

2017–2018 Programmatic Profile and Educational Performance

October 2018



Rocketship Southside Community Prep

TABLE OF CONTENTS

EXECUTIVE SUMMARY	i
I. INTRODUCTION.....	1
II. PROGRAMMATIC PROFILE	1
A. Description and Philosophy of Educational Methodology	2
1. Mission	2
2. Instructional Design	2
B. School Structure	3
1. Board of Directors and Leadership.....	3
2. Areas of Instruction	4
3. Classrooms	4
4. Teacher Information.....	4
5. School Hours and Calendar.....	7
6. Parent Involvement	7
7. Waiting List.....	8
8. Discipline Policy	9
9. Fifth-Grade Graduation and Middle School Information.....	10
C. Student Population.....	10
D. Activities for Continuous School Improvement.....	12
III. EDUCATIONAL PERFORMANCE	13
A. Attendance	14
B. Parent/Guardian Participation.....	15
C. Special Education Student Records.....	15
D. Local Measures of Educational Performance.....	15
1. Reading and Math Progress for K4 Using CPAA.....	16
2. Reading and Math Progress for K5 Through Fifth Graders Using MAP Target Rasch Unit Scores	17
a. Reading	17
b. Math	18
3. Writing.....	19
4. Special Education Student Progress	21
E. External Standardized Measures of Educational Performance	22
1. PALS Plus for First and Second Graders	22
2. Forward Exam for Third Through Fifth Graders.....	23
F. Multiple-Year Student Progress	26
1. Second-Grade Performance Based on PALS.....	27
2. Fourth- Through Fifth-Grade Progress Based on Forward Exam.....	27
a. Students At or Above Proficient.....	27
b. Students Below Proficient.....	28

G.	CSRC School Scorecard.....	29
H.	Satisfaction Regarding Student Academic Progress.....	30
IV.	SUMMARY AND RECOMMENDATIONS.....	30

APPENDICES

A.	Contract Compliance Chart
B.	Student Learning Memorandum
C.	Trend Information
D.	CSRC 2017–18 School Scorecard
E.	Board Interview Results
F.	Parent Survey/Interview Results
G.	Student Survey Results
H.	Teacher Interview Results

This report includes text from Rocketship Southside Community Prep student/parent handbook and/or staff handbook. CRC obtained permission from the school to use this text for the purposes of this report.

**EXECUTIVE SUMMARY
FOR
ROCKETSHIP SOUTHSIDE COMMUNITY PREP
2017–18**

This is the fifth annual report on the operation of Rocketship Southside Community Prep (RSCP), one of eight schools chartered by the City of Milwaukee during the 2017–18 school year. It is the 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.

I. CONTRACT COMPLIANCE SUMMARY

For the 2017–18 academic year, RSCP met all but the teacher license provision of its education-related contract provisions.¹ 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

The CSRC requires the school to track student progress in reading, writing, math, 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.

i. Reading

- Of 76 K4 students, 57 (75.0%) achieved a scale score of 56 or higher on their spring Children’s Progress Academic Assessment (CPAA) for reading. The school’s goal was 90.0%.

¹ Four classroom teachers (one K4, two K5, and one first-grade teacher) and three integrated special education paraprofessionals did not hold a Wisconsin Department of Public Instruction license or permit.

- Of 410 K5 through fifth graders, 210 (51.2%) met their target Rasch unit (RIT) score on the spring reading test. The school's goal was 75.0%.

ii. *Math*

- Of 76 K4 students, 60 (78.9%) achieved a scale score of 56 or higher on their spring CPAA for math. The school's goal was 90.0%.
- Of 410 K5 through fifth graders, 266 (64.9%) met their target RIT score on the spring math test. The school's goal was 75.0%.

iii. *Writing*

Overall, 370 (85.6%) of 432 K5 through fifth-grade students met or exceeded the school's local measures in writing.

iv. *Special Education*

Of 64 students who received special education services for a full year at RSCP, 46 (71.9%) met one or more of their individualized education program goals. The school's goal was 80.0%.

2. Secondary Measures of Academic Progress

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

- Average student attendance was 93.6%. The school's goal was 95.0%.
- Parents of 282 (56.5%) of 499 students had a home visit. The school's goal was 80.0%.
- RSCP developed and maintained records for all special education students; at the time of this draft, the school had not reported the types of special education needs.

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

RSCP administered all required standardized tests noted in their contract with the City of Milwaukee. This was the third year of application of the Wisconsin Forward Exam. CRC examined the year-to-year results in reading and math for students in fourth and fifth grades.

There were 19 third- and fourth-grade students who were proficient or advanced in English/language arts (ELA) and 39 third- and fourth-grade students who were proficient or advanced in math who took the Forward Exam assessments again in the spring of 2018. Of these students, 89.5% maintained proficiency in ELA, and 64.1% maintained proficiency in math.

Of 68 students who were below proficient in ELA in the spring of 2017 and took the assessment again in the spring of 2018, 27 (39.7%) showed progress in 2018. Of the 49 students who were below proficient in math in the spring of 2017 and took the assessment again in the spring of 2018, 12 (24.5%) showed progress in 2018.

On the Phonological Awareness Literacy Screening reading assessment for second graders, 34 (91.9%) of the 37 at or above benchmark at the end of first grade in the spring of 2017 remained at or above the benchmark in the spring of 2018.

C. School Scorecard

RSCP scored 65.3% of the 100 possible points on its 2017–18 pilot scorecard. This compares to 66.6% on its 2016–17 pilot scorecard, indicating a decrease of 1.3 percentage points on scorecard results.

III. SURVEY/INTERVIEW RESULTS

Every other year, CRC conducts parent surveys and interviews board members, teachers, and students to obtain feedback on their perceptions about the school. This year, parents and students were offered the ability to complete their surveys online. Teachers and board members were interviewed personally.

- A total of 204 parent surveys, representing 197 (54.9%) of 359 families, were completed.
 - » Almost all (88.7%) parents would recommend this school to other parents.
 - » A total of 86.3% of parents rated the school's overall contribution to their child's learning as "excellent" or "good."
- All six RSCP board members participated in interviews.

- » Two rated the school as excellent and four rated the school as good.
- » Concerns mentioned by the board included teacher turnover and funding challenges.
- A total of 15 teachers were interviewed, with the following key results.
 - » School climate opinions indicated the following.
 - Most (86.7%) teachers agreed or strongly agreed that adults in the school respect students and their different points of view.
 - Most (86.7%) agreed or strongly agreed that staff typically work well with one another; 6.7% were neutral on the topic.
 - Almost all (93.3%) agreed or strongly agreed that all families are encouraged to become involved in school activities.
 - » Regarding overall school performance, teachers said the following.
 - All (100.0%) indicated the general school atmosphere, administrative leadership, and financial considerations are somewhat or very important reasons for continuing to teach at RSCP.
 - Most staff rated program of instruction, shared leadership/responsibility, professional support, parent/teacher relationships, teacher collaboration, parent involvement, teacher performance, and administrative staff performance as “excellent” or “good.”
 - Of staff, 40.0% rated the school’s adherence to the discipline policy as “good;” 60.0% rated it as fair or poor.
- A majority of the 47 fifth-grade students who completed surveys agreed or strongly agreed that:
 - » They had improved their math abilities;
 - » The teachers at the school help them to succeed in school; and
 - » Teachers at the school respect students and their different points of view.

IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The school addressed all recommendations in its 2017–18 programmatic profile and education performance report. As of 2018–19, the school will no longer be chartered by the City of Milwaukee; therefore, future recommendations are not applicable.

V. RECOMMENDATION FOR ONGOING MONITORING AND CHARTER RENEWAL

The school has met all but one condition of its contract with the City of Milwaukee and subsequent CSRC requirements. Four classroom teachers (one K4, two K5, and one first-grade teacher) and three integrated special education paraprofessionals did not hold a license or permit. In addition, the school addressed all the 2016–17 school improvement recommendations. This year, the school scored 65.3% on the CSRC pilot scorecard, compared to 66.6% on the 2016–17 pilot scorecard.

Because the school will no longer be chartered by the City of Milwaukee, future recommendations are not applicable.

I. INTRODUCTION

This report was prepared as a result of a contract between the City of Milwaukee and the NCCD Children’s Research Center (CRC). It is one component of the program that the Charter School Review Committee (CSRC) uses to monitor performance of all city-chartered schools.

To produce this report, CRC:

- Conducted an initial school visit to collect information related to contract requirements and to draft a learning memo for the new school year;
- Conducted a year-end interview to review progress on recommendations and changes that occurred during the year;
- Visited the school throughout the year to observe classrooms and overall school operations and to conduct a random review of special education files;
- Surveyed or interviewed parents, board members, and a sample of teachers and students to gather feedback about the school.
- Attended a school board of directors meeting, along with CSRC representatives, to provide an update regarding compliance with the City of Milwaukee’s academic expectations and contract requirements; and
- Collected and analyzed data submitted by the school to complete an annual 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/index.cfm>

Principal for 2017–18: Jordan Blanton

Wisconsin Regional Director: Brittany Kinser

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

A. Description and Philosophy of Educational Methodology

1. Mission²

The mission of RSCP is to “eliminate the achievement gap by bringing students to grade level in literacy and math by second grade and graduating students at or above grade level in fifth grade.”

2. Instructional Design³

RSCP serves students in K4 through fifth grade. Rocketship Public Schools’ website (<https://www.rocketshipschools.org/>) includes general information about Rocketship, including the school’s educational model.

The curriculum includes reading, writing, English-language development, math, science and technology, and social studies. Students also take physical education and enrichment courses in areas such as art, music, theater, or gardening. The Rocketship curriculum follows all required state performance standards for what students should know and be able to do at each grade level. This includes the Common Core State Standards for English/Language Arts (ELA), English-language development, and math.

² From the *2017–18 RSCP Student/Parent Handbook*.

³ Information taken from the RSCP charter application, interviews with the administrative team, and the *2017–18 RSCP Student/Parent Handbook*.

Teachers continually assess student progress. Knowledge about student skills is used to shape whole-class instruction, small-group work, and small-group tutoring. Using individual student data, instruction can be targeted to better meet individual student needs.

Teachers were asked about the methodology/curriculum and program of instruction during end-of-year interviews. All (100.0%) teachers interviewed considered the educational methodology/curriculum approach a very or somewhat important reason for continuing to teach at the school, and 73.3% rated the program of instruction as excellent or good.

B. School Structure

1. Board of Directors and Leadership

RSCP is governed locally by the regional board of directors of Rocketship Education Wisconsin. During the 2017–18 school year, six civic and business leaders with various areas of expertise served as board members. The board’s role is to manage the affairs of the corporation.⁴ The school’s leadership team during the 2017–18 school year included a principal, two assistant principals, a supervising support manager, a business operations manager, an office manager, and a Rocketship Public Schools Regional Director.⁵ Rocketship Public Schools provides administrative support to RSCP.

⁴ From RSCP’s Appendix A to its proposal to the City of Milwaukee.

⁵ Information retrieved from www.rocketshipschools.org and the fall interview.

2. Areas of Instruction

The subject areas of instruction focus on reading, writing, English-language development, math, science and technology, and social studies. Students also take physical education and enrichment courses in areas such as art, music, theater, and gardening. The school also provides programming for non-English-speaking students.

3. Classrooms

At the beginning of the year, the school reported a total of 20 “learning cohorts,” which shared the classroom and learning lab spaces. There were three cohorts in each of K4, K5, first grade, and second grade. Third grade had four cohorts, and fourth and fifth grades each had two cohorts. In addition to classroom and learning lab spaces, the building included a gymnasium, an art room, a special education room, a computer lab, and other rooms for various purposes (e.g., small-group intervention, administrative offices, meeting space).

The cohorts remained together throughout the day. Teachers were assigned to cohorts based on the subject matter, so either teachers or students would change rooms depending on subject matter. The K4 teachers shared two teaching assistants.

4. Teacher Information

At the end of the 2016–17 school year, a total of 23 instructional staff (15 classroom teachers and eight other instructional staff) were employed at the school and eligible to return in the fall of 2017. Of the 15 teachers, 13 (86.7%) returned; six (75.0%) of the eight other

instructional staff returned. The overall teacher/instructional staff return rate was 82.6% (19 of 23).

Throughout the 2017–18 school year, the school employed a total of 29 instructional staff. At the beginning of the year, the school had 17 classroom teachers and 13 other instructional staff: 11 special education staff, a psychologist, and a speech-language pathologist. All were eligible to stay the entire year. Of the classroom teachers, 88.2% remained for the entire year. Of the other instructional staff, 84.6% remained the entire year. The overall instructional staff retention rate was 86.7%. The K5 teacher who left in September was replaced by a former tutor at the school. One of the two third-grade humanities teachers left in February. Both special education paraprofessionals were replaced. In addition, a fifth-grade teacher who was assigned after the school year started was replaced.

Most of the instructional staff in place at the end of the school year held current Wisconsin Department of Public Instruction (DPI) licenses or permits. Those without a license or permit were a K4 teacher, a K5 math teacher, a K5 humanities teacher, the first-grade humanities teacher, and three of the special education paraprofessionals.⁶

Throughout the year, in addition to instructional staff, the school employed four tutors and six enrichment center coordinators, who helped students in various capacities under the direction of their teachers.⁷

The school leadership reported that the focus of professional development (PD) for the staff was on academic achievement, student systems and routines, and social-emotional

⁶ As of the DPI teacher license lookup on July 17, 2018.

⁷ The enrichment center coordinators were responsible for instruction in art, yoga and mindfulness, and engineering.

learning. Academic PD was provided to different groups of teachers with science, technology, engineering, and mathematics (STEM) and humanities teachers getting separate sessions. Humanities PD centered around standards-aligned guided reading and supporting students to write insightful and comprehensive main idea and theme statements. STEM teachers' PD focused on using effective number stories and using data to plan effective corrective instruction for all students, including small-group intervention. Throughout the year, all staff received PD in planning and executing effective systems and routines, behavior-management skills, and building a strong classroom culture. PD was provided by in-house presenters as well as guests from outside the school. Social-emotional PD included topics on community building, social-emotional curriculum, and restorative practices. Rocketship employees receive evaluations at least annually.

During the interview process, teachers were asked about professional support and development opportunities. Of the teachers interviewed, 93.3% rated this area as "excellent" or "good," and 6.7% rated it as "fair." Teachers also were asked about the performance review procedure. A total of 80.0% agreed or strongly agreed that the school has a clear teacher-performance assessment process, 60.0% agreed or strongly agreed that they were satisfied with the school's teacher-performance assessment criteria, and all (100.0%) agreed or strongly agreed that student academic performance is an important part of teacher assessment.

Parents were also asked about the school's staff. A total of 89.7% of parents agreed or strongly agreed with the statement "I am comfortable talking with the staff," and 85.3% indicated that they were satisfied with overall staff performance. Most (86.3%) parents agreed or strongly agreed that people in this school treat each other with respect.

Three quarters (74.5%) of the fifth graders surveyed agreed or strongly agreed that teachers help them to succeed in school, and 74.5% agreed or strongly agreed that teachers respect students and their points of view.

5. School Hours and Calendar

The regular school day for all students began at 7:45 a.m. and ended at 4:10 p.m., with staggered release times depending on grade levels. On Thursdays (minimum-schedule days), students were released between 1:30 and 2:10 p.m. depending on their grade level.

The first day of school was August 14, 2017, and the last day of school was June 14, 2018. The school provided the 2017–18 calendar to CRC.

6. Parent Involvement⁸

During the registration process, parents are provided with a contract that includes expectations for parents, including meeting regularly with teachers, checking their students' homework, participation in school activities, and volunteering at least 20 hours (referred to as parent partnership hours) per year for the RSCP community.

In addition to the duties listed in the signed contract, parents are expected to participate in their students' learning in the following ways.⁹

- *Parent-Student-Teacher Conferences:* A parent must attend conferences with teachers to review the student's progress report and/or report card.

⁸ Information from the *2017–18 RSCP Student/Parent Handbook*.

⁹ Several staff members speak Spanish, and written materials are provided in Spanish to allow for full participation of parents whose primary language is Spanish.

- *Exhibition Nights:* All parents are required to attend the scheduled exhibition nights. If parents cannot attend, a representative must attend in their place. During these meetings, parents see student presentations and discover what their student has been learning for the past nine to 12 weeks.
- *Community Meetings:* All parents are invited and strongly encouraged to attend the scheduled community meetings.
- *Parent/Family Meetings:* All parents 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 a weeknight.
- *Mandatory Registration Day:* Before school begins each year, parents receive an invitation to a mandatory registration day.

Parents and teachers were asked about parental involvement during the survey/interview process. Nearly all (90.7%) parents surveyed agreed or strongly agreed that they felt welcome at their child's school. When asked what they liked most about the school, responses included teaching styles and methods, teachers' focus on making sure that children are learning, and the respect the school and teachers have toward the parents and their children. Several parents commented that their children have improved academically and are learning a lot as well as that teachers have high expectations for students and motivate students to try their best. Most (93.3%) of the 15 teachers interviewed agreed or strongly agreed that the staff at this school encourage all families to become involved in school activities, and 80.0% rated parent involvement at "excellent" or "good."

7. Waiting List

Information regarding the fall waiting list is not applicable because the school will no longer be chartered by the city.

8. Discipline Policy

Policies related to discipline are outlined in the student/parent handbook (provided to parents in English or Spanish). RSCP relies on proactive, preventive supports to promote positive behavior at school. The Positive Behavioral Interventions and Supports framework is implemented at RSCP with the fundamental purpose of creating learning environments that are more consistent, predictable, positive, and safe.

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 ClassDojo. Families are notified daily of student behavior (both positive and concerning) via home–school communication systems such as logs, phone calls, and conferences.

If RSCP's proactive systems are ineffective and behavior infractions occur, the school uses a progressive discipline system. Major infractions that threaten the safety or health of students, staff, or others may result in suspension or expulsion. Such infractions include 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 school's human rights policy and suspension/expulsion policy, and RSCP considers student disciplinary decisions a private matter.

This year, teachers and parents were asked about the discipline policy at the school. Of the teachers interviewed, 93.3% indicated discipline at the school as a very or somewhat important reason for continuing to teach there. Only 40.0% of teachers rated the school's adherence to the discipline policy as "good." The remaining 60.0% rated it as "fair" or "poor."

Nearly four fifths (79.9%) of the parents agreed or strongly agreed that they are comfortable with how the staff handle discipline.

9. Fifth-Grade Graduation and Middle School Information

Middle schools visited RSCP in evenings to talk about their schools. Some families attended middle school open houses. RSCP staff helped families with paperwork and distributed fliers from other schools as requested.

All 52 fifth graders moved on to middle school in June 2018. The schools that students plan on attending include: St. Joseph Academy, Greenfield Bilingual School, West Allis public schools, St. Augustine Preparatory Academy, United Community Center Acosta Middle School, Carmen Middle Schools of Science and Technology, Clement Avenue Public School, and Prince of Peace School of Milwaukee. School staff helped students and parents with the transition.

C. Student Population

As of September 15, 2017, 532¹⁰ students were enrolled in RSCP. A total of 15 students enrolled after the school year started, and 37 students withdrew prior to the end of the year. Of the 37 who withdrew, the following reasons were given. Eight (21.6%) decided to go to private/religious school, eight (21.6%) decided to disenroll/transfer, five (13.5%) decided to go to a Milwaukee Public School, five (13.5%) had their family move out of state, three (8.1%) were absent from the school for 14 consecutive days, three (8.1%) had their family move, two (5.4%)

¹⁰ This number is after excluding one student from the analysis because this student was not of appropriate age to be enrolled in school at the beginning of the school year.

changed schools due to behaviors, two (5.4%) went back to their previous school, and one (2.7%) changed schools due to safety.

Of the 532 students who started the year at the school, 495 remained enrolled at the end of the year, representing a 93.0% retention rate.

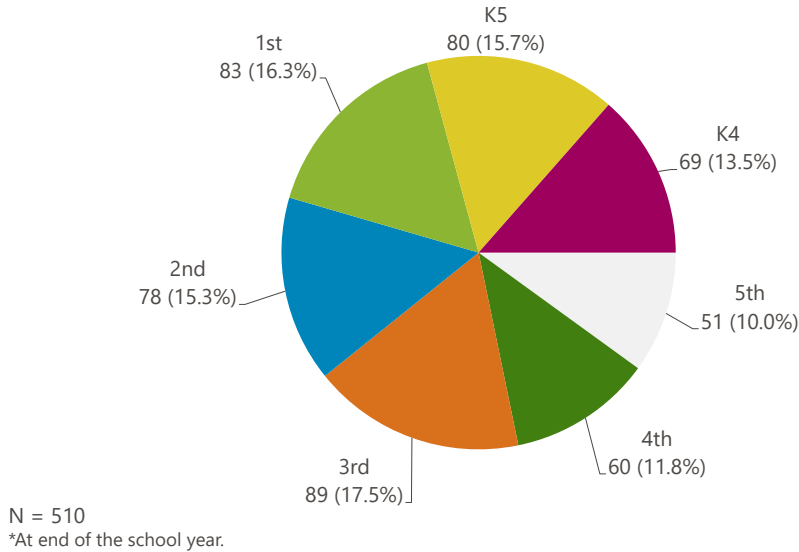
At the end of the year, 510 students were enrolled in RSCP.

- Most (486, or 95.3%) of the students were Hispanic, nine (1.8%) were white, eight (1.6%) were African American, three (0.6%) were Asian, three (0.6%) were non-Hispanic multiracial, and one (0.2%) was American Indian or Alaska Native.
- A majority (270, 52.9%) of students were boys, and 240 (47.1%) were girls.
- About one in five (17.1%) students received special education services at some point during the year and had special education needs. There were 27 who had speech or language impairment, 19 who had other health impairment, 14 who had a significant developmental delay, 13 who had autism, eight who had a specific learning disability, four who had an intellectual disability, and two who had an emotional behavioral disability.
- Nearly all (470, 92.2%) of the students were eligible for free lunch (61.0% were classified as qualifying for direct-certified free lunch, and 31.2% for free lunch), and 40 (7.8%) paid for lunch.

The largest grade level was third grade, with 89 students (Figure 1).

Figure 1

Rocketship Southside Community Prep
Grade-Level Enrollment*
2017–18



On the last day of the 2016–17 academic year, 446 RSCP students in K4 through fourth grade were eligible for continued enrollment in 2017–18. Of those, 377 were enrolled on the third Friday in September 2017, representing a return rate of 84.5%.

D. Activities for Continuous School Improvement

Following is a description of RSCP’s response to the activities recommended in the 2016–17 programmatic profile and educational performance report.

- Recommendation: Develop and implement strategies to improve annual teacher return rate and ways to track student growth throughout their entire time at RSCP.

Response: The school used leadership teams within the school to work with teachers to identify PD needs and to set goals for the year. The school tried to give teachers ownership of celebrating their achievements via the “sunshine committee.”

Regarding tracking student growth throughout the year, the school reported that they used the data dashboard monthly to track progress on family engagement (home visits), student attendance, and retention and parent partnership hours. Individual academic growth was tracked using student MAP reading and math data and STEP reading levels (including sight words and letter recognition for the young students).

- Recommendation: Focus on growing the local measures (particularly in reading and writing) and on functional use of community circles.

Response: Regarding growing the local measures, the school reported that staff analyzed the MAP data to form flexible groups of K5 through fifth-grade students to differentiate instruction and materials in the areas of language, vocabulary and reading comprehension, and math. At mid-year, staff updated the data walls and changed the groupings to target the students’ priority skills within the appropriate bands of skills.

Regarding the functional use of community circles, the school reported an increase in PD on effective community circles and the social-emotional learning (SEL) curriculum. Internal morning community circles were held to build relationships, and teachers were encouraged to have community circles in their classrooms. Teachers were recognized for their abilities in this area.

- Recommendation: Implement and monitor 30-day goals based off monthly data analysis and walk-throughs.

Response: 30-day goals were monitored using the methods described in tracking student growth above. Walk-throughs occurred monthly by the school leadership teams, which included local Rocketship staff and California Rocketship staff.

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, conference, and special education data collection goals. It also describes student progress on local measures in reading, math, and writing; and on the required standardized tests.

A. Attendance

CRC examined student attendance by calculating the average time students attended school. The school considered a student present if the student was at school 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 547 students enrolled during the year. Students attended, on average, 93.6% of the time, falling short of the goal.¹¹ When excused absences were included, the attendance rate rose to 98.5%.

There were 54 students suspended at least once during the school year. Of these, 53 received at least one out-of-school suspension. These 53 students received anywhere from a half day to 17 total days of suspension throughout the school year, averaging 2.3 days. The school gave four of the 54 students at least one in-school suspension, ranging from one to two total half days, averaging slightly over one half day.

¹¹ Individual student attendance rates were calculated by dividing the total number of half days present by the total number of half days that the student was enrolled. Individual rates were then averaged across all students.

B. Parent/Guardian Participation

At the beginning of the academic year, the school set a goal that 80.0% of students enrolled from September 15, 2017, through January 12, 2018, would receive a home visit. Of the 499 students in this category, 282 (56.5%) received a home visit, short of the school's goal.

C. Special Education Student Records

This year, the school set a goal to develop and maintain records for all special education students. A total of 94 special education students were enrolled at RSCP during the school year. One of these students did not qualify for special education services; six were dismissed from special education services during the school year; and seven left the school during the year before their annual review, so no new individualized education program (IEP) was created. There were 13 students who took an initial evaluation and qualified for special education.

IEPs were created or updated for all 80 students requiring one. 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 student'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.

To monitor student progress in reading and math, RSCP used the Children's Progress Academic Assessment for K4 students and the Measures of Academic Progress (MAP) assessments for K5 through fifth-grade students.

1. Reading and Math Progress for K4 Using CPAA

The CPAA is used to measure student skills in early literacy and math using multiple strands. Literacy strands include listening, reading, phonics/writing, and phonemic awareness; math strands include measurement, numeracy, and patterns/functions. Each strand is scored on a 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.

RSCP's goal for each test was that at least 90.0% of students who completed the initial baseline assessment would achieve a scale score of 56 (at expectation) or higher on the spring assessments.

- Of the 76 K4 students who took both the fall and spring CPAA reading assessments, 57 (75.0%) achieved a scale score of 56 or higher on the spring assessment, falling short of the school's goal.
- Of the 76 K4 students who took both the fall and spring CPAA math assessments, 60 (78.9%) achieved a scale score of 56 or higher on the spring assessment, falling short of the school's goal.

2. Reading and Math Progress for K5 Through Fifth Graders Using MAP Target Rasch Unit Scores

MAP is a series of tests that measure student skills in reading, math, and language use.

The test yields a Rasch unit (RIT) scale score that shows student understanding, regardless of grade level. This allows easy comparison of student progress from the beginning of the year to the end of the 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 and a unique target RIT score, which is calculated based on the student's current grade and the fall test score. The student should strive to meet that target RIT score on the spring test. This year, RSCP measured student progress in reading and math 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 75.0% of students who completed both the fall and spring reading or math assessments would meet their target RIT score on the spring assessment.

a. *Reading*

The MAP reading assessment was administered to 410 students in both the fall and spring; 210 (51.2%) met their target reading score on the spring of 2018 assessment, falling short of the school's goal (Table 1).

Table 1			
Rocketship Southside Community Prep Local Measures of Academic Progress: MAP Reading Assessment Target Reading Scores for K5 Through Fifth-Grade Students			
Grade	Students	Met Goal in Spring of 2018	% Met Goal in Spring of 2018
K5	76	37	48.7%
1st	79	48	60.8%
2nd	71	42	59.2%
3rd	80	34	42.5%
4th	55	21	38.2%
5th	49	28	57.1%
Total	410	210	51.2%

b. Math

In both the fall and spring, 410 students completed the MAP math assessment; 266 (64.9%) met their target math score on the spring of 2018 assessment, falling short of the school's goal (Table 2).

Table 2			
Rocketship Southside Community Prep Local Measures of Academic Progress: MAP Math Assessment Target Math Scores for K5 Through 5th-Grade Students			
Grade	Students	Met Goal in Spring of 2018	% Met Goal in Spring of 2018
K5	76	60	78.9%
1st	77	66	85.7%
2nd	72	36	50.0%
3rd	81	47	58.0%
4th	55	28	50.9%
5th	49	29	59.2%
Total	410	266	64.9%

In all, 267 of 486 (54.9%) K4 through fifth-grade students met the school's local measures benchmarks in reading/ELA; 326 (67.1%) of 486 K4 through fifth-grade students met the school's local measures benchmarks in math.

Fifth-grade students were also asked to indicate their progress in math. Three quarters (74.5%) agreed or strongly agreed that their math skills have improved.

3. Writing

RSCP assessed kindergarten through second-grade student writing skills using a rubric aligned with the Lucy Calkins Units of Study. Students completed writing samples in the fall and spring of the school year. Based on a student's average, the student is assigned a proficiency level from 1 (Below Basic) to 4 (Advanced). The school set the goal that at least 80.0% of kindergarten through second-grade students who demonstrate proficiency (a score of 3 or higher) would maintain proficiency in the spring, and 50.0% of kindergarten through second-grade students below proficient (a score of 2 or lower) would increase their proficiency level score by at least one point in the spring.

Students in third through fifth grades were assessed using the Smarter Balanced Performance Task Scoring Rubric. Students completed writing samples in the fall and spring and were scored on three traits (organization/purpose, development/elaboration, and conventions) for a total possible score of 10. The school set the goal that at least 80.0% of third- through fifth-grade students who receive a score of 7 or more would maintain a score of 7 or more in the spring, and 80.0% of third- through fifth-grade students who receive a score of 6 or less would increase their total score by least one point in the spring.

Of the 235 kindergarten through second-grade students who completed a writing sample in the fall and spring, 79 were proficient in the fall, and all (100.0%) of these students remained proficient in the spring. Of the 156 students below proficient in the fall, 129 (82.7%) managed to increase their proficiency-level score by at least one point.

For the 197 third- through fifth-grade students who completed a writing sample in the fall and spring, 15 were proficient in the fall, and all (100.0%) of these students remained proficient in the spring. Of the 182 students assessed as below proficient in the fall, 147 (80.8%) increased their proficiency-level score by at least one point (Tables 3a and 3b). This met all the school’s internal writing goals. Overall, of the 432 students with fall/spring writing sample results, 370 (85.6%) achieved the school’s internal writing goals.

Table 3a			
Rocketship Southside Community Prep			
Students Proficient or Advanced in Local Measures of Academic Progress: Writing			
2017–18			
Grade	Students	Met Goal in Spring of 2018	% Met Goal in Spring of 2018
K5	Not available (N/A)*	N/A*	N/A*
1st	0	—	—
2nd	75	75	100.0%
K5 to 2nd Subtotal	79	79	100.0%
3rd	12	12	100.0%
4th	N/A*	N/A*	N/A*
5th	N/A*	N/A*	N/A*
3rd – 5th Subtotal	15	15	100.0%
TOTAL	94	94	100.0%

*Cannot report due to *n* size; in order to protect student identity, CRC does not include results for groups of fewer than 10 students.

Table 3b			
Rocketship Southside Community Prep			
Local Measures of Academic Progress: Writing			
Students Below Proficient			
2017–18			
Grade	Students	Met Goal in Spring of 2018	% Met Goal in Spring of 2018
K5	74	66	89.2%
1st	81	62	76.5%
2nd	Cannot report due to <i>n</i> size		
K5 to 2nd Subtotal	156	129	82.7%
3rd	75	65	86.7%
4th	57	50	87.7%
5th	50	32	64.0%
3rd – 5th Subtotal	182	147	80.8%
TOTAL	338	276	81.7%

In addition to reading progress on local assessments, 47 fifth graders surveyed were asked about their progress in reading/writing. Just over half (55.3%) agreed or strongly agreed that their reading/writing skills have improved.

4. Special Education Student Progress

This year, the school set a goal that at least 80.0% of special education students enrolled for a full year of IEP services would meet one or more of their individual IEP goals. The school assessed progress at the annual review. During 2017–18, IEPs for 64 students had been implemented for a full year at RSCP. Of those students, 46 (71.9%) met one or more of their IEP goals, falling short of the school's goal.

E. External Standardized Measures of Educational Performance

DPI requires all schools to administer a DPI-approved reading achievement test to K4 through second-grade students. In 2016, the CSRC selected the Phonological Awareness Literacy Screening (PALS) assessment for students in first and second grade at all city-chartered schools. According to www.PALSK8.com, RSCP did not choose to administer the PALS to students in K4 and K5. At the time of this draft report, RSCP had not informed CRC of its substitute assessment. However, RSCP did examine K4 through K5 student reading using the CPAA and the MAP assessments for these grade levels, as noted in previous sections.

For students in third through eighth grade, DPI requires the Wisconsin Forward Exam. These tests and results are described in the following sections.

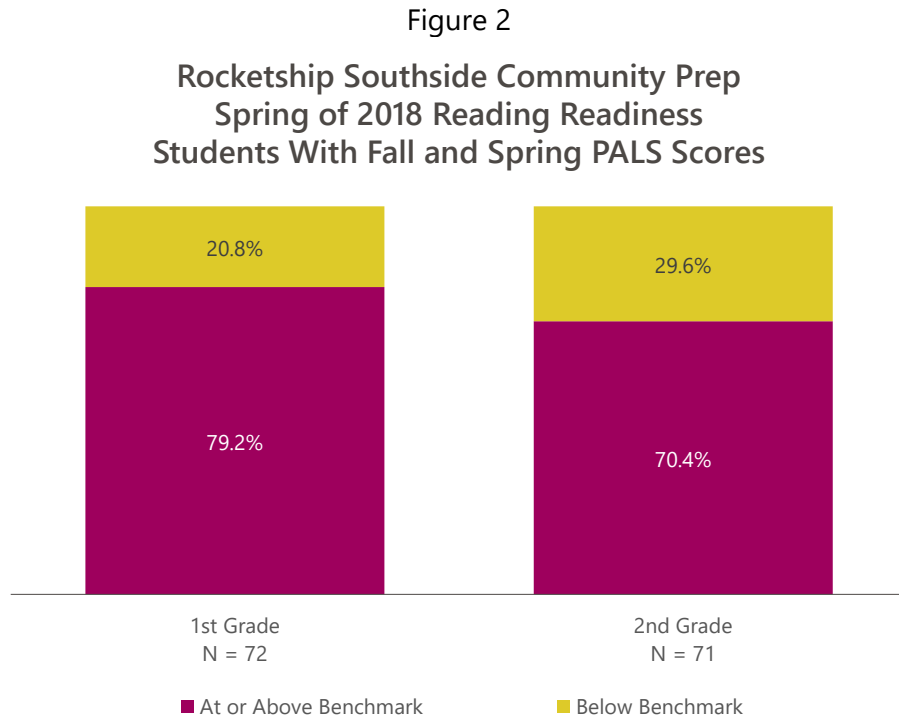
1. PALS Plus for First and Second Graders

The PALS Plus comprises two entry-level tasks (spelling and word recognition in isolation) as well as other tasks that can be administered based on student needs.

Specific task scores are summed for an overall summed score. Student benchmark status is only a measure of whether the student is where the student should be developmentally to continue becoming a successful reader; results from fall to spring should not be used as a measure of individual progress.

CRC examined spring reading readiness for students who completed both the fall and spring tests. At the time of the spring assessment, 57 (79.2%) of 72 first graders and 50 (70.4%)

of 71 second graders were at or above the spring summed score benchmark for their grade level (Figure 2).¹²



2. Forward Exam for Third Through Fifth Graders¹³

In the spring of 2016, the Forward Exam was implemented as the state’s standardized test for ELA and math for third through eighth graders; science for fourth and eighth graders; and social studies for fourth, eighth, and tenth graders. The Forward Exam is a summative

¹² Three students had spring scores without corresponding hard copies of the test; therefore, CRC could not verify these scores. These three students’ scores were assumed to be accurate and were analyzed included even though they could not be verified.

¹³ Information taken from DPI website (<http://dpi.wi.gov/assessment/forward>) and Forward Exam family brochure: <https://dpi.wi.gov/sites/default/files/imce/assessment/pdf/Forward%20brochure%20for%20families%202017-18.pdf>

assessment that provides information about what students know in each content area at the students' grade level. Each student receives a score based on individual performance in each area. Scores are translated into one of four levels: advanced, proficient, basic, and below basic. The Forward Exam is administered in the spring of each school year.

A total of 184 third through fifth graders completed the ELA and math assessments in the spring of 2018 who were enrolled in the school for the entire school year (i.e., third Friday of September until the Forward Exam in the spring). Of these, 46 (25.0%) were proficient or advanced in ELA, and 59 (32.1%) were proficient or advanced in math. Results by grade level are presented in Figures 3 and 4.

Figure 3
Rocketship Southside Community Prep
Forward Exam English/Language Arts Assessment
2017–18

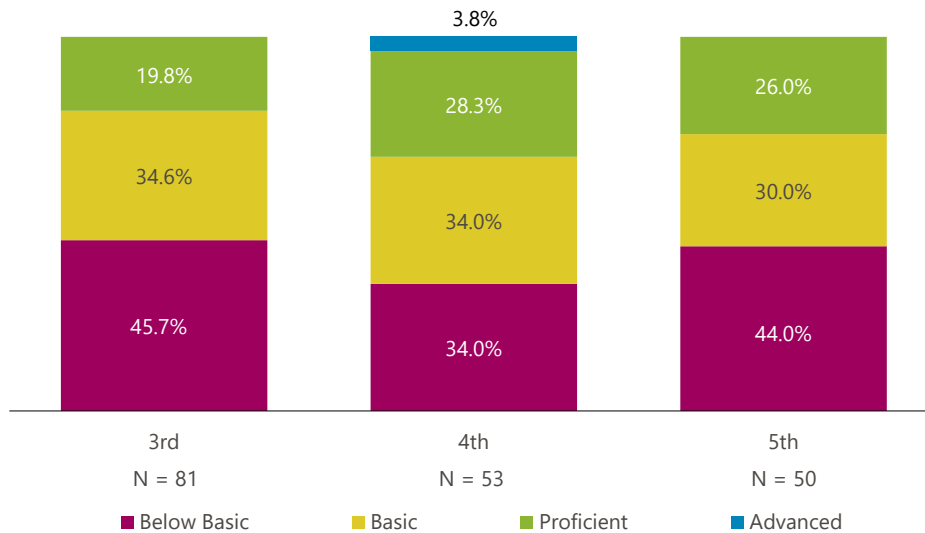
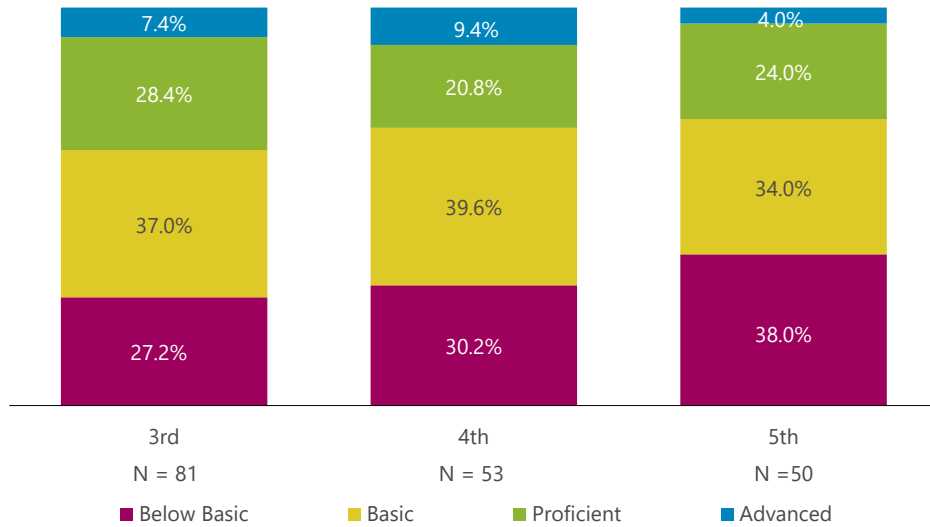


Figure 4

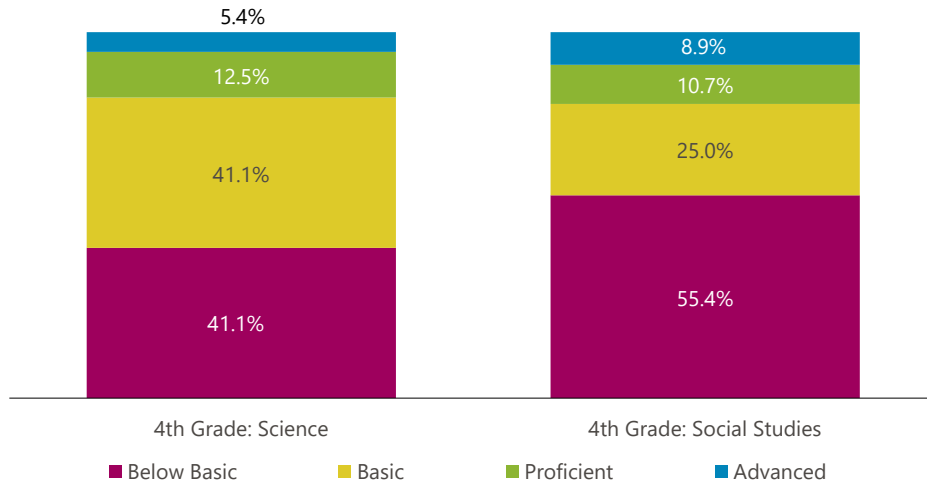
Rocketship Southside Community Prep
Forward Exam Math Assessment
2017–18



Among 56 fourth graders who completed the science and social studies tests, 17.9% were proficient or advanced in science, and 19.6% were proficient or advanced in social studies (Figure 5).

Figure 5

Rocketship Southside Community Prep
Forward Exam Social Studies and Science Assessments
2017–18



N = 56

F. Multiple-Year Student Progress

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. Year-to-year progress/performance expectations apply to all students with scores in consecutive years. In the fall of 2016, only students in first and second grade continued to take the PALS reading assessment. The PALS summed score benchmark indicates when a student requires additional reading assistance—not that the student is reading at grade level. Additionally, there are three versions of the test, which include different formats, sections, and scoring. For these reasons, an examination of PALS results from one test to another provides neither a valid nor a reliable measure of student progress. Therefore, CRC examined results for students who were in first grade in 2017 and second grade in 2018 who took the PALS Plus during two consecutive years. The CSRC’s performance expectation is that at least 75.0% of

students who were at or above the summed score benchmark in first grade will remain at or above the summed score benchmark as second graders in the subsequent school year.

In 2015–16, students in third through fifth grade began taking the Forward Exam in the spring of the school year. This is the second year that year-to-year progress can be measured using Forward Exam results from two consecutive school years.

1. Second-Grade Performance Based on PALS

A total of 55 students completed the PALS spring assessment in 2016–17 as first graders and again in 2017–18 as second graders. There were 37 students at or above the summed score benchmark in the spring of 2017 as first graders; 34 (91.9%) of those students remained at or above the summed score benchmark in the spring of 2018 as second graders.

2. Fourth- Through Fifth-Grade Progress Based on Forward Exam

Year-to-year progress was measured for students at or above and for students below proficient in ELA and/or math in the spring of 2016.

a. *Students At or Above Proficient*

There were 19 students who were proficient or advanced on the ELA exam in the spring of 2017 and took it again in the spring of 2018. Of them, 17 (89.5%) maintained proficiency.

There were 39 students proficient or advanced on the math exam in the spring of 2017 who took it again in the spring of 2018. Of them, 25 (64.1%) maintained proficiency.

b. *Students Below Proficient*

For students below proficient the previous year, progress was measured in two ways: students who improved a minimum of one proficiency level or who improved at least one quartile within their proficiency level from 2017 to 2018.

There were 68 third and fourth graders who were below proficient (either basic or below basic) on the ELA exam in the spring of 2017 and took the test again in the spring of 2018. Of them, 27 (39.7%) showed progress in 2018 (Table 4a).

Table 4a					
Rocketship Southside Community Prep					
Year-to-Year Progress in English/Language Arts for 4th – 5th Graders					
Forward Exam: Students Below Proficient in 2017					
Current Grade Level	Students Below Proficient in 2017	Students Progressed in 2018			
		Improved 1+ Level	Improved 1+ Quartile Within Level	Overall Progress n	Overall Progress %
4th	32	10	2	12	37.5%
5th	36	8	7	15	41.7%
Total	68	18	9	27	39.7%

There were 49 third and fourth graders who were below proficient in math (basic or below basic) on the ELA exam in the spring of 2017 and took the test again in the spring of 2018. Of them, 12 (24.5%) demonstrated progress in 2018 (Table 4b).

Table 4b					
Rocketship Southside Community Prep					
Year-to-Year Progress in Math for 4th – 5th Graders					
Forward Exam: Students Below Proficient in 2017					
Current Grade Level	Students Below Proficient in 2017	Students Progressed in 2018			
		Improved 1+ Level	Improved 1+ Quartile Within Level	Overall Progress n	Overall Progress %
4th	26	4	3	7	26.9%
5th	23	0	5	5	21.7%
Total	49	4	8	12	24.5%

G. CSRC School Scorecard

In the fall of 2012, after a three-year pilot, the CSRC adopted its first school scorecard with related standards and expectations. In 2014–15, due to significant changes required by DPI for new standardized tests, the scorecard was revised. Like the original, the revised scorecard includes multiple measures of student academic progress including performance on standardized tests and local measures; point-in-time academic achievement; and engagement elements, such as attendance and student and teacher retention and return. The revised scorecard was partially piloted for the first two years. In February 2017, after the same standardized tests had been used for two consecutive school years, the revised scorecard was accepted by the CSRC to replace the original scorecard as an indicator of school performance but will remain a pilot for an additional two to three years. The overall scorecard percentage (percentage of available points earned) is used to monitor school improvement from year to year.

RSCP scored 65.3% this year, compared to its pilot scorecard for 2016–17 of 66.6%. See Appendix D for school pilot scorecard information.

H. Satisfaction Regarding Student Academic Progress

Sections D through G above describe student academic progress across several measures using multiple metrics. In addition to those quantitative measures, CRC surveyed 204 parents and interviewed 15 teachers and six board members regarding student academic progress at RSCP. Of the parents surveyed, nearly all (89.2%) agreed or strongly agreed that their child is learning what is needed to succeed in life, 90.2% agreed or strongly agreed that they are informed about their child’s academic performance, and 86.3% rated the school’s contribution to their child’s learning as excellent or good. Of the 15 teachers, only 40.0% rated student academic progress as excellent or good. All six board members agreed or strongly agreed that students are making significant academic progress and that the school is making progress toward becoming a high-performing school.

IV. SUMMARY AND RECOMMENDATIONS

This report covers the fifth year of RSCP’s operation as a City of Milwaukee charter school.

The school has met all but one condition of its contract with the City of Milwaukee and subsequent CSRC requirements. Four teachers (one K4, two K5, one first grade) and three integrated special education paraprofessionals did not hold a license or permit. In addition, the school addressed all the 2016–17 school improvement recommendations. This year, the school

scored 65.3% on the CSRC pilot scorecard, compared to 66.6% on the 2016–17 pilot scorecard, a decrease of 1.3 percentage points.

Because the school will no longer be chartered by the city of Milwaukee, recommendations for the future are not applicable.

Appendix A

Contract Compliance Chart

Table A			
Rocketship Southside Community Prep			
Overview of Compliance With Education-Related Contract Provisions			
2016–17			
Contract Section	Contract Provision	Report Reference Page	Contract Provision Met or Not
Section B	Description of educational program.	pp. 2–3	Met
Section B	Annual school calendar provided.	p. 7	Met
Section C	Educational methods.	pp. 2–3	Met
Section D	Administration of required standardized tests.	pp. 22–26	Met
Section D	<u>Academic criterion #1</u> : Maintain local measures in reading, math, writing, and IEP goals, showing pupil growth in demonstrating curricular goals.	pp. 15–21	Met
Section D and subsequent CSRC memos	<u>Academic criterion #2</u> : Year-to-year achievement measures for students at or above proficient the previous year. a. Due to recent change in standardized assessments for elementary school students, no expectation is in place at this time. b. Second-grade students at or above summed score benchmark in reading: at least 75.0% will remain at or above.	a. Not available (N/A) b. N/A	a. N/A b. Met
Section D and subsequent CSRC memos	<u>Academic criterion #3</u> : Year-to-year achievement measures for students below proficient the previous year. Due to recent change in standardized assessments for elementary school students, no expectation is in place at this time.	N/A	N/A
Section E	Parental involvement.	pp. 7–8	Met
Section F	Instructional staff hold a DPI license or permit to teach.	pp. 4–7	Not met*
Section I	Maintain pupil database information for each pupil.	pp. 10-12	Met
Section K	Disciplinary procedures.	pp. 9–10	Met

*Four classroom teaches (one K4, two K5, and one first grade) and three special education paraprofessionals did not hold a license or permit.

Appendix B

Student Learning Memorandum

Student Learning Memorandum for Rocketship Southside Community Prep

To: NCCD Children’s Research Center and Charter School Review Committee
From: Rocketship Southside Community Prep
Re: Learning Memo for the 2017–18 Academic Year
Date: October 4, 2017

This memorandum of understanding includes the *minimum* measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC) to monitor and report students’ academic progress. These outcomes have been defined by the leadership and/or staff at the school in consultation with staff from the NCCD Children’s Research Center (CRC) and the CSRC. The school will record student data in PowerSchool and/or MS Excel spreadsheets and provide the data to CRC, the educational monitoring agent contracted by the CSRC. Additionally, paper test printouts or data directly from the test publisher will be provided to CRC for all standardized tests unless direct access to the test publisher is provided to CRC. All required elements related to the outcomes below are described in the “Learning Memo Data Requirements” section of this memo. 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 21, 2018.

Enrollment

The school will record enrollment dates for every student. Upon admission, individual student information and actual enrollment date will be added to the school’s database. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Termination/Withdrawal

The exit date and reason for every student leaving the school will be determined and recorded in the school’s database. Specific reasons for each expulsion are required for each student. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Attendance

The school will maintain appropriate attendance records. The school will maintain an average daily attendance rate of 95% of all possible days. Students are marked present if they are at school for the first period class or if they arrive late. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Parent/Guardian Participation

At least 80% of students who are enrolled from September 15, 2017, through January 12, 2018, will receive home visits.

Special Education Needs Students

The school will maintain updated records on all students who received special education services at the school, including students who were evaluated but not eligible for services. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Academic Achievement: Local Measures

Reading and Math for K4 Students

The Children's Progress Academic Assessment will be used to measure mastery of reading and math strands. Students receive an overall scale score (0 to 100) for each test, with cutoffs for four levels (below expectation, approaching expectation, at expectation, and above expectation). They also receive strand scores for each test. The literacy strands are listening, reading, phonics/writing, and phonemic awareness. The math strands are measurement, numeracy, and patterns/functions. The goal for each test (i.e., reading and math) is that at least 90% of students who complete the initial baseline assessment by October 1, 2017, will achieve a scale score of 56 or higher ("at expectation") on the spring assessment. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Reading and Math for K5 Through Fifth Grade

Students in K5 through fifth grade 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 whether each student met his/her target Rasch Unit (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.

- At least 75% of students who complete both the fall and spring reading assessments will meet their target RIT score at the time of the spring assessment.
- At least 75% of students who complete both the fall and spring math assessments will meet their target RIT score at the time of the spring assessment.

Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Writing

Students in K5 through second grades will complete a writing diagnostic no later than November 30, 2017, and again in the spring semester. The writing diagnostic will be assessed using a rubric aligned with the Lucy Calkins Units of Study for writing, which teachers will use as an instructional resource. Based on a student's average, he/she is assigned a proficiency level from 1 (Below Basic) to 4 (Advanced).

- At least 80% of K5 through second-grade students who demonstrate proficiency (a score of 3 or above) in the fall will maintain proficiency (a score of 3 or 4) in the spring.
- At least 50% of K5 through second-grade students who are assessed below proficient (a score of 2 or below on the diagnostic) on the fall test will increase their proficiency level score by at least one point by spring.

Students in third through fifth grades will complete a writing diagnostic no later than November 30, 2017. Their writing diagnostics will be assessed using the Smarter Balanced Performance Task Scoring Rubric. Students will be scored on three traits (organization/purpose, development/elaboration, and conventions) for a total possible score of 10.

- At least 80% of third- through fifth-grade students who receive a total score of 7 or above in the fall will maintain a score of 7 or above at the time of the spring diagnostic.
- At least 80% of third- through fifth-grade students who receive a total score of 6 or below in the fall will increase their total score by at least one point by spring.

Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Individualized Education Program Goals

At least 80% of special education students will meet one or more of the goals defined in their individualized education programs (IEPs) at the time of their annual review after one full year of IEP at Rocketship Southside Community Prep. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Academic Achievement: Standardized Measures

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

PALS for First- and Second-Grade Students

The Phonological Awareness Literacy Screening (PALS) Plus will be administered to all first- and second-grade students in the fall and spring. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Wisconsin Forward Exam for Third- Through Fifth-Grade Students

The Wisconsin Forward Exam will be administered on an annual basis within the timeframe specified by DPI. This standardized assessment will produce an English/language arts score and a math score for all third through fifth graders. Additionally, fourth-grade students will complete the science and social studies tests. Data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Year-to-Year Achievement

1. CRC will report results from the 2017–18 Wisconsin Forward Exams. In addition, progress will be reported for students who completed the Forward Exam for two consecutive years at the same school. When sufficient year-to-year data are available, the CSRC will set its expectations for student progress, and these expectations may be effective in subsequent years.
2. The CSRC's expectation for students maintaining reading readiness on the PALS is that at least 75% of students who were in first grade in the 2016–17 school year and met the summed score benchmark in the spring of 2017 will remain at or above the second-grade summed score benchmark in the spring of 2018.

Appendix C

Trend Information

Table C1					
Rocketship Southside Community Prep Student Enrollment and Retention					
School Year	Enrolled at Start of School Year	Enrolled During Year	Withdrew	Number at End of Year	Retention (Enrolled for Entire Year)
2013–14	312	36	63	294	261 (83.7%)
2014–15	435	14	56	393	380 (87.4%)
2015–16	430	10	23	417	407 (94.7%)
2016–17	506	17	38	485	474 (93.7%)
2017–18	532	15	37	510	495 (93.0%)

Table C2	
Rocketship Southside Community Prep Student Return Rate	
School Year	Return Rate
2013–14	N/A (school's first year of operation)
2014–15	82.0%
2015–16	73.6%
2016–17	83.2%
2017–18	84.5%

Table C3	
Rocketship Southside Community Prep Student Attendance	
School Year	%
2013–14	90.2%
2014–15	90.0%
2015–16	92.1%
2016–17	93.5%
2017–18	93.6%

Table C4	
Rocketship Southside Community Prep Parent Participation Rate	
School Year	%
2013–14	97.4%
2014–15	93.4%
2015–16	88.2%
2016–17	68.4%
2017–18	56.5%

Table C5	
Rocketship Southside Community Prep CSRC Scorecard Score	
School Year	Scorecard Result
2013–14	73.9%
2014–15	74.0%
2015–16	83.8%
2016–17*	66.6%
2017–18	65.3%

*The pilot scorecard was implemented in 2016–17; results are not directly comparable to scorecard percentages in previous years.

Table C6	
Rocketship Southside Community Prep Teacher Retention Rates	
School Year	Retention Rate: Employed Entire School Year
2013–14	85.7%
2014–15	88.9%
2015–16	95.0%
2016–17	95.5%
2017–18	86.7%


Table C7			
Rocketship Southside Community Prep Teacher Return Rates			
Teacher Type	Number at End of Prior School Year	Returned First Day of Current School Year	Return Rate
2013-14			
Classroom teachers only	N/A (school's first year of operation)		
All instructional staff			
2014-15			
Classroom teachers only	10	8	80.0%
All instructional staff	15	11	73.3%
2015-16			
Classroom teachers only	9	6	66.6%
All instructional staff	14	11	78.6%
2016-17			
Classroom teachers only	11	7	63.6%
All instructional staff	11	17	64.7%
2017-18			
Classroom teachers only	15	13	86.7%
All instructional staff	23	19	82.6%


Appendix D


CSRC 2017–18 School Scorecard


City of Milwaukee Charter School Review Committee Pilot School Scorecard
K-8TH GRADE **HIGH SCHOOL**


r. 6/15


STUDENT READING READINESS: GRADES 1-2		
• PALS—% 1st graders at or above spring summed score benchmark this year	4.0	 10.0%
• PALS—% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0	


STUDENT ACADEMIC PROGRESS: GRADES 3-8		
• Forward Exam reading—% maintained proficient	5.0	 30.0%
• Forward Exam math—% maintained proficient	5.0	
• Forward Exam reading—% below proficient who progressed	10.0	
• Forward Exam math—% below proficient who progressed	10.0	


LOCAL MEASURES		
• % met reading	6.25	 25.0%
• % met math	6.25	
• % met writing	6.25	
• % met special education	6.25	


STUDENT ACHIEVEMENT: GRADES 3-8		
• Forward Exam reading—% proficient or advanced	5.0	 10.0%
• Forward Exam math—% proficient or advanced	5.0	


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

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, AND 12		
• ACT Aspire—% 10th graders who were at or above the composite benchmark score two consecutive years	5.0	 30.0%
• ACT Aspire—% 10th graders below the composite benchmark in 9th grade but progressed at least one point in 10th grade	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 higher	2.5	

LOCAL MEASURES		
• % met reading	5.0	 20.0%
• % met math	5.0	
• % met writing	5.0	
• % met special education	5.0	

STUDENT ACHIEVEMENT: GRADES 9 AND 10		
• ACT Aspire English—% students at or above spring benchmark	5.0	 10.0%
• ACT Aspire math—% students at or above spring benchmark	5.0	

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: To protect student identity, CRC does not report data on scorecard items with fewer than 10 students. These cells will be reported as not available (N/A) on the scorecard and the total score will be calculated to reflect each school's denominator.

Table D					
Rocketship Southside Community Prep CSRC Pilot Elementary School (K Through 8th Grade) Scorecard 2017–18					
Area	Measure	Maximum Points	% Total Score	Performance	Points Earned
Student Reading Readiness: PALS, 1st – 2nd Grades	% 1st graders at or above spring summed score benchmark this year	4.0	10.0%	79.2%	3.2
	% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0		91.9%	5.5
Student Academic Progress: 3rd – 8th Grades	<u>Forward Exam reading:</u> % maintained proficient/advanced	5.0	30.0%	89.5%	4.5
	<u>Forward Exam math:</u> % maintained proficient/advanced	5.0		64.1%	3.2
	<u>Forward Exam reading:</u> % below proficient who progressed	10.0		39.7%	4.0
	<u>Forward Exam math:</u> % below proficient who progressed	10.0		24.5%	2.5
Local Measures	% met reading	6.25	25.0%	54.9%	3.4
	% met math	6.25		67.1%	4.2
	% met writing	6.25		85.6%	5.4
	% met special education	6.25		71.9%	4.5
Student Academic Achievement: 3rd – 8th Grades	<u>Forward Exam English/language arts:</u> % at/above proficient	5.0	10.0%	25.0%	1.3
	<u>Forward Exam math:</u> % at/above proficient	5.0		32.1%	1.6
Engagement	Student attendance rate	5.0	25.0%	93.6%	4.7
	Student return rate	5.0		84.5%	4.2
	Student retention	5.0		93.0%	4.7
	Teacher retention rate	5.0		86.7%	4.3
	Teacher return rate	5.0		82.6%	4.1
TOTAL		100.0			65.3
ELEMENTARY SCHOOL SCORECARD PERCENTAGE					65.3%

Appendix E

Board Interview Results

Board member opinions are qualitative and provide valuable, although subjective, insight regarding school performance and organizational competency. RSCP’s board of directors consists of six members. CRC conducted phone interviews using a prepared interview guide with all (100.0%) six board members.

The board members have served on the board for an average of just under three years. The backgrounds of the board members included legal training, community service, fundraising, community engagement, nonprofits, and education.

Five of the board members said they participated in strategic planning for the school. All six received a presentation on the school’s annual academic performance report and reviewed the school’s annual financial audit; all six received and approved the school’s annual budget.

All six of the members reported that the board uses data to make decisions regarding the school. On a scale of excellent to poor, two of the board members rated the school as excellent, four rated the school as good, and none rated it as fair or poor. Six members either agreed or strongly agreed that the school was making progress toward becoming a high-performing school and that board members took their responsibilities seriously (Table E).

Table E					
Rocketship Southside Community Prep					
Board Member Interview Results					
2017–18					
N = 6					
Performance Measure	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teacher-student ratio/class size at this school is appropriate.	3	3			
Program of instruction (includes curriculum, equipment, and building) is consistent with the school’s mission.	6	0			
Students make significant academic progress at this school.	3	3			
The administrator’s financial management is transparent and efficient.	6	0		0	
This school is making progress toward becoming a high-performing school.	5	1			
This school has strong linkages to the community, including businesses.	4	2			
The administrative staff’s performance meets the board’s expectations.	4	2			

Table E					
Rocketship Southside Community Prep					
Board Member Interview Results					
2017-18					
N = 6					
Performance Measure	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The majority of the board of directors take their varied responsibilities seriously.	5	1			
This school has the financial resources to fulfill its mission.	2	4			
The environment of this school ensures the safety of its students and staff.	5	1			

When asked what they liked most about the school, the board members mentioned the following items.

- High parental involvement
- Data-driven decision-making process
- Strong goals for students and impressive academic results

Regarding things they like least, the board members mentioned the following.

- Teacher turnover and recruiting difficulties
- Challenges in funding, especially state funding
- Difficulties in achieving steady academic change

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

- Increasing funding for students with special needs
- Continuing engaging community
- Expanding curriculum and investing in culturally responsive teaching methods

Appendix F

Parent Survey/Interview Results

Parent opinions are qualitative and provide a valuable measurement of school performance. To determine parental satisfaction with the school, parental involvement with the school, and an overall evaluation of the school, each school distributed paper surveys during spring parent-teacher conferences as well as offered the ability to complete the survey online. 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. There were 204 surveys, representing 197 (54.9%) of 359 families, completed and submitted to CRC.

Most parents agreed or strongly agreed with all statements related to their satisfaction with the school (Table F1).

Table F1						
Rocketship Southside Community Prep						
Parent Satisfaction with School						
2017–18						
N = 204						
Factor	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Response
I am comfortable talking with the staff.	57.4%	32.4%	4.9%	0.5%	3.9%	1.0%
The staff keep me informed about my child’s academic performance.	55.4%	34.8%	2.5%	2.9%	2.5%	2.0%
I am comfortable with how the staff handle discipline.	46.1%	33.8%	9.3%	3.9%	4.4%	2.5%
I am satisfied with the overall performance of the staff.	45.6%	39.7%	7.8%	1.0%	3.9%	2.0%
The staff recognize my child’s strengths and weaknesses.	47.5%	40.7%	4.9%	1.0%	3.4%	2.5%
I feel welcome at my child’s school.	62.3%	28.4%	3.4%	0.0%	3.4%	2.5%
The staff respond to my worries and concerns.	52.5%	33.8%	6.4%	1.0%	3.9%	2.5%
My child and I clearly understand the school’s academic expectations.	54.9%	36.8%	2.0%	1.0%	2.5%	2.9%
My child is learning what is needed to succeed in life.	59.3%	29.9%	3.9%	1.0%	2.9%	2.9%
My child is safe in school.	53.9%	33.3%	4.4%	2.0%	3.9%	2.5%
People in this school treat each other with respect.	52.0%	34.3%	5.9%	0.5%	4.4%	2.9%
The school offers a variety of courses and afterschool activities to keep my child interested.	30.9%	34.3%	16.7%	6.4%	6.4%	5.4%

The second measure examined the extent to which parents engaged in educational activities while at home. Most parents of K4 through fifth-grade students participated in each activity at least weekly (Table F2).

Table F2					
Rocketship Southside Community Prep					
Parent Participation in Activities					
K4 Through 5th Grade					
2017–18					
N = 202					
Activity	Never	Monthly	Weekly	Daily	No Response
Read with or to your child(ren)	2.0%	5.4%	36.6%	51.5%	4.5%
Encourage the use of phones, tablets, or computers for learning	9.4%	6.4%	43.1%	34.7%	6.4%
Work on arithmetic or math	4.5%	6.9%	23.8%	58.4%	6.4%
Work on homework	3.0%	1.0%	8.9%	80.7%	6.4%
Participate together in activities outside of school (e.g., sports, library/museum visits)	8.4%	21.3%	41.1%	22.8%	6.4%

Parental satisfaction was also evident in the following results.

- Most (88.7%) parents would recommend this school to other parents.
- More than two thirds (78.9%) reported that they will send their child to the school next year, 12.3% said they will not send their child to the school next year, and 6.9% were not sure. (The remainder did not respond.) Of the parents who said their child will not be returning, 40.0% said it was because their child graduated.
- When asked to rate the school’s overall contribution to their child’s learning, most (86.3%) of parents said it was excellent or good.

When asked what they liked most about the school, responses included the following.

- Teaching styles and methods;
- Teachers’ focus on making sure students are learning;
- Teachers having high expectations for students and motivating them to try their best; and

- School's and teachers' respect for parents and their children.

When asked what they like least about the school, responses included the following.

- Breakfast, lunch, and bathroom breaks are too short.
- There is too much homework, and teachers do not seem to correct the homework.
- There is a lack of extracurricular activities including afterschool activities, sports, physical education, and summer school.
- The school does not do enough in terms of addressing bullying or discipline issues when students misbehave.

Appendix G

Student Survey Results

At the end of the school year, 47 fifth-grade students completed an online survey about their school (Table G). Survey responses were generally positive.

- Three quarters (74.5%) of students agreed or strongly agreed that their math abilities improved.
- Three quarters (74.5%) of students agreed or strongly agreed that the teachers at Rocketship respect students and their different points of view and that teachers help them succeed in school.
- More than half (68.1%) of students agreed or strongly agreed that they regularly use computers/tablets in their schoolwork, and 66.0% agreed or strongly agreed that the marks they get on classwork, homework, and report cards are fair.

Some areas deserving attention from the school leadership and staff include the following.

- Only 23.4% of students agreed or strongly agreed that students at Rocketship respect each other and their different points of view.
- Just under half (48.9%) of students agreed or strongly agreed that they like being in school. Only half (51.1%) agreed or strongly agreed they feel safe in school, and only 53.2% agreed or strongly agreed that the school rules are fair. There were 55.0% who agreed or strongly agreed that their reading skills have improved.

Table G						
Rocketship Southside Community Prep Elementary Student Survey 2017–18 N = 47						
Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
I like my school.	19.1%	40.4%	27.7%	6.4%	4.3%	2.1%
My reading/writing skills have improved.	12.8%	42.6%	19.1%	14.9%	2.1%	8.5%
My math skills have improved.	34.0%	40.4%	17.0%	4.3%	0.0%	4.3%
I regularly use computers/tablets in my schoolwork.	42.6%	25.5%	19.1%	6.4%	2.1%	4.3%
The school rules are fair.	21.3%	31.9%	23.4%	8.5%	12.8%	2.1%

<p align="center">Table G</p> <p align="center">Rocketship Southside Community Prep</p> <p align="center">Elementary Student Survey</p> <p align="center">2017–18</p> <p align="center">N = 47</p>						
Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
The teachers at my school help me to succeed in school.	44.7%	29.8%	19.1%	2.1%	0.0%	4.3%
I like being in school.	19.1%	29.8%	34.0%	8.5%	4.3%	4.3%
I feel safe in school.	31.9%	19.1%	27.7%	8.5%	8.5%	4.3%
The marks I get on classwork, homework, and report cards are fair.	17.0%	48.9%	17.0%	10.6%	4.3%	2.1%
My school has afterschool activities (e.g., field trips, clubs, computers).	34.0%	29.8%	19.1%	8.5%	4.3%	4.3%
My teachers talk with me about high school plans.	31.9%	25.5%	14.9%	17.0%	6.4%	4.3%
The students at my school respect each other and their different points of view.	10.6%	12.8%	31.9%	14.9%	25.5%	4.3%
Teachers at my school respect students and their different points of view.	38.3%	36.2%	14.9%	4.3%	2.1%	4.3%

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

- Use of computer lab and learning lab
- Helpful and encouraging teachers
- Kind and caring friends

When asked what they liked least, students named the following.

- Reading
- Lunch
- Limited recess time

Appendix H

Teacher Interview Results

In the spring of 2018, CRC interviewed 15 teachers regarding their reasons for teaching at RSCP and solicited feedback on their overall satisfaction with the school. Interviews included a variety of classroom teachers from most grades K4 through fifth grade as well as teachers with a variety of specialties such as humanities, math, science, and special education.

The teachers interviewed had been teaching for an average of 3.3 years. The number of years teaching at RSCP ranged from less than one year to four years.

Of teachers, 6.7% rated the school's overall progress in contributing to students' academic progress as excellent, 33.3% it as good, 53.3% rated it as fair, and 6.7% rated it as poor.

Most (80.0%) teachers agreed or strongly agreed that the school has clear teacher-performance assessment processes, but less than two thirds (60.0%) were satisfied with the performance assessment criteria (Table H1).

Table H1					
Rocketship Southside Community Prep					
Teacher Performance Assessment					
2017-18					
N = 15					
Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The school has a clear teacher performance assessment process.	6.7%	73.3%	20.0%	0.0%	0.0%
I am satisfied with my school's teacher performance assessment criteria.	6.7%	53.3%	33.3%	6.7%	
Student academic performance is an important part of teacher assessment.	53.3%	46.7%	0.0%	0.0%	

Teachers seem to have a favorable view of school climate. Nearly all (86.7%) staff said that staff typical work well with one another (Table H2). Similarly, 93.3% of teachers said that staff encourage all families to become involved in school activities. Most (86.7%) said that adults who work in the school respect students and their different points of view.

Table H2					
Rocketship Southside Community Prep					
School Climate					
2017-18					
N = 15					
Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Adults who work in this school respect students and their different points of view.	20.0%	66.7%	6.7%	6.7%	0.0%
Staff at this school typically work well with one another.	60.0%	26.7%	0.0%	13.3%	
Staff at this school encourage all families to become involved in school activities.	66.7%	26.7%	0.0%	6.7%	

When asked to rate the importance of various reasons for continuing to teach at the school, all teachers rated financial considerations, educational methodology/curriculum approach, general atmosphere, and administrative leadership as somewhat or very important (Table H3).

Table H3				
Reasons for Continuing to Teach at Rocketship Southside Community Prep				
2017-18				
N = 15				
Reason	Very Important	Somewhat Important	Somewhat Unimportant	Not at All Important
Financial considerations	53.3%	46.7%	0.0%	0.0%
Educational methodology and/or curriculum approach	86.7%	6.7%	6.7%	0.0%
Age/grade level to which my position is assigned	40.0%	40.0%	13.3%	6.7%
Discipline practices and procedures	73.3%	20.0%	6.7%	0.0%
General atmosphere	66.7%	33.3%	0.0%	0.0%
Class size	60.0%	26.7%	6.7%	6.7%
Administrative leadership	60.0%	40.0%	0.0%	0.0%
My colleagues	40.0%	53.3%	6.7%	0.0%
The students	53.3%	33.3%	13.3%	0.0%

CRC asked teachers to rate the school's performance across several measures. Areas with the most excellent or good ratings included their performance as teachers, professional support/development opportunities, parent involvement, and parent/teacher relationships. The three areas with the most fair or poor ratings included class size/student-teacher ratio, adherence to discipline policy, and students' academic progress (Table H4).

Area	Excellent	Good	Fair	Poor
Class size/student-teacher ratio	0.0%	26.7%	60.0%	13.3%
Program of instruction	26.7%	46.7%	20.0%	6.7%
Shared leadership, decision making, and accountability	13.3%	66.7%	13.3%	6.7%
Professional support and professional development opportunities	26.7%	66.7%	6.7%	0.0%
Progress toward becoming a high-performing school	6.7%	46.7%	46.7%	0.0%
Students' academic progress	6.7%	33.3%	53.3%	6.7%
Adherence to discipline policy	0.0%	40.0%	33.3%	26.7%
Instructional support	40.0%	26.7%	26.7%	6.7%
Parent/teacher relationships	26.7%	60.0%	13.3%	0.0%
Teacher collaboration to plan learning experiences	26.7%	46.7%	26.7%	0.0%
Parent involvement	46.7%	33.3%	13.3%	6.7%
Your performance as a teacher	13.3%	86.7%	0.0%	0.0%
Administrative staff's performance	6.7%	66.7%	26.7%	0.0%

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

- Supportive and dedicated coworkers
- Strong parental collaboration and high parental involvement
- Professional development opportunities

Things teachers liked least about the school included the following.

- Inconsistency and lack of follow-through on behavioral problems
- Long school day
- Large class sizes

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

- High workload
- Lack of improvement in behavioral policies
- Continued increases in class size