

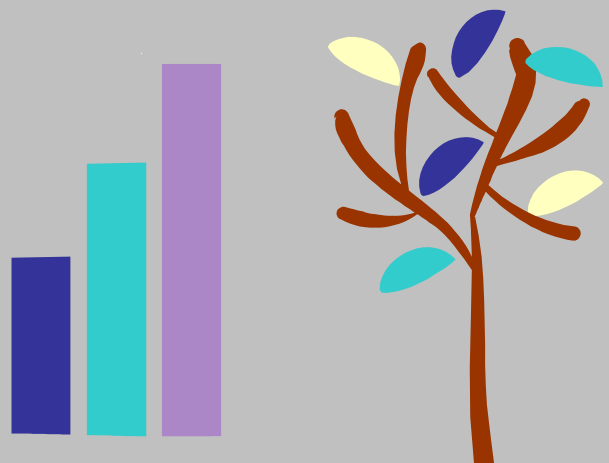
Maasai Institute

Programmatic Profile and Educational Performance

2005-06 School Year

Report Date: September 2006

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EXECUTIVE SUMMARY
for
Maasai Institute's
First Year of Operation as a City of Milwaukee Charter School
And as a *New Vision* Small High School
2005-06

This first annual report on the operation of Maasai Institute (Maasai), a small high school chartered by the City of Milwaukee, is a result of the intensive work undertaken by the City of Milwaukee's Charter School Review Committee (CSRC), the school's staff, the staff of the Technical Assistance and Leadership (TALC), and the Children's Research Center (CRC) staff. Based on the information gathered and discussed in the attached report, CRC has determined the following:

I. CITY OF MILWAUKEE CONTRACT COMPLIANCE

Maasai has met all but three of the provisions in its contract with the City of Milwaukee and subsequent requirements of the CSRC.

II. PARENT, TEACHER, STUDENT, AND BOARD MEMBER SATISFACTION

Figure ES1

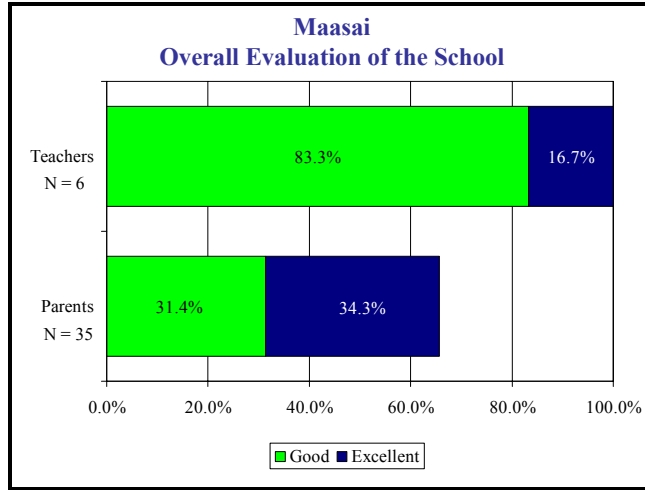
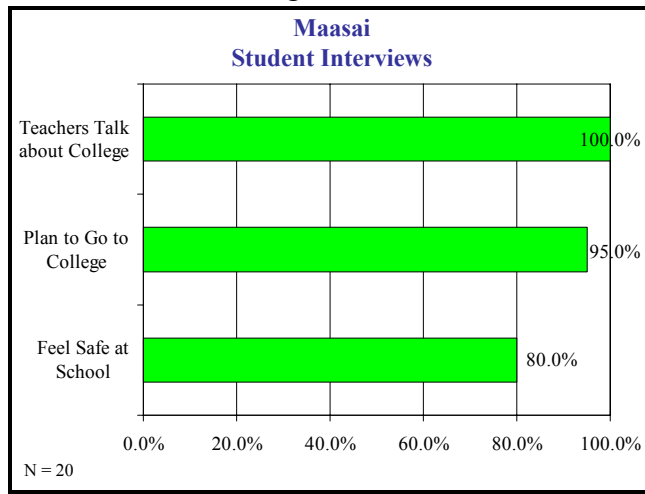


Figure ES2



- The board members interviewed mentioned the need to establish social and health care services in order to become a full-service community school and to stay focused on the goals of the school.
- Teachers suggested that the school needed more materials and equipment and more qualified teachers.

III. PERFORMANCE CRITERIA

A. Local Measures

1. Educationally Related Outcomes

To meet City of Milwaukee requirements, Maasai identified measurable outcomes in the following areas:

- Attendance;
- Student demographics, including special education student information;
- Parent involvement;
- Graduation requirements; and
- Graduation plans.

The school achieved its goals in most of these outcomes. See the Educational Performance and Student Population sections of this report for details.

2. Local Measures of Academic Progress

The CSRC requires that the school track student progress in reading, writing, and mathematics throughout the year to identify students in need of additional help and to assist teachers with developing strategies to improve the academic performance of all students. This requirement also met the TALC local measure requirement to track progress in at least two academic areas.

This year, Maasai's local measures of academic progress resulted in the following outcomes:

- Fall and spring High School Placement Test results indicate that 48.3% of students showed improvement in reading. The average progress was 0.3 GLEs in reading (n = 29).
- 31.0% of the students met 75.0% of Milwaukee Public Schools math targets (n = 71).
- At the beginning of the semester, 45 students were assessed using the Six Traits of Writing rubric:
 - ▶ 13 scored ten or fewer points;
 - ▶ 13 scored 11 to 14; and
 - ▶ 19 scored 15 or more points.
- Four (66.7%) of six special education students enrolled for at least eight months met at least 80.0% of the benchmarks on their IEP.

Standardized test results for Maasai students indicated the following baseline results:

- 65.8% of the 41 ninth grade students with EXPLORE composite scores scored below 13, indicating a need for supplemental instruction.
- 35.0% of 20 tenth graders were functioning at the proficient or advanced levels; and 65.0% were functioning at the minimal or basic levels based on the WKCE-CRT reading test.
- 10.0% of 20 tenth graders were functioning at the proficient level; and 90.0% were functioning at the minimal or basic levels based on the WKCE-CRT math test.
- 25.0% of 20 tenth graders were functioning at the proficient level; and 75.0% were functioning at the minimal or basic levels based on the WKCE-CRT language arts test.
- 75.0% of 12 tenth grade students with PLAN composite scores scored below 15, indicating a need for supplemental instruction.

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

- Maasai administered all required standardized tests. However, one of the three was administered during the second instead of the first semester. Multiple-year student progress is not yet available.

IV. FINDINGS RELATED TO THE GATES FOUNDATION KEY ATTRIBUTES

- Ninth graders earned an average of 5.8 credits, and tenth graders earned an average of 7.8 credits (high expectations).
- Indicators of mutual respect and responsibility, based on surveys and interviews, indicated:
 - ▶ Twelve of 20 students indicated that teachers care about the students, talk about the students' future, and that there is one-on-one individual attention;
 - ▶ Five of six teachers indicated that professional support was good to excellent;
 - ▶ Four of six teachers indicated there were good to excellent professional development opportunities; and
 - ▶ Most (85.7%) of the parents surveyed indicated they were very satisfied with the level of respect they received.
- 91.6% of the students completed at least one Emotional Intelligence Self-Assessment, which is designed to engage the student in the process of life planning (personalized environment).
- The school received parent input on at least one report card for 83.0% of the 100 students issued report cards (parent/guardian collaboration).

V. RECOMMENDATIONS

After reviewing the information in this report and considering the information gathered and discussion during the administrator's interview in June 2006, it is recommended that the focus of activities for the 2006-07 school year include the following:

- Develop specific strategies to address the school's academic goal that all graduates will have a strong grounding in reading, writing, and math at functional levels;
- Individualize programming for students by:
 - ▶ Using the students' life plans to drive their academic focus; and
 - ▶ Developing project-based learning to enable students to operate within their learning style.
- Develop the intended community collaborations to become a full-service community school.
- Employ teachers who have a DPI license or permit to teach.

I. INTRODUCTION

In 2003, the Bill & Melinda Gates Foundation awarded \$17 million to a consortium of community organizations in Milwaukee, Wisconsin, to create 50 small high schools over five years in the City of Milwaukee. This initiative was designed to improve graduation rates and better prepare high school graduates for college by creating small learning environments that foster student growth. As part of this effort, community leaders from multiple disciplines created the Technical Assistance and Leadership Center (TALC). TALC connects schools, workplaces, and other community resources to improve pathways for youth to postsecondary learning, careers, and effective citizenship.¹ As intermediary between the Foundation and the small schools, TALC assists leaders in planning efforts and managing school operations through the first two years of operation. It is one of the founding members of *A New Vision of Secondary Education in Milwaukee*.

The first of two phases of the *New Vision* initiative consisted of extensive planning efforts to create schools that would promote student growth and provide the academic experience students need to succeed after graduation. As part of Phase I, the Foundation identified seven key attributes of successful high schools and required that TALC assist each school in demonstrating efforts to meet each objective.

In the fall of 2005, Maasai Institute (Maasai) opened as part of the second phase of the *New Vision* initiative. Maasai is the only *New Vision* school that is chartered by the City of Milwaukee.² In addition to the Gates Foundation attributes, the school is required to meet all requirements described in its charter with the City. The City's Charter School Review Committee (CSRC) contracted with the Children's Research Center (CRC) in Madison, Wisconsin, to provide monitoring services to describe the extent to which the school met charter

¹ <http://talcnvision.org/Main/HomePage>

² The City chartered five schools in 2005-06.

provisions. This report discusses the school's progress toward meeting the seven key attributes identified by the Foundation as well as the CSRC's academic requirements.

At the start of the academic year, CRC worked closely with school leadership and TALC to develop concrete, quantifiable measures related to the Gates Foundation and the CSRC requirements and to identify and/or to develop systems by which to routinely record information related to all goals. Goals are described in the attached Small High School Learning Memo (see Appendix B). Pursuant to a CSRC requirement, CRC also conducted interviews with school administrators, staff, students, and board members and distributed surveys to all parents of students enrolled in the school.

This is the first annual report to describe the school's progress toward meeting goals and objectives related to the key attributes and the CSRC charter provisions. It is based on data routinely recorded by the school in existing data systems and/or spreadsheets created specifically for this initiative; student interviews, teacher interviews, board member interviews, and parent surveys; and on information collected during interviews with school administration.

II. SCHOOL PROFILE

Maasai Institute

Address: 4744 North 39th Street
Milwaukee, WI 53209

Telephone: (414) 755-7810

Contact: Janis McCollum, Founder, Village Chief

A. Educational Methodology³

1. Mission and Philosophy

Maasai is an education village that “ensures all the children are well through a holistic approach to education connecting family and community. Maasai Institute empowers children, youth and elders to make positive changes in the world in which they live.”

Maasai’s guiding principles include personal responsibility, accountability for all, respect for all, and high standards and innovation. Maasai values family, inclusion, and performance. Every new student entering the school is expected to participate in an orientation session designed to educate families on the Maasai tribe,⁴ Maasai Institute Guiding Principles, and core values.

2. Instructional Design or Curricular Approach

To create the family-centered approach, Maasai’s educational program is designed to endorse strong, continuous student-adult relationships where every student works with an adult to develop and maintain a personal plan for progress. The mentor/advisor acts as an advocate for

³ This information is taken from the Maasai Institute Family handbook for 2005-2006 and its charter school application to the city of Milwaukee.

⁴ TALC’s website, www.talcnewvision.org/smallschools/directory, states that the school’s educational philosophy “is influenced by the cultures and practices of an African tribe called Maasai.”

the students and serves as a main adult point-of-contact, gathering information from teachers and parents about what the young people need and locating the resources to address them.

The design of Maasai's inclusive educational program structure was greatly influenced and informed by current charter school legislation and literature, full-service school, small school and *New Vision* school literature, the expertise of the members of the school design team, and the vision of the Institute's founder. The student instructional program design is adapted from the ability-based model for student-centered learning used at Alverno College of Milwaukee; the youth development model of the Networks for Youth Development, New York City; and is influenced and informed by multiple other sources on child and youth development.

B. Data Collection Methodology

In the fall of the academic year, CRC staff conducted a structured interview with the school's leadership team and their TALC coach. This information led to the development of a Small High School Learning Memo, which states the school's planned outcomes for the year. See Appendix B for a copy of the learning memo. CRC identified specific data elements related to each outcome measure.

CRC staff also completed several site visits to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations. At the end of the academic year, a structured interview was conducted with the administrator.

The CSRC, TALC, and CRC required that all data be collected and reported to CRC in an electronic file, such as a spreadsheet or a database, which included a student ID number. Maasai was required to submit their school's mid-year data to CRC staff in Madison for review. The purpose of the mid-year submission was to identify and resolve any problems with the data submission process, not to analyze the data. CRC staff then provided feedback to the school's leadership to customize their data submission.

At the end of the academic year, the school was required to submit their data to CRC where the data were compiled and analyzed. The CSRC also required that hard copies of all standardized test data be submitted, in addition to the spreadsheet form.

C. School Structure

1. Grades and Areas of Instruction

Maasai serves ninth and tenth grades, including students with special education needs. The courses provided during this academic year included courses in language arts I and II (English and reading), mathematics (algebra and pre-algebra), history (world history and US history), science (life science and biology), Spanish I and II, art, and gym (wellness/physical education/health).

2. Hours of Instruction/School Calendar Information

The school day began at 8:10 a.m. and ended at 2:54 p.m. and included eight periods, including subject area periods, study hall, lunch and “Student Group.” On Wednesdays, school was dismissed at 1:01 p.m. to allow time for staff development opportunities. Breakfast was served daily at 7:30 a.m.

The first day of school was September 12, 2005,⁵ and the last day of school was June 14, 2006. The highest number of possible days for student attendance was 178. In addition, students participated in a three-day student/staff retreat prior to the beginning of school, and there were four additional days set aside for staff development throughout the year.

Maasai met the City of Milwaukee’s practice of requiring 875 instructional hours in its chartered schools as well as its contract provision requiring the school to publish an annual calendar.

⁵ Students were seen on August 25, 2005, for placement testing.

3. Student Population

At the beginning of the year, 74 students in ninth or tenth grade were enrolled⁶ at Maasai. During the school year, 26 students enrolled and 30 students withdrew from the school. Reasons for withdrawing included: nine students left due to disciplinary reasons, three moved away, two left because of transportation issues, and 16 left for other or unknown reasons.

At the end of the year, there were 70 students enrolled. Sixty-six (94.3%) were African American, two (2.9%) were Hispanic, and two (2.9%) were multiple races/ethnicities. Twelve students had special education needs,⁷ four of whom withdrew during the year. Of the eight special education students remaining, four had learning disabilities, two had cognitive disabilities, one student had cognitive disabilities and another health impairment, and one student had another health impairment. Individual Education Programs (IEPs) were completed for all eight students and all were reviewed in a timely manner.⁸

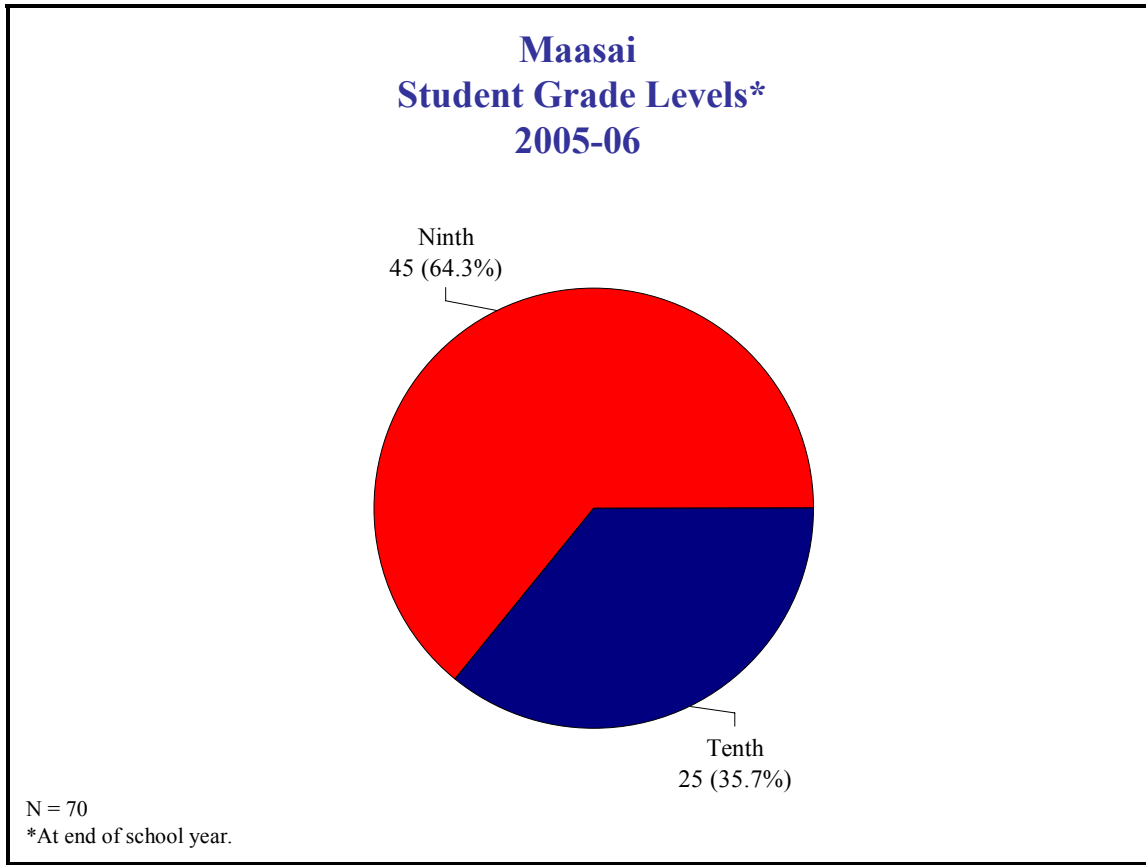
At the end of the school year, there were 34 (48.6%) girls and 36 (51.4%) boys enrolled at Maasai. The largest grade was ninth grade with 45 students. The number of students by grade level is illustrated in Figure 1.

⁶ Enrolled as of September 16, 2005.

⁷ An additional student was assessed but did not meet special education eligibility requirements.

⁸ This information was verified by a random review of student special education files.

Figure 1



4. School Staffing: Administrator and Teacher Information

Maasai's founder and leader has the title of Village Matriarch. The Village Guide is the person who acts as the educational leader or principal. The school had a total of six teachers: a math teacher, a Spanish teacher, a history/social studies teacher, a life science teacher, a language arts teacher, and an art/gym teacher. The school also employed a student resource coordinator who met with assigned groups of students with special needs two or three times per week. During the year, the language arts teacher, the art teacher, and the history/social studies teacher were replaced. Two of the six teachers employed through the end of the academic year did not have a DPI permit or license.

5. Parental Involvement⁹

Maasai's values of family and inclusion foster parental involvement in multiple aspects of the organization. The school recognizes that family involvement is necessary for the school to operate effectively.

Parents are interviewed at the time the student is enrolled, and parents or guardians participate in the student/family orientation.

Parents are viewed as "Partners in Education," not visitors; therefore, in addition to attending parent/student conferences, Maasai has set up the following parental volunteer opportunities:

- Serving as parent advisors;
- Participating in student's IEP;
- Participating in family development and enrichment activities; and
- Participating in general training activities of the school.

6. Waiting List

In the fall of 2005, the school was accepting students for both ninth and tenth grades and did not have a waiting list. As of June 7, 2006, the school was accepting new students in ninth, tenth, and eleventh grades.

7. Discipline Policy

Maasai's student behavioral policies are covered in the 2005-2006 Family Handbook and include the following topics:

- Classroom etiquette
- Building and group etiquette/expectations
- Cafeteria etiquette
- Lockers

⁹ 2005-2006 Family Handbook

- Substance and alcohol policy
- Fighting/safety
- Gangs
- Disrespect
- Harassment/sexual behavior
- Selling items
- Theft
- Vandalism
- Pranks
- Weapons
- Academic integrity (cheating)

The school uses an approach known as “Growth-Positive Behavior,” a School-Wide Effort for Improved Educational Outcomes.¹⁰ These strategies include responding to individual needs, altering environments, explicitly teaching new skills to the individual with challenging behavior, and positively reinforcing and acknowledging appropriate behaviors. The approach includes prevention, problem solving, and intervention with integrated support systems at the school, classroom, and specific student levels.

In addition, the school has set a policy for acceptable use of the network, internet, and e-mail, which covers policies for student computer use, an internet access agreement, and students’ rights and responsibilities while using the school internet.

All of these expectations were communicated to families and students via activities at the family orientation, the summer camp (August 30 to September 1, 2005), and then at staff and student retreats—one was held from August 11 to August 13, 2005, and the other on September 28, 2005.

¹⁰ Section II of the school’s charter school application.

III. KEY ATTRIBUTES OF SMALL HIGH SCHOOLS

A. Introduction/Background

The Gates Foundation identified seven key attributes that promote academic success in small high schools. The seven key attributes are: common focus; high expectations; personalized environment; mutual respect and responsibility; sufficient time for staff, parents, and community collaborations; performance-based data and the use of technology to design, analyze, and access data reflecting best practice; meaningful academic progress; and continuous improvement. TALC has recognized the importance of the development of these key attributes. To this end, TALC required that each school develop at least one method to measure each of the attributes.

B. Outcome Measures Related to Seven Key Attributes¹¹

1. Common Focus

To measure common focus, the school chose to use results from staff and student interviews conducted by CRC. Staff (teachers) were asked to indicate the degree to which there was shared leadership, decision making, and accountability, and to indicate how satisfied they were with students' academic progress. Students were asked if the people in their school work together, talk to them about going to college, and whether or not they had a high school graduation plan.

Of the six teachers interviewed, four indicated that shared leadership, decision making, and accountability was excellent; one indicated "good"; and one teacher indicated "fair." No teacher indicated "poor." Three of the six teachers indicated they were somewhat satisfied and three somewhat dissatisfied with the academic progress of students in the school.

¹¹ For additional outcome data related to student performance, see Section V-E, Local Measures of Educational Performance.

Student responses indicated a great deal of common focus: Eighteen of 20 said people work together at the school, all 20 said that their teachers help them, all 20 indicated that their teachers talked with them about college, and 14 of 20 were aware of their high school graduation plan.

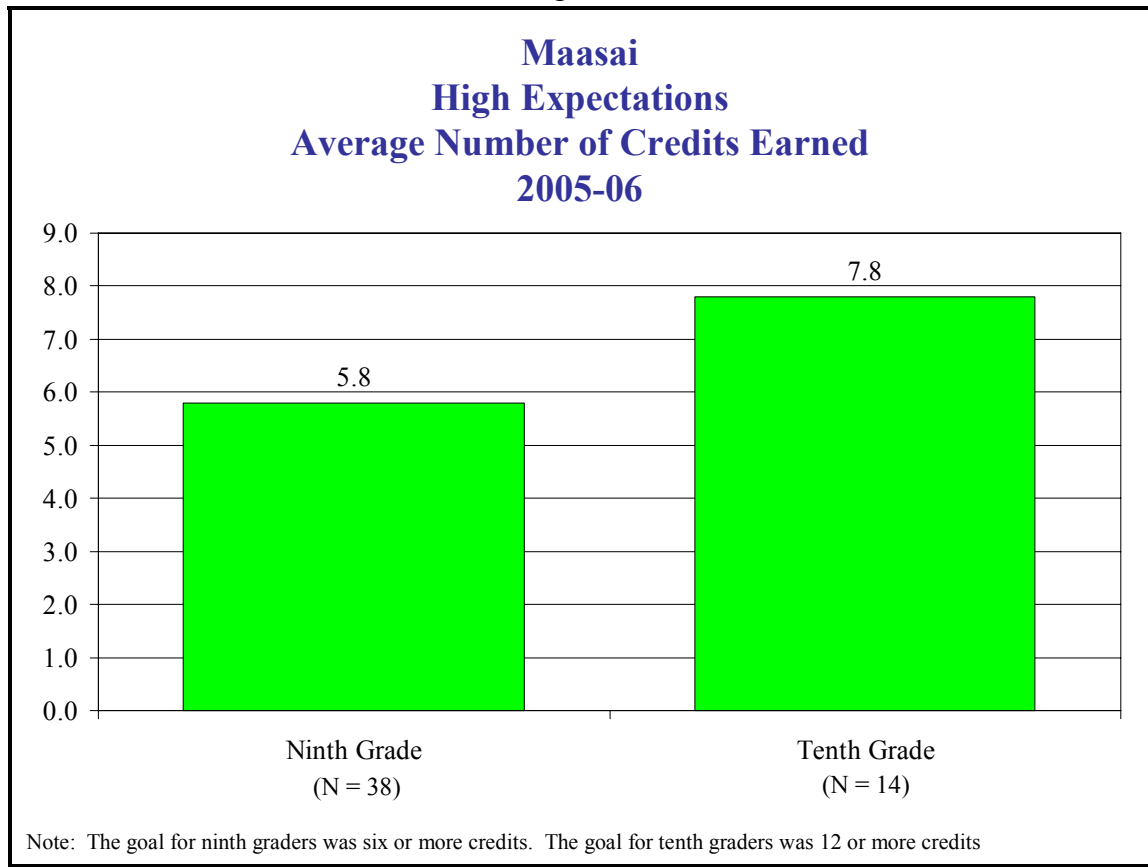
2. High Expectations

The school's measure of high expectations was that ninth graders would earn at least six and tenth graders at least twelve credits by the end of the school year.

At the time of this report transcripts were available for 38 of 63 ninth graders and 14 of 35 tenth graders. There were eight ninth and ten tenth graders who had enrolled after the start of the year, and the school was waiting for transcripts. There were 30 students who withdrew prior to the end of the year. Students enrolled for the entire year or for whom the school had transcripts were included in the analysis.

Ninth graders had earned between one and 12 credits, with a median of 5.8 credits. On average, ninth graders earned 5.8 credits. Nineteen of the 38 ninth graders earned fewer than 6.0 credits and 19 had earned 6.0 or more. Tenth graders had earned 0.0 to 13.5 credits by the end of the school year, with a median of 8.0. The average number of credits earned by tenth graders was 7.8. Ten of the 14 tenth graders had earned fewer than 12 credits and four had earned 12 or more credits (see Figure 2 and Table 1).

Figure 2



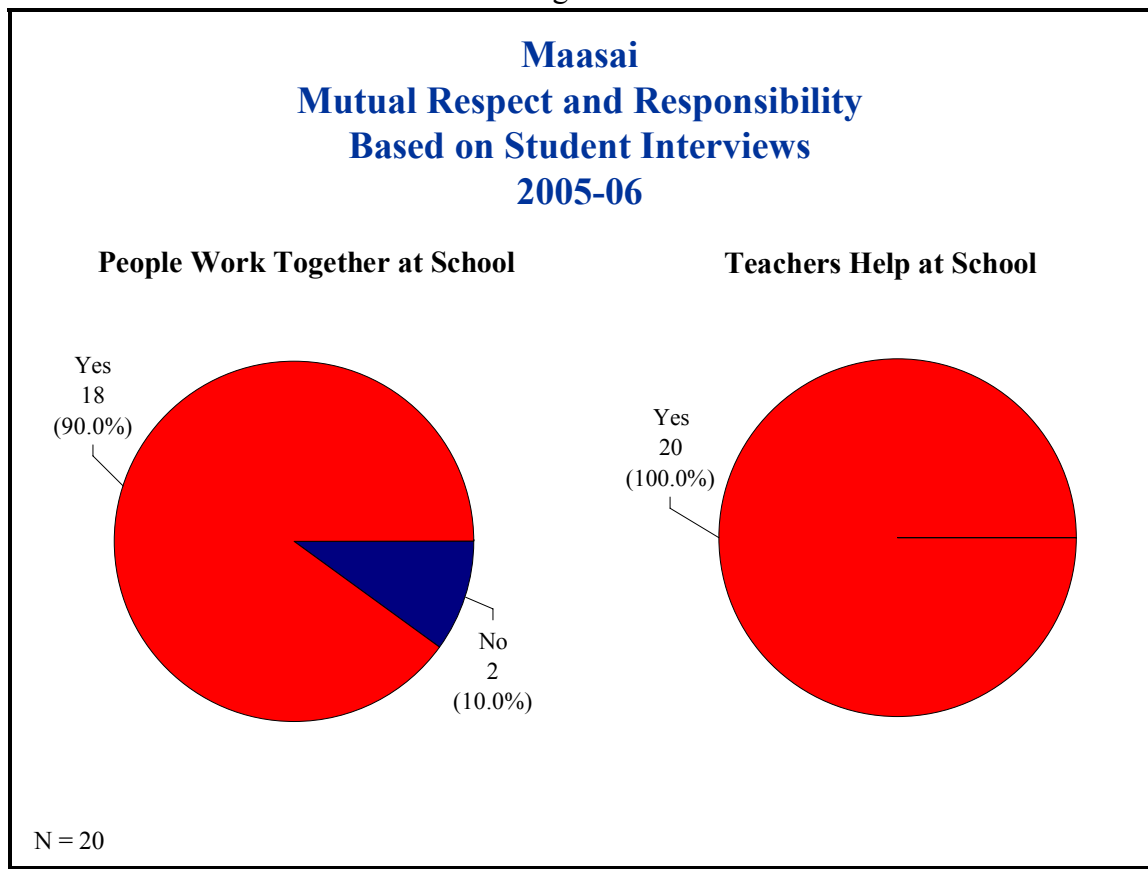
**Table 1
Maasai
High Expectations
Credits Earned**

Grade	N	Met Goal	Lowest	Highest	Median
Ninth	38	19	1.0	12.0	5.8
Tenth	14	4	0.0	13.5	8.0
Total	52	23			

3. Mutual Respect and Responsibility

The school's measure of mutual respect and responsibility is based on results of staff and student interviews and parent surveys. Students were asked if people work together and teachers help them at school. Eighteen of 20 students indicated that people work together at their school and all 20 said that their teachers help them (see Figure 3).

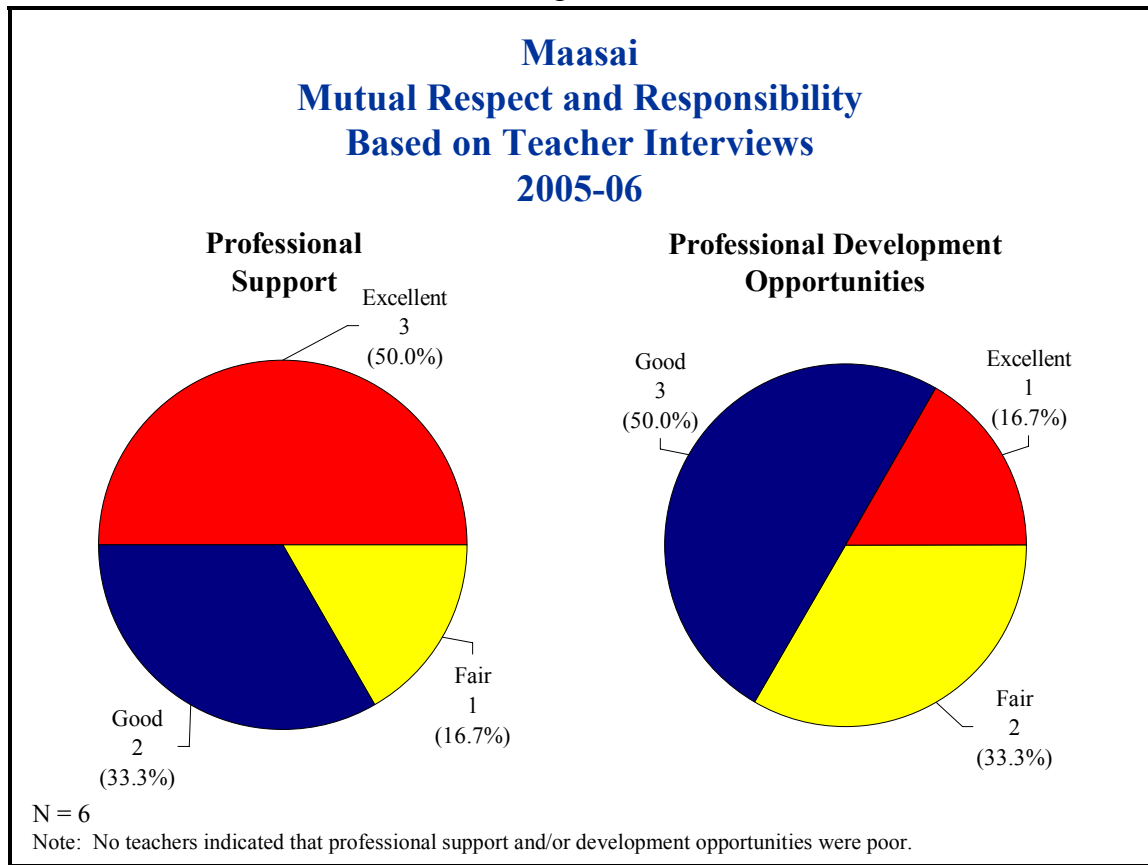
Figure 3



When asked to describe what they liked best about the school, twelve of the students responded with descriptions of how teachers and students work as a team, that the teachers care about the students and talk about the students' futures, that there is a lot of one-on-one individual attention, and that there is always someone there to help.

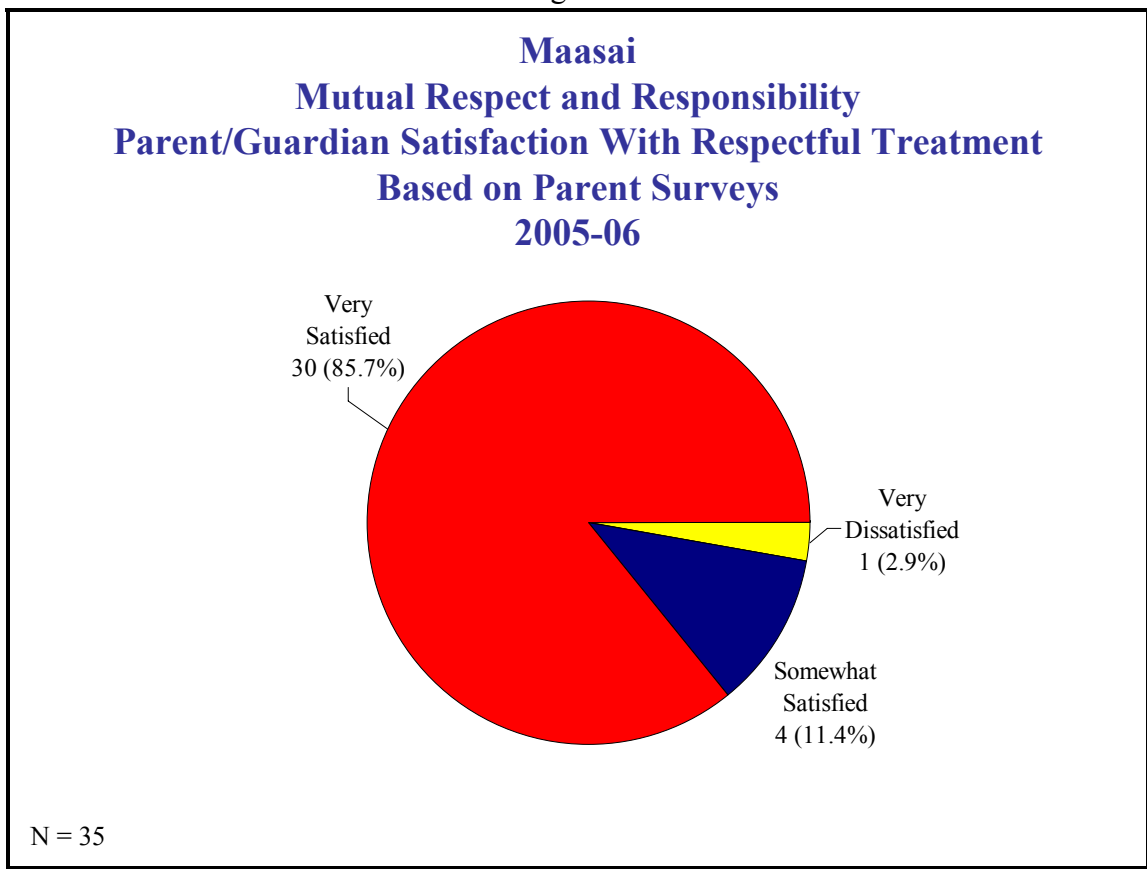
Staff were asked the degree to which the school offered professional support and development opportunities. Five of the six teachers indicated that professional support was good to excellent and four of the six indicated that there were good to excellent professional development opportunities (see Figure 4).

Figure 4



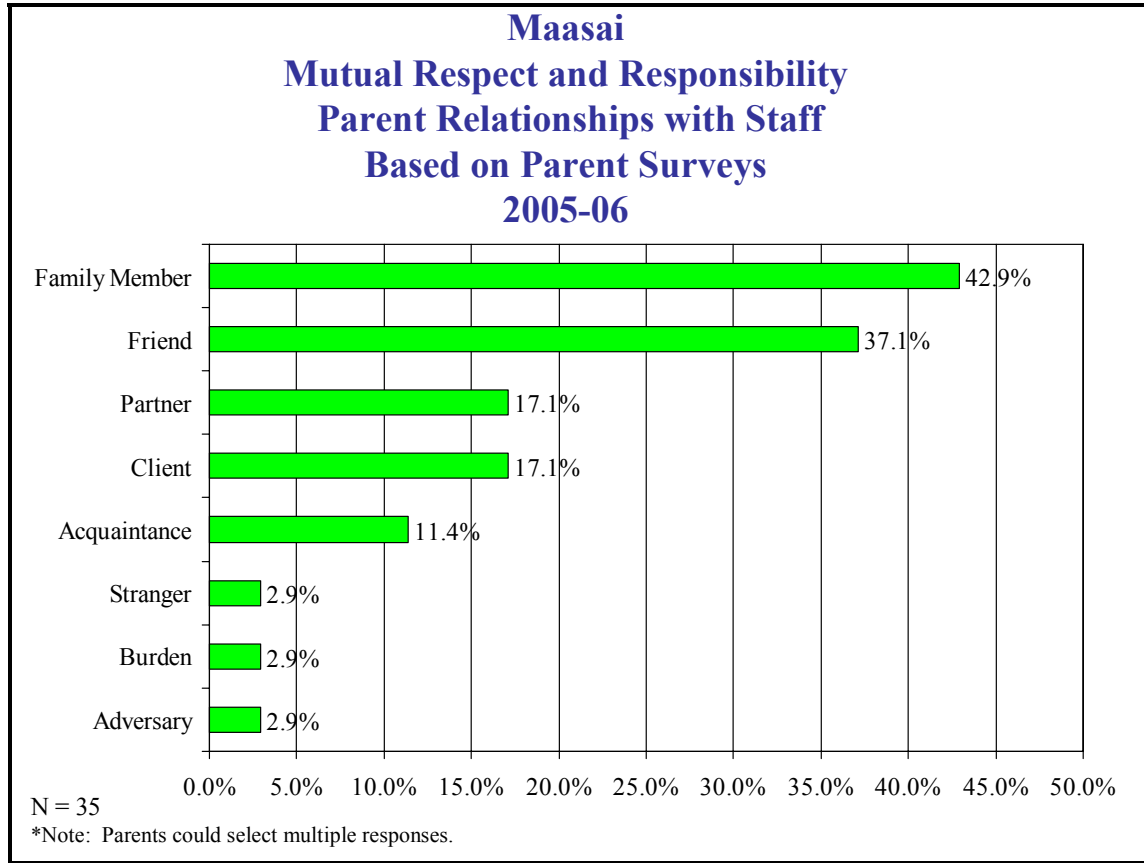
Parents were asked to indicate their level of satisfaction with regard to respectful treatment as a parent/guardian. They were then asked to describe their relationship with the school. Most (85.7%) parents indicated that they were very satisfied with the level of respect they received, four (11.4%) were somewhat satisfied, and one (2.9%) parent was very dissatisfied (see Figure 5).

Figure 5



Parents tended to describe their relationship with the school as family (42.9%) and/or friends (37.1%) (see Figure 6).

Figure 6



4. Personalized Environment

To demonstrate a personalized environment, the school measured the degree to which students, with the assistance of a faculty advisor, completed the Emotional Intelligence Self-Assessment each quarter. These assessments are designed to engage the student in the process of life planning.

As illustrated below, 100.0% of students who were enrolled for the first and/or second quarter completed a self-assessment and 75.7% of students enrolled in the third and/or fourth

quarters completed a self-assessment. Overall, 91.6% of students completed at least one self-assessment during the school year (see Table 2).

Table 2			
Maasai Personalized Environment Emotional Intelligence Self-Assessment Quarterly Completion Rates 2005-06			
Quarter	Expected	Completed	% Completed
First	71	71	100.0%
Second	71	71	100.0%
Third	70	53	75.7%
Fourth	70	53	75.7%
Overall	87	80	91.6%

Note: “Expected” is the number of students enrolled at the time the self-assessment was administered.

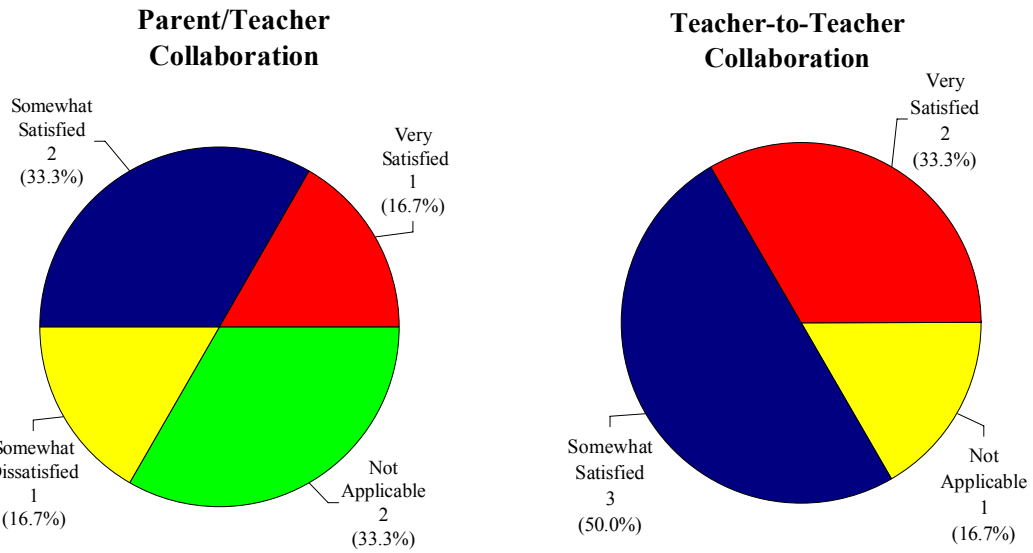
5. Staff Collaboration

The school’s measure of staff collaboration is based on teachers’ response during staff interviews conducted by CRC. Teachers were asked to indicate their level of satisfaction with parent/teacher and teacher-to-teacher collaboration to plan learning experiences.

As illustrated in Figure 7, two teachers did not collaborate with parents. Of the four who did, one teacher was very satisfied, two were somewhat satisfied, and one was somewhat dissatisfied. Teachers were more satisfied with teacher-to-teacher collaboration efforts than they were with parent/teacher collaboration. As illustrated, two teachers were very satisfied, and three were somewhat satisfied with teacher-to-teacher collaboration in planning learning experiences. Note that one teacher did not engage in teacher-to-teacher collaboration efforts.

Figure 7

**Maasai
Satisfaction with Staff Collaboration
Based on Teacher Interviews
2005-06**



N = 6

6. Parent/Guardian Collaboration

The school elected to measure parent/guardian collaboration two ways. The first was that parents would provide input on their child’s report card, in writing or by personal contact, after each quarterly reporting period. The second way was to report the extent to which parents were involved in collaborative activities, as indicated on the parents surveys.¹²

As illustrated in Table 3, parents provided input on their child’s report card for 89.6% of students in the first, 77.5% in the second, and 50.7% in the third quarter.¹³ Overall, the school received parent input on at least one report card for 83.0% of the 100 students issued one.

Table 3			
Maasai			
Parent Input on Student’s Report Cards			
By Quarter			
2005-06			
Quarter	Expected	Completed	% Completed
First	77	69	89.6%
Second	71	55	77.5%
Third	71	36	50.7%
Fourth*	N/A	N/A	N/A
Overall	100	83	83.0%

*Parent input was not expected for the fourth quarter.

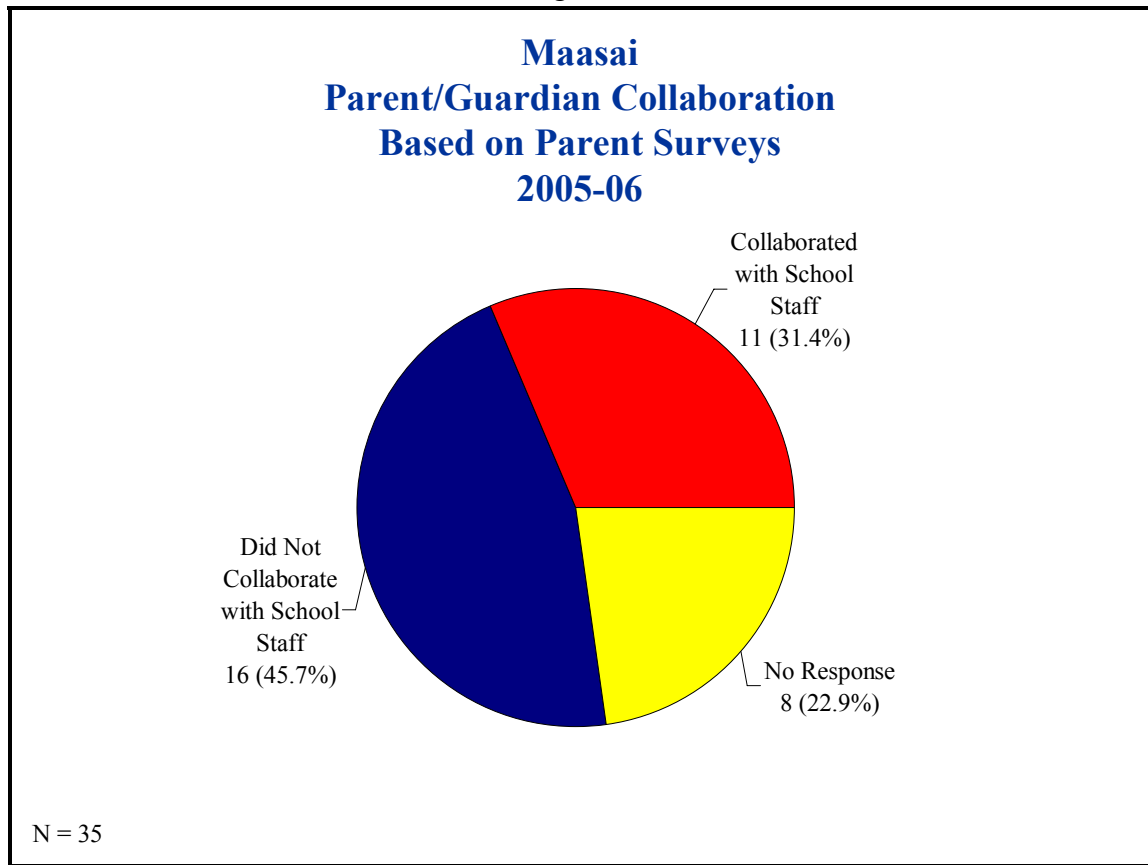
Note: “Expected” is the number of students enrolled who were issued a report card for that quarter.

¹² At the end of the year interview, the Village Guide reported that formal parent conferences occurred once in January. Informal conferences occurred when parents came to pick up their child’s report card and via the telephone when each student’s advisor called parents at the time report cards were prepared.

¹³ School data indicated parent input during the first, second, and fourth quarter. Subsequent correspondence from the school indicated that parent input occurred during the first, second, and third quarters.

The extent to which parents reported collaboration was measured on the parent survey. One question asked parents if school staff collaborated with them during the school year. As illustrated, 11 (31.4%) parents indicated that school staff had collaborated with them during the school year (see Figure 8).

Figure 8



Additional measures of parent/guardian collaboration based on the parent survey were:

- Thirty-three (94.3%) of 35 parents indicated they were somewhat satisfied or very satisfied with the parent-teacher relationship;
- Twenty-seven (77.2%) were somewhat satisfied or very satisfied with opportunities for parental involvement in school policy and procedures; and
- Thirty (85.7%) were somewhat or very satisfied with communication about learning expectations and homework.

7. Community Collaboration

The school's measure of community collaboration was that the University of Wisconsin – Milwaukee Bader School of Social Welfare and the School of Nursing would be operating their programs at the school. These collaborations did not occur this year due to the lack of funding and the need to concentrate efforts during the first year of the educational program.

8. Use of Technology to Design, Analyze, and Access Data for Continuous School Improvement

This report is evidence of the school's commitment to using technology to design, analyze, and access data. The school participated in identifying outcome measures, identified existing data sources that captured needed information, and developed supplementary Microsoft Excel spreadsheets to house data not currently stored in existing data sources. This process contributed to staff's capacity to translate broad goals and objectives into concrete and specific learning outcomes. When applied in a broader context, results from this process, in conjunction with this report, can be used for continuous school improvement during this phase of the project and beyond.

IV. PARENT, TEACHER, STUDENT, AND BOARD MEMBER SATISFACTION

As part of its contract with the CSRC, CRC conducted interviews with a random selection of students and teachers. In addition, CRC created a parent survey that the school distributed. CRC staff also interviewed two members of the school's board of directors. The interviews and survey were designed to measure parent, teacher, student, and board member satisfaction with the school, as well as to measure issues related to organizational competency.

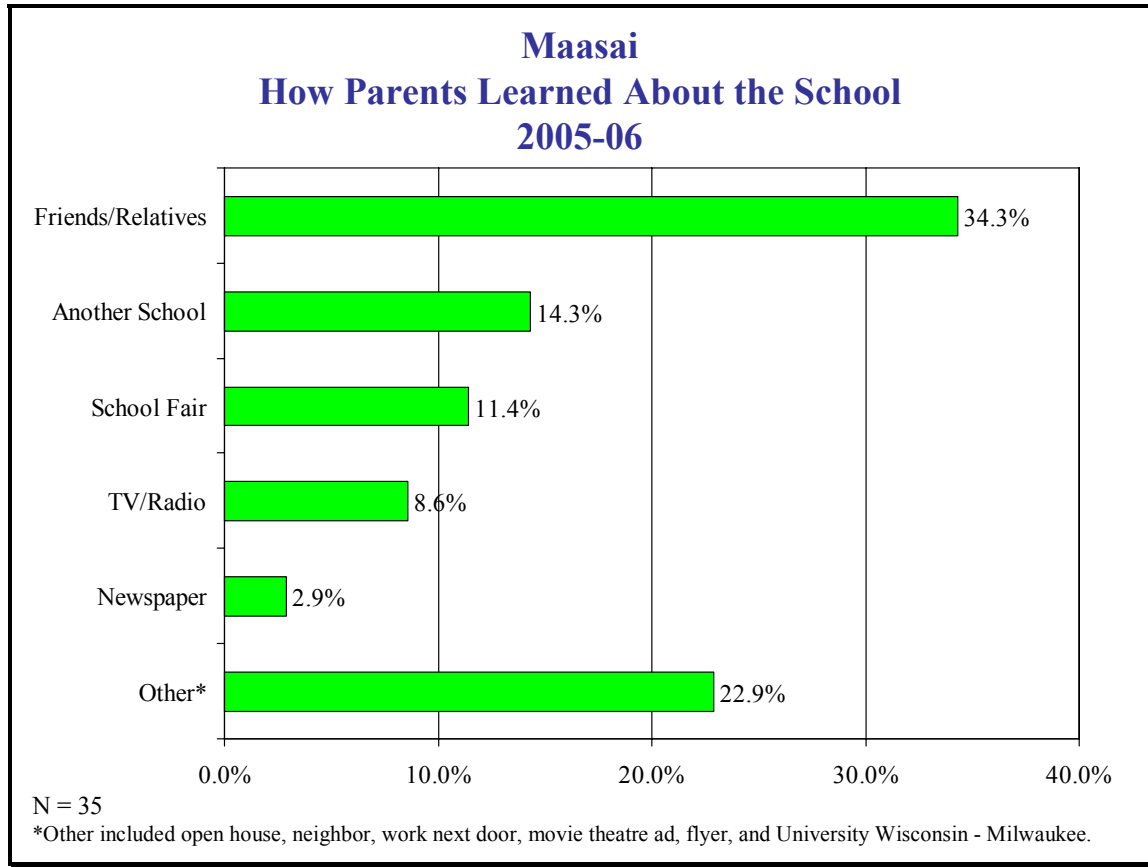
A. Parent Surveys

Parent opinions are qualitative in nature and provide a valuable external 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, parents were asked to complete a parent survey. The survey was given to parents when they picked up their child's report card in April 2006. Two attempts by telephone were made by CRC staff to gather survey information from parents who did not obtain or return a survey. At the time of this report, 35 surveys (representing parents of 39 children) had been completed and submitted to CRC.¹⁴ Results are presented below.

Most parents heard about the school from friends or relatives (34.3%). Others heard about the school through another school (14.3%), the school fair (11.4%), and/or television or radio (8.6%).

¹⁴ There were 99 students enrolled at the time of the survey. This represents a 39.4% survey return rate.

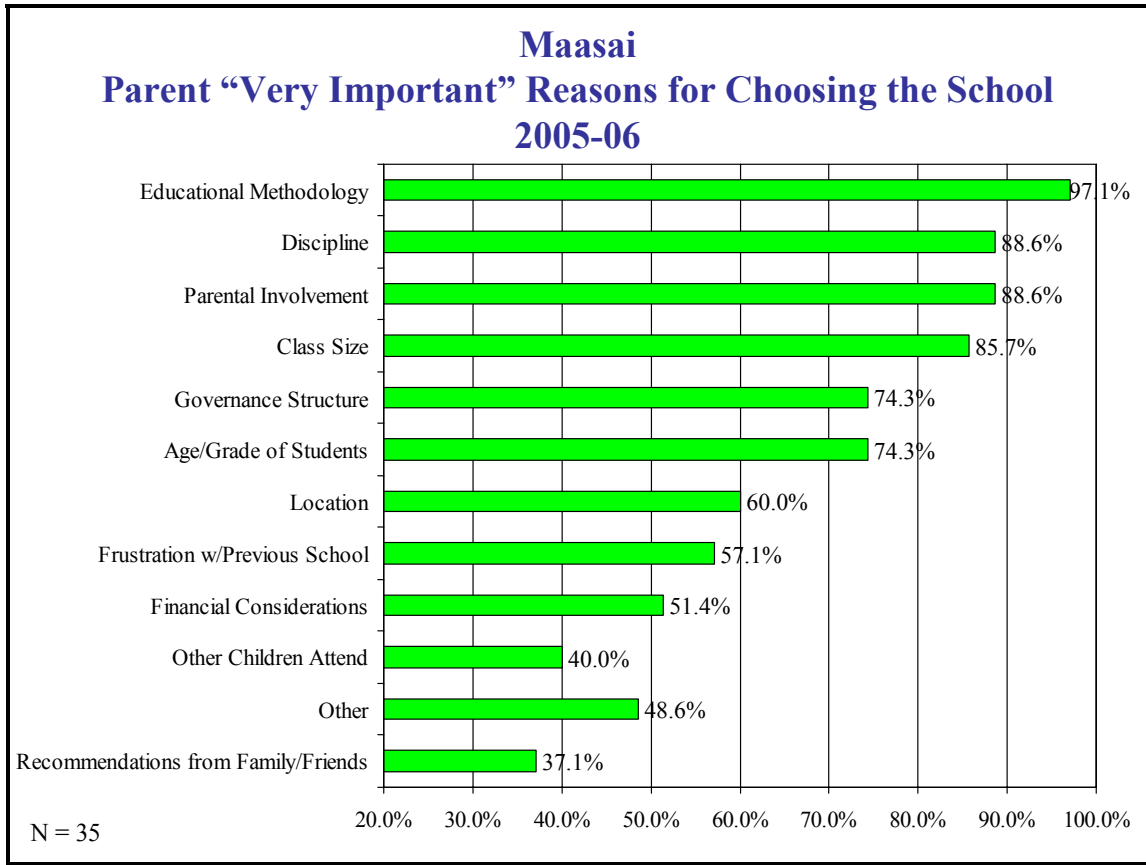
Figure 9



Parents chose to send their child(ren) to Maasai for a variety of reasons. Figure 10 illustrates the reasons parents considered “very important”¹⁵ when making the decision to send their child(ren) to this school. For example, 97.1% of parents stated that educational methodology was a very important reason for selecting this school, and 88.6% of parents indicated that discipline and/or opportunities for parental involvement were very important to them when choosing this school.

¹⁵ Parents were given the following choices for each reason: very important, somewhat important, somewhat unimportant, and not at all important.

Figure 10

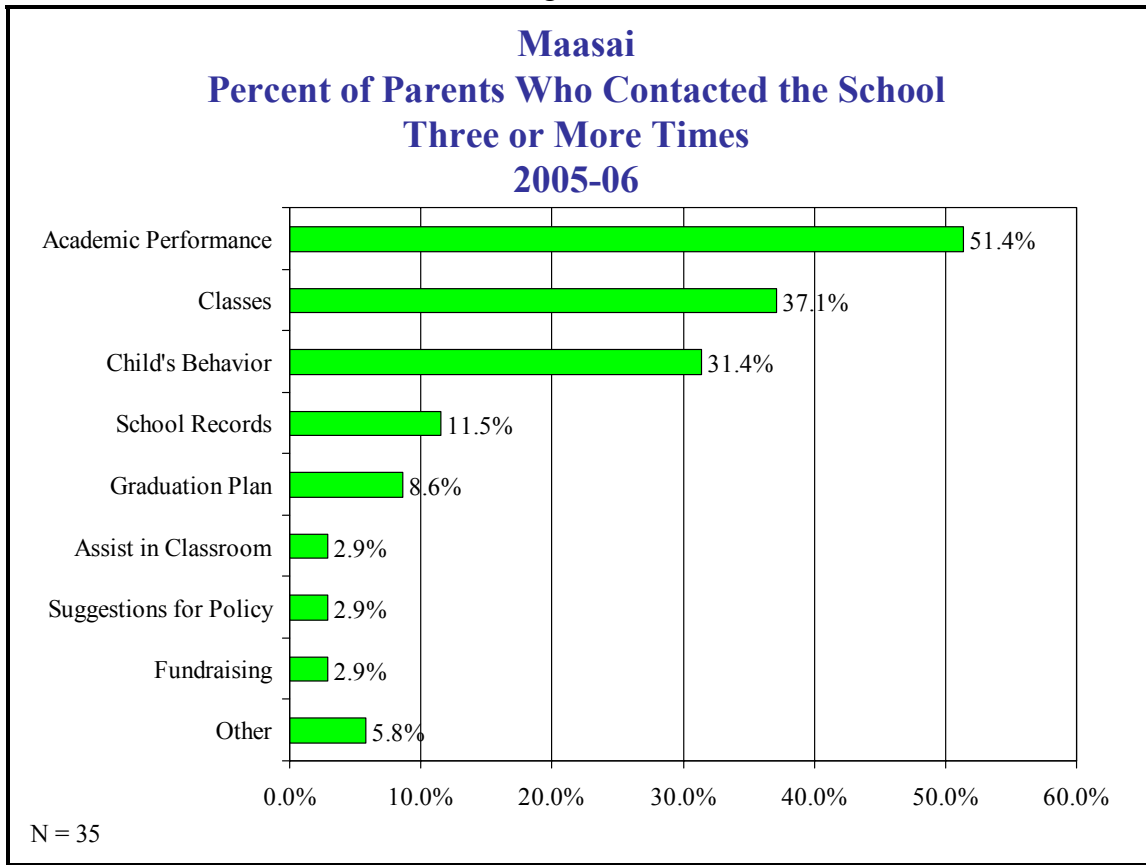


Parental involvement was also used as a measure of satisfaction with the school. Parental involvement was measured by:

- Number of contacts with the school initiated by the parent(s);
- Number of contacts with the parent(s) initiated by the school;
- Participation in school activities; and
- Participation in educational activities at home.

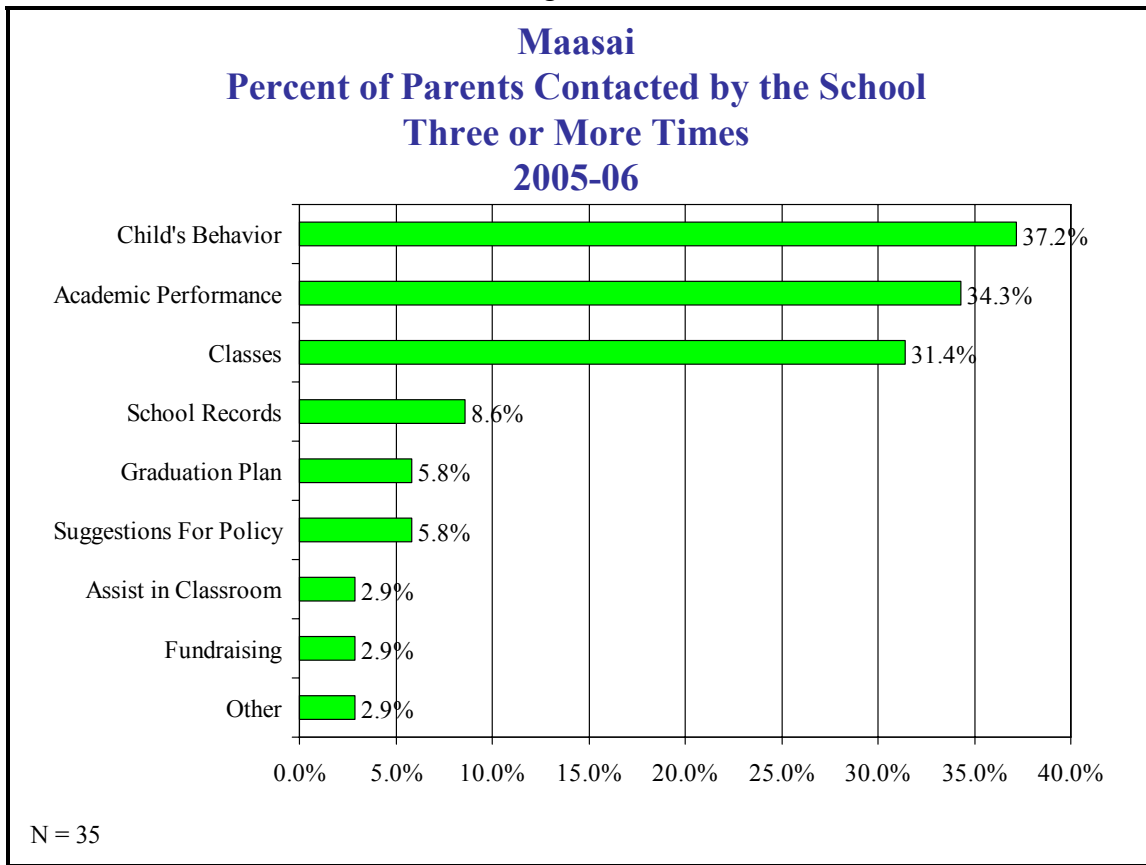
Parents contacted the school for a variety of reasons, including their child's academic performance, as well as to discuss classes in which their child was enrolled. For example, 51.4% of parents contacted the school at least three times regarding their child's academic performance; 37.1% of parents contacted the school multiple times to discuss classes; and 31.4% of parents contacted the school three or more times to discuss their child's behavior (see Figure 11).

Figure 11



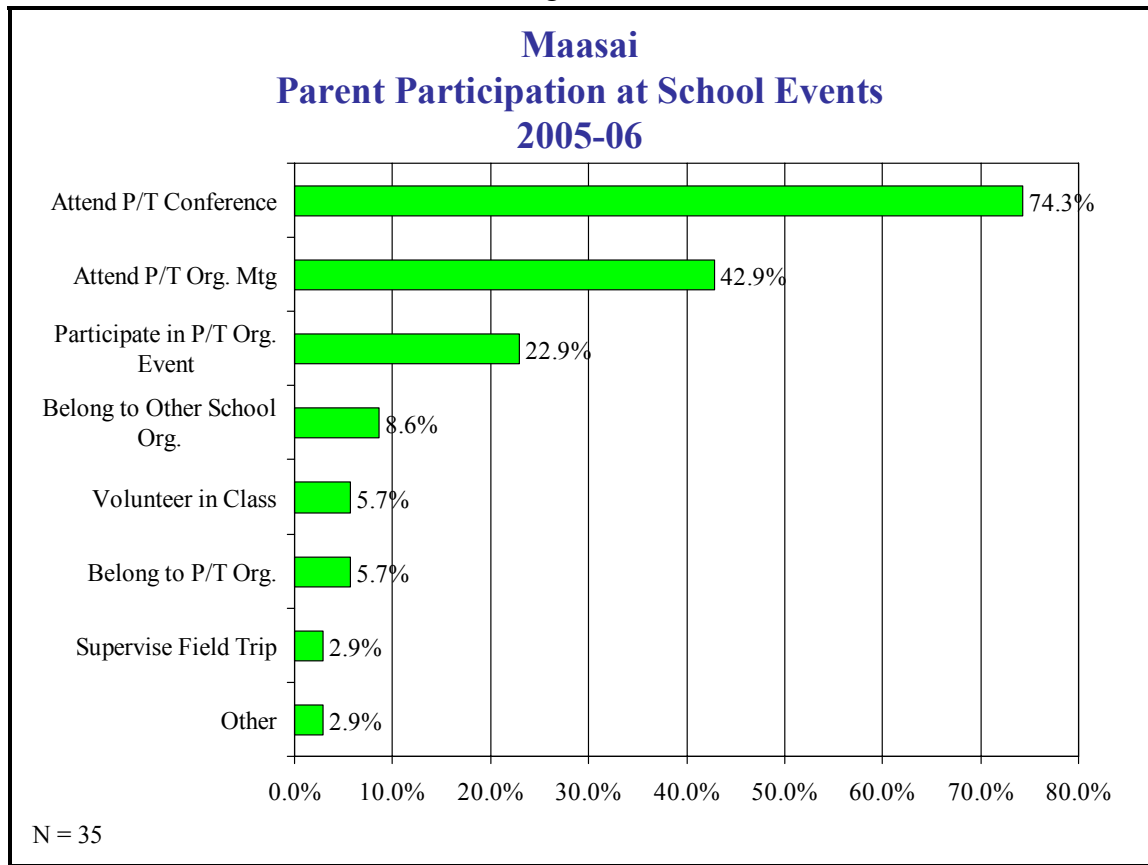
According to parents, the school initiated contact at least three times with 37.2% of parents regarding their child's behavior, 34.3% of parents were contacted multiple times to discuss their child's academic performance; and the school contacted 31.4% of parents more than three times this year to discuss their child's classes (see Figure 12).

Figure 12



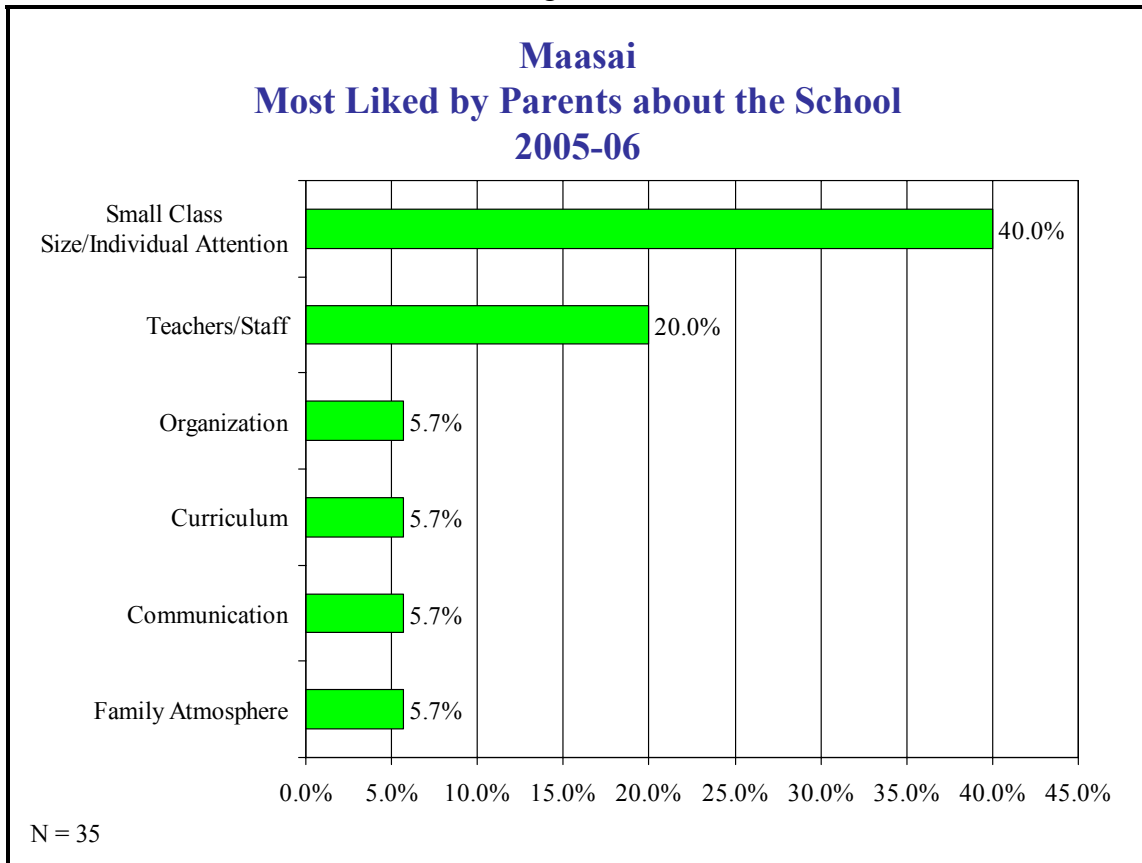
The extent to which parents participated in school events is illustrated below. Approximately 74.3% of the parents responding to the survey attended at least one parent-teacher conference, 42.9% attended a parent-teacher organization meeting, and 22.9% participated in at least one parent-teacher organization event this year (see Figure 13).

Figure 13



When asked what they most liked about the school, 40.0% of parents indicated the small class size and/or individual attention their children received, and 20.0% liked the teachers and staff (see Figure 14).

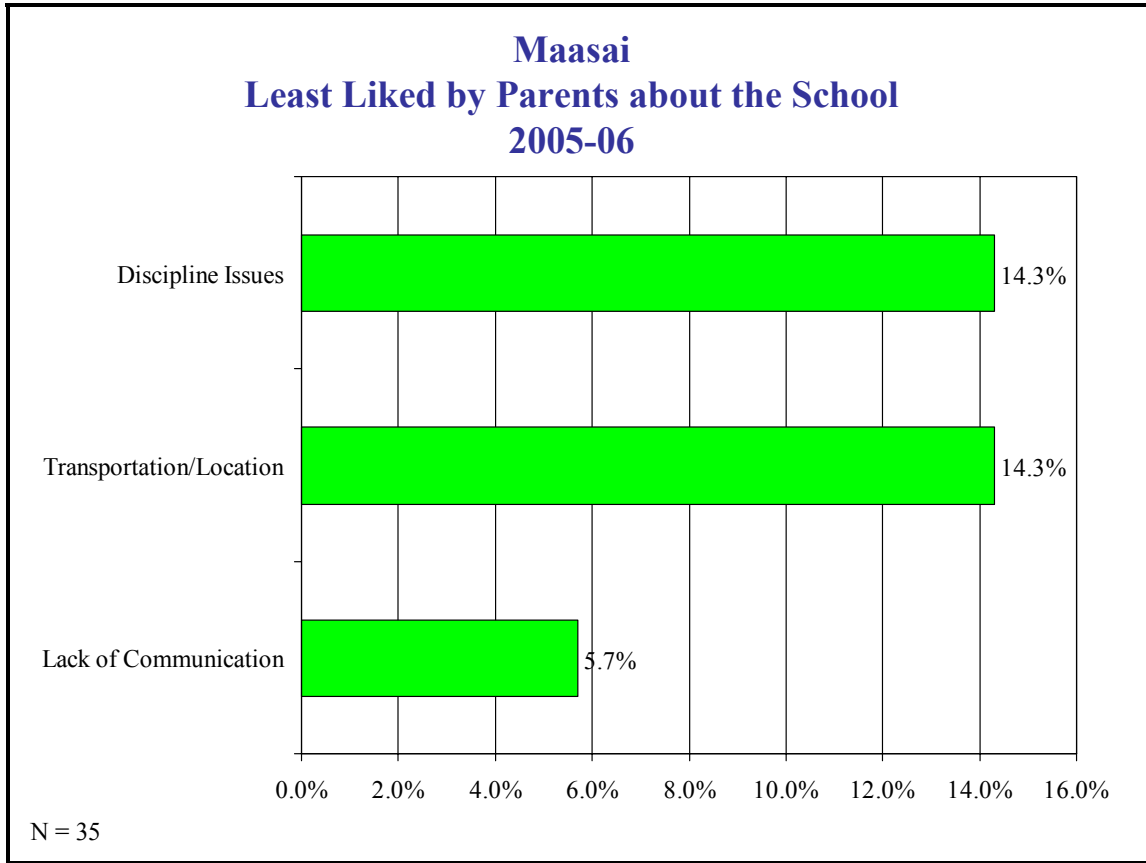
Figure 14



Areas noted by parents as needing improvement included:

- Discipline (14.3%);
- Transportation and/or location (14.3%); and
- Communication between teachers and parents (5.7%).

Figure 15



At least one parent also mentioned each of the following as something least liked about the school: no gymnasium, no school ID, need more homework, disorganized, lack of cleanliness, lack of parental involvement, lunch, and the uniform policy.

In terms of overall evaluation, parents were asked to rate the school’s performance in class size, materials and equipment, and the student assessment plan, as well as to indicate their level of satisfaction in various aspects of the school ranging from academic progress to communication issues. As shown in Table 4, most parents rated these areas as “excellent” or “good.”

Table 4										
Maasai										
Parental Rating of School Performance										
2005-06										
(N = 35)										
Measure	Rating									
	Excellent		Good		Fair		Poor		No Response	
	N	%	N	%	N	%	N	%	N	%
1. Class size	17	48.6%	14	40.0%	4	11.4%	0	0.0%	0	0.0%
2. Materials and equipment	12	34.3%	11	31.4%	10	28.6%	2	5.7%	0	0.0%
3. Student assessment plan	12	34.3%	11	31.4%	10	28.6%	1	2.9%	1	2.9%
3a. Standardized tests	10	28.6%	13	37.1%	6	17.1%	1	2.9%	5	14.3%
3b. Progress reports	14	40.0%	10	28.6%	7	20.0%	2	5.7%	2	5.7%

Table 5 indicates that parents were very satisfied or somewhat satisfied most of the time with 13 aspects of the academic environment. Where “no response” was indicated, the parent either had no knowledge or experience with that aspect, or had no opinion.

Table 5										
Maasai										
Parental Satisfaction										
2005-06										
(N = 35)										
Area	Response									
	Very Satisfied		Somewhat Satisfied		Somewhat Dissatisfied		Very Dissatisfied		No Response	
	N	%	N	%	N	%	N	%	N	%
Instructional program	24	68.6%	7	20.0%	2	5.7%	0	0.0%	2	5.7%
Enrollment policy and procedures	24	68.6%	8	22.9%	1	2.9%	0	0.0%	2	5.7%
Child’s academic progress	21	60.0%	9	25.7%	4	11.4%	0	0.0%	1	2.9%
Student/teacher ratio	29	82.9%	4	11.4%	0	0.0%	1	2.9%	1	2.9%
Discipline policy	24	68.6%	6	17.1%	1	2.9%	3	8.6%	1	2.9%
Adherence to discipline policy	23	65.7%	9	25.7%	0	0.0%	2	5.7%	1	2.9%
Parent-teacher relationships	26	74.3%	7	20.0%	1	2.9%	1	2.9%	0	0.0%
Communication regarding learning expectations	23	65.7%	7	20.0%	3	8.6%	1	2.9%	1	2.9%
Parent involvement in policy and procedures	24	68.6%	3	8.6%	6	17.1%	2	5.7%	0	0.0%
Teacher performance	22	62.9%	11	31.4%	2	5.7%	0	0.0%	0	0.0%
Principal performance	25	71.4%	9	25.7%	1	2.9%	0	0.0%	0	0.0%
Teacher/principal accessibility	25	71.4%	9	25.7%	1	2.9%	0	0.0%	0	0.0%
Responsiveness to concerns	27	77.1%	7	20.0%	0	0.0%	1	2.9%	0	0.0%
Respectful treatment as parent/guardian	30	85.7%	4	11.4%	0	0.0%	1	2.9%	0	0.0%
Child’s high school graduation plan	18	51.4%	8	22.9%	3	8.6%	2	5.7%	4	11.4%

Last, a high level of overall parent satisfaction was most evident in that:

- Twenty-nine (82.9%) of 35 parents would recommend this school to other parents;
- 60.0% (21 of 35) of parents will send their child to Maasai next year;¹⁶ and
- When asked to rate the school overall, 34.3% of parents indicated “excellent” and 31.4% of parents rated the school “good.” Eight (22.9%) parents thought the school was “fair” and two (5.7%) parents indicated “poor.” One parent did not respond to the question.

B. Teacher Interviews

In the spring of 2006, six teachers were interviewed regarding their reasons for teaching at the school and overall satisfaction with the school. The teachers taught ninth and tenth grades. Teachers were responsible for 16 to 22 students at a given time. None of the teachers used team teaching techniques. All of the teachers were in their first year at the school. Five teachers indicated that they routinely used data to make decisions in the classroom, and all six indicated that school leadership used data to make school-wide decisions. Teachers’ performances had been reviewed at least twice since the start of the school year.

¹⁶ Five parents indicated “no.” Reasons included: school did not work for my child; no sports or activities; want a more structured environment with more experience; and lack of security. A reason was not provided for one student. Seven parents indicated they did not know if their child(ren) would return. Two parents did not answer the question.

All teachers indicated that the educational methodology and the general atmosphere at the school were very important or somewhat important reasons for teaching at this school. See Table 6 for more details.

Table 6				
Reasons for Teaching at Maasai 2005-06 (N = 6)				
Reason	Importance			
	Very Important	Somewhat Important	Somewhat Unimportant	Not At All Important
Location	1	1	0	4
Financial	1	2	0	3
Educational methodology	5	1	0	0
Age/grade of students	1	3	1	1
Discipline	4	1	0	1
General atmosphere	2	4	0	0
Class size	4	1	0	1
Governance structure	3	1	0	2
Parental involvement	5	0	1	0

In terms of overall evaluation of the school, teachers were asked to rate the school's performance related to class size, materials and equipment, the school's overall student assessment plan, shared leadership, decision making and accountability, professional support and development, and the school's progress toward becoming an excellent school. Teachers generally rated these areas as good or excellent, except for materials and equipment. Four teachers rated materials and equipment as "fair."

When asked about the specific areas of the student assessment plan, most teachers rated the school's local measures, standardized tests, and progress reports as either excellent or good.

Table 7					
Maasai					
School Performance Rating					
2005-06					
(N = 6)					
Area	Rating				
	Excellent	Good	Fair	Poor	No Response
1. Class size	4	1	1	0	0
2. Materials and equipment	0	2	4	0	0
3. Student assessment plan	1	4	0	0	1
3a. Local measures	1	4	0	0	1
3b. Standardized tests	1	3	1	0	1
3c. Progress reports	3	3	0	0	0
4. Shared leadership, decision making, accountability	4	1	1	0	0
5. Professional support	3	2	1	0	0
6. Professional development opportunities	1	3	2	0	0
7. Progress toward becoming an excellent school	2	4	0	0	0

On a satisfaction rating scale ranging from “very satisfied” to “very dissatisfied,” most teachers responded on the “satisfied” end of the response range in most areas. Areas where teachers expressed dissatisfaction the most often were with student’s academic progress, adherence to the discipline policy, and parental involvement. Table 8 lists all of the teacher responses.

Table 8					
Maasai Teacher Satisfaction 2005-06 (N = 6)					
Performance Measure	Response				
	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	No Opinion
Program of instruction	1	5	0	0	0
Enrollment policy and procedures	2	2	2	0	0
Student’s academic progress	0	3	3	0	0
Student/teacher ratio	6	0	0	0	0
Discipline policy	3	2	1	0	0
Adherence to discipline policy	0	2	4	0	0
Instructional support	2	2	2	0	0
Parent-teacher relationships	2	4	0	0	0
Parent-teacher collaboration to plan learning experiences	1	2	1	0	2
Teacher collaboration to plan learning experiences	2	3	0	0	1
Parent involvement	0	2	2	2	0
Community business involvement	0	1	2	1	2
Teacher performance	1	4	1	0	0
Principal performance	4	2	0	0	0
Teacher involvement in policy and procedures decisions	5	1	0	0	0
Board of directors performance	1	1	0	0	4
Opportunity for continuing education	2	3	1	0	0
Frequency of staff meetings	5	1	0	0	0
Effectiveness of staff meetings	2	4	0	0	0

When teachers were asked what they most liked about the school, they noted:

- Staff, particularly staff unity and commitment to students (n = 3);
- Family, caring environment (n = 2); and
- Autonomy (n = 1).

Teachers mentioned the following as least liked about the school:

- Discipline issues (n = 3);
- Lack of materials/resources (n = 2); and
- Responsibility for janitorial duties (n = 1).

On a scale of poor, fair, good, or excellent, one teacher rated the school as excellent and five teachers rated the school as good. Five teachers indicated that they intended to continue teaching at the school.

When asked for a suggestion to improve the school, teachers responded:

- Focus on hiring qualified teachers for next year (two teachers);
- Improve the facility by adding a gym, cafeteria, etc. (two teachers);
- Solidify the after-school enrichment program (one teacher); and
- Improve the student selection process (one teacher).

When asked to provide a suggestion to improve the classroom, teachers indicated:

- Need more materials and equipment, i.e., books, technology, lab supplies projectors, and/or laptops (four teachers);
- Need Spanish version of Microsoft Office (one teacher); and
- The teachers should be energetic (one teacher).

C. Student Interviews

Twenty students in ninth or tenth grade were asked several questions about their school. All students indicated that they use computers at school and that there are after-school activities (see Table 9).

Table 9			
Maasai Student Interview 2005-06 (N = 20)			
Question	Answer		
	Yes	No	Don't Know/No Response/ Not Applicable
1. Do you like your school?	16	4	0
2. Do you learn new things every day?	17	2	1
3. Is your school work fun?	9	5	6
4. Do you like the books at school?	19	1	0
5. Do you use computers at school?	20	0	0
6. Is your school clean?	14	5	1
7. Do you like the school rules?	13	7	0
8. Do you follow the rules?	19	1	0
9. Does your homework help you learn more?	16	3	1
10. Do your teachers help you at school?	20	0	0
11. Do you like being in school?	14	6	0
12. Do you feel safe in school?	16	4	0
13. Do people work together in school?	18	2	0
14. Do you feel the marks you get on class work, homework, and report cards are fair?	16	3	1
15. Do your teachers talk to your parents?	18	2	0
16. Does your school have after-school activities?	20	0	0
17. Do you have a high school graduation plan?	14	4	2
18. Do your teachers talk with you about college?	20	0	0
19. Are you planning to attend college?	19	0	1

Students were then asked what they liked best and least about the school. Responses are summarized below.

Liked most:

- Teachers (n = 8);
- Teamwork (n = 4);
- Small school (n = 3);
- Classes/project (n = 2); and
- Family-oriented (n = 2).

Liked least:

- Uniforms, especially tucking in (n = 6);
- Rules and discipline issues at the school (n = 5);
- Other students (n = 2);
- Starts too early in the morning (n = 1);
- Too much homework (n = 1);
- Lunch (n = 1);
- Grading scale (n = 1);
- The building (n = 1); and
- School calendar, starts too late (n = 1).

D. Board Member Interviews

Board member opinions are qualitative in nature and provide valuable, although subjective, insight regarding school performance and organizational competency. Two members of Maasai's Board of Directors were personally interviewed by CRC staff using a prepared interview guide. These board members were involved with the school early on, representing three years of service to the school as board members. One is currently the president of the board and the other is vice president of the board. Both interviewees brought many years of teaching, non-profit management, and business experience to the board of directors.

The interviewees were asked to rate the school's performance in class size, material and equipment, and the student assessment plan (local measures of achievement, standardized

testing, and progress reports to parents) if they had knowledge of these school performance elements. The rating scale was Excellent, Good, Fair, or Poor. The interviewees generally rated these elements as good, with the exception of class size and standardized testing, which was rated as excellent by one interviewee.

The interviewees rating of the school's performance regarding shared leadership, decision making and accountability, professional support, and professional development opportunities ranged from fair to excellent. Both board members indicated that the school's making excellent progress toward becoming an excellent school.

On a satisfaction rating scale ranging from "very satisfied" to "very dissatisfied," both board members indicated that they were either very satisfied or somewhat satisfied with the program of instruction; the enrollment policy/procedures; the student's academic progress; the student/teacher ratio/class size; the discipline policy; the teachers' performance; the principal's performance; opportunities for teacher involvement in policy/procedure decisions; the Board of Director's performance; the human, administrative, and financial resources to fulfill the school's mission; and the commitment of the school's leadership. Both board members were either somewhat dissatisfied or very dissatisfied with the areas of parent involvement and community/business involvement. One was somewhat dissatisfied with the safety of the educational environment, stating lack of resources for safety staffing and cameras for monitoring each floor of the building.

One interviewee rated the school overall as excellent and the other as good, on a scale ranging from excellent to good to fair to poor.

When asked what they liked best about the school, the board members expressed liking the school's cultural foundation; its vision and mission; the level of innovation; and the commitment and collaboration among the board, administration, and staff. The areas least liked

were the facility, the lack of resources, and the greater community's suspicions regarding independent schools.

Suggestions for improving the school were to establish the social and health care services in order to become a full-service community school. One member suggested staying focused on the goals and measures of the value of Maasai to the community.

V. EDUCATIONAL PERFORMANCE

In addition to the seven key attributes, the school set goals for educational performance. This year, the school identified attendance, parent/guardian participation, graduation requirements, and graduation plan objectives. In addition, the school identified local and standardized measures to describe students' academic achievements.

A. Attendance

The school's attendance goal, as described in the learning memo, was that students would attend school, on average, 75.0% of the time. This year, the average attendance rate was 87.2%.¹⁷ The school has exceeded its goal related to attendance.

B. Parent/Guardian Participation

The school's goal regarding parent/guardian participation was that all students would be represented by a family member at the parent/guardian/family events held by the school during the year. The school held a family orientation in September 2005, a PTA open house during the year, and the first annual awards banquet in June 2006. The school did not provide parent/guardian attendance information. Therefore, CRC was unable to determine if the school met its goal related to parent/guardian participation.

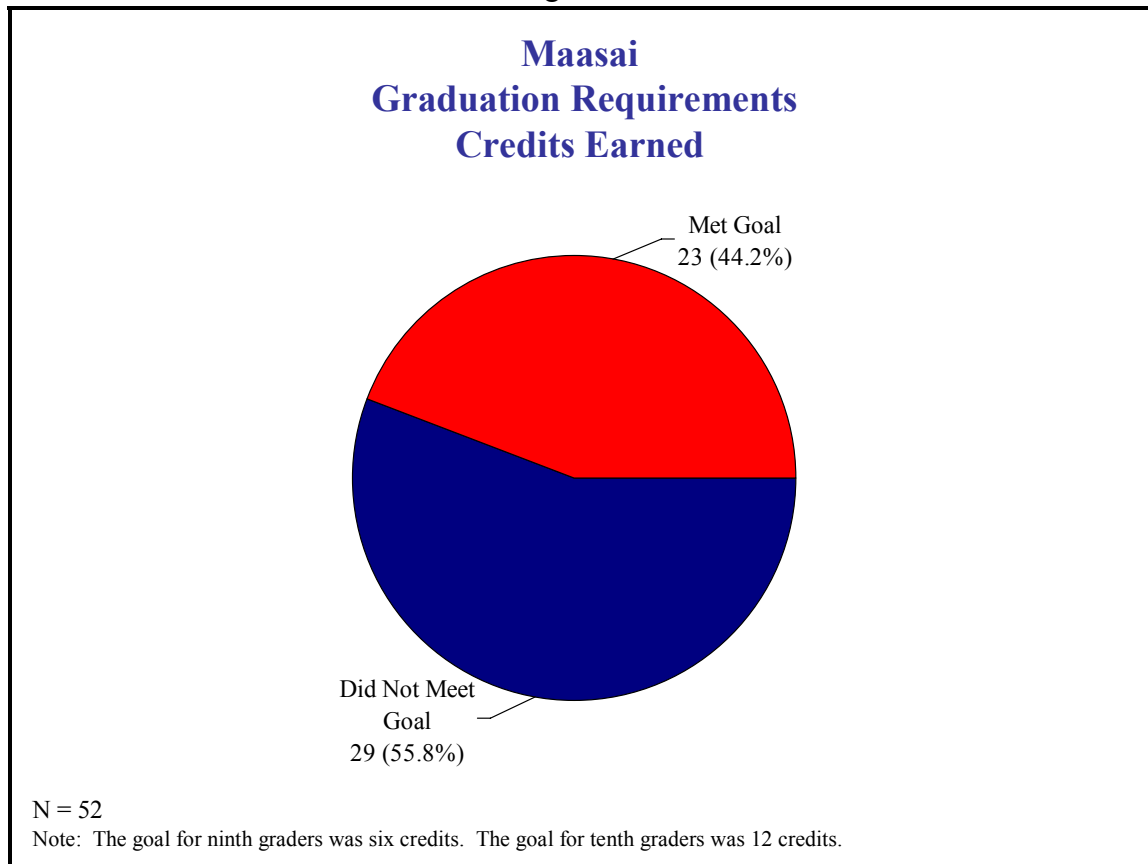
¹⁷ Based on enrollment data for 98 students enrolled at the any time during the school year. The attendance rate was computed by dividing the number of possible days of attendance for each student by the number of days attended, then averaging all students' attendance rates. A student was considered present if he/she attend at least five of seven classes.

C. Graduation Requirements

In order to meet graduation requirements, the school set a goal that ninth grade students would successfully complete one quarter of the requirements for graduation, or six credits, and tenth graders would earn one half of the requirements for graduation, or 12 credits, by the end of the year.

As described previously in this report, 19 (50.0%) of 38 ninth graders and four (28.6%) of 14 tenth graders for whom transcripts were available met the goal related to credits earned (see Figure 16).

Figure 16



D. Graduation Plan

The CSRC required that each student have an annual plan for graduation that included evidence of parent involvement; information regarding the student's post-secondary plans; and a schedule reflecting plans for completing four years of English and three years each of college preparatory mathematics, science, and social studies, and two years of a foreign language.

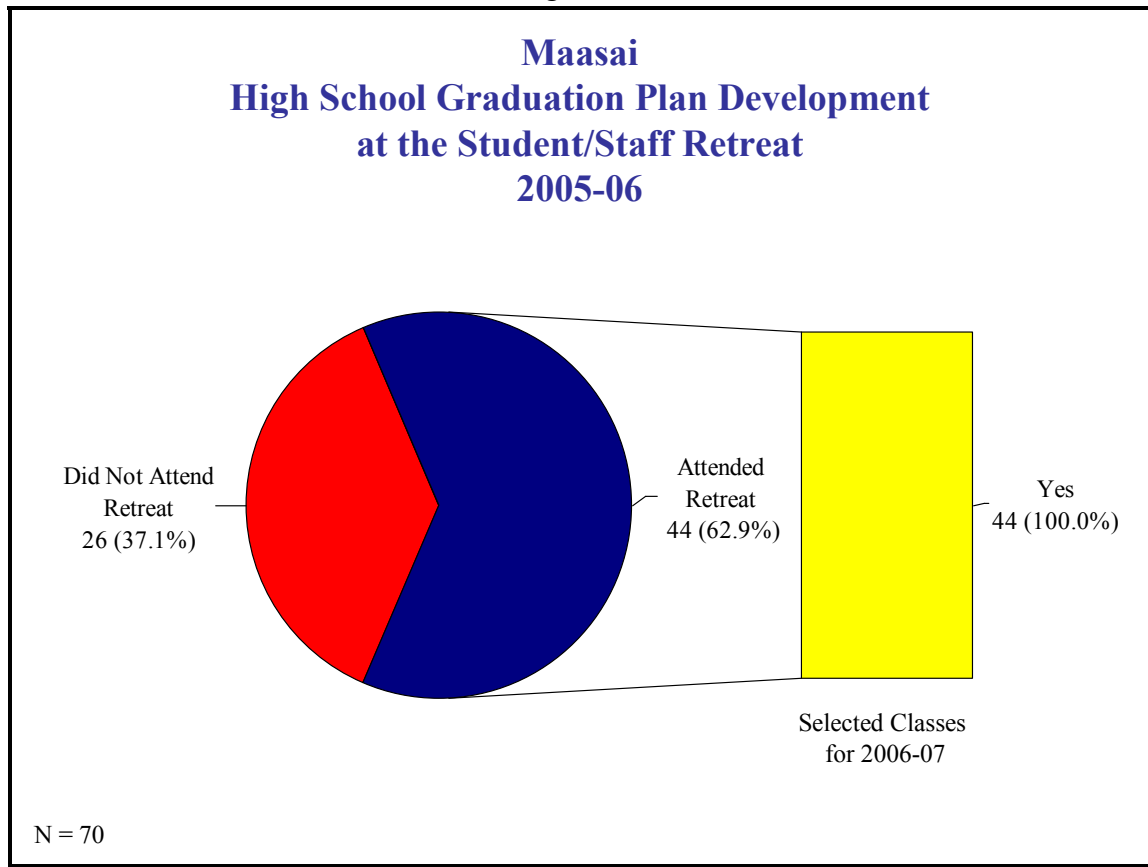
This year, the school planned to develop a high school graduation plan for each student during the end of the school year student/staff retreat. Students were then to meet with their advisor and select courses for the 2006-07 school year.

The school held a two-day retreat on June 12 and 13, 2006. Students were scheduled to meet with their advisors on one of the two days. The school provided a written curriculum guide that listed all of the graduation requirements, guidelines for numeric grades, and grade point values. The curriculum guide also included the Maasai Ability Pathways (MAP) designed to assist the student and parent in mapping out a course plan related to the student's career interests. The students and their advisor completed a course selection template that included the required courses, when the course will be taken, the grade received, which courses were completed, and which are remaining. During the end of the year interview, the Village Guide reported that parents will receive a copy of the graduation plan and will provide input to the student's advisor by telephone.

As illustrated below, there were 70 students¹⁸ for whom graduation plans were to be completed. Of these, 44 (62.9%) attended the end-of-the-year student/staff retreat. All students who attended the retreat met with their advisor to choose classes for the next school year. These data indicate that the graduation plan requirement was met for 62.9% of the students (see Figure 17).

¹⁸ There were 45 ninth and 25 tenth graders.

Figure 17



E. Local Measures of Educational Performance

The school was required by the CSRC to establish local measures of academic progress in reading (or literacy), mathematics, and writing. This requirement also satisfied the TALC requirement to set local measures of academic progress in at least two areas. 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 also required each city chartered school to submit a plan for using their local measures. The CSRC established a committee to review the local measure plan and provide feedback to the school. The plan was to include:

1. A description of local measures that are reliable and valid in reading or literacy, writing, and math, as well as a description of other required or elected local measures.
2. A description of how teachers use the local measures in making instructional and curricular decisions in the classroom.
3. A description of how the administration uses local measures to inform decision making at the school level.
4. A description of the process the school uses to communicate local measures to CRC.
5. A description of staff development opportunities for staff to learn about using local measures.
6. A description of ways in which the school intends to improve the use of its local measures.

Maasai's administrator submitted the local measure plan in a timely manner.

1. Literacy

Initially, the school's literacy local measure was that students will show progress in reading as measured by the Jerry Johns Reading test, administered at the end of each semester. However, the school's leadership identified a better measure of academic progress, the High School Placement Test (HSPT), which included a reading test.¹⁹ The HSPT was administered to ninth and tenth grade students in the fall and in the spring. Results from the fall administration were used to help place students in reading classes. The spring results were used to measure change in reading skills. Results were provided as grade level equivalencies (GLEs).

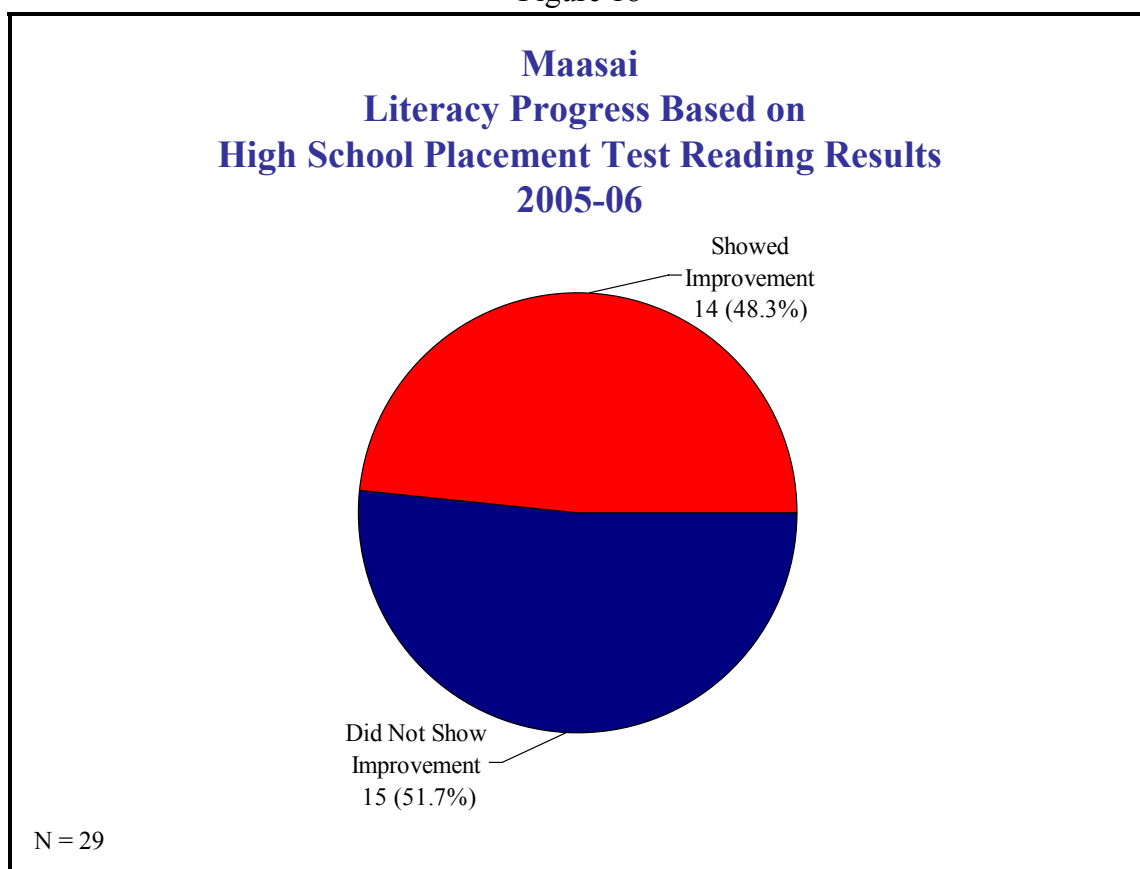
There were 29 students tested at both times. Results from the fall and spring tests indicate that, on average, ninth grade students were reading at 5.8 GLE in the fall and 5.9 GLE in the spring. Tenth graders averaged 6.4 GLE in fall and 7.4 GLE in spring (see Table 10).

¹⁹ The school also administered HSPT subtests in language arts and mathematics.

Table 10				
Maasai Reading GLE for Ninth and Tenth Graders Based on High School Placement Test				
Grade	N	Average GLE Fall	Average GLE Spring	Average GLE Progress
Ninth	20	5.8	5.9	0.1
Tenth	9	6.4	7.4	0.9
Total	29	6.0	6.3	0.3

Comparison of the scores from fall to spring indicates that 14 (48.3%) students showed improvement and 15 (51.7%) did not (see Figure 18).

Figure 18



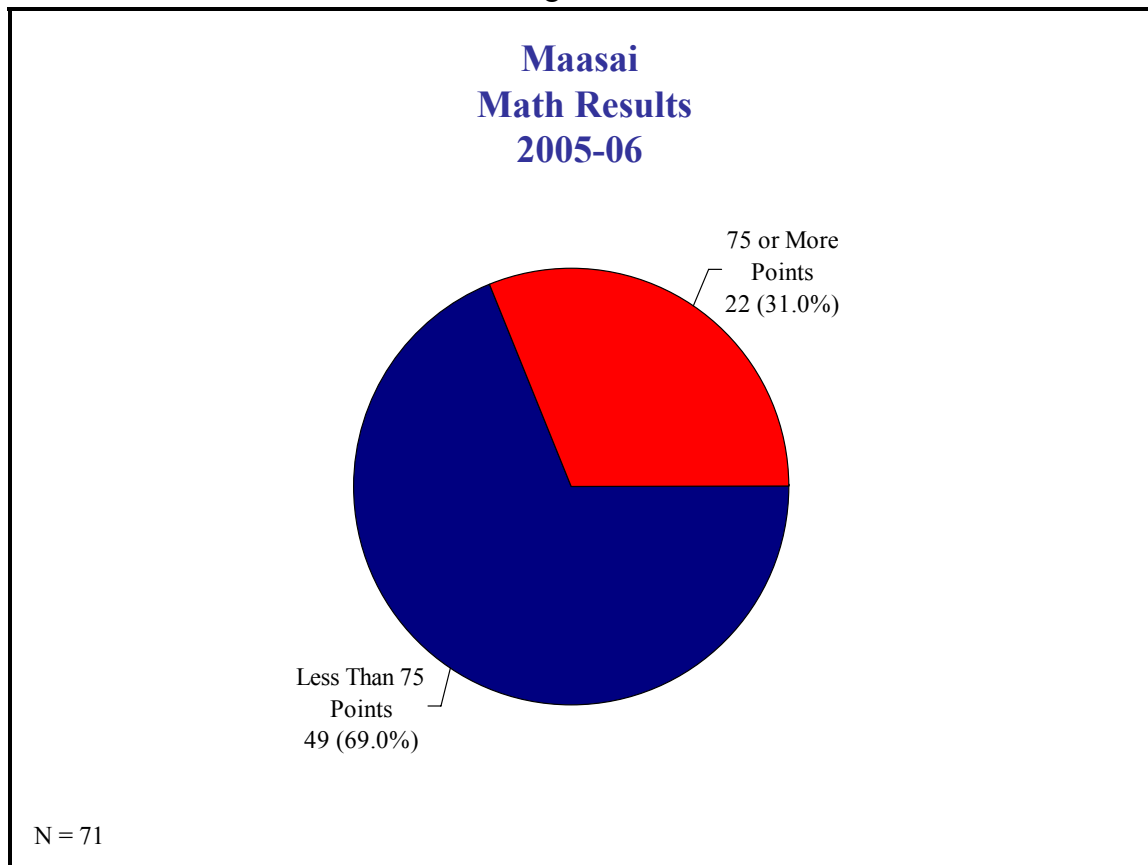
Results from the fall administration ranged from 5.0 to 9.0 GLE with a median of 5.5 GLE. Spring test results were similar. Scores ranged from 5.0 to 8.8 GLE with a median of 5.8 GLE (not shown).

2. Mathematics

This year, the school set a goal that 75.0% of students enrolled in math would reach proficiency²⁰ in the Milwaukee Public Schools (MPS) mathematics learning targets. The school submitted math grade books in a spreadsheet. Data included unit scores, third and fourth quarter scores, and semester grades. CRC used semester grades to identify students who met 75.0% of the targets.

Students' semester scores ranged from 0.0 to 97.5. On average, students scored 55.5. There were 49 (69.0%) students who scored less than 75 and 22 (31.0%) who scored 75 or more. This goal was met for 31.0% of students, short of the school's 75.0% goal (see Figure 19).

Figure 19



²⁰ Proficiency is achieving 75.0% or more of the MPS targets.

3. Writing

The school assesses student writing ability using the Six Traits of Writing rubric. In the fall of 2005, students were assessed on organization, content knowledge, grammar and spelling, neatness, and the use of references in a writing sample. Student who scored below ten points were to improve their total score by five or more points by the end of the school year. Students who scored 15 or more points in the fall were expected to maintain this level at the end of the school year.

Scores were provided for 45 students who were administered the examination in the fall. Of these, 13 scored ten or fewer points, 13 scored 11 to 14, and 19 students scored 15 or more points. Because the school did not provide spring test scores, CRC was unable to determine if the school met its goal related to writing progress.

F. Individual Education Programs

This year, the school set a goal that all special education students would reach 80.0% of IEP benchmarks for at least eight months. The school reported that there were 12 students with IEP benchmarks. Of these, six were not enrolled for at least eight months. Four (66.7%) of the six students who were enrolled for at least eight months met at least 80.0% of the benchmarks on their IEP and two (33.3%) did not.

G. External Standardized Measures of Educational Performance

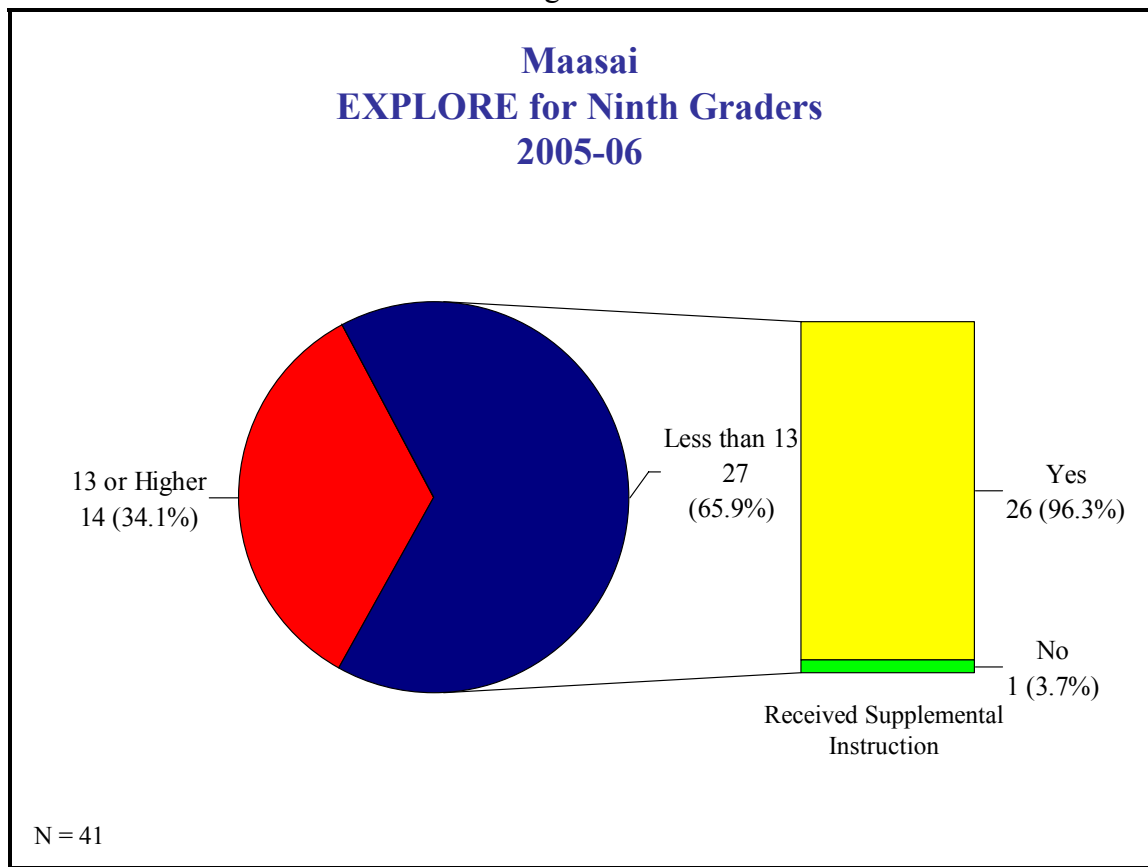
1. EXPLORE for Ninth Graders

The CSRC required that all ninth grade students take the EXPLORE test. EXPLORE consists of tests in English, mathematics, reading, and science. Results are summarized in a composite score. It is one of two pre-ACT examinations used to identify students who may not be adequately prepared to take the ACT.

The CSRC further required that all ninth grade students who scored below 13 on the EXPLORE receive additional supplemental instruction in any areas that need strengthening.

In the fall of 2005, ninth grade students in the school were administered the EXPLORE test. Composite scores were provided for 41 students. Of these, 27 scored below 13. All 27 were referred for intervention and 26 of the 27 received supplemental instruction. The one student who did not receive supplemental instruction attended school sporadically and withdrew in the spring.

Figure 20



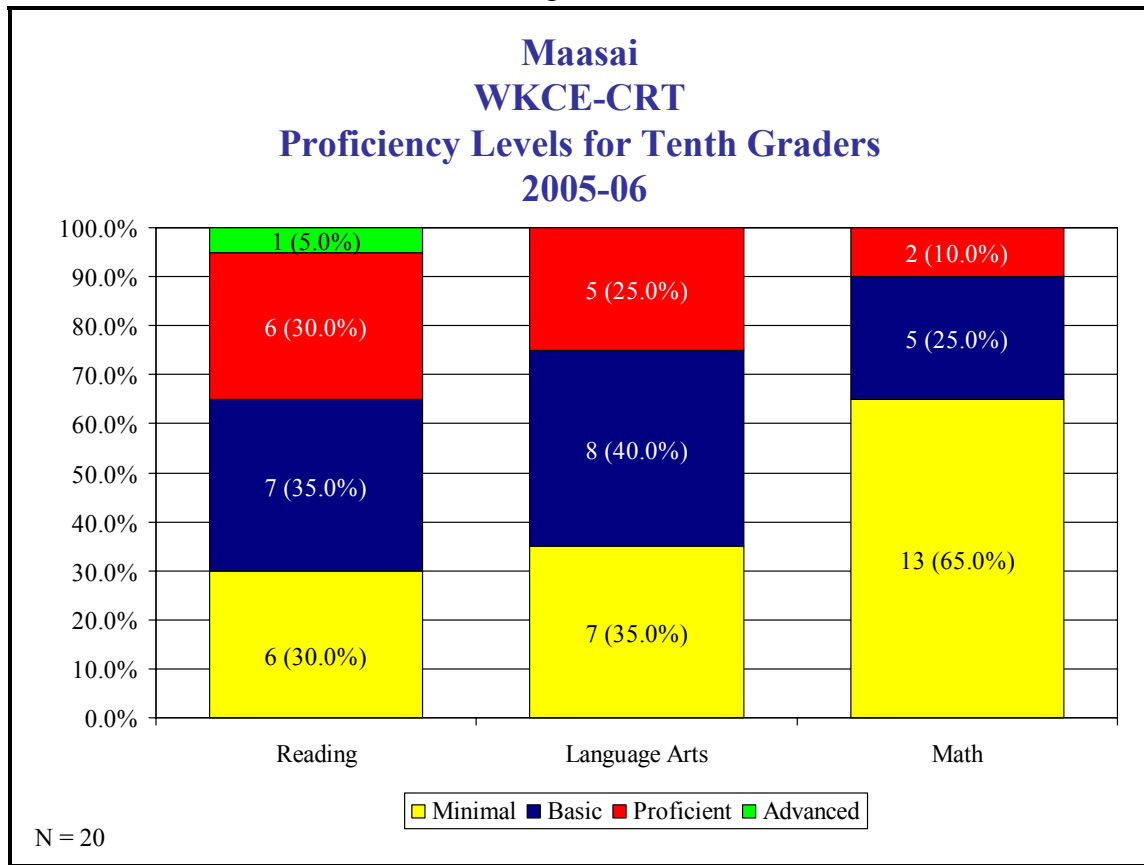
2. Standardized Tests for Tenth Graders

a. WKCE-CRT for Tenth Graders

Every fall, all tenth graders in Wisconsin public schools are required to take the Wisconsin Knowledge and Concepts Examination – Criterion Referenced Test (WKCE-CRT). This test consists of subtests in reading, language arts, mathematics, science, and social studies. The reading and math portions consist of CRT items directly aligned with the State of Wisconsin model academic standards. The language arts, science, and social studies subtests are similar to the WKCE subtests used in the past and consist of items that are nationally normed. The WKCE-CRT meets federal No Child Left Behind requirements that student reading and math skills be tested in high school. The CSRC requires that schools report students' results in reading, language arts, and mathematics.

This year, the test was administered to 20 tenth graders. Results indicate that six (30.0%) students reached proficient and one (5.0%) reached advanced levels in reading; five (25.0%) reached proficient in language arts; and two (10.0%) students reach proficient in mathematics (see Figure 21).

Figure 21

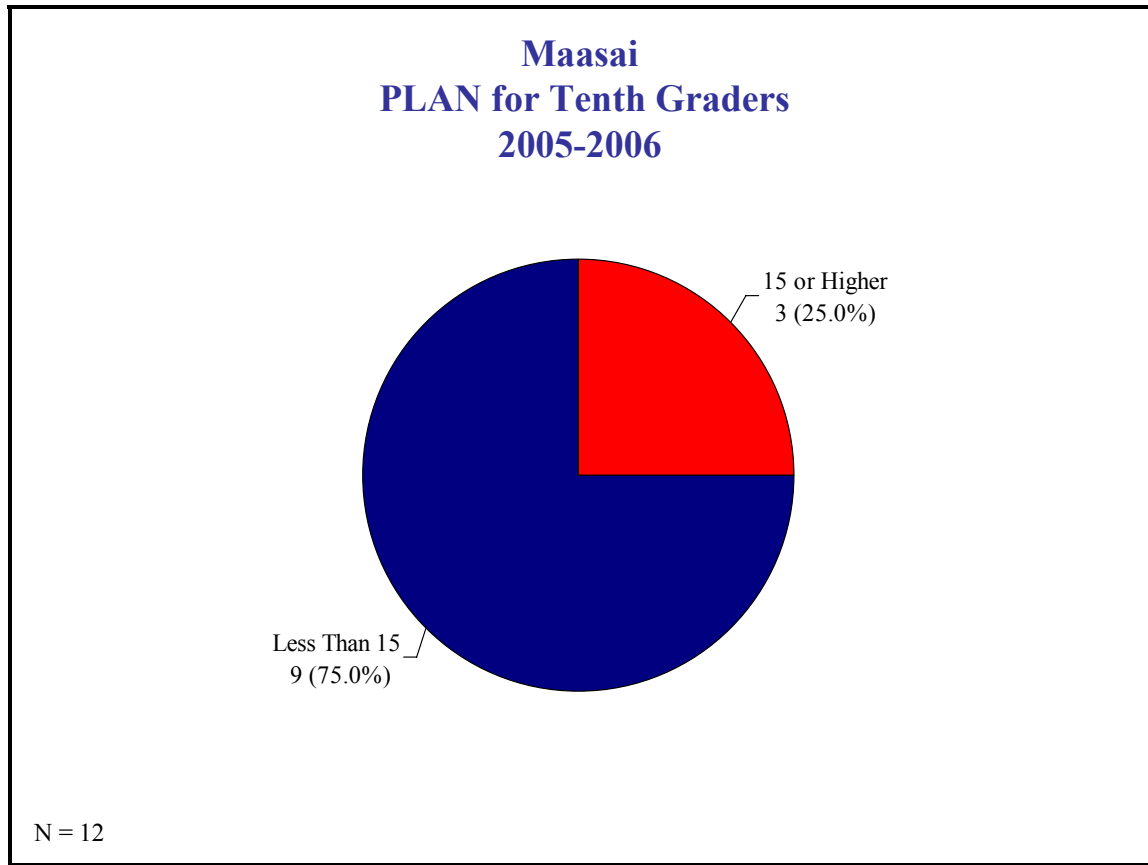


b. PLAN for Tenth Graders

The CSRC required that all tenth grade students take the PLAN, the second in a series of two pre-ACT tests that track student progress and identify students not ready for the ACT, within two weeks of taking the WKCE-CRT. The CSRC further required that all tenth grade students who scored below 15 on the PLAN receive additional supplemental instruction in any areas that need strengthening.

This year, the test was given in the spring. The school provided PLAN test scores for 12 tenth graders. Three scored 15 or higher and nine students scored below 15 (see Figure 22).

Figure 22



Because the test was administered in the spring, the school did not use results to identify students in need of extra intervention. Instead, the school used results from the WKCE-CRT to identify and refer students. Based on the WKCE-CRT, the school identified 14 students in need, eleven of whom received extra intervention. Closer examination of these scores indicated that nine of these students scored less than 15 on the PLAN.

H. Multiple-Year Student Progress

Year-to-year student progress is not yet applicable because this school is in its first year of operation as a *New Vision* small high school, chartered by the City of Milwaukee, and receiving assistance from TALC.

I. Annual Review of the School's Adequate Yearly Progress

1. Background Information²¹

State and federal laws require the annual review of school performance to determine student academic achievement and progress. In Wisconsin, the annual review of performance required by the federal No Child Left Behind act is based on each school's performance relative to four objectives:

- The test participation of all students enrolled.
- A required academic indicator (either graduation or attendance rate).
- The proficiency rate in reading.
- The proficiency rate in mathematics.

In Wisconsin, the DPI releases an Annual Review of School Performance for each chartered school with information about whether that school met the criteria for each of the four required adequate yearly progress (AYP) objectives. If a school fails to meet the criteria in the same AYP objective for two consecutive years, the school is designated as "identified for improvement." Once designated as "identified for improvement," the school must meet the annual review criteria for two consecutive years in the same AYP objective to be removed from the status designation.

²¹ This information is taken from the DPI website: www.dpi.state.wi.us/oea/annrvw05.html.

The possible school status designations are:

- “Satisfactory,” which means the school is not in improvement status.
- “School Identified for Improvement” (SIFI), which means the school does not meet AYP for two consecutive years in the same objective.
- SIFI Levels 1-5, which means the school missed at least one of the AYP objectives and is subject to the state requirements and additional Title I sanctions, if applicable, assigned to that level.
- SIFI Levels 1-4 Improved, which means the school met the AYP in the year tested but remains subject to sanctions due to the prior year. AYP must be met for two years in a row in that objective to be removed from “improvement” status and returned to “satisfactory” status.
- Title I Status identifies if Title I funds are directed to this school, and if so, the schools are subject to federal sanctions.

2. Adequate Yearly Progress: Maasai Institute Summary²²

According to Maasai Institute’s Annual Review of School Performance: 2005-06, published by DPI, Maasai reached adequate yearly progress in all four of the AYP objectives: test participation, attendance, reading, and mathematics. The school’s status rating for test participation, attendance, reading and mathematics was “Satisfactory.” The school met the state’s requirement for AYP, and its improvement status is “Satisfactory.”

²² For a copy of Maasai Institute’s Annual Review of School Performance see: http://www2.dpi.state.wi.us/sifi/AYP_Summary.asp?AgKey=000058 July 2006.

VI. CONCLUSION/RECOMMENDATIONS

This report covers the first year of Maasai's operation as a City of Milwaukee charter school and as a *New Vision* small high school supported by TALC. For the 2005-06 academic year, Maasai met all but three of its educationally related City of Milwaukee contract provisions. The three provisions not met were the teacher licensing requirement, the timely administration of a required standardized test for tenth graders, and the maintenance of a local measure of academic progress in writing. In addition to the information explained in the body of this report, please see Appendix A for an outline of specific contract provision compliance information.

In addition to academic outcome measures, information provided by the school has been used to examine and report the school's progress related to the Gates Foundation key attributes, required by TALC.

This year the CSRC expanded its monitoring plans to include surveys of parents and interviews with staff, students and board members. A few highlights of the results indicated:

- One of the six teachers interviewed rated the school as "excellent" overall; the remaining five teachers rated the school as "good."
- 31.4% of the 35 parents surveyed indicated the school was "good" and 34.3% rated the school "excellent."
- 100.0% of the 20 students interviewed stated that their teachers talked with them about college, and 19 of the 20 (95.0%) said they planned to attend college.
- The board members interviewed mentioned the need to establish social and health care services in order to become a full-service community school and to stay focused on the goals of the school.
- Teachers suggested that the school needed for more materials and equipment and more qualified teachers.

Findings related to the Gates Foundation key attributes:

- Indicators of a common focus included:
 - ▶ 83.0% of the six teachers interviewed indicated that shared leadership, decision making, and accountability were excellent or good.
 - ▶ 100.0% of the 20 students interviewed indicated their teachers help them and talk with them about college and 70.0% were aware of their high school graduation plan.
- Ninth graders earned an average of 5.8 credits, and tenth graders earned an average of 7.8 credits (high expectations).
- Indicators of mutual respect and responsibility based on surveys and interviews indicated:
 - ▶ 12 of 20 students indicated that teachers care about the students, talk about the students' future, and that there is one-on-one individual attention;
 - ▶ Five of six teachers indicated that professional support was good to excellent;
 - ▶ Four of six teachers indicated there were good to excellent professional development opportunities; and
 - ▶ 85.7% of the parents surveyed indicated they were very satisfied with the level of respect they received.
- 91.6% of the students completed at least one Emotional Intelligence Self-Assessment, which is designed to engage the student in the process of life planning (personalized environment).
- Five of the six teachers indicated satisfaction with teacher-to-teacher collaboration (staff collaboration).
- The school received parent input on at least one report card for 83.0% of the 100 students issued report cards (parent/guardian collaboration).
- Collaborations with the expected community collaborators did not occur this year.
- The school participated in identifying outcome measures and developed spreadsheets to house student progress and report related data elements.

The major educationally related findings for this year were as follows:

- Average student attendance was 87.2%, exceeding the school's goal of 75.0%.
- Parents participated in parent/guardian/family events held during the year, and 83.0% of the parents provided input on at least one of their child's quarterly report cards.
- 50.0% of 38 ninth graders and four (28.6%) of 14 tenth graders successfully completed expected graduation requirements.
- 62.9% of 70 students attended the end of the year student/staff retreat. All students who attended the retreat completed a graduation plan.

Maasai's local measures of academic progress indicated that:

- Of the 29 ninth and tenth grade students with fall and spring HSPT test results, 48.3% showed improvement in reading; the average progress was 0.3 GLEs in reading.
- Using semester grades to identify students who met proficiency (75.0% of the MPS math targets), 31.0% of the students had more than 75 points.
- At the beginning of the semester, 45 students were assessed using the Six Traits of Writing rubric:
 - ▶ Thirteen scored ten or fewer points;
 - ▶ Thirteen scored 11 to 14; and
 - ▶ Nineteen scored 15 or more points.
- Of the six special education students who were enrolled at least eight months, four (66.6%) met at least 80.0% of the benchmarks on their IEP.

Standardized test results for Maasai students were as follows:

- 65.8% of the 41 ninth grade students with EXPLORE composite scores scored below 13, indicating a need for supplemental instruction.

WKCE-CRT results for 20 tenth graders indicated that:

- Reading:
 - ▶ 35.0% were functioning at the proficient or advanced levels; and
 - ▶ 65.0% were functioning at the minimal or basic levels.
- Math:
 - ▶ 10.0% were functioning at the proficient level; and
 - ▶ 90.0% were functioning at the minimal or basic levels.
- Language Arts:
 - ▶ 25.0% were functioning at the proficient level; and
 - ▶ 75.0% were functioning at the minimal or basic levels.
- 75.0% of the 12 tenth grade students with PLAN composite scores scored below 15, indicating a need for supplemental instruction.

After reviewing the information in this report and considering the information gathered and discussion during the administration interview in June 2006, it is recommended that the focus of activities for the 2006-07 school year include the following:

- Develop specific strategies to address the school's academic goal that all graduates will have a strong grounding in reading, writing, and math at functional levels.
- Individualize programming for students by:
 - ▶ Using the students' life plans to drive their academic focus; and
 - ▶ Developing project-based learning to enable students to operate within their learning style.
- Develop the intended community collaborations to become a full-service community school.
- Employ teachers who have a DPI license or permit to teach.

APPENDIX A
CSRC Contract Provisions

Maasai Institute			
Overview of Compliance for Educationally Related Contract Provisions			
2005-06			
Section of Contract	Educationally Related Contract Provision	Monitoring Report Reference Page	Contract Provision Met or Not Met
Sec. I-B	Description of educational program and curriculum focus etc.	pp. 3-4	Met
Sec. I-V	School Calendar	p. 5	Met
Sec. I-C	Educational methods	pp. 3-4	Met
Sec. I-E	Parental involvement	p. 8	Met
Sec. I-F	DPI license or permit	p. 7	Not met*
Sec. I-I	Student database information including information regarding special education students	pp. 6-7	Met
Sec. I-K	Procedures for disciplining students	pp. 8-9	Met
Memo subsequent to contract (per Sec.I-D)	Annual graduation plan for all students	pp. 42-44	Met for 62.7% of 70 students.
Memo subsequent to contract (per Sec.I-D)	Administration of required standardized tests a. EXPLORE (ninth graders) b. PLAN (tenth graders) c. ACT (eleventh graders) d. SAT (eleventh graders)	a. pp. 48-49 b. pp 51-52 c. N/A** d. N/A**	a. Met b. Not met**** c. N/A** d. N/A**
Memo subsequent to contract (Per Sec.I-D)	Maintain local measures of academic progress in the following areas: a. Reading or Literacy b. Mathematics c. Writing d. Special Education Plan: Percentage of goals met.	a. pp. 45-46 b. p. 47 c. p. 48 d. p. 48	a. Met b. Met c. Not met*** d. Met
Memo subsequent to contract	High School Intervention Requirement: a. Ninth grade students scoring below 13 on EXPLORE b. Tenth grade students scoring below 15 on PLAN	a. pp. 48-49 b. pp. 51-52	a. Met b. Met ****

*As of the date of this report, two teachers did not hold a valid license or permit during the 05-06 academic year.

**The school did not have eleventh or twelfth graders this year.

***The school did not provide data regarding local measures of academic progress in this area.

****The school did not administer the PLAN in the required timeframe, but did provide intervention based on WKCE-CRT results.

APPENDIX B

Small High School Learning Memo

Small High School Learning Memo

TO: Children's Research Center/Charter School Review Committee/Technical Assistance and Leadership Center
FROM: Maasai Institute
RE: Student Learning Memorandum for the 2005-06 Academic Year
DATE: Finalized December 9, 2005

Note: This memorandum of understanding includes the *minimum* measurable outcomes required by the Technical Assistance and Leadership Center (TALC) for small high schools participating in the second cycle of *A New Vision of Secondary Education in Milwaukee*, funded by the Bill & Melinda Gates Foundation and data required by the Charter School Review Committee of the City of Milwaukee. Schools can add outcomes to this memo if additional measures of academic progress are developed and the school desires them to be included in the final monitoring report. (For example if a school administers additional standardized tests.)

These specific outcomes were defined by the leadership and/or staff at each school in consultation with staff from the Children's Research Center (CRC), each school's TALC coach, and the Charter School Review Committee (CSRC). All data shall be reported to CRC in an electronic file such as a spreadsheet or a database which includes a consistent student ID number. CRC will request submission of data following the first semester to assure that the data are being collected and reported in a manner that allows for analysis. The full year's data submission will be due no later than the fifth day following the last day of attendance for the academic year.

Key Attributes of Small High Schools:

The school will measure the extent to which their school demonstrates the seven key attributes of small schools. TALC expects each school to develop at least one method of measuring each of the seven key attributes. Those measures will be reported to CRC and included in the annual monitoring report.

Note: Maasai will be participating in a student, staff and parent survey prepared by CRC through its contract with the City of Milwaukee's Charter School Review Committee.

Common Focus

Staff and students will demonstrate that they have a common focus on the staff and student surveys/interviews conducted by the CRC.

High Expectations

Ninth grade students will earn a minimum of six credits by the end of the school year. Tenth grade students will have earned a minimum of 12 credits by the end of the school year.

Mutual Respect and Responsibility

Staff, students and families will indicate that they have been treated respectfully on the staff, student and family surveys/interview conducted by the CRC.

Personalized Environment

All students, with the assistance of a faculty advisor, will have completed the portfolio forms required to begin the process of life planning. These forms are the Emotional Intelligence Self-Assessment completed each quarter.

Staff Collaboration

Staff will demonstrate the extent to which staff collaboration has been successfully demonstrated on the staff surveys and interviews conducted by the CRC.

Parent/Guardian Collaboration

At each reporting period, parents/guardians will provide input on their child's report card by commenting either in writing on their child's report card or by personal contact.

Parents/Guardians will report the extent to which they have been involved in collaborative activities on the parent/guardian surveys and interviews conducted by the CRC.

Community Collaboration

By the end of the school year, the UWM Bader School of Social Welfare and the School of Nursing will be operating their programs at Maasai.

Attendance:

The school will maintain appropriate attendance records including in-school and out-of-school suspensions. This school will achieve an average attendance rate of 75.0%. A student will be marked present for the day if the student attends five out of seven classes.

Enrollment:

The school will record enrollment date for every student. Upon admission, individual student information, including the actual enrollment date, will be added to the school database.²³

Termination:

The date and reason for every student leaving the school will be recorded in the school database. Information will include the date of withdrawal/termination, where the student went, expulsion and drop-out information.

Parent/Guardian Participation:

All students will be represented by a family member at the parent/guardian/family events held by the school. The school will keep a list of the events held throughout the year and whether the students enrolled at the time were represented.

Special Education Needs Students:

Public high schools will maintain updated records on all special education students including date of IEP-team assessment, assessment outcome, IEP completion date, IEP review dates and any reassessment results.

High School Graduation Plan:

Each student shall have an annual plan for graduation that includes:

- evidence of parent/guardian involvement;
- information regarding the student's post secondary plans; and
- a schedule reflecting plans for completing of four years of English and three years each of college preparatory mathematics, science and social studies, and two years of a foreign language;

²³ Transfer student information will be obtained by the receiving school and transcript information will be entered into the receiving school's database.

High School Graduation Requirements:²⁴

Ninth grade students will successfully complete $\frac{1}{4}$ of the requirements for graduation.

Tenth grade students will successfully complete $\frac{1}{2}$ of the requirements for graduation.

Local Measures of Academic Achievement:²⁵

Literacy:

Students will show progress in reading as measured by the Jerry Johns Reading test administered at the end of each semester.

Mathematics:

75.0% of the students enrolled in math courses will reach proficiency on the MPS mathematics learning targets. The math instructor will identify which targets will be presented and tracked. Proficiency is defined as 75.0%. The proficiency level is set at 75.0% or above for 75.0% of the students enrolled in math courses.

Writing:

The writing rubric used is the Six Traits of Writing.

On average, students who score ten or below on the writing rubric addressing organization, content knowledge, grammar and spelling, neatness and the use of references on a writing sample in the fall will improve their total score by at least five points at the end of the school year.

On average, students who scored 15 or above on the writing rubric addressing organization, content knowledge, grammar and spelling, neatness and the use of references on a writing sample in the fall will maintain a level of 15 or above at the end of the school year.

Individual Education Plan (IEP) Goals:

Special education students will achieve at least 80.0% of the IEP benchmarks indicated on their IEP for at least 8 months.

Academic Achievement: Standardized Measures

Ninth Grade Students: All ninth grade students are required to take all subtests²⁶ of the EXPLORE test (the first in a series of two pre-ACT tests that will identify students not ready for the ACT²⁷) in the same time frame identified by the State of Wisconsin Department of Public Instruction for WKCE testing.

²⁴ This item depends upon each school's high school graduation requirements and the timing of their course work. Outcomes reflect what would be needed at each grade level to meet the graduation requirements by the end of the fourth year.

²⁵ Local measures of academic achievement are the classroom or school level measures that monitor student progress throughout the year (formative assessment) and can be summarized at the end of the year (summative assessment) to demonstrate academic growth. They are reflective of each school's unique philosophy and curriculum. The CSRC requires local measures of academic achievement in the areas of literacy, mathematics, writing, and IEP goals.

²⁶ English, Mathematics, Reading, and Science

²⁷ The Educational Planning and Assessment System (EPAS) developed by the American College Testing Service (ACT) provides a longitudinal, standardized approach to educational and career planning, assessment, instructional support, and evaluation. The series includes the EXPLORE, PLAN and ACT tests. Score ranges from all three tests are linked to *Standards for Transition* statements that describe what students have learned and what they are ready to learn next. The *Standards for Transition*, in turn, are linked to *Pathways* statements that suggest strategies to enhance students' classroom learning. *Standards* and *Pathways* can be used by teachers to evaluate instruction and student progress and advise students on the courses of study.

During the second semester all ninth grade students who scored below 13 on the EXPLORE will receive additional supplemental instruction in the areas that need strengthening.

Tenth Grade Students: All tenth grade students are required to take the WKCE in the time frame identified by the State of Wisconsin Department of Public Instruction.

All tenth grade students are required to take all subtests of the PLAN²⁸ (the second in a series of two pre-ACT tests that will track student progress and identify students not ready for the ACT) within two weeks of taking the WKCE.

During the second semester of tenth grade, all students who scored below 15 on the PLAN will receive additional supplemental instruction in the areas that need strengthening.

²⁸ English, Mathematics, Reading, and Science