% 2
	2012 - 2013 Grade 11		12	50% 6	33% 4	17% 2	0% 0

# **Clark Street Community School**

2013-14 Plan



**Personalized  
Education**

**Place-Based  
Education**

**Meaningful  
engagement in  
learning**

**Democratic Education**



## **Personalized Education: Working Definition**

*Personalized learning is tailoring learning for each student's strengths, needs and interests — including enabling student voice and choice in what, how, when and where they learn — to provide flexibility and supports to ensure mastery of the highest standards possible.*

- iNacol paper "Mean What You Say," October, 2013

## **Personalized Education: Characteristics**

- connects with need, interests, passions, and aspirations
- learners actively participate in the design of their learning
- learners have a voice and choice on what they learn
- learners build a network of peers, teachers, and others to guide and support their learning
- competency-based models where the learner demonstrates mastery
- assessment AS learning

## Democratic Education: Definition

With democratic education, students, families, educators and community members have a **right to fully-informed and critical participation** in creating school policies and programs, and work collaboratively to solve interpersonal and community issues.

Democratic education recognizes the dignity and **rights of all individuals; the welfare of others and the common good**; the individual and collective capacity for people to solve problems; the open flow of ideas, regardless of their popularity, that enables people to be as fully informed as possible; and the use of critical reflection and analysis to evaluate and revise ideas, problems and policies.

## **Democratic Education: Characteristics**

- *Individual voice and choice in learning*
- *Personalization and ownership of personal development*
- *Collaborative problem-solving*
- *Collaborative decision-making*
- *Cultivate the skills, practices, and dispositions needed to engage in a living democracy.*

## **Place-based Education: Definition**

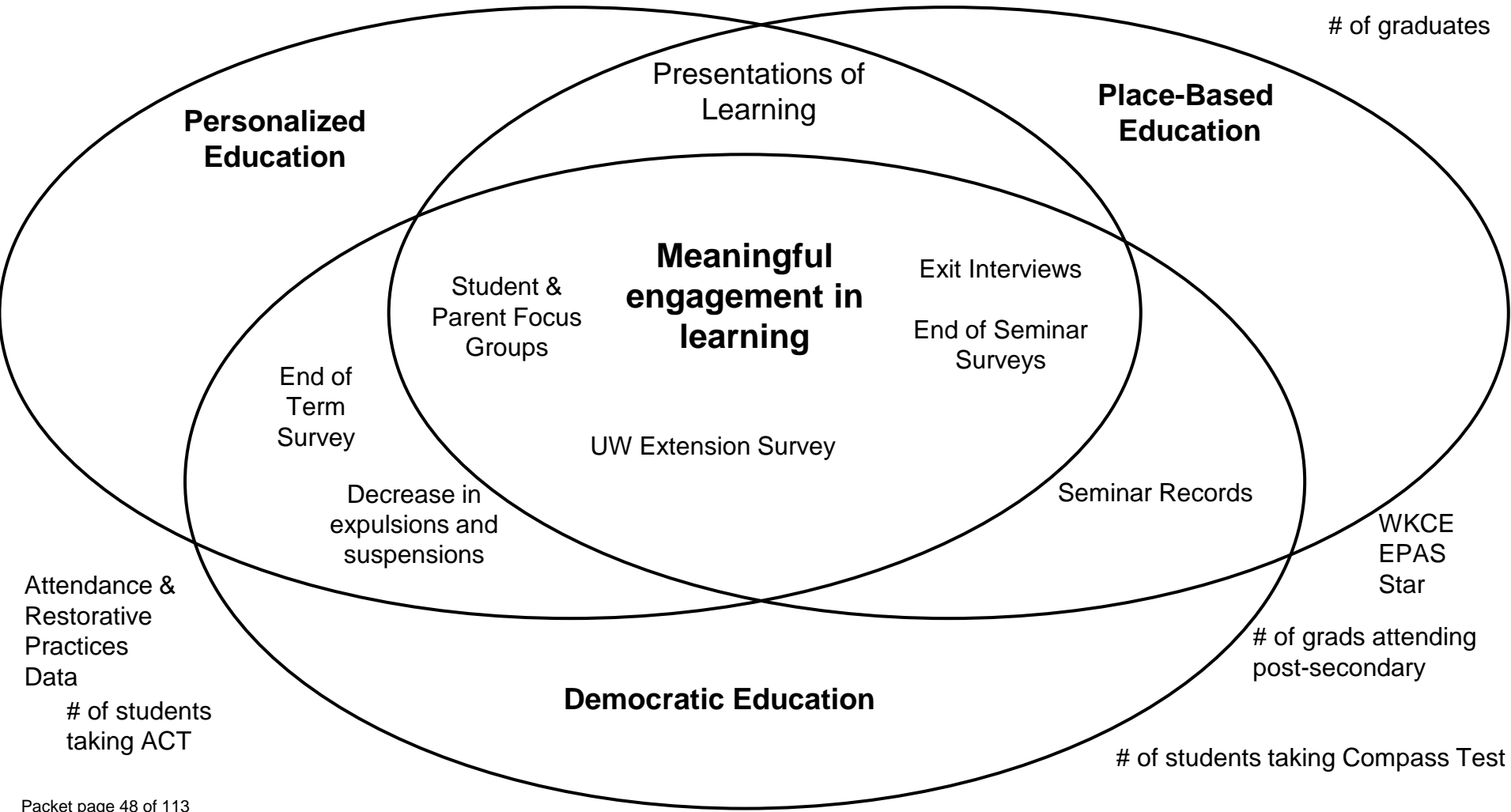
Place-based learning uses local cultural and natural systems and phenomena as the primary contexts for learning. Place-based curriculum and learning activities emerge from the unique characteristics and needs of local communities and the interests of individual students and teachers. Place-based learning is interdisciplinary and emphasizes hands-on, real-world learning experiences, where students engage in projects that draw upon and contribute to the place(s) in which they live. Students, teachers, families and other community members play an active role in developing, implementing, and assessing projects and individuals and organizations from the community serve as key teaching and learning partners.

## **Place-based Education: Characteristics**

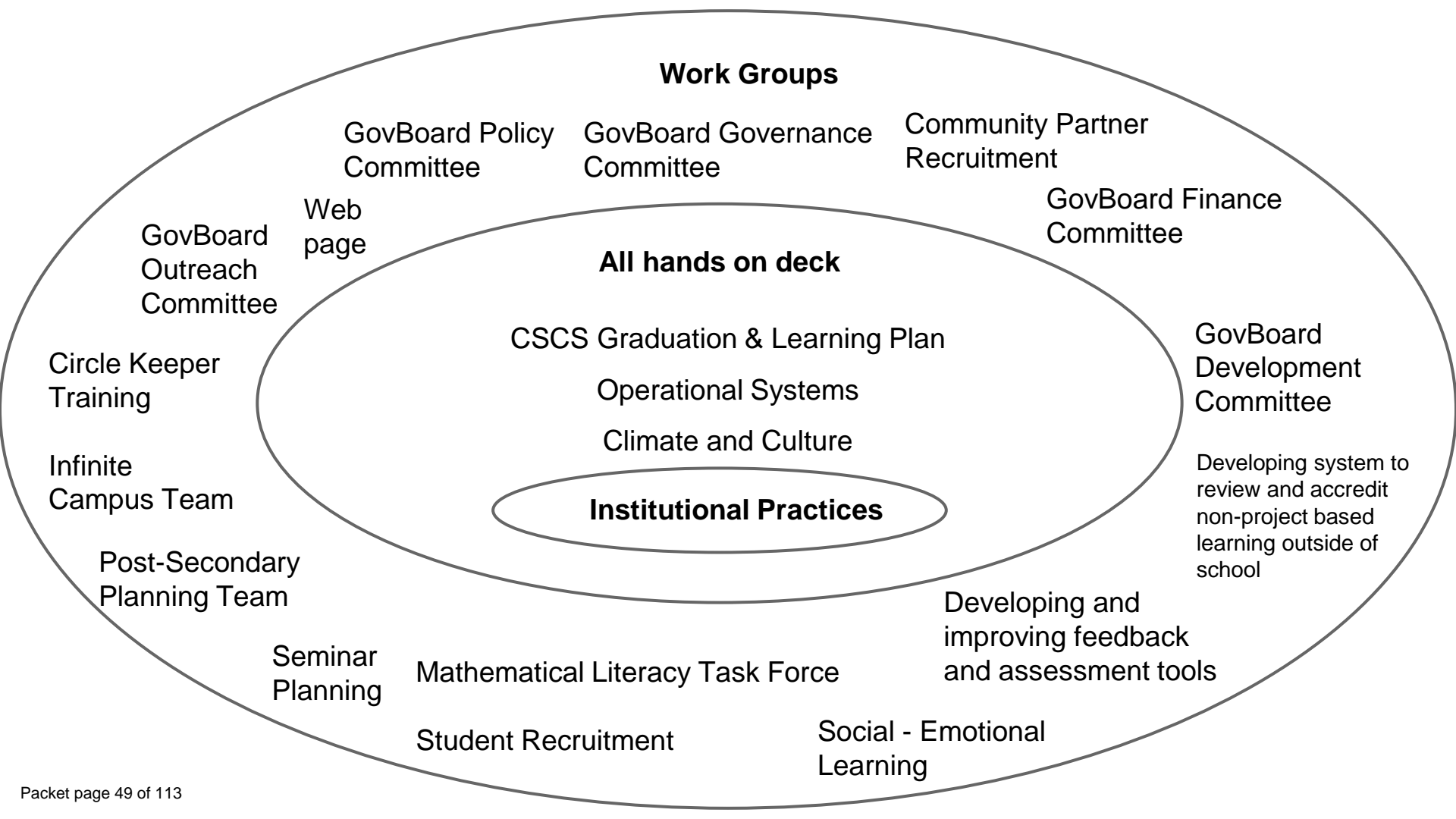
- *Students and teachers will develop an understanding of local cultural and natural systems and the interdependence between these systems and larger regional, national, and global systems*
- *Students and teachers will be producers, rather than consumers, of new knowledge*
- *Students will become more invested in and capable of promoting the well-being of their communities.*

## **Place-based Education: Characteristics**

- *Students and teachers will develop a deeper commitment towards promoting the cultural and ecological health of their local community.*
- *The community will view the school (including the teachers and students) as a local resource and will engage with the staff and students on projects that promote the well-being of the community*







# Graduation and Learning Plan

<p><b>Students</b></p>	<p>Learning about and sharing with family members individual learning and grad plan          Designing projects based on individual needs / interests          Selecting learning experiences based on individual needs / interests          Determining post-secondary plans based on individual needs / interests          Tracking progress          Seeking and processing feedback about learning          Celebrate progress          Define areas of need and seek support          Provide feedback to improve system</p>
<p><b>Staff</b></p>	<p>Learn about and share grad plan with students          Design learning opportunities that support students in meeting their goals          Support students in tracking progress          Articulate learning goals          Provide feedback about learning          Assess and report student learning          Celebrate student progress          Support students in understanding areas of need and seeking support          Provide feedback to improve system</p>
<p><b>Leadership Team</b></p>	<p>Support staff in understanding and implementing the grad plan          Create tools and systems for students and staff to support implementation of grad plan          Identify areas of need and support problem-solving solutions</p>

# Graduation and Learning Plan

<b>Governance Board</b>	Understand and approve grad plan Present to BOE for approval Provide ongoing monitoring of implementation and improvement to grad plan
<b>Families</b>	Support student in understanding their learning and grad plan Celebrate progress Provide support in areas of need Support students in planning for during and after high school Provide feedback to improve system
<b>Community Partners</b>	Provide rich, contextually based opportunities for learning. Provide support and mentorship for students with unique learning interests.

# Operational Systems

<b>Students</b>	Document work being done and share successes and challenges Provide constructive feedback in order to improve systems Communicate the CSCS message in the community
<b>Staff</b>	Document work being done and share successes and challenges Recruit community partners Implement operational systems Communicate the CSCS message in the community
<b>Leadership Team</b>	Manage recruitment of new students and community partners Create and implement strategic plan and program data collection and review Create and implement school wide programs Support staff work both individual and collaborative Evaluate needs and propose solutions/action plans Establishing the point of light and helping it grow Keeping the focus on the big picture Manage "messaging" informational and promotional about school

# Operational Systems

<b>Governance Board</b>	Develop board goals and action plans. Create and implement accountability system for leadership team and school Communicate the CSCS message in the community Support future development through fundraising
<b>Families</b>	Provide constructive feedback in order to improve systems Communicate the CSCS message in the community
<b>Community Members</b>	Provide constructive feedback in order to improve systems

# Climate and Culture

<b>Students</b>	Learning about and supporting the community agreements and RP Getting trained circle keepers Participating in circles Reinforcing Safe environment
<b>Staff</b>	Learning about and supporting the community agreements and RP Facilitating circles Participating in circles Reinforcing Safe environment
<b>Leadership Team</b>	Create and support climate and culture team Hire and support the climate and culture coordinator Collecting and monitoring data
<b>Governance Board</b>	Establish policy related to RP and climate and culture Learning about and supporting RP Reinforcing Safe environment
<b>Families</b>	Learning about and supporting RP Participating in circles Reinforcing Safe environment
<b>Community Partners</b>	Learning about and supporting RP Reinforcing Safe environment Getting trained as circle keepers if interested

# Clark Street Community School

## Youth and Community Survey

### Year 1 Summary

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#### **What is the Youth and Community Survey?**

The Youth and Community Survey (YAC) is a longitudinal research study that measures elements of program quality and the associated outcomes. Students from community organizations and schools in 3 countries are currently participating in the study. The longitudinal nature of the study allows the research team to identify elements of program quality that relate to variance in outcomes over time. Organizations find the YAC particularly useful as a monitoring and assessment tool as they can see changes in the perceived quality of their programs over time.

This summary includes results from the 89 CSCS students who have taken the survey at least one time.

#### ***Data Information –***

89 Clark Street students have taken the survey one time. 64 students have taken it two times, and 57 have three time points. All survey items use a 5 point Likert scale, ranging from strongly disagree to strongly agree. The combined mean score for the each of the items in a category represents the average level for that category.

This report outlines results in two general categories: program quality and outcomes. Program quality includes four measures: youth voice in decision making, supportive adult relationships, safe environment, and school engagement. The outcome measures included in this report are: life-long learning, youth generativity, self-efficacy, sense of community, school connectedness, and optimism.

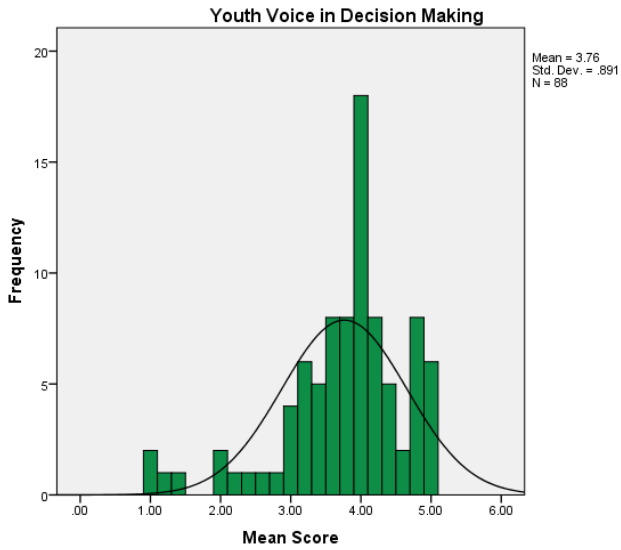
The graphs included in this report portray the frequency distribution of responses for the category. It gives a general picture of the average level for the school as well as information about how responses varied. This report also includes each of the individual response items for categories.

# Program Quality Measures

The YAC includes four measures of program quality. These include Youth Voice in Decision Making, Supportive Adult Relationships, Safe Environment, and School Engagement.

## Youth Voice in Decision Making

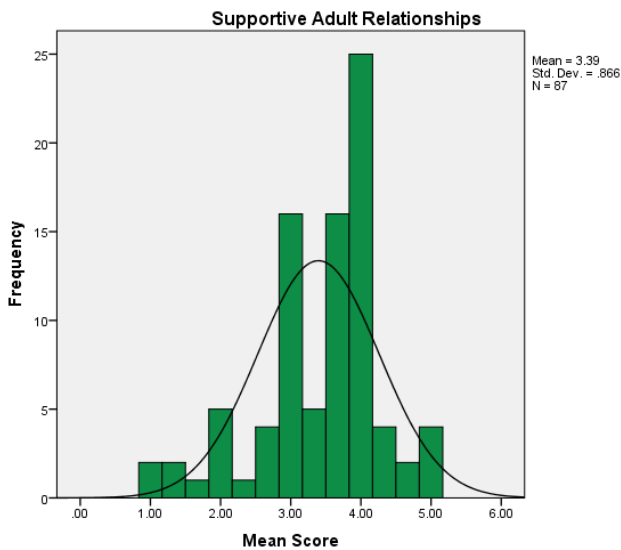
Mean Score: 3.76 ; Standard Deviation; .89 ; N=88



In this community center/school, I get to make decisions about the things I want to do
I have a say in planning programs at this community center/school
In this community center/school, I am encouraged to express my ideas and opinions
I am expected to voice my concerns when I have them
The staff/teachers take my ideas seriously

## Supportive Adult Relationships

Mean Score: 3.39; Standard Deviation .866; N=87

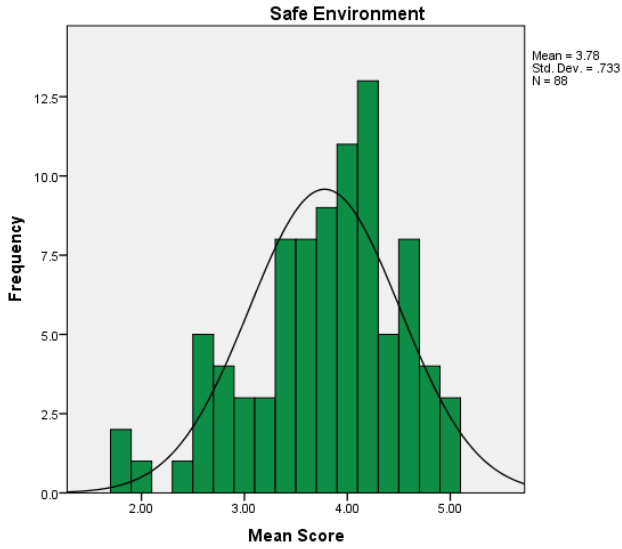


In this school, it is clear that students and teachers respect each other
I learn a lot from staff/teachers at this school
Teachers learn a lot from youth/students at this school
There is a good balance of power between students and teachers in this school
Students and teachers trust each other in this school
Students and teachers learn a lot from working together in this school



**Safe Environment**

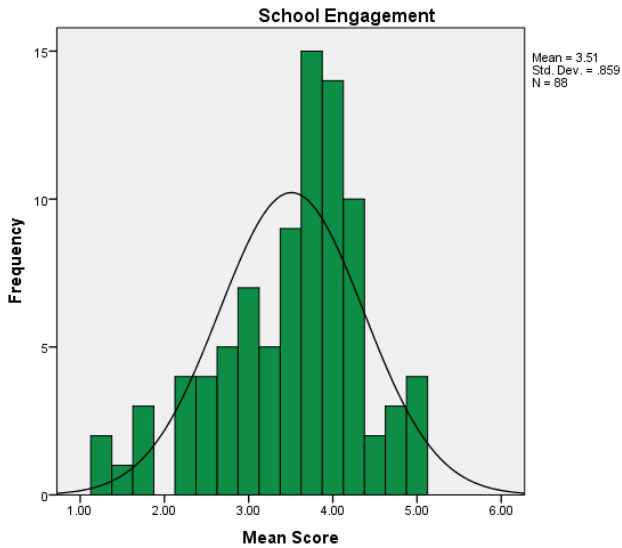
Mean Score: 3.76; Standard Deviation .733; N=88



I feel safe when I'm in this community center/school
This community center/school makes me feel welcome
Bullying and aggression are not tolerated here
All the people in this community center/school treat me with respect

**School Engagement**

Mean Score: 3.51; Standard Deviation .859; N=88



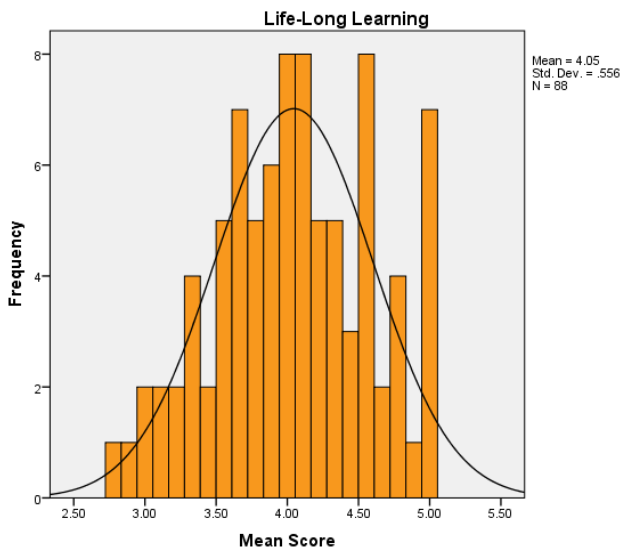
Going to school is enjoyable
Doing well in school is important for getting a good job
My school work is important to my life
My classes at school are interesting
The things I am learning in school are important for later in life

## Outcome Measures

The YAC assesses outcomes related to psychological agency, empowerment, community involvement, and learning. These outcomes are commonly analyzed as factors of positive youth development. The items included in this report are: life-long learning, youth-generativity, self-efficacy, empowerment, sense of community, school connectedness, and optimism.

### Life Long Learning

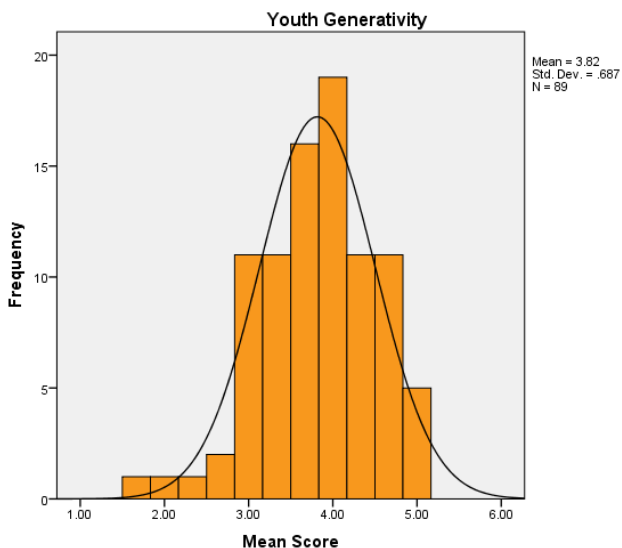
Mean Score: 4.05; Standard Deviation .556; N=88



I expect to go on learning for a long time
I like to be able to improve the way I do things
I'm continually improving as a learner
I don't like to accept an answer until I have worked it out for myself
I like to question the things I am learning
Getting to the bottom of things is more important to me than getting a good grade
I like to learn about things that really matter to me
I like it when I can make connections between new things I am learning and things I already know
I like learning new things when I can see how they make sense for my life

### Youth Generativity

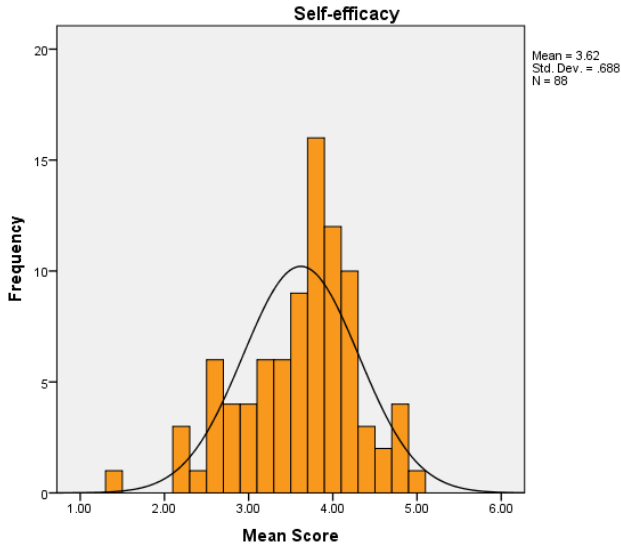
Mean Score: 3.82; Standard Deviation: .687; N=89



I have knowledge and skills that I will pass on to others
I think about ways to help others become leaders
I feel it is important to help people younger than myself

**Self-efficacy**

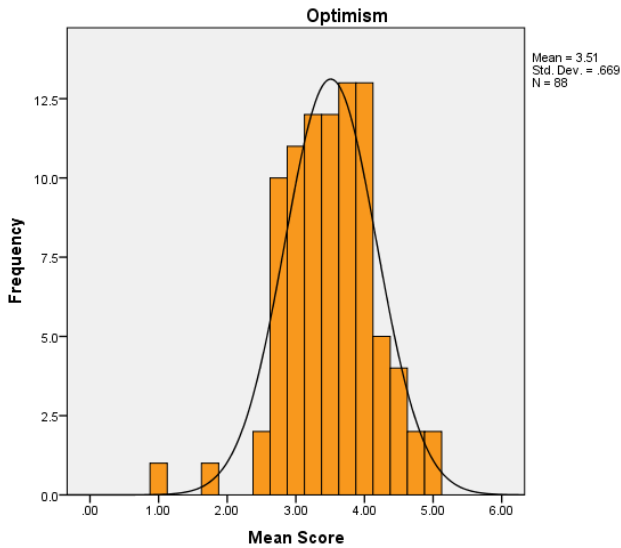
Mean Score: 3.62; Standard Deviation .688; N=88



I generally accomplish what I set out to do
I have a positive attitude about myself
When I make plans, I am almost certain to make them work
I am usually confident about the decisions I make
I am often able to overcome challenges

**Optimism**

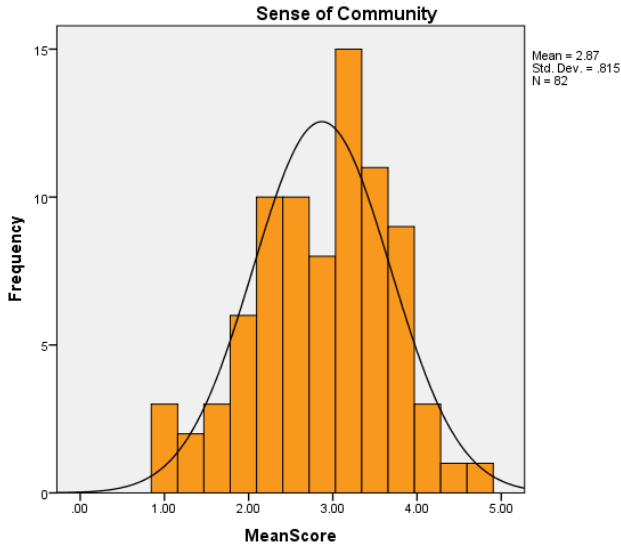
Mean Score: 3.51; Standard Deviation .669; N=88



People are limited only by what they think possible
I can pretty much determine what will happen in my life
I am positive about my future
Most problems can be solved by taking action

**Sense of Community**

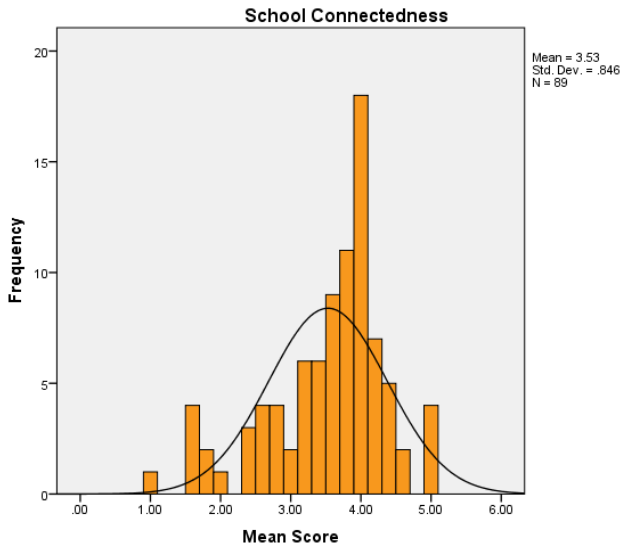
Mean Score 2.87; Standard Deviation .815; N=82



I spend a lot of time with other youth that live in Madison
I like to be with other youth that live in Madison
If I feel like talking I can generally find someone in Madison to chat with
In Madison, I feel I can share experiences and interests with other young people
This is a pretty town
I think Madison is a good place to live
I feel like I belong to this town
As compared to others my town has many advantages
In Madison, there are enough activities for young people
In Madison, there are enough opportunities to meet other youth
In Madison, young people can find many opportunities to entertain themselves
In Madison, there are many events and activities which are able to involve young people like me
People in Madison support each other
People in Madison are willing to help each other
People in Madison collaborate together
People in Madison work together to improve things

**School Connectedness**

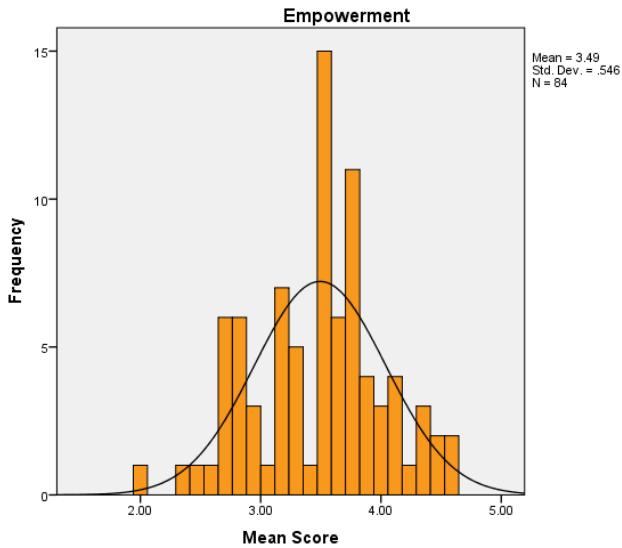
Mean Score 3.53; Standard Deviation .846; N=89



I feel close to people at my school
I feel I am a part of my school
I am happy to be at my school
The teachers at my school treat students fairly
I feel safe in my school

## Empowerment

Mean Score: 3.49; Standard Deviation: .546; N=84



I am often a leader in groups
I would prefer to be a leader rather than a follower
I would rather have a leadership role when I'm involved in a group project
I can usually organize people to get things done
Other people usually follow my ideas
I find it very easy to talk in front of a group
I like to work on solving a problem myself instead of letting someone else do it
I like trying new things that are challenging to me
I enjoy participation because I want to have as much say as possible in my community or school
My friends and I can really understand what's going on with my community or school
I have a pretty good understanding of the important issues that affect my community or school
My friends and I have the ability to participate effectively in community or school activities and decision making
My opinion is important because it could make a difference in my community or school
There are many ways for my friends and me to have a say in what our community or school does
It is important to me that I actively participate in local teen issues
Most community or school leaders would pay attention to me if I gave them my opinion
Many local activities are important to participate in