Rocketship Southside Community Prep

Programmatic Profile and Educational Performance

2013–14 School Year

Report Date: September 2014

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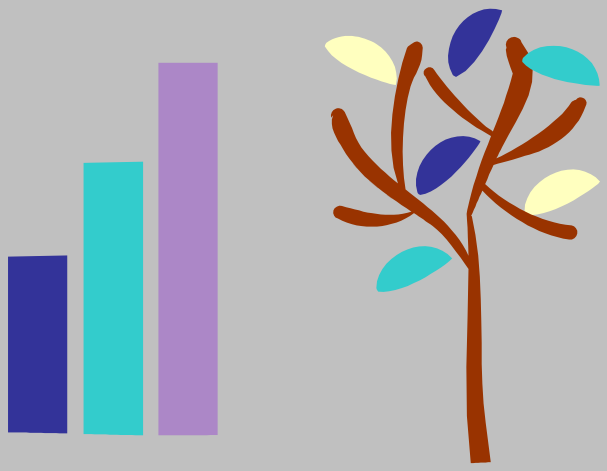

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EXECUTIVE SUMMARY
FOR
ROCKETSHIP SOUTHSIDE COMMUINITY PREP
2013–14

This is the first annual report on the operation of Rocketship Southside Community Prep (RSCP) and is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), RSCP staff, and the NCCD Children's Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has determined the following findings.

I. CONTRACT COMPLIANCE SUMMARY

For the 2013–14 academic year, RSCP met or substantially met all of its education-related contract provisions, except the requirement to administer all required assessments. The school failed to administer the spring Phonological Awareness Literacy Screener to second-grade students as required by CSRC. See Appendix A for an outline of specific contract provision compliance information, page references, and a description of whether each provision was met.

II. Educational Performance

A. Local Measures

1. Primary Measures of Academic Progress

CSRC requires the school to track student progress in reading, writing, mathematics, and special education throughout the year to identify students in need of additional help and to assist teachers in developing strategies to improve the academic performance of all students.

This year, RSCP's local measures of academic progress resulted in the following baseline information.[1]

Reading

- Of 125 K5 through fourth graders, 90 (72.0%) met their target Rasch Unit (RIT) score on the spring reading test.

Math

- Of 135 K5 through fourth graders, 118 (87.4%) met their target RIT score on the spring math test.

[1] Because this is the school's first year of operation, these results will be used to inform the school's local-measure goals in 2014–15.

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Writing

- Of 145 K5 through fourth-grade students with fall and spring writing samples, 77 (53.1%) scored at least a 3.0 on the spring writing test.

Special Education

- The 2013–14 school year was RSCP's first year of operation; therefore, no students with an individualized education program (IEP) attended RSCP for a full academic year. Goals related to the progress of special education students will be reported following the 2014–15 school year.

2. Secondary Measures of Academic Progress

To meet City of Milwaukee requirements, RSCP identified measureable education-related outcomes in attendance, parental involvement, and special education records. Results are described below.

- Average student attendance was 90.2%, falling short of the school's goal of 95.0%.

- Parents of 262 (97.4%) of 269 students attended at least two of three family-teacher conferences, short of the school's goal of 100.0%.

- RSCP developed and maintained records for all special education students.

RSCP administered all but one of the required standardized tests noted in its contract with the City of Milwaukee.

Wisconsin Knowledge and Concepts Examination (WKCE) results for third- and fourth-grade students who were tested in the fall of this year are reflected below.

- Overall, 12.2% (6 of 49) of third- and fourth-grade students scored at the proficient or advanced level in reading on the WKCE using the revised scores. A total of 30 (61.2%) of 49 students scored proficient or advanced in reading using the former WKCE reading scores.

- Overall, 20.4% (10 of 49) of third- and fourth-grade students scored at the proficient or advanced level in math on the WKCE using the revised scores. A total of 33 (67.3%) of 49 students scored proficient or advanced in math using the former WKCE math scores.

3. School Scorecard

The school scored 73.9% on the scorecard.

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B. Year-to-Year Academic Achievement on Standardized Tests

Because this is the first year of operation as a city-chartered school, no year-to-year scores are available.

III. SURVEY/INTERVIEW RESULTS

CRC conducts parent surveys and interviews board members, teachers, and students to obtain feedback on their perceptions about the school every other year.

- Surveys representing 200 (87.7%) of 228 families were completed.
  - » Most (93.1%) parents would recommend this school to other parents; and
  - » Most (95.5%) parents rated the school's overall contribution to their child's learning as excellent or good.
- Three of the four board members participated in interviews. Of these:
  - » All (100.0%) rated the school as "good" overall; and
  - » The main suggestions for improving the school were to improve the school's relationship with the immediate residential community and to engage in a significant recruitment effort to ensure enrollment.
- Ten instructional staff were interviewed regarding their reasons for teaching and overall satisfaction with the school. Of these:
  - » Six (60.0%) listed the school's progress toward becoming a high-performing school as "excellent," and four (40.0%) teachers rated the school's progress as "good;" and
  - » Seven (70.0%) teachers rated the school's overall progress in contributing to students' academic progress as "excellent," and three (30.0%) teachers rated the school's progress as "good."
- Ten randomly selected fourth-grade students were interviewed. Of these:
  - » All (100%) who responded indicated they had improved in reading and math abilities at the school;
  - » All (100.0%) said they felt safe in school; and
  - » Nine (90.0%) said they felt the marks they received on their classwork, homework, and report cards were fair (one student did not respond).

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IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

Based on results in this report and in consultation with school staff, CRC recommends that the school continue a focused school improvement plan by engaging in the following activities for the 2014–15 academic year.

- Continue small-group instruction for reading and math, including tutoring and use of "Guided Reading" for small reading groups;
- Focus on vocabulary development for writing across the curriculum; and
- Continue to implement the RtI (Response to Intervention) and tutoring for the lowest achieving students.

V. RECOMMENDATION FOR ONGOING MONITORING AND CHARTER RENEWAL

Based on the contract compliance and scorecard measures for this first year of operation as a City of Milwaukee charter school, CRC recommends that RSCP continue to receive regular, annual academic monitoring.

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I. INTRODUCTION

This is the first annual program monitoring report to address educational outcomes for Rocketship Southside Community Prep (RSCP), one of 10 schools chartered by the City of Milwaukee for the academic year 2013–14. This report focuses on the educational component of the monitoring program undertaken by the City of Milwaukee Charter School Review Committee (CSRC) and was prepared as a result of a contract between CSRC and the NCCD Children's Research Center (CRC).[2]

The following process was used to gather the information in this report.

1. CRC staff assisted the school in developing its student learning memorandum (or "learning memo").

2. In September 2013, CRC staff visited the school to conduct a structured interview with the RSCP leadership team including the school's principal, the vice president of policy for Rocketship Education and interim Milwaukee regional director, the director of schools and instruction, the senior manager of analytics, and the data and student information analyst. During this meeting we also discussed data requirements and the data submission process.

3. During the year, additional site visits were made to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations.

4. At the end of the school year, a structured interview was conducted with the school's principal to review the year and develop initial recommendations for school improvement.

5. CRC staff read case files for selected special education students to ensure that individualized education programs (IEP) were up to date.

6. CRC staff verified the licenses or permits of the instructional staff using the Wisconsin Department of Public Instruction (DPI) website license search function.

7. CRC staff, along with the CSRC chair attended a meeting of the school's board of directors to improve communications regarding the roles of CSRC and CRC and expectations regarding board member involvement.

8. CRC staff conducted interviews with a random selection of students and teachers. Members of the school's board of directors were contacted for interviews, and interviews were conducted with all respondents.

9. CRC conducted a survey of parents of all students enrolled in the school.

[2] CRC is a nonprofit social science research organization and center of the National Council on Crime and Delinquency.

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10. The school provided electronic and paper copies of data to CRC. CRC compiled and analyzed the data and produced this report.

II. PROGRAMMATIC PROFILE

Rocketship Southside Community Prep
3003 W. Cleveland Ave.
Milwaukee, WI 53215
School Phone: (414) 455-3539
Website: http://www.rsed.org/milwaukee1/RSCP

RSCP is located on the near south side of the City of Milwaukee and is the first school in Wisconsin to be operated by Rocketship Education Wisconsin in partnership with Rocketship Education, a California nonprofit public benefits corporation.

A. School Management and Board of Directors

RSCP is governed locally by the board of directors of Rocketship Education Wisconsin. During the 2013–14 school year, four individuals who are civic and business leaders with various areas of expertise, served as board members. The role of the board of directors is to manage the affairs of the corporation.[3]

The school's leadership team comprised the principal, the director of schools and instruction, a vice president of policy for Rocketship Education and interim Milwaukee regional director, the senior manager of analytics, and a data and student information analyst.[4]

CRC staff, along with the CSRC chair attended a meeting of the RSCP board of directors to improve communications regarding the roles of CSRC and CRC and expectations regarding board member involvement.

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[3] From RSCP's Appendix A to its proposal to the City of Milwaukee.

[4] RSCP charter application, September 9, 2011, and fall interview.

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Three of the four board members participated in the board interview. All of the board members rated the school as "good" overall. All of the board members also reported that they participated in strategic planning and received and approved the school's annual budget.

When asked what they liked best about the school, board members mentioned the parental involvement in the education process, the child-centered academic focus on improvement, and the leadership and teaching staff. Suggestions for the school included a significant recruitment effort to ensure enrollment and improving the school's relationship with the immediate residential community. See Appendix H for additional results from board member interviews.

B. Educational Methodology

1. Philosophy (Mission)

The mission of RSCP is to eliminate the achievement gap by graduating students at or above grade level in literacy and math. The school's vision statement explains that RSCA seeks to create a future in which thousands of children from Milwaukee graduate from four-year colleges and come back to their communities to eradicate the last traces of the achievement gap.[5]

2. Educational Programs and Curriculum[6]

This year, RSCP served students in K4 through fourth grade, with plans to add a fifth grade next year and a grade each year thereafter.

RSCP believes that an educated person in the 21st Century should possess certain academic skills, namely critical thinking, problem solving, and meta-cognition[7] as well as life skills and a

[5] From the RSCP charter application, September 9, 2011.

[6] Information taken from the RSCP charter application and the fall interview with the administrative team.

[7] Meta-cognition is the ability and disposition to explore the thinking and learning process, explain how and why a particular strategy was chosen, and to explain the rationale behind a particular viewpoint, including supporting one's claims with evidence.

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commitment to learning. The school's philosophy includes the idea that learning best occurs when students are taught a comprehensive curriculum through innovative instructional design. The culture of the school includes supporting a strong relationship with parents, a school–wide expectation of high achievement, and using teachers who are subject-matter specialists and highly motivated within a culture of caring. The curriculum is individualized to meet student needs, and students have extra time to practice in the school's learning lab.

The RSCP model is a full Response to Intervention (RtI) model, providing three tiers of intervention for students in need of additional assistance. Bi-monthly interim assessment results are analyzed to identify students who are failing to make adequate progress. For these students, an individualized learning plan is generated. The first tier of intervention occurs in the classroom (including guided reading groups). The second tier of intervention is additional individualized instruction that is provided in the Computer Center or Learning Lab by a tutor who works daily in small-group intervention with groups of children with similar needs. The third tier of intervention is a referral to the Student Services Team Process and, if necessary, the special education IEP process. The RSCP curriculum follows the Common Core State Standards (adopted by Wisconsin in June 2010) for the subject areas of English/language arts (includes writing) and mathematics, as well as science, social studies, art, and music. The emphasis is placed on literacy and mathematics. The school also provides programming for non-English speaking students. The curriculum resources available to RSCP for English/language arts include Imagine It!, Scholastic leveled readers, the Six Traits of Writing, and Lucy Calkins Units of Study and Step Up to Writing and DRA (running records). The math curriculum utilizes Harcourt's GO Math, supplemented by Work by Van De Walle, Burns, and Fosnot. Science and social studies use a set of thematic units based on state standards developed using a backwards-mapping approach called UbD (Understanding by Design). Physical education, music, and art are taught in "enrichment centers" under the direction of the classroom teachers.

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All students are assessed upon entry to determine performance relative to grade level standards. Teachers continually assess student progress at the end of each lesson, but formal reassessment occurs on an eight-week cycle. These data are used to adjust classroom instruction and to identify students in need of more focused support to make adequate progress.

During the interview and survey process, board members, teachers, and parents were asked about the school's program of instruction. All three board members rated the program of instruction as excellent (two) or good (one). Nine of 10 teachers interviewed rated the program of instruction as excellent (four) or good (five) and one teacher rated this area as fair. All 10 teachers indicated that the educational methodology was either a very important (seven) or somewhat important (three) reason for continuing to teach at the school. Nearly all (97.5%) of the 203 parents surveyed rated the program of instruction as excellent (78.3%) or good (19.2%).

C. Student Population

At the beginning of the year, 321 students were enrolled in RSCP.[8] A total of 36 students enrolled after the school year started, and 63 students withdrew from the school prior to the end of the year. Of the 63 students who withdrew, 47 (74.6%) transferred to a different school, 14 (22.2%) transferred out of state, and two (3.2%) did not have a withdrawal reason. Twenty-five students withdrew from K4, eight from K5, 12 from first grade, 10 from second grade, six from third grade, and two from fourth grade. Of the 321 students who started the year at the school, 261 remained enrolled at the end of the year, representing an 81.3% retention rate.

At the end of the year, there 294 students were enrolled at RSCP.

- Most (257, or 87.4%) of the students were Hispanic, 17 (5.8%) were Caucasian, 13 (4.4%) were African American, two (0.7%) were Asian, two (0.7%) were recorded as Other, and three (1.0%) had no ethnicity recorded.

[8] As of September 20, 2013.

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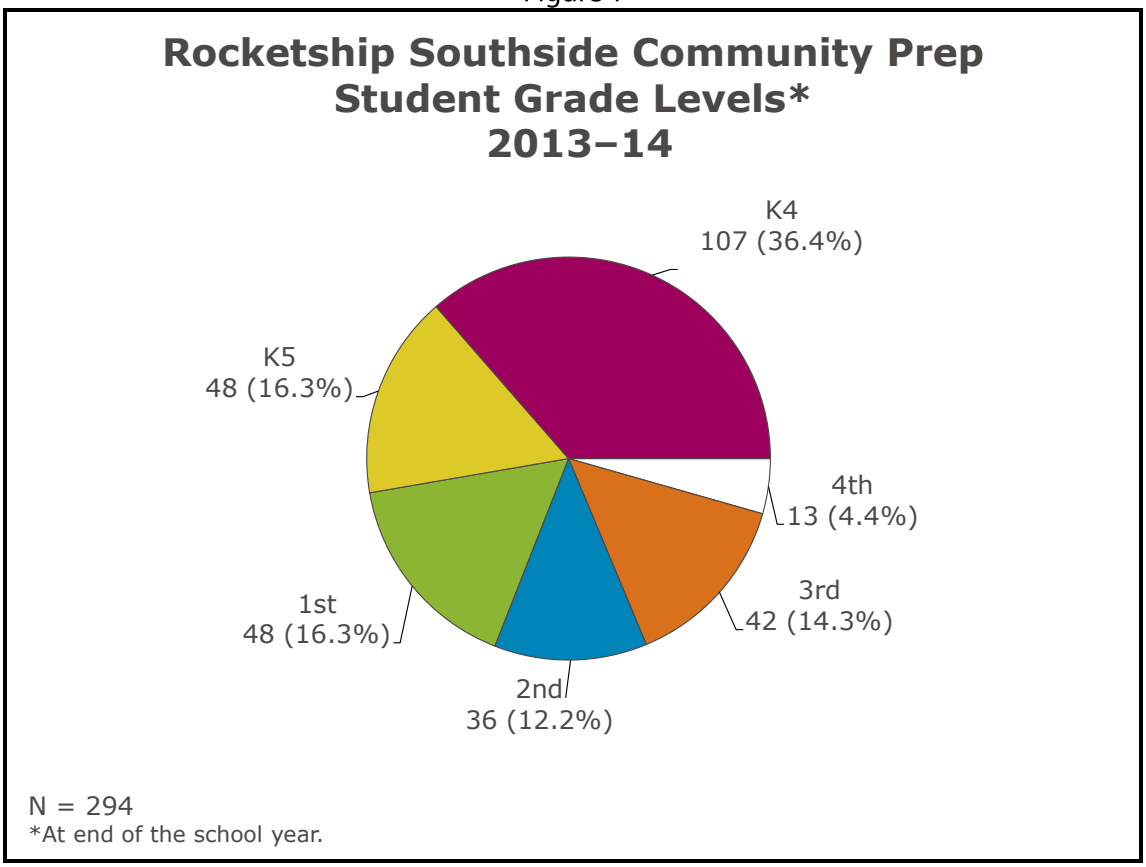
- Boys were the majority, numbering 165 (56.1%), and girls numbered 129 (43.9%).

- Thirty-nine (13.3%) students had special education needs. Of these, 22 (56.4%) students had more than one area of eligibility for special education. The primary areas of eligibility were: 19 had speech/language disabilities (SL), five had significant development delay (SDD), four had other health impairments (OHI), three had specific learning disabilities (SLD), six had Autism (A), one had an emotional/behavioral disorder (EBD), and one had a cognitive disability (CD).

- Nearly all (280, or 95.2%) students were eligible for free or reduced lunch; most (255, or 86.7%) students were eligible for free and 25 students (8.5%) were eligible for reduced lunch prices. Fourteen (4.7%) students were not eligible and paid full price.

The largest grade level was K4 with 107 students, with a smaller proportion at each subsequent grade level (Figure 1).

Figure 1



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A random sample of 10 fourth graders participated in satisfaction interviews at the end of the school year. All (100.0%) of the students interviewed reported that they felt safe in school, all said that they improved in reading and math, and their teachers helped them at school. Eight (80.0%) said that they liked being in school. When asked what they liked best about the school, students most frequently mentioned the other students and that the teachers are nice, teach the students a lot, and are responsible.

D. School Structure

1. Areas of Instruction

The subject areas of instruction included English/language arts (ELA; includes writing) and mathematics, as well as science, social studies, art, and music with an emphasis on literacy and mathematics. The school also provided programming for non-English speaking students.

2. Classrooms

At the beginning of the year, the school reported 15 classrooms plus the learning labs. There were five K4 classrooms, three K5 classrooms, two first-grade rooms, two second-grade rooms, and two third-grade rooms. There was only one fourth-grade classroom this year.

The K4 classrooms had approximately 25 students each, K5 through second-grade classrooms had approximately 28 students each, and 30 students were in each of the third- fourth-grade rooms. Each classroom was assigned one teacher; each of the K4 classrooms also had one teaching assistant. It should be noted that teachers were assigned to groups of students based on the subject matter, so either teachers or students would change rooms depending on the subject matter being discussed. In addition to the classrooms, the building included a gymnasium; an art room; a room for special

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education; computer lab space; and various rooms for small group intervention; administrative offices, and meeting space.

3. Teacher Information

Throughout the year, the school employed a total of 25 instructional staff. At the beginning of the year, the school had 14 classroom teachers and seven other instructional staff (three integrated special education [ISE] teachers and four ISE paraprofessionals). Of these classroom teachers, 12 remained for the entire year for a teacher retention rate of 85.7%. Six of the seven (85.7%) special education staff remained the entire year. The total instructional staff retention rate was 85.7% (18 of 21 who began the year).

One K4 teacher stopped teaching at the school in October and was replaced the same month. One K5-ELA teacher left at the end of December and was replaced in January 2014. One ISE paraprofessional stopped working at the school in April 2014; an ISE program manager and an ISE paraprofessional were added to the staff in January 2014.

The school contracted with the Cooperative Educational Service Agency (CESA) for the services of a psychologist,[9] speech language pathologist, occupational therapist, and physical therapist. All instructional staff, except for one K4 teacher, held a current Wisconsin license or permit.[10]

Throughout the year, in addition to instructional staff, the school employed a number of tutors (five), assistant teachers (five), enrichment center coordinators (three),[11] and classified support staff

[9] The school hired a psychologist directly at the beginning of the school year, but just a month into the fall made the decision to contract with CESA for this position. For this reason, the original psychologist is not included in the retention rate calculation.

[10] The K4 teacher did ultimately receive a permit effective July 1, 2014, through June 30, 2015, but did not have a license or permit during the 2013–14 academic year.

[11] The enrichment center coordinators were responsible for instruction in art, music, physical education, and science in coordination with classroom teachers.

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(11) who helped with students in various capacities under the direction of their teachers. The administrative staff included a principal, a vice principal,[12] an office manager, a business operations manager, and a school custodian.

In addition to regular staff and small-group meetings throughout the year on specific activities and grade level meetings, the school provided the following scope and sequence information regarding professional staff development sessions held during the year.

- For K4 teachers:
  - » January and February: Pre-A & Emergent Small Groups; Daily 6 rotations; Rhyming
  - » March and April: Writers Workshop
- For K5 and first-grade teachers:
  - » September: Guided Readings, Guided Readings Systems coaching, Jolly Phonics (rubric and checklist), and Kimochis (the school's social/emotional curriculum)
  - » October: Start and Feedback on Kimochis
  - » November: Achievement Gap; Social Justice
  - » January: ELA: Writing Workshop/Student Work Analysis
  - » February: Writing Workshop/Student Work Analysis and Video Analysis
  - » March and April: Habits of Discussion; Academic Vocabulary in Read Aloud
  - » May and June: Higher STEP Level Guided Reading
- For second-, third-, and fourth-grade teachers:
  - » September: Start Guided Reading; Guided Reading Systems (1:1 coaching); GLAD CCD (refresher), WTW (Quick Session on Rubric and Checklist; Kimochis
  - » October: Start Kimochis (second) and RULER (third and fourth); GLAD: Input Charts

[12] The fall interview indicated three assistant principals. The instructional staff roster provided by the school listed one assistant principal.

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» November: Achievement Gap/Social Justice

» January: Math: Vision: We Teach the Rocketeer, Not the Curriculum.

The school also offered professional development to tutors and other support staff with topics such as co-planning, the achievement gap and differentiated instruction, and every minute matters.

During the interview process, teachers were asked about professional development opportunities: nine of the 10 teachers rated professional development opportunities as excellent (three) or good (six), and one rated the professional development opportunities as fair.

Teachers also were asked about their performance reviews. Eight of 10 stated the reviews occurred at least once each semester, and two reported annual performance reviews. All 10 teachers reported that their reviews incorporated students' academic progress or performance. Some reviews were completed by a school coach, some by the principal, and one by the assistant principal. All of the teachers stated they were "very satisfied" (two) or "somewhat satisfied" (eight) with the performance review process.

4. Hours of Instruction/School Calendar

The regular school day for all students began at 7:55 a.m. K4 students were dismissed at 3:30 (1:30 on Thursdays); K5 students at 3:45 (1:45 on Thursdays); first- and second-grade students were dismissed at 4:00 (2:00 on Thursdays), and third- and fourth-grade students were dismissed at 4:10 (2:10 on Thursdays).

The first day of school was August 19, 2013, and the last day of school was June 18, 2014. The school provided the 2013–14 calendar to CSRC.

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5. Parent and Family Involvement[13]

During the registration process, parents are provided a contract that includes expectations for parents or guardians including meeting regularly with teachers, checking their child's homework, participation in school activities, and volunteering at least 30 hours per year for the RSCP community.

In addition to the duties listed in the signed contract, parents are expected to participate in their children's learning in the following ways: [14]

- Parent/guardian-student-teacher conferences: A parent/guardian must attend conferences to meet with teachers to go over student's progress report and/or report card.
- Exhibition nights: All parents/guardians are required to attend the scheduled exhibition nights. If parents cannot attend, a representative must attend in their place. During these meetings, parents have the opportunity to see student presentations and discover what their child has learned for the past 9 to 12 weeks.
- Community meetings: All parents/guardians are invited and strongly encouraged to attend the scheduled community meetings.
- Parent/family meetings: All parents/guardians are invited and strongly encouraged to attend the scheduled parent/family meetings. These meetings are open to the entire family and typically take place on the weekends or on a weeknight.
- Mandatory registration day: Before school begins each year, parents will receive an invitation to a mandatory registration day. All parents must attend this event.

The school reported that 90.0% of the families completed their 30-hour parent volunteer committement by participating in the above mentioned activities.

During the survey/interview process, parents, teachers, and board members were asked about parental involvement. Nearly all (97.0%) of the parents indicated that the opportunities for parental involvement were excellent or good. In addition to indicating that parental involvement is an

[13] Information from the RSCP Parent/Student Handbook 2013–14 (provided to parents in English or Spanish).

[14] Written materials are provided in Spanish and several staff members are Spanish speaking to allow for full participation of parents or guardians whose primary language is Spanish.

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important reason for continuing to teach at RSCP (90.0% of the teachers interviewed), 100.0% rated parental involvement as excellent (nine of 10) or good (one of 10). All three of the RSCP board members indicated parental involvement as excellent (two) or good (one).

6. Waiting List

On September 3, 2013, the school reported that no students were waiting for admission to the school. As of June 10, 2014, the school reported a waiting list of 10 students for K5 and first grade.

7. Disciplinary Policy

The RSCP Parent/Student Handbook for 2013–14 explains the policies related to discipline. RSCP relies on proactive, preventative supports to promote positive behavior at school. A positive behavior interventions and supports (PBIS) framework is implemented at RSCP. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe**.** This is accomplished through the following key practices:

- Behavioral expectations that are clearly defined, taught, and reinforced.
- Systems for recognizing and reinforcing positive behaviors.
- Consequences that are clearly defined and consistently implemented.
- Data-based decision making.
- Multi-tiered systems of support (MTSS).

A key component of the PBIS approach at RSCP is the implementation of core social emotional learning (SEL) programming at all grade levels. The school plans on implementing the following two programs:

1. The Kimochis feelings for schools (lower grades)

   Kimochis is an SEL program that helps students identify, communicate, and regulate feelings, as well as develop appropriate social skills. The program teaches skills through five characters: Cloud, Cat, Lovey Dove, Huggtopus, and Bug.

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Two central components of the Kimochis program are keys to communication (e.g., "Be brave and redo hurtful moments," and "Assume the best"), and "kotowazas" (e.g., "It's okay to be mad, but it's not okay to be mean," and "Be brave enough to stand up and speak or brave enough to sit down and listen."

2. RULER approach (upper grades)

The RULER approach is an SEL program that teaches "emotional literacy" to students by teaching them to:

- **R**ecognize emotions in oneself and others
- **U**nderstand the causes and consequences of emotions
- **L**abel the full range of emotions using a rich vocabulary
- **E**xpress emotions appropriately in different contexts
- **R**egulate emotions effectively to foster healthy relationships and achieve goals

The RULER approach utilizes four "anchors of emotional intelligence," which include a class charter, mood meter, meta-moments, and blueprint.

RSCP classrooms also use a variety of management systems to communicate behavior (both positive and negative) to students and families. The specific systems can vary by classroom, but examples include color-coded card chart systems and "Class Dojo." Families are notified of student behavior (both positive and concerns) via home-school communication systems such as logs, phone calls, and conferences.

In the event that RSCP's proactive systems are ineffective and behavior infractions occur, the school utilizes a progressive discipline system. Consequences range in severity based on the particular behavior.

Major infractions that threaten the safety or health of students, staff, or others may be cause for immediate suspension or expulsion. Such infractions include the possession of weapons; threats; use of a dangerous instrument; and possession, or use, of any illegal drugs. All consequences are at the discretion of the Human Rights Policy and Suspension/Expulsion Policy.

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RSCP considers student disciplinary decisions a private matter.

This year, teachers, parents, and board members were asked about the discipline policy at RSCP. Their responses are as follows.

- Teachers:
  - » Most (80.0% of eight of 10) considered discipline at the school to be a "very important" or "somewhat important" reason for continuing to teach there; and
  - » A majority (60.0%) rated the school's adherence to discipline policy as excellent (two) or good (four). Three teachers rated this area as "fair" and one as "poor."
- Parents:
  - » Nearly all (96.6%) considered discipline as a "very important" (80.8%) or "somewhat important" (15.8%) factor in choosing RSCP;
  - » Most (91.1%) rated the discipline methods at the school as "excellent" or "good;" and
  - » A sizable majority (87.7%) was comfortable with how the staff handles discipline.[15]
- Board Members:
  - » All three of the board members knew about the adherence to the discipline policy and rated this area as either excellent (one) or good (two).

III. EDUCATIONAL PERFORMANCE

To monitor RSCP's school performance, a variety of qualitative and quantitative information was collected during the past academic year. At the beginning of the school year, RSCP established goals related to attendance, parent participation, and special education student records. The school also identified local and standardized measures of academic performance to monitor student progress. The following section of the report describes the school's success in meeting attendance,

[15] Agreed or strongly agreed with the statement: "I am comfortable with how the staff handles discipline."

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conference, and special education data collection goals, as well as student progress on the local measures in reading, math, and writing and the required standardized tests. Results from local and standardized measures will provide baseline data to assist RSCP in developing future-oriented goals relating to student progress.

A. Attendance

CRC examined student attendance by calculating the average time students attended school. The school considered a student present if he/she was present for at least one hour of instruction in any given half-day. RSCP set a goal that students would maintain an average daily attendance rate of 95.0% of all possible half-days. Attendance data were available for all 355 students enrolled during the year. Students attended, on average, 90.2% of the time, falling just short of the goal.[16] When excused absences were included, the attendance rate rose to 97.8%. Five students had between one and two out-of-school suspension days.

B. Parent Participation

At the beginning of the academic year, the school set a goal that all parents would attend at least two of the three scheduled parent-teacher conferences. This year, 269 students were enrolled at the time of all three conferences.[17] Results indicated that parents of 267 (99.3%) students attended at least one of the three conferences. Parents of most students (97.4%) attended at least two of the three conferences; therefore, RSCP did not meet its goal of 100.0% conference attendance.

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[16] Individual student attendance rates were calculated by dividing the total number of days present by the total number of days that the student was enrolled. Individual rates were then averaged across all students.

[17] A student was determined to be enrolled at the time of all three conferences if the student's enrollment date was before the day of the first conference (November 7, 2013) and termination date was after the date of the last spring conference (June 18, 2014) or the student had no termination date.

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C. Special Education Needs

This year, the school set a goal to develop and maintain records for all special education students. A total of 41 special education students were enrolled at RSCP during the school year.[18] Additionally, six children were referred for services but were found not eligible. Nine students were assessed for an initial IEP, and annual IEP reviews were held for 30 students. An IEP was created or updated for all 39 students. In addition, CRC conducted a review of a representative number of files during the year. This review showed that students had current evaluations indicating their eligibility for special education services that IEPs were reviewed in a timely manner, and that parents were invited to develop and be involved in their child's IEP.

D. Local Measures of Educational Performance

Charter schools, by their definition and nature, are autonomous schools with curricula that reflect each school's individual philosophy, mission, and goals. In addition to administering standardized tests, each charter school is responsible for describing goals and expectations for its students in the context of that school's unique approach to education. These goals and expectations are established by each City of Milwaukee–chartered school at the beginning of the academic year to measure the educational performance of its students. These local measures are useful for monitoring and reporting progress, guiding and improving instruction, clearly expressing the expected quality of student work, and providing evidence that students are meeting local benchmarks. The CSRC expectation is that schools establish local measures in reading, writing, math, and special education.

In this first year of operation, RSCP used the Children's Progress Academic Assessment (CPAA) to monitor K4 students' progress in both reading and math, Strategic Teaching and Evaluation of Progress (STEP) to monitor K5 student progress in reading, an internally developed benchmark

[18] One student receiving special education services transferred during the school year, and one student was dismissed from special education services.

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assessment to monitor K5 student progress in math, Curriculum Associates English Language Arts and Mathematics benchmark assessments to monitor first- through fourth-grade progress in both reading and math, and Measures of Academic Progress (MAP) to monitor K5 through fourth-grade progress in both reading and math. The school intends to use the results of the fall and spring assessments as baseline data for future local measure goals. A description of the local measures and a discussion of outcomes follows.

1. Reading and Math Progress for K4 Using Children's Progress Academic Assessment

The CPAA is used to measure student skills in early literacy and mathematics using multiple strands. Literacy strands include listening, reading, phonic/writing, and phonemic awareness; and mathematic strands include measurement, numeracy, and patterns/functions. Each strand is scored on a numeric scale from 0 to 100 that is bracketed into four performance level scores: below expectation, approaching expectation, at expectation and above expectation, These brackets shift each session to account for the increasing difficulty of the assessment.[19]

a. Reading

RSCP set a goal this year that at least 70.0% of students who completed the initial baseline assessment and who received an average performance level of below expectation or approaching expectation would increase their average performance level score by at least two on the spring assessment. Seventy-eight K4 students took both the fall and spring CPAA reading assessments. Of these, 36 (46.2%) scored in the bottom two performance levels on the fall assessment. At the time of the spring assessment, 12 (33.3%) of those students improved their performance level score by two, and one (2.8%) student improved his/her performance level score by three. Overall, 13 (36.1%) of the

[19] https://mapnebraska.wikispaces.com/file/view/new-features-dec-2013.pdf

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36 K4 students who scored in the bottom two performance levels on the fall reading assessment increased their average performance level score by at least two points on the spring assessment, falling short of the school's goal.

b. Math

RSCP set a goal this year that at least 70.0% of students who completed the initial baseline assessment and received an average performance level score of below expectation or approaching expectation would increase their average performance level score by at least two on the spring assessment. Seventy-eight K4 students took both the fall and spring CPAA math assessments. Of these, 34 (43.6%) scored in the bottom two performance level scores on the fall assessment. On the spring assessment, seven (20.6%) of the 34 students improved their performance level score by two, and one (2.9%) student improved his/her performance level score by three. Overall, eight (23.5%) of the 34 K4 students who scored in the bottom two performance levels on the fall math assessment increased their average performance level score by two points on the spring assessment, falling short of the school's goal.

2. Reading and Math Progress for K5 Students

a. Reading

The Strategic Teaching and Evaluations of Progress (STEP) provides teachers and administrators with a reading assessment along with performance- improving strategies for pre-K through third-grade students. This year, RSCP set a goal that 70.0% of K5 students would achieve a STEP level of 3 on the STEP reading assessment in June 2014.[20] Thirty-nine (86.7%) of 45 K5 students

[20] STEP level 3 is defined as the end-of-year level for kindergarten students.

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who completed the spring assessment had a STEP level of 3 or higher in June 2014, exceeding the school's goal.[21]

b. Math

RSCP used an internally developed benchmark assessment to measure K5 mastery of math skills. Specifically, the school set a goal that at least 75.0% of K5 students would achieve a score of at least 80.0% on the math benchmark by June 2014. This year, 45 (93.8%) of 48 K5 students who completed the spring assessment scored at or above 80.0% exceeding the school's goal.

3. Reading and Math Progress for First Through Fourth Graders Using Curriculum Associates Assessments

The Curriculum Associates Assessments are based on Common Core standards specific to the State of Wisconsin. RSCP chose to use the Curriculum Associates English Language Arts and Mathematics benchmark assessments to measure first- through fourth-grade mastery of reading and mathematics skills.

a. Reading

RSCP set the goal that at least 50.0% of students who completed the initial assessments in English language arts by September 18, 2013, would achieve mastery (a score of 75.0% or higher), on the English language arts assessment in June 2014. Of the 115 first through fourth graders who completed the initial assessment in the fall 87 (75.7%) scored 75.0% or higher on the spring assessment, exceeding the school's goal (Table 1).

[21] Three K5 students did not have a STEP level recorded for June 2014; one of these students was receiving special education services.

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Table 1 Rocketship Southside Community Prep Mastery of English Language Arts for 1st Through 4th Graders Based on Curriculum Associates English Language Arts Assessment			
Grade	**N**	**Scored 75.0% or Higher on June 2014 Assessment**	
		N	**%**
1st	42	35	83.3%
2nd	32	19	59.4%
3rd	32	27	84.4%
4th	9	Cannot report due to *n* size	
Total	**115**	**87**	**75.7%**

b. Math

To measure first- through fourth-grade mastery of mathematics skills, RSCP set a goal that at least 65.0% of students who completed the initial assessment by September 18, 2013, would achieve mastery, (a score of 75.0% or higher), on the mathematics assessment in June 2014. Of the 115 first through fourth graders who completed the initial mathematics assessment in the fall, 84 (73.0%) scored 75.0% or higher on the spring assessment, exceeding the school's goal (Table 2).

Table 2 Rocketship Southside Community Prep Mastery of Mathematics for 1st Through 4th Graders Based on Curriculum Associates Math Assessment			
Grade	**N**	**Scored 75.0% or Higher on June 2014 Assessment**	
		N	**%**
1st	39	36	92.3%
2nd	32	19	59.4%
3rd	35	21	60.0%
4th	9	Cannot report due to *n* size	
Total	**115**	**84**	**73.0%**

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4. Reading and Math Progress for K5 Through Fourth Graders Using MAP Target RIT Scores [22]

MAP is a series of tests that measures student skills in reading, math, and language usage. The test yields a Rasch Unit (RIT) scale that shows student understanding, regardless of grade level, which allows easy comparison of students' progress from the beginning of the year to the end of year and/or from one year to the next. Students who complete the MAP tests in reading and math in the fall receive an overall score as well as a unique target score (target RIT) that the student should strive to meet on the spring test. In the first year of analysis, RSCP elected to measure student progress in reading and mathematics by examining the percentage of students who met their target RIT scores on the spring tests. Specifically, the school's local measure goal for MAP reading and math results was that at least 65.0% of students who completed both the fall and spring reading assessments would meet their target RIT score on the spring assessment.

a. Reading

The MAP reading assessment was administered to 125 students in both the fall and spring. Of the 125 students, 90 (72.0%) met their target reading score on the spring 2014 assessment, exceeding the school's goal (Table 3).

Table 3

Rocketship Southside Community Prep
Target Reading Scores for K5 Through 4th Graders
Based on the Measures of Academic Progress Reading Test

Grade	N	Met Target RIT Score in Spring 2014	
		N	%
K5	29	23	79.3%
1st	37	27	73.0%
2nd	19	13	68.4%

[22] The school used various local measures of reading and math in K5: the STEP assessment for reading, the internally developed math assessment, and the MAP assessments in reading and math. Only MAP local measure results will be used for the scorecard this year, i.e., 72.0% of K5 through fourth-grade students met their local measure in reading and 87.4% in math.

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Table 3 Rocketship Southside Community Prep Target Reading Scores for K5 Through 4th Graders Based on the Measures of Academic Progress Reading Test			
3rd	31	20	64.5%
4th	9	Cannot report due to *n* size	
Total	**125**	**90**	**72.0%**

b. Math

In both the fall and spring, 135 students completed the MAP math assessment. Of those 135 students, 118 (87.4%) met their target math score on the spring 2014 assessment, exceeding the school's goal (Table 4).

Table 4 Rocketship Southside Community Prep Target Math Scores for K5 Through 4th Graders Based on the Measures of Academic Progress Math Test			
Grade	**N**	**Met Target RIT Score in Spring of 2014**	
		N	**%**
K5	23	21	91.3%
1st	40	36	90.0%
2nd	30	25	83.3%
3rd	34	28	82.4%
4th	8	Cannot report due to *n* size	
Total	**135**	**118**	**87.4%**

5. Writing

RSCP assessed student writing skills using the 6+1 Trait Writing Model. Students completed writing samples in the fall and spring of the school year. Writing prompts were the same for both

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samples and were based on grade-level topics.[23] Students could score between zero and six points on each writing sample. The school set the goal that at least 65.0% of students who completed a writing sample by October 30, 2013, would achieve an overall score of three or higher on a second writing sample taken in the spring. Results will serve as baseline data for future comparisons.

One hundred and sixty-seven students completed a writing sample in the fall of 2013; 145 of those students also completed a spring writing sample. Of the 145 students who completed both, 77 (53.1%) achieved an overall score of three or more on the spring writing sample (Table 5). This falls short of the school's internal goal. The minimum score on the spring sample was 0.0, the maximum was 4.4, and the average score was 2.8 (not shown).

Table 5

Rocketship Southside Community Prep
Local Measures of Academic Progress: 6+1 Traits of Writing
2013–14

Grade	N	Met Writing Goal	
		N	%
K5	20	1	5.0%
1st	45	29	64.4%
2nd	32	19	59.4%
3rd	38	23	60.5%
4th	10	5	50.0%
Total	**145**	**77**	**53.1%**

6. <u>IEP Progress for Special Education Students</u>

CSRC expects that students with active IEPs will demonstrate progress toward meeting their IEP goals at the time of their annual review or reevaluation. Since the 2013–14 school year is RSCP's first year of operation, and no special education student has been at the school for a full year since the

[23]Writing genre for all grades was narrative.

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implementation of his/her IEP, this expectation did not apply. The school will establish a measurable goal to be applied during the 2014–15 school year.

E. External Standardized Measures of Educational Performance

1. Phonological Awareness Literacy Screener

In 2013–14, DPI required that all students in K4 through first grade take the Phonological Awareness Literacy Screening (PALS) assessment in the fall and spring of the school year. In addition, CSRC required that all second graders take the PALS in the spring semester.[24] PALS aligns with both the Common Core State Standards (CCSS) in English and the Wisconsin Model Early Learning Standards (WMELS).

Three versions of the PALS assessment exist: the PALS-PreK for K4 students, the PALS-K for K5 students, and the PALS 1−3 for students in first through third grades. The PALS-PreK is comprised of five required tasks (name writing, upper-case alphabet recognition, beginning sound awareness, print and word awareness, and rhyme awareness). Two additional tasks, lower-case alphabet recognition and letter sounds, are completed only by students who reach a high enough score on the upper-case alphabet task. Finally, schools are offered one optional task: nursery rhyme awareness. Since this task is optional, CRC will not report data on nursery rhyme awareness.

The PALS-K comprises six required tasks (rhyme awareness, beginning sound awareness, alphabet knowledge, letter sounds, spelling, and concept of word) and one optional task (word recognition in isolation). The PALS 1–3 comprises three required tasks (spelling, word recognition in isolation, and oral reading in context). The PALS 1–3 also includes one additional required task for first

[24] Per the contract with CSRC, the school will administer all tests required by DPI within the timeframe specified by DPI; this includes the PALS. The timeframe for the fall PALS assessment was October 14 – November 8, 2013 for K4 and K5 students and September 16 – October 25, 2013 for first graders. The spring testing window was April 28 – May 23, 2014, for all grade levels. In anticipation of a DPI requirement to test second-grade students using the PALS in the fall and spring of 2014-15, CSRC required that all second-grade students in city-chartered schools complete the PALS in the spring of 2014.

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graders during the fall administration (letter sounds) as well as additional tasks for students who score below the summed score benchmark. These additional tasks are used to gather further diagnostic information about those students.

For the PALS-K and PALS 1−3, specific task scores are summed for an overall summed score. For the PALS 1–3, the fall and spring summed scores are calculated using different task combinations. The summed score is then compared to benchmarks set for each grade level and test administration. Reaching or surpassing the benchmark is not an indicator that the student is reading at grade level; the benchmark simply helps teachers identify which students may have difficulty learning to read. For example, if the student's summed score is below the designated benchmark for his/her grade level and test administration, the student is identified as requiring additional instruction to master basic literacy skills.[25] Students who are at or above the benchmark have the basic skills required to, with targeted instruction, continue learning to read without intervention. Teachers may use results of the PALS assessments to help plan classroom reading and spelling instruction according to student needs.

No similar summed score or set benchmarks exist for the PALS-PreK. Because students enter K4 with different levels of exposure to books, letters, and sounds, the purpose of the PALS-PreK is to learn where students are as they enter K4 in the fall. In the spring, developmental ranges for each PALS task indicate whether the student is at the expected developmental stage for a 4-year-old child.

a. *PALS-PreK*

In the fall, 111 K4 students completed the PALS-PreK; 101 students completed the spring assessment, and 100 students completed both. Although the spring developmental ranges relate to expected age-level development by the time of the spring semester, CRC applied the ranges to both test administrations to see if more students were at or above the range for each test by the spring

[25] http://www.palswisconsin.info/pals_wi.html

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administration. The number of students at or above the developmental range increased for each task from fall to spring (Table 6). By the time of the spring assessment, 86 (86.0%) of 100 students who completed both were at or above the developmental range for five or more tasks; 85 (85.0%) were at or above the range for six of seven tasks, and 79 (79.0%) were at or above the range for all seven tasks (not shown).

Table 6

Rocketship Southside Community Prep
PALS-PreK for K4 Students
Students at or Above the Spring Developmental Range
2013–14
(N = 100)

Task	Fall		Spring	
	N	%	N	%
Name writing	58	58.0%	92	92.0%
Upper-case alphabet recognition	35	35.0%	86	86.0%
Lower-case alphabet recognition	36	36.0%	88	88.0%
Letter sounds	41	41.0%	91	91.0%
Beginning sound awareness	36	36.0%	85	85.0%
Print and word awareness	19	19.0%	90	90.0%
Rhyme awareness	36	36.0%	91	91.0%

b. PALS-K and PALS 1–3

As mentioned above, each of these tests has a summed score benchmark for the fall and spring (Table 7). As noted above, the fall and spring summed score benchmarks are calculated using different task combinations. Therefore, the spring benchmark may be lower than the fall benchmark. Additionally, student benchmark status is only a measure of whether the student is where he/she should be developmentally in order to continue becoming a successful reader; measures of student progress from fall to spring should be interpreted with caution.

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Table 7 PALS-K and PALS 1–3 Published Summed Score Readiness Benchmarks		
PALS Assessment	**Fall Benchmark**	**Spring Benchmark**
PALS-K	28	81
PALS, 1st Grade	39	35
PALS, 2nd Grade	35	54

Forty-three K5 and 43 first-grade students completed the fall and spring PALS assessments. CRC examined readiness in fall and spring for students who completed both tests. By the time of the spring assessment, 72.1% of the K5 students and 79.5% of the first graders were at or above the spring summed score benchmark for their grade level. Three-fourths (75.0%) of K5 students and most (96.8%) first-grade students who were at or above the fall benchmark were also at or above the spring benchmark (Table 8).[26]

Table 8 Rocketship Southside Community Prep Reading Readiness for K5 and 1st-Grade Students Spring 2014					
Grade Level and Fall Readiness Benchmark Status	**N**	**Spring Benchmark Status**			
		Below Benchmark		**At or Above Benchmark**	
		N	**%**	**N**	**%**
K5					
Below Benchmark	3	2	66.7%	1	33.3%
At or Above Benchmark	40	10	25.0%	30	75.0%
Total K5	**43**	**12**	**27.9%**	**31**	**72.1%**
1st Grade					
Below Benchmark	13	8	61.5%	5	38.5%
At or Above Benchmark	31	1	3.2%	30	96.8%
Total 1st	**44**	**9**	**20.5%**	**35**	**79.5%**

[26] RSCP did not administer the spring PALS assessment to second graders this year.

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2. WKCE for Third- and Fourth-Grade Students

CSRC also required administration of the Wisconsin Knowledge and Concepts Exam (WKCE) to students attending city-chartered elementary schools to provide a basis for multiple-year student progress. The WKCE must be administered to all third- through eighth-grade students in the timeframe established by DPI, generally in the fall of each school year.

The WKCE is directly aligned with Wisconsin model academic standards in reading and math and assesses student skills as advanced, proficient, basic, or minimal. DPI requires all students in third through eighth grades to participate in WKCE testing to meet federal No Child Left Behind requirements. Note that results in this section include all students who completed that test in the fall of 2013.

In order to more closely align with national and international standards, the WKCE reading and math proficiency-level cut scores were redrawn in 2012–13 to mimic cut scores used by the National Assessment of Educational Progress.[27] The revised cut scores require that students achieve higher-scale scores in order to be considered proficient in each subject. Because many of the CSRC standards were set based on years of WKCE data prior to implementation of the revised cut scores, CRC reports current year and year-to-year WKCE reading and math results using both standards. This allows schools and stakeholders to see how students and the school performed when different standards were applied.

a. Reading

In October 2013, 39 third graders and 10 fourth graders were administered the WKCE reading test. Using the revised cut scores, five (12.8%) third graders scored at the proficient level, 11 (28.2%) scored basic, and 23 (59.0%) scored at the minimal level; none of the third-grade students tested

[27] Note that the cut scores for the language arts and writing sections were not altered and remain the same as previous years.

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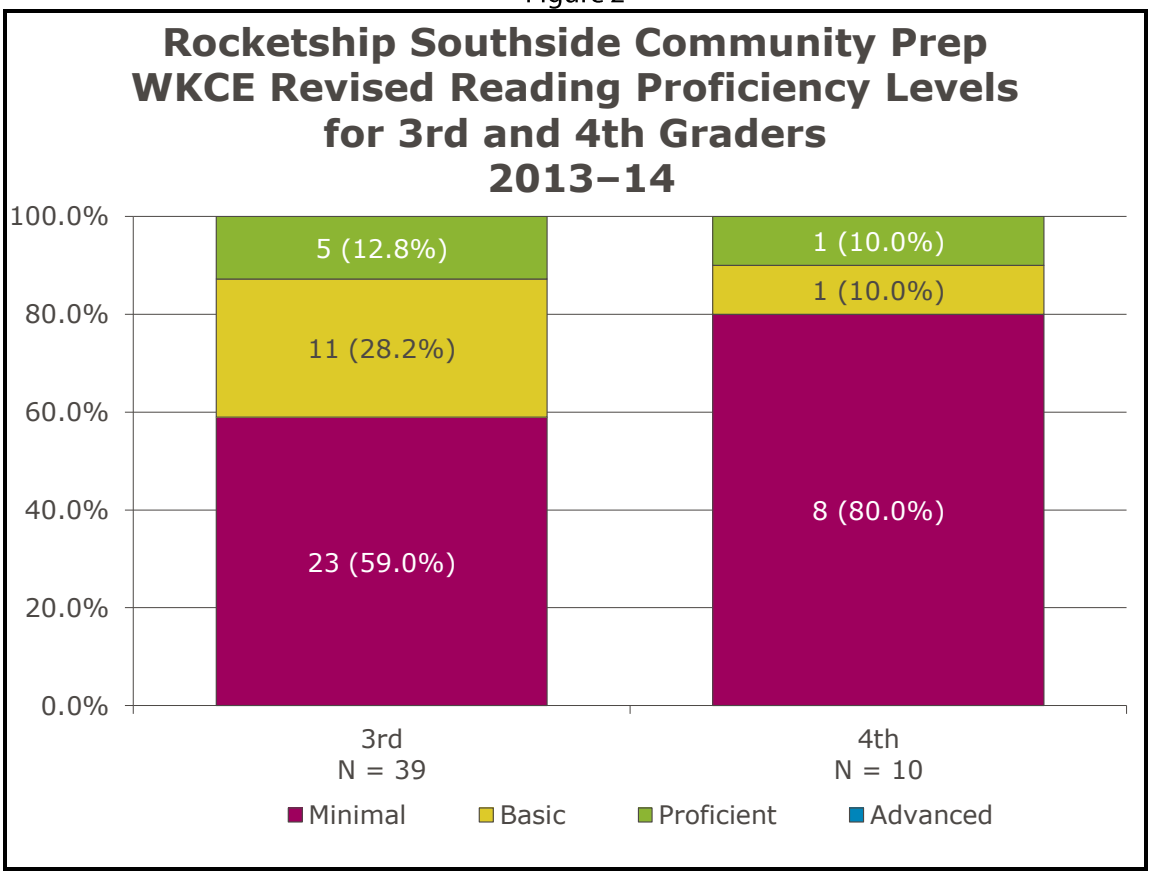
scored advanced in reading. One (10.0%) fourth grader scored proficient; one (10.0%) scored basic; and eight (80.0%) scored at the minimal level; none of the fourth graders tested scored advanced in reading (Figure 2). Overall, six (12.2%) third- and fourth-grade students scored proficient in reading (not shown).

When the former cut scores used prior to 2012–13 were applied to this year's scale scores, eight (20.5%) third graders were advanced in reading, 18 (46.2%) were proficient, 11 (28.2%) were basic, and two (5.1%) scored at the minimal level. One (10.0%) fourth grader was advanced in reading, three (30.0%) were proficient four (40.0%) were basic, and two (20.0%) scored at the minimal level. Overall, 30 (61.2%) third- and fourth-grade students scored proficient or advanced in reading when using the cut scores prior to 2012–13 (not shown).

Figure 2



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On average, third-grade students scored in the 32nd percentile statewide in reading. This means that, on average, students scored higher than 32.0% of all third-grade students who took the WKCE this year. Fourth-grade students scored in the 20th percentile.

b. Math

Using the revised cut scores, seven (17.9%) third graders scored at the proficient level, 26 (66.7%) scored basic, and six (15.4%) scored at the minimal level; none of the third-grade students tested scored at the advanced level. One (10.0%) fourth grader scored at the advanced level, two (20.0%) scored proficient, four (40.0%) scored basic, and three (30.0%) scored minimal (Figure 3). Overall, 10 (20.4%) third and fourth graders scored advanced or proficient in reading when using revised cut scores (not shown).

When the former cut scores used prior to 2012–13 were applied to this year's scale scores, three (7.7%) third graders were advanced in math, 25 (64.1%) third graders were proficient, five (12.8%) were basic, and six (15.4%) scored at the minimal level. Two (20.0%) fourth graders were advanced in math, three (30.0%) were proficient, two (20.0%) were basic, and three (30.0%) were minimal. Overall, 33 (67.3%) third- and fourth- grade students scored advanced or proficient when using the cut scores prior to 2012–13 (not shown).

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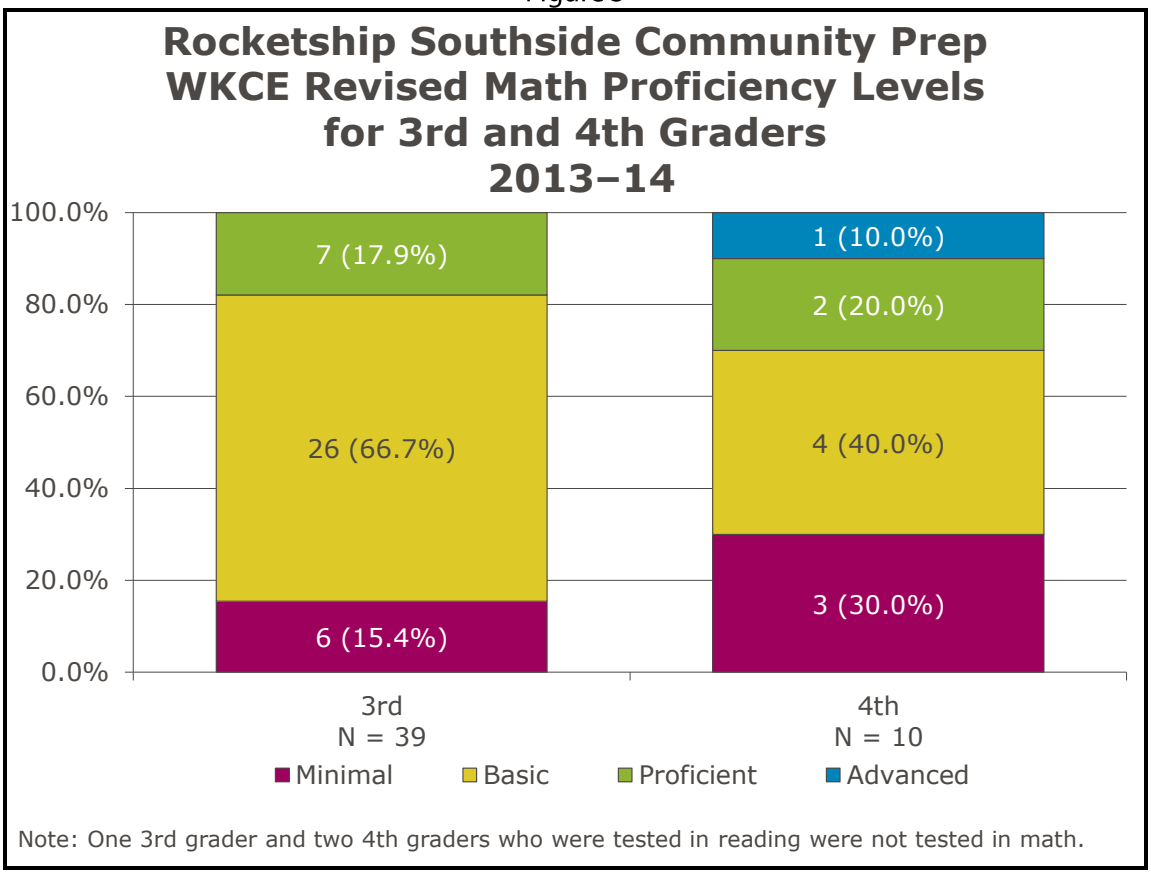
Figure 3



On average, third-grade students scored in the 33rd percentile statewide in math. This means that, on average, students scored higher than 33.0% of all third-grade students who took the WKCE this year. Fourth-grade students scored in the 35th percentile.

c. Language Arts

In addition to reading and math, 10 fourth-grade students also completed the WKCE language arts test. Results show that one (10.0%) fourth-grade student scored advanced, four (40.0%) scored proficient, three (30.0%) had basic skills, and two (20.0%) exhibited minimal skills.

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d. Writing

In addition to the reading and math subtest, fourth-grade students completed a WKCE writing sample. The extended writing sample is evaluated using two holistic rubrics. A six-point composition rubric evaluates students' ability to control purpose, organization, content development, sentence fluency, and word choice. A point-conventions rubric evaluates students' ability to manage punctuation, grammar, capitalization, and spelling. Rubric scores are combined to produce a single score ranging from 0.0 to a maximum possible score of 9.0. RSCP's fourth-grade students' writing scores ranged from 3.0 to 7.0. The average score was 5.2. The median score was 5.0, meaning half of students scored at or below 5.0, and half scored 5.2 to 7.0.

F. Multiple-Year Student Progress

Because this is the first year of operation for RSCP, multiple-year student progress is not yet applicable.

G. CSRC School Scorecard

During the 2009–10 school year, CSRC piloted a scorecard for each school that it charters. The pilot ran for three years, and in the fall of 2012, CSRC adopted the scorecard to help monitor school performance. The scorecard includes multiple measures of student academic progress, such as performance on standardized tests and local measures. In addition, it measures point-in-time academic achievement and engagement elements, such as attendance and student and teacher retention and return. The score provides a summary indicator of school performance. The summary score is then translated into a school status rating (Table 9).

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Table 9 City of Milwaukee Educational Performance Rating Scale for Charter Schools	
School Status	**Scorecard % Total**
High Performing/Exemplary	100.0%–85.0%
Promising/Good	84.0%–70.0%
Problematic/Struggling	69.0%–55.0%
Poor/Failing	54.0% or less

CSRC uses the score and rating to guide decisions regarding whether to accept a school's annual education performance and continue monitoring as usual and whether to recommend a school for a five-year contract renewal at the end of its fourth year of operation under its current contract. The CSRC expectation is that schools achieve a rating of 70.0% or more; if a school falls under 70.0%, CSRC will carefully review the school's performance and determine whether a probationary plan should be developed.

This year CRC prepared the RSCP scorecard based on the WKCE results using the former cut scores because the CSRC expectations related to the WKCE are based on the former WKCE cut scores. (The revised cut scores have been in place for too short a period of time for the development of valid expectations). RSCP scored 73.9% on the scorecard which places the school at the Promising/Good level. Please see Appendix C for school scorecard information. Because this is RSCP's first year as a City of Milwaukee-chartered school, its scorecard results do not include any of the year-to-year measures.

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H. Wisconsin Department of Public Instruction School Report Card[28]

As part of the new state accountability system reflected in Wisconsin's approved Elementary and Secondary Education Act Flexibility Request,[29] DPI has produced report cards for every school in Wisconsin. These school report cards provide data on multiple indicators for four priority areas.

- **Student Achievement**—Performance on the WKCE and Wisconsin Alternative Assessment for Students With Disabilities in reading and mathematics
- **Student Growth**—Improvement over time on the WKCE in reading and mathematics
- **Closing Gaps**—Progress of student subgroups in closing gaps in reading and mathematics performance and/or graduation rates
- **On-Track and Postsecondary Readiness**—Performance on key indicators of readiness for graduation and postsecondary pursuits, whether college or career

Schools receive a score from 0 to 100 for each priority area. Scores for each area are included on each school's report card. The report cards are public documents and can be found on the DPI website. Some schools have had data replaced by an asterisk (*) when fewer than 20 students were in a group.

In addition to priority area scores, performance on three student engagement indicators is also reported. These include test participation rate (goal of 95.0% for all students and each subgroup), absenteeism rate (goal of 13.0% or less), and dropout rate (goal of 6.0% or less). Schools that do not meet the goal receive a point deduction from their overall scores.

The overall accountability score is an average of the priority area scores, minus student engagement indicator deductions. The average is weighted differently for schools that cannot be

[28] Information for this section was retrieved from the DPI website, http://reportscards.dpi.wi.gov.

[29] Wisconsin Department of Public Instruction. (n.d.). Accountability reform. Retrieved from http://acct.dpi.wi.gov/acct_accountability

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measured with all priority area scores. A school's overall accountability score places the school into one of five overall accountability ratings.

- Significantly Exceeds Expectations (83.0–100.0)
- Exceeds Expectations (73.0–82.9)
- Meets Expectations (63.0–72.9)
- Meets Few Expectations (53.0–62.9)
- Fails to Meet Expectations (0.0–52.9)

Because this is RSCP's first year of operation, a DPI report card score is not yet available. DPI has indicated that the scorecards for 2013–14 will be available after September 15, 2014.

I. Parent/Teacher/Board Satisfaction Regarding Student Academic Progress

Based on parent surveys, 98.0% indicated their student's academic progress was excellent (77.8%) or good (20.2%). In addition, 95.5% of the parents indicated that the school's contribution to their child's learning was "excellent" or "good."

All 10 teachers interviewed indicated that their students' academic progress was excellent (six) or good (four).

The three board members interviewed indicated student academic progress was excellent (one) or good (two).

IV. Summary and Recommendations

This report covers the first year of RSCP's operation as a City of Milwaukee charter school. Based on results in this report and in consultation with school staff, CRC recommends that the school continue a focused school improvement plan by engaging in the following activities for the 2014–15 academic year.[30]

[30] Progress on these recommendations will be included in RSCP's report for 2014−15.

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- Continue small-group instruction for reading and math, including tutoring and use of "Guided Reading" for small reading groups.
- Focus on vocabulary development for writing across the curriculum.
- Continue to implement the RtI (Response to Intervention) and tutoring for the lowest-achieving students.

The school has met or substantially met all but one provision of its contract with the City of Milwaukee and subsequent requirements of the CSRC. The provision not met was the administration of all required assessments. In addition, the school scored 73.9% on the scorecard. Based on the school's compliance and scorecard results for this first year of operation, CRC recommends that RSCP continue to receive regular, annual academic monitoring and reporting.

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Appendix A

Contract Compliance Chart

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Table A Rocketship Southside Community Prep Overview of Compliance for Education-Related Contract Provisions 2013–14			
Section of Contract	**Education-Related Contract Provision**	**Report Page Number(s)**	**Contract Provision Met or Not Met?**
Section I, B	Description of educational program: student population served	2–7	Met
Section I, V	Annual school calendar provided	10	Met
Section I, C	Educational methods	3–12	Met
Section I, D	Administration of required standardized tests	24–32	Not Met[31]
Section I, D	Academic criteria #1: Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, writing, math, and special education goals.	16–24	Met
Section I, D and subsequent memos from CSRC	Academic criteria #2: Year-to-year achievement measure a. 2nd- and 3rd-grade students at or above grade level in reading: At least 75.0% maintain at or above grade-level status. b. 4th- to 8th-grade students proficient or advanced in reading: At least 75.0% maintain proficiency level c. 4th- to 8th-grade students proficient or advanced in math: At least 75.0% maintain proficiency level		a. N/A* b. N/A* c. N/A*
Section I, D	Academic criteria #3: Year-to-year achievement measure a. 2nd- and 3rd-grade students with below-grade-level 2011–12 scores in reading: Advance more than 1.0 grade-level equivalency in reading b. 4th- to 8th-grade students below proficient level in 2011–12 reading test: At least 60.0% will advance one level of proficiency or to the next quartile within the proficiency level range c. 4th- to 8th-grade students below proficient level in 2011–12 math test: At least 60.0% will advance one level of proficiency or to the next quartile within the proficiency level range		a. N/A* b. N/A* c. N/A*

[31] RSCP did not administer PALS to second-grade students in the spring as required by CSRC.

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Table A Rocketship Southside Community Prep Overview of Compliance for Education-Related Contract Provisions 2013–14			
Section of Contract	**Education-Related Contract Provision**	**Report Page Number(s)**	**Contract Provision Met or Not Met?**
Section I, E	Parental involvement	11–12, 15	Met
Section I, F	Instructional staff hold a DPI license or permit to teach	8	Substantially Met[32]
Section I, I	Pupil database information	5–7	Substantially Met[33]
Section I, K	Disciplinary procedures	12–14	Met

*Year-to-year measures do not apply this year because it is RSCP's first year of operation as a City of Milwaukee–chartered school. Additionally, the SDRT was discontinued prior to the 2013–14 school year and was not administered by any school.

[32] All instructional staff except one K4 teacher held a current Wisconsin DPI license or permit. That teacher applied and received a permit effective July 1, 2014.

[33] The school did not provide out-of-school suspension data.

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Appendix B

Student Learning Memorandum

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Student Learning Memorandum for Rocketship Southside Community Prep

To: City of Milwaukee Charter School Review Committee and NCCD Children's Research Center
From: Rocketship Southside Community Prep
Re: Student Learning Memorandum for the 2013–14 School Year
Date: November 18, 2013

The following procedures and outcomes will be used for the 2013–14 school year to monitor the education-related activities described in the Rocketship Southside Community Prep's (RSCP) charter school contract with the City of Milwaukee. Data will be provided to the NCCD Children's Research Center (CRC), the monitoring agent contracted by the City of Milwaukee Charter School Review Committee (CSRC). Data will be reported in a spreadsheet or database that includes each student's Wisconsin student number (WSN). All spreadsheets and/or the databases will include all students enrolled at any time during the school year. CRC requests electronic submission of year-end data on the fifth day following the last day of student attendance for the academic year, or June 25, 2014. Additionally, paper test printouts or data directly from the test publisher must be provided to CRC for the Phonological Awareness Literacy Screening (PALS) and the Wisconsin Knowledge and Concepts Examination (WKCE).

Attendance

The school will maintain an average daily attendance rate of 95% of all possible half-days. Attendance will be reported as present, excused absence, or unexcused absence. It is a requirement for students to be present for at least one hour of instruction in any given half-day in order to be considered present.

Enrollment

The school will record the enrollment date for every student. Upon admission, individual student information, including WSN, PowerSchool ID number, name, grade, gender, race/ethnicity, eligibility for free/reduced/paid lunch, and special education status will be added to the school database. Note that special education data will be entered into OASIS.

Termination

The date and reason for every student leaving the school will be recorded in the school database. Definitions for each termination code should be provided to CRC.

Parent Participation

Parents will participate in at least two of three scheduled parent-teacher conferences. The conference date and whether a parent/guardian or other interested person participated in the conference will be recorded by the school for each student.

Special Education Needs Students

The school will maintain updated records on all special education students, including disability type, date of the individualized education program (IEP) team eligibility assessment, eligibility assessment

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outcome, IEP completion date, parent participation in IEP completion, IEP review date, review results, and parent participation in review.

Note that ongoing student progress on IEP goals is monitored and reported throughout the academic year through the special education progress reports that are attached to the regular report cards.

Academic Achievement: Local Measures

Reading and Mathematics for K4 Students

The Children's Progress Academic Assessment will be used to measure mastery of reading and math strands. Students receive a score of one (below expectation) to four (above expectation) on each strand. The literacy strands are listening, reading, phonics/writing, and phonemic awareness. The mathematics strands are measurement, numeracy, and patterns/functions. Individual reading and math strand scores are averaged for overall reading and math content scores. The goal for each test (i.e., reading and math) is that at least 70% of students who complete the initial baseline assessment by October 18, 2013, and who received an average score less than or equal to two will increase their average content score by two points on the spring assessment.

Reading and Mathematics for K5 Through Fourth Grades

Students in K5 will demonstrate mastery on an internally developed benchmark assessment in math; specifically, at least 75% of students will score 80% on the math benchmark by June 2014.

In reading, 70% of K5 students will achieve a Strategic Teaching and Evaluation of Progress (STEP) level 3 in June 2014. STEP is a rigorous development reading assessment developed by the University of Chicago. STEP level 3 is the end-of-year level for kindergarten students.

Students in first through fourth grades will complete Curriculum Associates mathematics and English Language Arts benchmark assessments in September and again at the end of the school year. Mastery of each subject is defined as a score of 75% or higher on the June 2014 assessment.

- At least 65% of students who completed the initial/baseline assessments by September 18, 2013, will achieve mastery on the Mathematics assessment on the June 2014 assessment; and

- At least 50% of students who complete the initial/baseline assessments by September 18, 2013, will achieve mastery on the English Language Arts assessment in June 2014.

Students in K5 through fourth grades will complete the Measures of Academic Progress (MAP) reading and math assessments in the fall and spring of the school year. Progress will be measured by examining the change in Rasch Unit (RIT) scores from fall to spring. Specifically, CRC will examine whether each student met his/her target RIT score in reading and math at the time of the spring assessments. Target RIT scores are determined using the student's current grade level and fall test score.[34]

- At least 65% of students who complete both the fall and spring reading assessments will meet their target RIT score at the time of the spring assessment; and

[34] The MAP assessments will be used as the reading and math local measures for the CSRC scorecard.

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- At least 65% of students who complete both the fall and spring math assessments will meet their target RIT score at the time of the spring assessment.

Writing

Students in K5 through fourth grades will complete a writing sample no later than October 30, 2013. The writing sample will be assessed using the 6+1 Traits of Writing. At least 65% of students who complete the writing sample in October will achieve an overall score of 3 or higher on a second writing sample taken between May 19 and June 6, 2014. The prompt for both writing samples will be the same and will be based on grade-level topics with the narrative genre.

Academic Achievement: Standardized Measures

The following standardized test measures will assess academic achievement in reading and/or mathematics.

K4, K5, first and second Grades

PALS will be administered to all students in K4 through first grades in the fall and spring of each year within the timeframes required by the Wisconsin Department of Public Instruction (DPI).[35] Second-grade students will complete PALS in the spring of the school year as currently required by CSRC. PALS provides information about each student's level of mastery of early literacy fundamentals at different times during the school year.[36]

Because this is the first year that schools are required to administer the PALS to students in K4, first, and second grades, CSRC has not yet set specific academic expectations for students taking PALS. Pending CSRC expectations, CRC plans to complete the following analysis for this assessment series.[37]

- Benchmark achievement levels for students on both the fall and spring assessments (spring only for second graders);
- K4, K5, and first-grade student cohort progress from fall to spring on each grade-level assessment (not applicable for second graders); and
- If applicable, year–to-year progress for students who completed the PALK in 2012–13 and also completed the PALS-1 in 2013–14.[38]

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[35] The school must administer PALS in the fall and spring of the school year for K4 through first graders; if DPI requires additional test administrations, CRC will request data from the additional test administrations as well.

[36] PALS was developed by researchers at the University of Virginia and is considered a scientifically based reading assessment for kindergarten students. It assesses key literacy fundamentals, including phonic awareness, fluency, and vocabulary. Specifically, PALS assesses rhyme awareness, beginning sound awareness, alphabet knowledge, letter sounds, spelling, concept of word, and word recognition in isolation (optional). (Note: This information was taken from the DPI website, http://www.palswisconsin.info.)

[37] If during the school year, CSRC sets specific expectations or requests different analyses, CRC will replace these current plans with the new plans and expectations formulated and adopted by CSRC.

[38] At the time of this memo, CRC was researching whether examining year-to-year reading progress using PALS was possible. If year-to-year progress can be measured, CRC will include those results in the report.

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Third and Fourth Grades

WKCE will be administered in the timeframe identified by DPI. The WKCE reading subtest will provide each student with a proficiency level via a scale score in reading, and the WKCE math subtest will provide each student with a proficiency level via a scale score in math. For fourth graders, it will also include language arts, science, and social studies scale scores. Results will also reflect each student's statewide percentile score. In 2012–13, the WKCE cut scores for reading and math were revised based on cut scores for the National Assessment of Educational Progress. As in the 2012–13 school year, CRC will analyze the data using both the revised cut scores and the former cut scores, used through the 2011–12 school year.

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Student Learning Memorandum Data Addendum
Rocketship Southside Community Prep

The following describes the data collection and submission process related to each of the outcomes in the learning memorandum for the 2013–14 academic year. Additionally, there are important principles applicable to all data collection that must be considered.

1. All students attending Rocketship Southside Community Prep (RSCP) at any time during the academic year should be included in all student data files. This includes students who enroll after the first day of school and students who withdraw before the end of the school year. Be sure to include each student's unique Wisconsin student number (WSN) and school-based ID number in each data file.

2. For some measures, e.g., special education records, all data fields must be completed for each student enrolled at any time during the school year. If a student is not enrolled when a measure is completed, record N/E to indicate "not enrolled." If the measure did not apply to the student for another reason, enter N/A for that student to indicate "not applicable." N/E may occur if a student enrolls after the beginning of the school year or withdraws prior to the end of the school year. N/A may apply if a student is absent when a measure is completed.

   For other measures, student enrollment and withdrawal dates may be used to determine whether a student was enrolled at the time of a particular assessment or other measure. For these data elements, the NCCD Children's Research Center (CRC) will assume that an empty cell in the database means that the student did not complete the assessment or other measure.

3. Record and submit a score/response for each student. Please do not submit aggregate data (e.g., 14 students scored 75.0%, or the attendance rate was 92.0%).

Staff person(s) responsible for year-end data submission: Rachel Commons.

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Student Roster, Enrollment, and Termination	For each student enrolled at any time during the year, include the following. • WSN • Local student ID • Student name • Grade • Whether student is repeating a grade • Gender • Race/ethnicity • Free/reduced/paid lunch status (free, reduced, not eligible/paid)	SIS (PowerSchool)	Rachel Commons

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Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	• Enrollment date • Termination/withdrawal date, if applicable • Termination/withdrawal reason, if applicable, including if student was expelled • Assessed for special education (Y, eligible; Y, not eligible; N, not eligible)		
Attendance	For each student enrolled at any time during the year, include the following. • WSN • Student name • Number of days expected attendance (i.e., days enrolled) • Number of days attended • Number of days excused absence • Number of days unexcused absence • Number of days in in-school suspension • Number of days out-of-school suspension Note that if attendance is recorded as half-days, the number of half-days expected, number of half-days attended, etc. can be substituted where it says "days."	SIS (PowerSchool)	Rachel Commons
Parent Participation	For each student enrolled at any time during the year, include the following. • WSN • Student name • Parent participation in conference 1 (Y, N) • Conference 1 type (school, phone, home) • Parent participation in conference 2 (Y, N) • Conference 2 type (school, phone, home) • Parent participation in conference 3 (Y, N) • Conference 3 type (school, phone, home)	Google Doc	Brittany Kinser

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Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Special Education Needs Students	For each student assessed for special education needs (as indicated on the student roster), include the following. • WSN • Student name • Special education need, e.g., ED, CD, LD, OHI, etc. • Was student enrolled in special education services at RSCP during the previous school year (i.e., was student continuing special education or did special education services begin this year)? • Eligibility assessment date (date the team met to determine eligibility; may be during previous school year) • Eligibility reevaluation date (three-year reevaluation date to determine whether the child is still eligible for special education; may be during a subsequent school year) • IEP completion date (date the IEP in place during this school year was developed; may have been during a prior year; if initial, the date will be this school year) • IEP review date (date the IEP was reviewed this year; if the initial IEP was developed this year, enter N/A) • IEP review results, i.e., continue in special education, no longer eligible for special education, or N/A At the time of the annual review/reevaluation, please record: • The number of sub-goals that were on the previous IEP; and • The number of those sub-goals that were met.	Oasys	Rachel Commons
Academic Achievement: Local Measures	For each K4 student, include the following. • WSN	CPAA website	Rachel Commons

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Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
K4 Math and Reading	• Student name • Grade • Fall of 2013 reading content score • Spring of 2014 reading content score • Fall of 2013 math content score • Spring of 2014 math content score Note: The content scores are the averages of the individual strands for each subject.		
Academic Achievement: Local Measures *K5 Math and Reading*	For each K5 student, include the following. • WSN • Student name • Grade • Percent achieved on the June 2014 internally developed math benchmark assessment • Strategic Teaching and Evaluation of Progress (STEP) level achieved on the June 2014 assessment.	Achievement Data Warehouse	Rachel Commons
Academic Achievement: Local Measures *1st- Through 4th-Grade Curriculum Associates Assessments (Math and English Language Arts*	For each 1st- through 4th-grade student, include the following. • WSN • Student name • Grade • Percent achieved on the Curriculum Associates Mathematics assessment in the fall of 2013 • Fall of 2013 math test date • Percent achieved on the Curriculum Associates Mathematics assessment in June 2014 • Percent achieved on the Curriculum Associates English Language Arts assessment in the fall of 2013 • Fall of 2013 English language arts test date • Percent achieved on the Curriculum Associates English	Achievement Data Warehouse	Rachel Commons

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Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	Language Arts assessment in June 2014		
Academic Achievement: Local Measures *K5- Through 5th-Grade Measures of Academic Progress (MAP; Reading and Math)*	For each 1st- through 5th-grade student, include the following. • WSN • Student name • Grade • Fall of 2013 MAP reading Rasch Unit (RIT) score • MAP reading growth target score • Spring of 2014 MAP reading RIT score • Met MAP reading target (Y/N) • Fall of 2013 MAP math RIT score • MAP math growth target score • Spring of 2014 MAP math RIT score • Met MAP math target (Y/N)	Achievement Data Warehouse	Rachel Commons
Academic Achievement: Local Measures *K5- Through 4th-Grade Writing*	For each student, include the following. • WSN • Student name • Grade • Overall fall of 2013 writing score • Overall end-of-year writing score	Illuminate	Rachel Commons
Academic Achievement: Standardized Measures *Phonological Awareness Literacy Screening (PALS) K4 Through 2nd Grades*	For each student, include the following. • WSN • Student name • Grade For each K4 and K5 student, including the following. • Fall of 2013 PALS summed score • Spring of 2014 PALS summed score For first and second grade students, include the following. <u>Fall (1st graders only)</u> • Fall of 2013 entry-level summed score	Paper printouts and/or electronic PALS data directly from the test publisher must also be submitted to CRC at the end of the school year.	Rachel Commons

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Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	• If applicable, fall Level B summed score • If applicable, fall Level C blending and sound-to-letter scores <u>Spring (1st and 2nd graders)</u> • Spring of 2014 entry-level summed score • If applicable, spring Level B summed score • If applicable, spring Level C blending and sound-to-letter scores		
Academic Achievement: Standardized Measures *Wisconsin Knowledge and Concepts Examination (WKCE) 3rd and 4th Grades*	For each student, include the following. • WSN • Student name • Proficiency level, scale score, and statewide percentile for WKCE math test • Proficiency level, scale score, and statewide percentile for WKCE reading test For students in 4th grade, also include the following. • Proficiency level and scale score for WKCE language arts test • Proficiency level and scale score for WKCE social studies test • Proficiency level and scale score for WKCE science test • Writing composite score	Paper printouts and/or electronic WKCE data directly from the test publisher must also be submitted to CRC at the end of the school year. Some schools download WKCE data directly from the Turnleaf website.	Rachel Commons

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Appendix C

CSRC Scorecard

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City of Milwaukee Charter School Review Committee
School Scorecard

r: 8/13

K5–8TH GRADE

STUDENT ACADEMIC PROGRESS: GRADES 1–3		
• SDRT—% remained at or above grade level (GL)	(4.0)	10.0%
• SDRT—% below GL who improved more than 1 GL	(6.0)	

STUDENT ACADEMIC PROGRESS: GRADES 3–8		
• WKCE reading—% maintained proficient and advanced	(7.5)	35.0%
• WKCE math—% maintained proficient and advanced	(7.5)	
• WKCE reading—% below proficient who progressed	(10.0)	
• WKCE math—% below proficient who progressed	(10.0)	

LOCAL MEASURES		
• % met reading	(3.75)	15.0%
• % met math	(3.75)	
• % met writing	(3.75)	
• % met special education	(3.75)	

STUDENT ACHIEVEMENT: GRADES 3–8		
• WKCE reading—% proficient or advanced	(7.5)	15.0%
• WKCE math—% proficient or advanced	(7.5)	

ENGAGEMENT		
• Student attendance	(5.0)	25.0%
• Student reenrollment	(5.0)	
• Student retention	(5.0)	
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, and 12		
• EXPLORE to PLAN—Composite score at or above 17 on EXPLORE and at or above 18 on PLAN	(5.0)	30.0%
• EXPLORE to PLAN—Composite score of less than 17 on EXPLORE but increased 1 or more on PLAN	(10.0)	
• Adequate credits to move from 9th to 10th grade	(5.0)	
• Adequate credits to move from 10th to 11th grade	(5.0)	
• DPI graduation rate	(5.0)	

POSTSECONDARY READINESS: GRADES 11 and 12		
• Postsecondary acceptance for graduates (college, university, technical school, military)	(10.0)	15.0%
• % of 11th/12th graders tested	(2.5)	
• % of graduates with ACT composite score of 21.25 or more	(2.5)	

LOCAL MEASURES		
• % met reading	(3.75)	15.0%
• % met math	(3.75)	
• % met writing	(3.75)	
• % met special education	(3.75)	

STUDENT ACHIEVEMENT: GRADE 10		
• WKCE reading—% proficient and advanced	(7.5)	15.0%
• WKCE math—% proficient and advanced	(7.5)	

ENGAGEMENT		
• Student attendance	(5.0)	25.0%
• Student reenrollment	(5.0)	
• Student retention	(5.0)	
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

*Teachers not offered continuing contracts are excluded when calculating this rate.

Note: If a school has less than 10 students in any cell on this scorecard, CRC does not report these data. This practice was adopted to protect student identity. Therefore, these cells are reported as not available (N/A) on the scorecard. The total score will be calculated based on the school's denominator.

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Beginning in 2012–13, the Wisconsin DPI applied more rigorous proficiency-level cut scores to the WKCE reading and math tests. These revised cut scores are based on standards set by the National Assessment of Educational Progress and require students to achieve higher-scale scores in order to be considered proficient. However, the revised cut scores have not been in place long enough to establish valid expectations. Therefore, the expectations based on the former WKCE cut scores were applied to this year's scorecard for consistency in determining the extent to which a school met the CSRC year-to-year expectations related to the WKCE.

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Table C1

Rocketship Southside Community Prep
Charter School Review Committee Scorecard
WKCE Scores Based on Former Proficiency-Level Cut Scores
2013–14 School Year

Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Academic Progress: Grades 1st Through 3rd	SDRT: % remained at or above grade level (GL)	4.0	**10.0%**	NA*	--
	SDRT: % below GL who improved more than one GL	6.0		NA*	--
Student Academic Progress: Grades 3rd Through 8th	WKCE reading: % maintained proficient and advanced	7.5	**35.0%**	NA*	--
	WKCE math: % maintained proficient and advanced	7.5		NA*	--
	WKCE reading: % below proficient who progressed	10.0		NA*	--
	WKCE math: % below proficient who progressed	10.0		NA*	--
Local Measures	% met reading	3.75	**15.0%**	72.0%	2.7
	% met math	3.75		87.4%	3.3
	% met writing	3.75		53.1%	2.0
	% met special education	3.75		NA*	--
Student Achievement: 3rd Grade	WKCE reading: % proficient or advanced	7.5	**15.0%**	61.2%	4.6
	WKCE math: % proficient or advanced	7.5		67.3%	5.0
Engagement	Student attendance	5.0	**25.0%**	90.2%	4.5
	Student reenrollment	5.0		NA	--
	Student retention	5.0		81.3%	4.1
	Teacher retention rate**	5.0		86.0%	4.3
	Teacher return rate**	5.0		NA	--
TOTAL		**41.25***			**30.5(73.9%)**

*This is RSCP's first year as a city-chartered school; therefore, the year-to-year results, including special education IEP goal progress, were not available. These points were deducted from the total possible points available; the percentage is based on the modified denominator rather than 100 possible points.
**Teacher retention and return rates reflect teachers plus additional instructional staff.

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Appendix D

Teacher Interview Results

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In the spring of 2014, CRC interviewed 10 teachers regarding their reasons for teaching and overall satisfaction with the school. Interviews included classroom teachers from K4 through fourth grades (some specializing in reading and/or math), one assistant principal/special education teacher, and one ISE specialist.

The teachers interviewed had been teaching for an average of 4.8 years. Since this was RSCP's first year of operation, all teachers had been at the school for one year.

All teachers reported that they routinely use data to make decisions in the classroom and that the school's leadership uses data to make school-wide decisions. Methods of tracking student progress on the school's local measures included a variety of subject-area assessments administered routinely throughout the year to gauge student progress.

Seven teachers rated the school's overall progress in contributing to students' academic progress as excellent, and three teachers rated the school's progress as good.

When asked to describe how teacher performance is assessed, all teachers reported that they are formally assessed at least once each year; most of them are formally assessed at least once each semester. All teachers are observed in the classroom, participate in discussions regarding student progress and data, and receive informal feedback and suggestions at least once a month (Table D1).

Table D1

Rocketship Southside Community Prep
Teacher Performance Assessment
2013–14
(N =10)

Type of Assessment	Frequency							
	Never		At Least Monthly or More Often		At Least Once Each Semester		At Least Once Yearly	
	N	%	N	%	N	%	N	%
Formal evaluation using evaluation form	0	0.0%	0	0.0%	8	80.0%	2	20.0%
Classroom observations	0	0.0%	10	100.0%	0	0.0%	0	0.0%
Discussions regarding student progress/data	0	0.0%	10	100.0%	0	0.0%	0	0.0%
Informal feedback/suggestions	0	0.0%	10	100.0%	0	0.0%	0	0.0%

All 10 teachers reported that their performance reviews incorporate students' academic progress or performance. Reviews for seven teachers were completed by a school coach; two were conducted by the principal, and one by the assistant principal. Two of the teachers said they were very satisfied with the performance review process and eight were somewhat satisfied.

Seven of the 10 teachers reported plans to continue teaching at the school.

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When asked to rate the importance of various reasons for continuing to teach at the school, all teachers rated educational methodology, general atmosphere, class size, administrative leadership, and colleagues as somewhat important or very important (Table D2).

Table D2

Reasons for Continuing to Teach at Rocketship Southside Community Prep
2013–14
(N = 10)

Reason	Importance			
	Very Important	Somewhat Important	Somewhat Unimportant	Not at All Important
Location	1	5	2	2
Financial considerations	2	6	2	0
Educational methodology/ curriculum approach	7	3	0	0
Age/grade level of students	3	3	3	1
Discipline	5	3	2	0
General atmosphere	6	4	0	0
Class size	1	9	0	0
Parental involvement	5	4	1	0
Administrative leadership	10	0	0	0
Colleagues	6	4	0	0
Students	3	5	1	1

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CRC asked teachers to rate the school's performance related to class size, materials and equipment, and student assessment plan, as well as shared leadership, professional support and development, and the school's progress toward becoming an excellent school. Teachers most often rated progress toward becoming a high performing school, student academic progress, parent/teacher relationships, and parent involvement as excellent. Professional development opportunities and performance as a teacher were most often rated as good. Six of the 10 teachers listed the school's progress toward becoming a high-performing school as excellent, and four teachers rated the school's progress as good (Table D3).

Table D3

Rocketship Southside Community Prep
School Performance Rating
2013–14
(N = 10)

Area	Rating			
	Excellent	Good	Fair	Poor
Class size/student-teacher ratio	5	4	1	0
Program of instruction	4	5	1	0
Measures for assessing students' progress overall	5	4	1	0
Shared leadership, decision making, and accountability	2	2	6	0
Professional support	4	5	1	0
Professional development opportunities	3	6	1	0
Progress toward becoming a high-performing school	6	4	0	0
Your students' academic progress	6	4	0	0
Adherence to discipline policy	2	4	3	1
Instructional support	5	4	1	0
Parent/teacher relationships	6	4	0	0
Teacher collaboration to plan learning experiences	4	3	2	1
Parent involvement	6	4	0	0
Your performance as a teacher	3	7	0	0
Principal's performance	1	5	4	0

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When asked to name two things they liked most about the school, teachers noted the following:

- Parental involvement
- High expectations of teachers
- The uncompromising focus on students and their learning

Teachers most often mentioned the following as things they liked least about the school:

- Workload is not sustainable; the expectations of teachers are not supportive of a work-life balance

- Lack of developmental appropriateness, especially for younger children

- Job instability; lack of transparency when people are let go; feels cut-throat

- Administrative style not very flexible and lack of transparency

- Lack of enough collaboration between teachers and administration to understand needs and develop shared vision

Teachers identified the following barriers that could affect their decision to remain at the school:

- Work-life balance and stress of job
- Lack of support from leadership

When asked for suggestions for school improvement, teachers said:

- Leadership needs to listen openly to parents and teachers without repercussions and collaborate in decision making

- Establish a more systematic student behavior policy

- Build more teacher collaboration and planning time into the work day

- Discuss extent and flexibility of teacher involvement in curriculum

- Develop teacher appreciation strategies

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Appendix E

Parent Survey Results

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Parent opinions are qualitative in nature and provide a valuable measurement of school performance. To determine how parents heard about the school, why they elected to send their children to the school, parental involvement with the school, and an overall evaluation of the school, each school distributed surveys during spring parent-teacher conferences. The school asked parents to complete the survey, place it in a sealed envelope, and return it to the school. CRC made at least two follow-up phone calls to parents who had not completed a survey. If these parents were available and willing, CRC completed the survey over the telephone or sent a new survey in the mail. Most (200, or 87.7%) of the school's 228 families were representated by 203 surveys completed and submitted to CRC.[39] Of the 203, 84 were completed in Spanish either on the Spanish-language hard copy version or on the phone by a person fluent in Spanish.

Many (42.4%) parents heard about the school from friends or relatives, but the majority (51.7%) of parents who completed a survey heard about the school from some other source. When asked how, many responded that they had received a flyer handed out by staff or from a staff member. Smaller proportions heard about the school through other means (Table E1).

Table E1

Rocketship Southside Community Prep
How Parents Learned About the School
2013–14
(N = 203)

Method	Response	
	N	%
Newspaper	9	4.4%
Private school	3	1.5%
Community center	11	5.4%
Church	4	2.0%
Friends/relatives	86	42.4%
TV/radio/Internet	4	2.0%
Other	105	51.7%

Parents chose to send their children to RSCP for a variety of reasons. Many rated the school's general atmosphere (80.8%) as well as educational methodology (88.2%) as very important reasons for selecting this school. In addition, most parents (95.6%) rated school safety as very important to them when choosing this school (Table F2).

Some parents (40.9%) chose "other" as their answer to this survey questions, listing reasons in their own words. These included unhappiness with prior school, reputation of Rocketship schools, and proximity to home (not shown).

[39] If more than one parent in the family or household completed a survey, both were included. If one parent completed more than one survey, the survey completed for the oldest child was retained for analysis.

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Table E2

Rocketship Southside Community Prep
Parent Reasons for Choosing the School
2013–14
(N = 203)

Factor	Response									
	Very Important		Somewhat Important		Somewhat Unimportant		Not at All Important		No Response	
	N	%	N	%	N	%	N	%	N	%
Location	123	60.6%	55	27.1%	15	7.4%	3	1.5%	7	3.4%
Other children or relative already attending this school	49	24.1%	31	15.3%	33	16.3%	76	37.4%	14	6.9%
Educational methodology	179	88.2%	18	8.9%	3	1.5%	0	0.0%	3	1.5%
Range of grades in school	141	69.5%	43	21.2%	12	5.9%	3	1.5%	4	2.0%
Discipline	164	80.8%	32	15.8%	4	2.0%	1	0.5%	2	1.0%
General atmosphere	164	80.8%	32	15.8%	2	1.0%	0	0.0%	5	2.5%
Class size	155	76.4%	36	17.7%	6	3.0%	3	1.5%	3	1.5%
Recommendation of family and friends	101	49.8%	57	28.1%	18	8.9%	21	10.3%	6	3.0%
Opportunities for parental participation	148	72.9%	46	22.7%	5	2.5%	1	0.5%	3	1.5%
School safety	194	95.6%	5	2.5%	2	1.0%	1	0.5%	1	0.5%
Frustration with previous school	93	45.8%	34	16.7%	24	11.8%	25	12.3%	27	13.3%

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CRC examined parental involvement as another measure of satisfaction with the school. Involvement was based on the number of contacts between the school and the parent(s) and parents' participation in educational activities in the home.

For the first measure, parent-school contacts, contacts occurred for a variety of reasons. For example, most parents reported contact with the school at least once regarding their child's academic progress (Table E3).

Table E3

Rocketship Southside Community Prep
Parent-School Contacts
2013–14
(N = 203)

Areas of Contact	Number of Contacts									
	0 Times		1–2 Times		3–4 Times		5+ Times		No Response	
	N	%	N	%	N	%	N	%	N	%
Your child(ren)'s academic performance	14	6.9%	33	16.3%	69	34.0%	83	40.9%	4	2.0%
Your child(ren)'s behavior	40	19.7%	52	25.6%	51	25.1%	56	27.6%	4	2.0%
Providing information for school records	38	18.7%	68	33.5%	43	21.2%	45	22.2%	9	4.4%
Other	40	19.7%	13	6.4%	7	3.4%	22	10.8%	121	59.6%

The second measure examined the extent to which parents engaged in educational activities while at home. During a typical week, most of the 201 parents of younger children who responded to the question said they worked on homework with their children (95.5%); read to or with their children (90.1%); watched educational programs on television (72.6%); and/or participated in activities such as sports, library visits, or museum visits with their children (70.2%).

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Parents also rated the school on various aspects using a scale from poor to excellent. Parents rated the school as good or excellent in most aspects of the academic environment. For example, most parents said their child's academic progress (98.0%) and communication regarding learning expectations (95.6%) were excellent or good (Table E4.)

Table E4

Rocketship Southside Community Prep
Parental Satisfaction
2013–14
(N = 203)

Area	Response									
	Excellent		Good		Fair		Poor		No Response	
	N	%	N	%	N	%	N	%	N	%
Program of instruction	159	78.3%	39	19.2%	2	1.0%	0	0.0%	3	1.5%
Child's academic progress	158	77.8%	41	20.2%	2	1.0%	1	0.5%	1	0.5%
Student-teacher ratio/ class size	147	72.4%	45	22.2%	6	3.0%	1	0.5%	4	2.0%
Discipline methods	131	64.5%	54	26.6%	10	4.9%	6	3.0%	2	1.0%
Parent/teacher relationships	151	74.4%	39	19.2%	9	4.4%	2	1.0%	2	1.0%
Communication regarding learning expectations	151	74.4%	43	21.2%	6	3.0%	1	0.5%	2	1.0%
Opportunities for parental involvement	163	80.3%	34	16.7%	5	2.5%	0	0.0%	1	0.5%
Teacher(s)'s performance	157	77.3%	39	19.2%	5	2.5%	0	0.0%	2	1.0%
Principal's performance	150	73.9%	38	18.7%	11	5.4%	3	1.5%	1	0.5%
Teacher/principal availability	157	77.3%	33	16.3%	8	3.9%	4	2.0%	1	0.5%
Responsiveness to concerns	148	72.9%	38	18.7%	10	4.9%	4	2.0%	3	1.5%
Progress reports for parents/guardians	152	74.9%	43	21.2%	4	2.0%	2	1.0%	2	1.0%

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Parents indicated their level of agreement with several statements about school staff. Most (93.6%) reported that they were comfortable talking with their child's teachers and/or school staff and 93.6% were satisfied with how the school kept them informed about their child's academic performance (Table E5).

Table E5

Rocketship Southside Community Prep
Parental Rating of School Staff
2013–14
(N = 203)

Statement	Response											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
I am comfortable talking with staff	140	69.0%	50	24.6%	8	3.9%	1	0.5%	1	0.5%	3	1.5%
The staff keep me informed about my child(ren)'s performance	142	70.0%	48	23.6%	7	3.4%	2	1.0%	2	1.0%	2	1.0%
I am comfortable with how the staff handles discipline	128	63.1%	50	24.6%	15	7.4%	6	3.0%	1	0.5%	3	1.5%
I am satisfied with the overall performance of the staff	131	64.5%	54	26.6%	14	6.9%	1	0.5%	1	0.5%	2	1.0%
The staff recognize my child(ren)'s strengths and weaknesses	136	67.0%	55	27.1%	6	3.0%	3	1.5%	1	0.5%	2	1.0%

Parental satisfaction was also evident in the following results

- Most (93.1%) parents would recommend this school to other parents.
- The majority (82.8%) of parents will send their child to the school next year. Twelve (5.9%) parents said they will not send their child to the school next year and 23 (11.3%) were not sure. Most parents who said they would not cited a family move, child will be in middle school next year, or moving to a different school to better meet child needs as their reason.
- When asked to rate the school's overall contribution to their child's learning, a majority (95.5%) of parents rated the school's overall contribution to their child's learning as excellent or good. A few (1.5%) parents rated the school's contribution as fair and a small percentage (0.5%) rated the school's contribution as poor. Five parents did not respond to the question.

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When asked what they liked most about the school, common responses included:

- Small class size
- Individual attention spent on each child
- Parent-teacher communication and parent participation
- Parents feel welcome in school
- Parents think students are progressing and learning
- Different approach to teaching
- Safety
- Discipline
- Integration of children with special needs

When asked what they liked least about the school, responses included:

- Too much homework
- School day too long
- Transportation
- Discipline
- More convenient after-school program needed
- Want more school programs for special occasions (winter and spring programs)
- Traffic/parking outside school
- Large time commitment and involvement of parents
- Children do not have enough time to eat; eat while working

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Appendix F

Student Interview Results

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At the end of the school year, CRC staff asked 10 randomly selected fourth-grade students several questions about their school. Responses from the student interviews were generally positive.

- All students indicated that they used computers at school.
- All students said that teachers were helpful.
- All but one student (who did not respond) felt that the marks they received on their classwork, homework, and report cards were fair.
- All students said they had improved their reading and math abilities.
- All students said that they felt safe while at school.
- All 10 students said that people worked collaboratively at RSCP (Table GF).

Table F

Rocketship Southside Community Prep
Student Interview
2013–14
(N = 10)

Question	Answer			
	A Lot	Some	No/Not at All	No Response/ Don't Know/ N/A
Do you like your school?	6	4	0	0
Have you improved in reading?	4	6	0	0
Have you improved in math?	8	2	0	0
Do you use computers at school?	6	4	0	0
Do you like the school rules?	2	4	3	1
Do you think the school rules are fair?	3	6	0	1
Do you get homework on a regular basis?	9	1	0	0
Do your teachers help you at school?	9	1	0	0
Do you like being in school?	4	4	1	1
Do you feel safe at school?	6	4	0	0
Do people work together in school?	6	4	0	0
Do you feel the marks you get on classwork, homework, and report cards are fair?	8	1	0	1
Do your teachers talk to your parents?	4	5	1	0
Does your school have afterschool activities?	4	4	1	1
Do your teachers talk with you about high school plans?	0	0	1	9

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When asked what they liked best about the school, students said the following.

- The teachers are nice, teach us a lot, and are responsible.
- The other students

When asked what they liked least, students responded as follows:

- Uniforms
- Would like more math time

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Appendix G

Board Member Interview Results

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Board member opinions are qualitative in nature and provide valuable, although subjective, insight regarding school performance and organizational competency. RSCP's board of directors consists of four members: a president, a vice president, a treasurer, and a secretary. CRC conducted phone interviews using a prepared interview guide with three of the four board members who agreed to participate.

All three of the board members have served on the board for one or two years. The backgrounds of the board members included nonprofit leadership, parent and family engagement, law, past board experience, and education.

All three of the board members said they participate in strategic planning for the school and all three received and approved the school's annual budget.

Table G

Rocketship Southside Community Prep
Board Member Interview Results
2013–14
(N = 3)

Performance Measure	Response				
	Excellent	Good	Fair	Poor	Don't Know
Teacher-student ratio/class size	2	1	0	0	0
Program of instruction	2	1	0	0	0
Students' academic progress	1	2	0	0	0
Adherence to discipline policy	1	2	0	0	0
Administrator's financial management	1	2	0	0	0
Professional development opportunities	1	2	0	0	0
Instructional support	2	1	0	0	0
Progress toward becoming a high-performing school	0	3	0	0	0
Parental involvement	2	1	0	0	0
Community/business involvement	0	3	0	0	0
Teachers' performance	1	2	0	0	0
Principal's performance	1	2	0	0	0
Current role of the board of directors	0	3	0	0	0
Financial resources to fulfill school's mission	0	1	2	0	0
Safety of the educational environment	3	0	0	0	0

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All three board members reported that the board uses data to make decisions regarding the school. On a scale of poor to excellent, all three rated the school, overall, as good. When asked what they liked most about the school, the board members mentioned the following items.

- Parental involvement in the education process
- The academics are focused on improvement and are child-, not text-centered
- The leadership and teaching staff

Regarding things they liked least, the board members mentioned:

- The challenges of the unknown fiscal future and budgeting because of being a new school and meeting enrollment targets;
- Community assumptions about the school; and
- The school's location on a very busy street.

When asked for one suggestion for improving the school, board members said the following.

- A significant recruitment effort to ensure enrollment
- Improve the school's relationship with the immediate residential community

Some additional comments made by board members included the following.

- Enthusiasm at the school needs to grow and expand.
- It would be great for the city to acknowledge the addition of a good school to the city.
- The K4 students have grown from timid to confident.

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