

Rocketship Southside Community Prep

Programmatic Profile and Educational Performance

2014–15 School Year

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Prepared by:
Susan Gramling
Janice Ereth, PhD
Colleen Kerwin

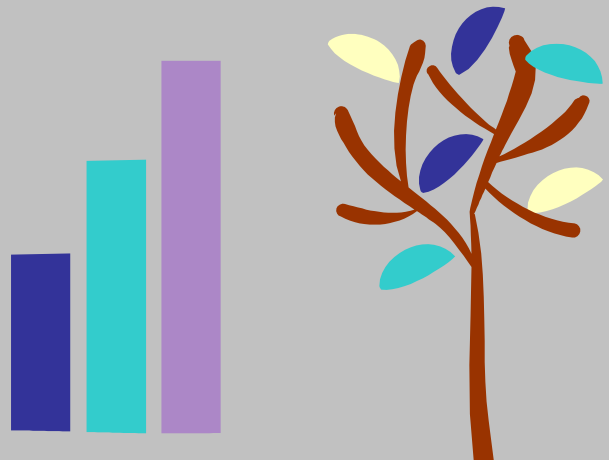


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EXECUTIVE SUMMARY
for
Rocketship Southside Community Prep
2014–15

This is the second annual report on the operation of Rocketship Southside Community Prep (RSCP), a City of Milwaukee charter school.¹ 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 findings.

I. CONTRACT COMPLIANCE SUMMARY

For the 2014–15 academic year, RSCP met or substantially met all of its education-related contract provisions. See Appendix A for an outline of specific contract provision compliance information, page references, and a description of whether each provision was met.

II. EDUCATIONAL PERFORMANCE

A. Local Measures

1. Primary Measures of Academic Progress

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

This year, RSCP’s local measures of academic progress resulted in the following.

Reading

- Of 61 K4 students, 53 (86.9%) achieved a scale score of 62 or higher on their spring Children’s Progress Academic Assessment (CPAA) for reading. The school’s goal was 90.0%.
- Of 272 K5 through fifth graders, 176 (64.7%) met their target Rasch Unit (RIT) score on the spring reading test. The school’s goal was 65.0%.

Math

- Of 61 K4 students, 52 (85.2%) achieved a scale score of 62 or higher on their spring CPAA for math. The school’s goal was 90.0%.

¹ The City of Milwaukee Common Council chartered 10 schools in the 2014–15 academic year.

- Of 298 K5 through fifth graders, 226 (75.8%) met their target RIT score on the spring math test. The school's goal was 65.0%.

Writing

Of 287 K5 through fifth-grade students with fall and spring writing samples, 91 (31.7%) achieved an overall score of 3.0 or more on the spring writing sample. The school's goal was 60.0%.

Special Education

Of 29 students who received special education services for a full year at RSCP, 28 (96.6%) met one or more of their IEP goals. The school's goal was 80.0%.

2. Secondary Measures of Academic Progress

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

- Average student attendance was 90.0%. The school's goal was 95.0%.
- Parents of 355 (93.4%) of 380 students attended at least two of three family-teacher conferences. The school's goal was 100.0%.
- RSCP developed and maintained records for all special education students.

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

RSCP administered all required standardized tests noted in their contract with the City of Milwaukee. However, data regarding year-to-year academic achievement on the Wisconsin Department of Public Instruction (DPI) standardized tests are not available this year due to the discontinuance of the WKCE as well as the first year of application of the PALS to second graders and the Badger Exam to third through eighth graders.

C. School Scorecard

RSCP scored 74.0% (C) this year, which places the school at the Promising/Good level.

III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The school fully addressed the recommendations for school improvement stated in the 2013–14 programmatic profile and educational performance report.

Based on results in this report and in consultation with school staff, CRC recommends that the school continue a focused school improvement plan by engaging in the following activities for the 2015–16 academic year.

- Continue small-group instruction for reading and math, including tutoring and use of guided reading for small reading groups.
- Continue the focus on vocabulary development for writing across the curriculum.
- Continue to implement the response to intervention and tutoring for the lowest-achieving students.
- Implement a social-emotional learning curriculum.

IV. RECOMMENDATION FOR ONGOING MONITORING AND CHARTER RENEWAL

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

I. INTRODUCTION

This is the second annual program monitoring report to address educational outcomes for Rocketship Southside Community Prep (RSCP), one of 10 schools chartered by the City of Milwaukee for the academic year 2014–15. This report focuses on the educational component of the monitoring program undertaken by the City of Milwaukee Charter School Review Committee (CSRC) and was prepared as a result of a contract between the CSRC and the NCCD Children’s Research Center (CRC).²

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

1. In September 2014, CRC staff visited the school to conduct a structured interview with the RSCP leadership team, including the school’s principal; the vice president of growth, development, and policy for Rocketship Education; the senior manager of analytics; and the data and student information analyst.
2. CRC staff assisted the school in developing its student learning memorandum (or “learning memo”).
3. Additional site visits were made during the school year to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations.
4. At the end of the school year, a structured interview was conducted with the school’s principal to review the year and develop initial recommendations for school improvement.
5. CRC staff read case files for selected special education students to ensure that individualized education programs (IEPs) were up to date.
6. CRC staff verified the licenses or permits of the instructional staff using the Wisconsin Department of Public Instruction (DPI) website license search function.
7. CRC staff, along with the CSRC chair, attended a meeting of the school’s board of directors to improve communications regarding the roles of CSRC and CRC and expectations regarding board member involvement.
8. The school provided electronic and paper copies of data to CRC, whose staff compiled and analyzed the data and produced this report.

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

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 2014–15: Brittany Kinser
Assistant Principal for 2014–15/Acting Principal Second Semester: Rodney Lynk
Principal for 2015–16: Rodney Lynk

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

A. School Management and Board of Directors

RSCP is governed locally by the board of directors of Rocketship Education Wisconsin. During the 2014–15 school year, three individuals who are civic and business leaders with various areas of expertise served as board members. The role of the board is to manage the affairs of the corporation.³

The school's leadership team during the 2014–15 school year included the principal and two assistant principals (one of whom was acting principal for a period of time during the second semester). Rocketship Education provides administrative support to the Wisconsin school that includes data analysts, a Milwaukee regional director, a director of individual special education (ISE), a senior manager of analytics, and a data and student information analyst.⁴

In June 2015, CRC staff and the CSRC chair attended a meeting of the RSCP board of directors to improve communications regarding the roles of CSRC and CRC and expectations regarding board member involvement.

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

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

B. Educational Methodology

1. Philosophy (Mission)

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.⁵ The school's vision statement explains that RSCP seeks to create a future in which thousands of children from Milwaukee graduate from four-year colleges and come back to their communities to eradicate the last traces of the achievement gap.⁶

2. Educational Programs and Curriculum⁷

This year, RSCP served students in K4 through fifth grades. The school does not intend to serve students beyond the fifth grade.

RSCP believes that an educated person in the 21st Century should possess certain academic skills, namely critical thinking, problem solving, and meta-cognition⁸ as well as life skills and a commitment to learning. The school's philosophy includes the idea that learning best occurs when students are taught a comprehensive curriculum through innovative instructional design. The culture of the school includes supporting a strong relationship with parents, a school-wide expectation of high achievement, and using teachers who are subject-matter specialists and highly motivated within a culture of caring. The curriculum is individualized to meet student needs, and students have extra time to practice in the school's learning lab.

⁵ 2014–15 RSCP *Student/Parent Handbook*.

⁶ From the RSCP charter application, September 9, 2011.

⁷ Information taken from the RSCP charter application, interviews with the administrative team, and the 2014–15 RSCP *Student/Parent Handbook*.

⁸ Meta-cognition is the ability and disposition to explore the thinking and learning process, explain how and why a particular strategy was chosen, and explain the rationale behind a particular viewpoint, including supporting one's claims with evidence.

The RSCP model is a full Response to Intervention (RtI) model, providing three tiers of intervention for students in need of additional assistance. Students initially are tested using the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments in reading and math. All students performing below the 35th percentile in reading take the *aimsweb* benchmark assessment. Students who perform below the 25th percentile on the *aimsweb* are eligible for RtI; those students continue to receive *aimsweb* testing every two weeks so that students who fail to make adequate progress are identified. The first tier of intervention occurs in the classroom (including guided reading groups). The second tier of intervention is additional individualized instruction provided in the computer center or learning lab by a tutor who works daily in small-group intervention with groups of children with similar needs. The third tier of intervention is a referral to the student services team process and, if necessary, the special education IEP process.

The RSCP curriculum follows the Common Core State Standards (adopted by Wisconsin in June 2010) for the subject areas of English/language arts (includes writing) and mathematics, as well as science, social studies, art, and music. The emphasis is placed on literacy and mathematics. The school also provides programming for non-English speaking students. The curriculum resources available to RSCP for English/language arts include Scholastic leveled readers, the Six Traits of Writing, Lucy Calkins Units of Study, Step Up to Writing, and the STEP (Strategic Teaching and Evaluation of Progress) literacy assessment. The math curriculum utilizes Singapore Math. Science and social studies use a set of thematic units based on state standards developed using a backwards-mapping approach called UbD (Understanding by Design). Physical education, music, and art are taught in “enrichment centers” under the direction of the classroom teachers. The school model is based on three pillars: excellent teachers, personalized learning, and engaged parents. RSCP uses what is called an enhanced rotational school model, in which students rotate between literacy and math classrooms, enrichment classes, and a learning lab.

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

C. Student Population

At the beginning of the year, 435 students were enrolled in RSCP.⁹ A total of 14 students enrolled after the school year started, and 56 students withdrew from the school prior to the end of the year. Of the 56 students who withdrew, 53 (94.6%) transferred to a different school, two (3.6%) transferred out of state, and one (1.8%) started homeschooling.¹⁰ Of the 435 students who started the year at the school, 380 remained enrolled at the end of the year, representing an 87.4% retention rate.

At the end of the year, 393 students were enrolled in RSCP.

- Most (371, or 94.4%) of the students were Hispanic, 13 (3.3%) were Caucasian, seven (1.8%) were African American, one (0.3%) was Asian, and one (0.3%) had no ethnicity recorded.
- A majority of students were boys (233, or 59.3%) and 160 (40.7%) were girls.
- Of the 54 (13.7%) students with special education needs, 26 (48.1%) had speech/language disabilities, 10 (18.5%) had other health impairments, five (9.3%) had significant developmental delay, five (9.3%) had autism, four (7.4%) had cognitive disability, two (3.7%) had specific learning disabilities, and two (3.7%) had emotional/behavioral disorder.

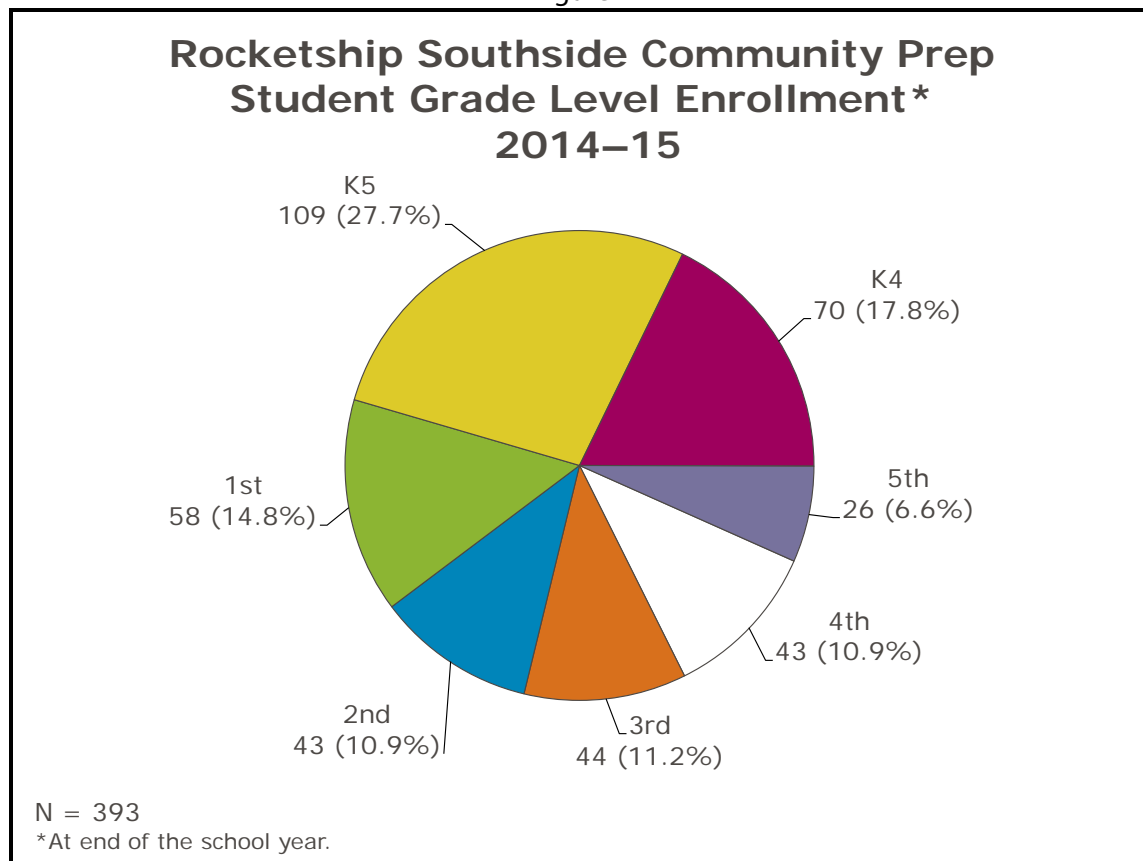
⁹ As of September 19, 2014.

¹⁰ Eleven students withdrew from K4, 13 from K5, five from first grade, 18 from second grade, two from third grade, five from fourth grade, and two from fifth grade.

- More than half (218, or 55.5%) of the students were eligible for free or reduced lunch; most (201, or 92.2%) were eligible for free lunch, and 17 (7.8%) students were eligible for reduced lunch prices. Under Wisconsin's Community Eligibility Provision¹¹ criteria, an additional 142 students were identified as economically disadvantaged. This resulted in 100% of the students receiving free/reduced lunch.

The largest grade level was K5 with 109 students (Figure 1).

Figure 1



On the last day of the 2013–14 academic year, 294 RSCP students were eligible for continued enrollment in 2014–15. Of those, 241 were enrolled on the third Friday in September 2014, representing a return rate of 82.0%.

¹¹ Wisconsin recently adopted an alternative method of determining eligibility called the Community Eligibility Provision, which links free/reduced lunch eligibility to other income-based eligibility programs. See <http://dpi.wi.gov/school-nutrition/national-school-lunch-program/community-eligibility>

D. School Structure

1. Areas of Instruction

The subject areas of instruction focus on literacy (English/language arts, which includes writing and mathematics). Science, physical education, art, and music are covered by enrichment center staff under the guidance of the grade level teachers. The school also provided programming for non-English speaking students.

2. Classrooms

At the beginning of the year, the school reported 16 classrooms plus the learning labs: three K4 classrooms, four K5 rooms, two first-grade rooms, two second-grade rooms, two third-grade rooms, two fourth-grade rooms, and one fifth-grade room. In addition to the classrooms, the building included a gymnasium; an art room; a room for special education; computer lab space; and various rooms for small-group intervention, administrative offices, and meeting space.

At the beginning of the year, each classroom had approximately 22–30 students and one teacher. The K4 classrooms shared two teaching assistants. Teachers were assigned to groups of students based on the subject matter, so either teachers or students would change rooms depending on the subject matter being discussed.

3. Teacher Information

At the end of the 2013–14 school year, 15 instructional staff (10 classroom teachers and five other instructional staff) were employed at the school and eligible to return in the fall of 2014.¹² Eight (80.0%) of the 10 teachers returned, and three (60.0%) of the five other instructional staff returned. The overall instructional staff return rate was 73.3% (11 of 15 eligible staff).

¹² Two additional classroom teachers were promoted to administrative staff; they are not included in the instructional staff return rate. In 2014–15, one became an assistant principal and one became a business operations manager.

Throughout the 2014–15 school year, the school employed a total of 23 instructional staff. At the beginning of the year, the school had 13 classroom teachers and five other instructional staff (two integrated special education [ISE] teachers and three ISE paraprofessionals). Of the classroom teachers, 12 remained for the entire year for a teacher retention rate of 92.3%. Four (80.0%) of the five special education staff remained the entire year. The total instructional staff retention rate was 88.9% (16 of 18 who began the year).

A speech pathologist was hired by the school in November due to the high number of students needing speech services. One first/second-grade math teacher left the school in February and was replaced in April. One ISE paraprofessional who began the year left in March 2015. Three new ISE paraprofessionals joined the staff during the year; one of these paraprofessionals left after a few months.

The school contracted with the Cooperative Educational Service Agency (CESA) for the services of a psychologist, an occupational therapist, and a physical therapist. The services of a second speech pathologist were contracted through Milwaukee Bilingual Speech/Language Pathologists. All instructional staff in place at the end of the school year held current Wisconsin DPI licenses or permits.

Throughout the year, in addition to instructional staff, the school employed four tutors, six enrichment center coordinators,¹³ and 10 other support staff¹⁴ who helped with students in various capacities under the direction of their teachers. The administrative staff included a principal, two vice principals, an office manager, a business operations manager, and a school custodian.

Rocketship provided several days of professional development to the staff prior to the beginning of the school year. During the school year, the staff met two or three times per month from

¹³ The enrichment center coordinators were responsible for instruction in art, music, physical education, and science in coordination with classroom teachers.

¹⁴ The support staff help run school-wide systems including lunch, arrival, dismissal, and recess.

2:30 to 5:00 p.m. The school provided a detailed spreadsheet of the topics covered with various staff members. The topics included:

- Rigorous questioning;
- Guided reading;
- Math small-group instruction;
- Team level meetings for planning and tracking student progress with data;
- Behavior management and consistency;
- Strategic Teaching and Evaluation of Progress (STEP) training and implementation;
- Formative assessment and exit tickets;
- The Wisconsin Educator Effectiveness System process; and
- The online learning program.

4. Hours of Instruction/School Calendar

The regular school day for all students began at 7:55 a.m. and ended at 3:45 p.m. except on Thursdays (minimum schedule days), when students were dismissed at 1:50 p.m.

The first day of school was August 18, 2014, and the last day of school was June 16, 2015.

The school provided the 2014–15 calendar to CRC.

5. Parent and Family Involvement¹⁵

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

In addition to the duties listed in the signed contract, parents are expected to participate in their children's learning in the following ways.¹⁶

- Parent/guardian-student-teacher conferences: A parent/guardian must attend conferences to meet with teachers to go over student's progress report and/or report card.

¹⁵ Information from the 2014–15 RSCP *Student/Parent Handbook* (provided to parents in English or Spanish).

¹⁶ Written materials are provided in Spanish and several staff members are Spanish speaking to allow for full participation of parents or guardians whose primary language is Spanish.

- Exhibition nights: All parents/guardians are required to attend the scheduled exhibition nights. If parents cannot attend, a representative must attend in their place. During these meetings, parents have the opportunity to see student presentations and discover what their child has been learning for the past nine to 12 weeks.
- Community meetings: All parents/guardians are invited and strongly encouraged to attend the scheduled community meetings.
- Parent/family meetings: All parents/guardians are invited and strongly encouraged to attend the scheduled parent/family meetings. These meetings are open to the entire family and typically take place on the weekends or on a weeknight.
- Mandatory registration day: Before school begins each year, parents receive an invitation to a mandatory registration day. All parents must attend this event.

6. Waiting List

On September 3, 2014, the school reported that no students were waiting for admission to the school. As of May 5, 2015, the school reported a waiting list of approximately eight students for K4 for next fall.

7. Disciplinary Policy

Policies related to discipline are outlined in the 2014–15 RSCP *Student/Parent Handbook*. RSCP relies on proactive, preventative supports to promote positive behavior at school. A positive behavior interventions and supports (PBIS) framework is implemented at RSCP. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe. This is accomplished through:

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

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

1. Kimochis Feelings (lower grades)

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

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

2. The RULER Approach (upper grades)¹⁷

The RULER Approach is an SEL program that teaches social and emotional learning by teaching students to:

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

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

RSCP classrooms also use a variety of management systems to communicate behavior (both positive and negative) to students and families. The specific systems can vary by classroom, but examples include color-coded card chart systems and “Class Dojo.” Families are notified daily of

¹⁷ The Ruler Approach was introduced by the principal during the fall semester. Implementation will occur during the 2015–16 school year.

student behavior (both positive and concerns) via home-school communication systems such as logs, phone calls, and conferences.

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

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

RSCP considers student disciplinary decisions a private matter.

8. Activities for Continuous School Improvement

The following is a description of RSCP's response to the activities recommended in the programmatic profile and educational performance report for the 2013–14 school year:

- Recommendation: Continue small-group instruction for reading and math, including tutoring and use of guided reading for small reading groups.

Response: Small-group instruction for reading included the use of STEP, a competency-based reading assessment system consisting of 13 steps ranging from pre-reading to third grade to measure growth throughout the year. For older students, other competency-based assessments were used four times during the year to identify whether a student was on, above, or below grade level. The skills needed to reach mastery at each grade level were called the "bottom line" skills. These assessments were used to group and regroup students every eight to 10 weeks with the goal to improve at least three levels each quarter.

In addition, students who scored in the bottom quartile of the MAP for their grade level received daily tutoring. Every two weeks the tutors used *aimsweb*, a computer program to track each student's progress and inform his/her interventions.

Guided reading was used for all students, the intensity of which depended on each student's needs.

This same process was used to group students for math instruction based on each student's level. All math instruction occurs in small groups in the classroom with the teacher. The learning lab provides supplemental math experiences.

- Recommendation: Focus on vocabulary development for writing across the curriculum.

Response: Professional development in the summer of 2014 included a focus on writing development. The school implemented strategies such as word walls in all of the classrooms. Word walls used content-related site words. An approach called Project GLAD (guided language acquisition design) was adopted by the school for use in the classroom. All teachers were GLAD-certified. For English language learners, the school used cognitive content dictionary charts. The school also utilized total physical response, which uses hand motions that go along with certain words.

- Recommendation: Continue to implement RtI and tutoring for the lowest-achieving students.

Response: The school used the student support team (SST) process, which involves a "student huddle" whenever a student is struggling. The coach and grade-level teachers would plan and gather additional student data, then the SST would meet with the parents to plan interventions, including home-based interventions. Finally, a follow-up meeting would be held in order to exhaust all possibilities before making a referral for a special education evaluation.

After reviewing the information in this report and in consultation with the school's leaders at the end-of-school interview in May 2015, CRC recommends that RSCP focus on the following activities for the 2015–16 school year.

- Continue small-group instruction for reading and math, including tutoring and use of guided reading for small reading groups.
- Continue the focus on vocabulary development for writing across the curriculum.
- Continue to implement RtI and tutoring for the lowest-achieving students.
- Implement an SEL curriculum.
- Implement a comprehensive writing program, including a systematic method of collecting valid writing samples and the use of writing data to inform writing instruction and strategies.

9. Fifth-Grade Graduation and Middle School Guidance Information

The school graduated 26 fifth graders in June 2015. The school discussed middle school options with parents of fifth-grade students, sharing information about enrollment and deadlines for enrollment during parent meetings. Information was sent to parents about Bruce-Guadalupe Community School, and RSCP hosted visits from other schools interested in recruiting fifth graders, including St. Martini Lutheran and Wedgewood Park International School. Notre Dame and Nativity Jesuit middle schools also reached out to Rocketship families.

The school reported that of the 26 fifth-grade graduates, 14 planned to attend Bruce-Guadalupe; three planned to attend Milwaukee Parkside School for the Arts; and one each planned to attend Nativity Jesuit, Doerfler Elementary School, St. Adalbert School, Notre Dame, Manitoba School, San Rafael the Archangel School, and Morgandale School. One student will be attending a school in West Allis and the family of one student was planning to move out of state.

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 the local measures in reading, math, and writing; and 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 he/she 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 447 students enrolled during the year. Students attended, on average, 90.0% of the time, falling short of the goal.¹⁸ When excused absences were included, the attendance rate rose to 94.5%. The number of students with one to five out-of-school suspension days totaled 20.

B. Parent Participation

At the beginning of the academic year, the school set a goal that all parents of students enrolled for the entire school year would attend at least two of the three scheduled parent-teacher conferences. This year, 380 students were enrolled all year; parents of 355 (93.4%) of those students attended at least two of the three conferences, short of the school's 100.0% conference attendance goal.

C. Special Education Needs

This year, the school set a goal to develop and maintain records for all special education students. A total of 60 special education students were enrolled at RSCP during the school year. Six students were dismissed from special education services during the school year. IEPs were created or updated for all 54 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

¹⁸ Individual student attendance rates were calculated by dividing the total number of days present by the total number of days that the student was enrolled. Individual rates were then averaged across all students.

their eligibility for special education services, that IEPs were reviewed in a timely manner, and that parents were invited to develop and be involved in their child's IEP.

D. Local Measures of Educational Performance

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

In RSCP's second year of operation, the school used the Children's Progress Academic Assessment (CPAA) to monitor K4 students' progress in both reading and math and Measures of Academic Progress (MAP) to monitor K5 through fifth-grade progress in both reading and math.

1. Reading and Math Progress for K4 Using CPAA

The CPAA is used to measure student skills in early literacy and mathematics using multiple strands. Literacy strands include listening, reading, phonics/writing, and phonemic awareness; and mathematic strands include measurement, numeracy, and patterns/functions. Each strand is scored on a numeric scale from 0 to 100 that is bracketed into four performance level scores: below

expectation, approaching expectation, at expectation, and above expectation. These brackets shift each session to account for the increasing difficulty of the assessment.¹⁹

a. Reading

RSCP set a goal this year that at least 90.0% of students who completed the initial baseline assessment would achieve a scale score of 62 (at expectation) or higher on the spring assessment. Of the 61 K4 students who took both the fall and spring CPAA reading assessments, 53 (86.9%) achieved a scale score of 62 or higher on the spring assessment, falling short of the school's goal.

b. Math

RSCP set a goal this year that at least 90.0% of students who completed the initial baseline assessment would achieve a scale score of 62 (at expectation) or higher on the spring assessment. Of the 61 K4 students who took both the fall and spring CPAA math assessments, 52 (85.2%) achieved a scale score of 62 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 RIT Scores

MAP is a series of tests that measures student skills in reading, math, and language usage. The test yields a Rasch Unit (RIT) scale that shows student understanding, regardless of grade level. 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 as well as a unique target RIT score, based on the student's current grade and fall test score, that the student should strive to meet on the spring test. This year, RSCP elected to measure student progress in reading and mathematics by examining the percentage of students who

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

met their target RIT scores on the spring tests. Specifically, the school's local measure goal for MAP reading and math results was that at least 65.0% of students who completed both the fall and spring reading assessments would meet their target RIT score on the spring assessment.

a. Reading

The MAP reading assessment was administered to 272 students in both the fall and spring; 176 (64.7%) of those students met their target reading score on the spring 2015 assessment, falling just short of the school's goal (Table 1).

Table 1 Rocketship Southside Community Prep Target Reading Scores for K5 Through 5th Graders Based on the Measures of Academic Progress Reading Test			
Grade	N	Met Target RIT Score in Spring 2015	
		N	%
K5	74	49	66.2%
1st	53	26	49.1%
2nd	39	25	64.1%
3rd	42	33	78.6%
4th	39	25	64.1%
5th	25	18	72.0%
Total	272	176	64.7%

b. *Math*

In both the fall and spring, 298 students completed the MAP math assessment; 226 (75.8%) of those students met their target math score on the spring 2015 assessment, exceeding the school's goal (Table 2).

Table 2			
Rocketship Southside Community Prep Target Math Scores for K5 Through 5th Graders Based on the Measures of Academic Progress Math Test			
Grade	N	Met Target RIT Score in Spring of 2015	
		N	%
K5	98	78	79.6%
1st	53	38	71.7%
2nd	40	27	67.5%
3rd	42	34	81.0%
4th	39	32	82.1%
5th	26	17	65.4%
Total	298	226	75.8%

3. Writing

RSCP assessed student writing skills using a rubric aligned with the Lucy Calkins writing units of study. Students completed writing samples in the fall and spring of the school year. The spring writing assessment focused on informal or opinion writing. Students could score between one and four points on each writing sample. The school set the goal that at least 60.0% of students who completed a writing sample in the fall would achieve an overall score of three or higher on a second writing sample taken in the spring.²⁰

²⁰ The school had initially planned to administer all writing samples in October 2014, but some tests were administered in November 2014.

Of the 325 students who completed a writing sample in the fall of 2014, 287 also completed a spring writing sample. Of those 287 students, 91 (31.7%) achieved an overall score of three or more on the spring writing sample (Table 3). This falls short of the school's internal goal. The minimum score on the spring sample was 0.75, the maximum was 4.0, and the average score was 2.5 (not shown).

Table 3 Rocketship Southside Community Prep Local Measures of Academic Progress: Writing 2014–15			
Grade	N	Met Writing Goal	
		N	%
K5	88	39	44.3%
1st	56	34	60.7%
2nd	44	2	4.5%
3rd	34	1	2.9%
4th	42	15	35.7%
5th	23	0	0.0%
Total	287	91	31.7%

4. IEP Progress for Special Education Students

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 2014–15, IEPs for 29 students had been implemented for a full year at RSCP. Nearly every (28, or 96.6%) student met one or more of their IEP goals, exceeding the school's goal. Data on goal progress was missing for one (3.4%) student.

E. External Standardized Measures of Educational Performance

In 2014–15, DPI required that all schools administer PALS assessments to K4 through second graders, the Badger Exam to third through eighth graders, and the WKCE science and social studies tests to fourth and eighth graders.²¹ These tests and results are described in the following sections.

1. PALS

Beginning in 2014–15, DPI required that all students in K4 through second grade take the PALS assessment in the fall and spring of the school year. PALS aligns with both the Common Core English standards and the Wisconsin Model Early Learning Standards.

The PALS assessment is available in three versions: PALS-PreK for K4 students, PALS-K for K5 students, and PALS 1–3 for students in first through third grades.²² The PALS-PreK includes five required tasks (name writing, uppercase alphabet recognition, beginning sound awareness, print and word awareness, and rhyme awareness). Students complete two additional tasks (lowercase alphabet recognition and letter sounds) only if they reach a high enough score on the uppercase alphabet task. Finally, there is one optional task (nursery rhyme awareness) that schools can choose to administer or not. Because this latter task is optional, CRC will not report data on nursery rhyme awareness.

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

²¹ Per the contract with CSRC, the school will administer all tests required by DPI within the timeframe specified by DPI; this includes the PALS. The timeframe for the fall PALS assessment was October 13 to November 7, 2014, for K4 and K5 students and September 15 to October 10, 2014, for first graders. The spring testing window was April 27 to May 22, 2015, for all grade levels. The timeframe for the Badger Exam was April 13 to May 23, 2015. The timeframe for the WKCE science and social studies tests was October 27 to November 27, 2014.

²² Although the PALS 1–3 can be used for students in third grade, DPI only requires the test for K4 through second graders; third-grade students are tested using the Badger Exam.

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

For the PALS-K and PALS 1–3, specific task scores are summed for an overall summed score. For the PALS 1–3, the fall and spring summed scores are calculated using different task combinations. The summed score is then compared to benchmarks set for each grade level and test administration. Reaching or surpassing the benchmark is not an indicator that the student is reading at grade level; the benchmark simply helps teachers identify which students may have difficulty learning to read. For example, if the student’s summed score is below the designated benchmark for his/her grade level and test administration, the student is identified as requiring additional instruction to master basic literacy skills.²³ Students who are at or above the benchmark have the basic skills required to, with targeted instruction, continue learning to read without intervention. Teachers may use PALS assessment results to help plan classroom reading and spelling instruction according to student needs.

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

²³ Information retrieved from <http://www.palswisconsin.info>

a. *PALS-PreK*

A total of 70 K4 students completed the PALS-PreK in the fall, and 46 students completed the spring assessment; 45 students completed both.²⁴ Although the spring developmental ranges relate to expected age-level development by the time of the spring semester, CRC applied the ranges to both test administrations to see whether more students were at or above the range for each test by the spring administration. The number of students at or above the developmental range increased for each task from fall to spring (Table 4). By the time of the spring assessment, 42 (93.3%) K4 students were at or above the developmental range for five or more tasks, and 35 (77.8%) were at or above the range for all seven tasks (not shown).

Table 4 Rocketship Southside Community Prep PALS-PreK for K4 Students Students at or Above the Spring Developmental Range 2014–15 (N = 45)				
Task	Fall		Spring	
	N	%	N	%
Name writing	43	95.6%	41	91.1%
Uppercase alphabet recognition	20	44.4%	43	95.6%
Lowercase alphabet recognition	17*	100.0%	41**	100.0%
Letter sounds	15*	60.0%	42**	97.7%
Beginning sound awareness	16	35.6%	42	93.3%
Print and word awareness	16	35.6%	44	97.8%
Rhyme awareness	Cannot report due to <i>n</i> size		42	93.3%

*Out of 17 students who qualified to complete the lowercase and 25 who qualified to complete the letter sound tasks in the fall.

**Out of 41 students who qualified to complete the lowercase and 43 students who qualified to complete the letter sound tasks in the spring.

²⁴ Although all students taking the PALS-PreK should be administered the Rhyme Awareness section, only seven K4 students completed the Rhyme Awareness section of the PALS-PreK in the fall.

b. *PALS-K and PALS 1–3*

As mentioned above, each of these tests has a summed score benchmark for the fall and spring (Table 5). The fall and spring summed score benchmarks are calculated using different task combinations. Therefore, the spring benchmark may be lower than the fall benchmark. Additionally, student benchmark status is only a measure of whether the student is where he/she should be developmentally to continue becoming a successful reader; results from fall to spring should not be used as a measure of individual student progress.

Table 5		
PALS-K and PALS 1–3 Published Summed Score Benchmarks		
PALS Assessment	Fall Benchmark	Spring Benchmark
PALS-K	28	81
PALS—1st Grade	39	35
PALS—2nd Grade	35	54

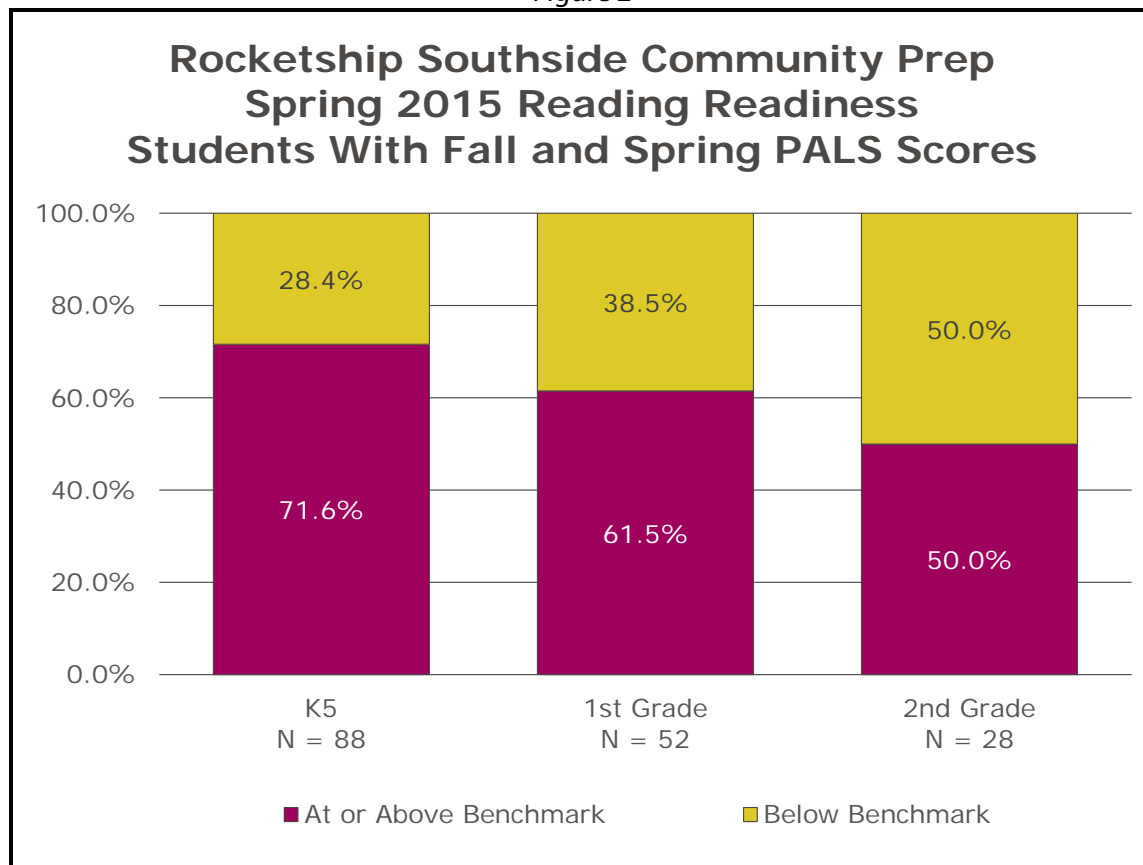
CRC first examined reading readiness for any student who completed the fall or spring tests. For K5 and first graders, a larger percentage of students who completed the fall test were at the fall benchmark compared to the percentage of students who completed the spring test (Table 6).

Table 6			
Rocketship Southside Community Prep Reading Readiness for K5, 1st, and 2nd Graders Fall 2014 and Spring 2015			
Grade Level and Test Period	N	Students at Or Above Benchmark	
		N	%
K5			
Fall	93	82	88.2%
Spring	95	69	72.6%
1st Grade			
Fall	55	50	90.9%
Spring	52	32	61.5%
2nd Grade			
Fall	48	27	56.3%
Spring	28	14	50.0%

Note: The school reported that approximately 11 students received the “high benchmark designation” in the fall and are not included in these results.

Next, CRC looked at spring benchmark status for students who had completed both the fall and spring PALS: 88 K5 students, 52 first graders, and 28 second graders. At the time of the spring assessment, 71.6% of K5 students, 61.5% of first graders, and 50.0% of second graders were at or above the spring summed score benchmark for their grade level (Figure 2).

Figure 2



2. Badger Exam for Third Through Eighth Graders²⁵

The Badger Exam is Wisconsin's Common Core State Standards assessment. The assessment was developed by the Smarter Balanced Consortium, one of two national, state-led consortia tasked with developing "next-generation" assessments aligned to the Common Core standards for English/language arts and math. The consortium was awarded federal funding in 2010 to develop the new assessment by the 2014–15 school year. The Badger Exam replaces the English, reading, and language arts sections of the WKCE, which was used previously to measure student progress on Wisconsin model academic standards in those areas. The Badger Exam includes a summative assessment that measures student progress on Common Core content as well as progress toward college and career readiness. It includes sections for English/language arts and math.

The Badger Exam is administered on computers and is a computer-adaptive test, which means that, based on student responses, it adjusts the difficulty of questions as the student moves through the items. The benefit of these adaptive tests is that they give students, teachers, and parents better information about which skills the student has mastered.²⁶

Each student receives a four-digit scale score from 2000 to 3000 for each of the English/language arts and math assessments. The scale scores represent a continuous vertical scale that increases across grade levels. The scale score demonstrates student current achievement and can be used to track growth over time.²⁷ Based on initial field test results, the Smarter Balanced Consortium developed achievement levels. Based on each student's scale scores, he/she will be placed into an achievement level ranging from one to four (1 = below basic; 2 = basic; 3 = proficient;

²⁵ Information taken from the Wisconsin DPI and Smarter Balanced websites. For more information, visit <http://oea.dpi.wi.gov> and <http://www.smarterbalanced.org>

²⁶ The adaptive components of the Badger Exam were not ready for the 2014–15 school year. All students completed the same set of questions for both the English/language arts and math tests.

²⁷ <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/11/Interpretation-and-Use-of-Scores.pdf>

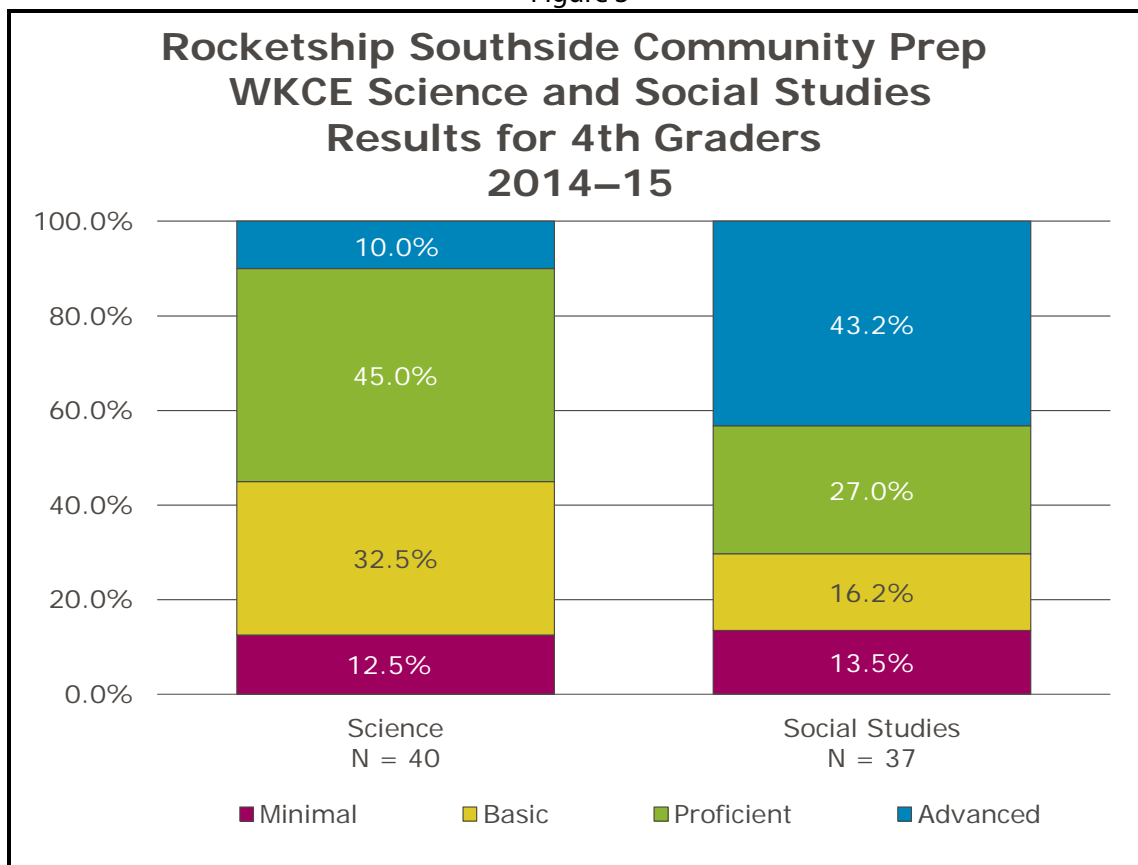
4 = advanced) that describes the student's knowledge and skills in that area. Classification into such achievement levels is a federal requirement under the No Child Left Behind Act.

The Badger Exam was first administered in the spring during the last eight weeks of the 2014–15 school year. DPI has embargoed Badger Exam results until September or October 2015. This means that, although schools and districts may share individual student test results with parents, they are not allowed to release summary test results until the embargo is lifted. Due to the embargo, Badger Exam results will not be included in the 2014–15 monitoring reports until such time as the embargo is lifted. At that time, results will be shown in an appendix of this report or in a separate addendum. Additionally, it is important to note that even after Badger Exam results are made available to the public, they will not be used by the CSRC this year to evaluate school performance or progress.

3. WKCE Science and Social Studies Assessments for Fourth Graders

Although the WKCE English, reading, and math tests were replaced by the Badger Exam, students in the fourth grade are still required to take the WKCE science and social studies assessments to measure student progress in these subjects. The results for each of the assessments for the fourth graders are shown in Figure 3.

Figure 3



F. Multiple-Year Student Progress

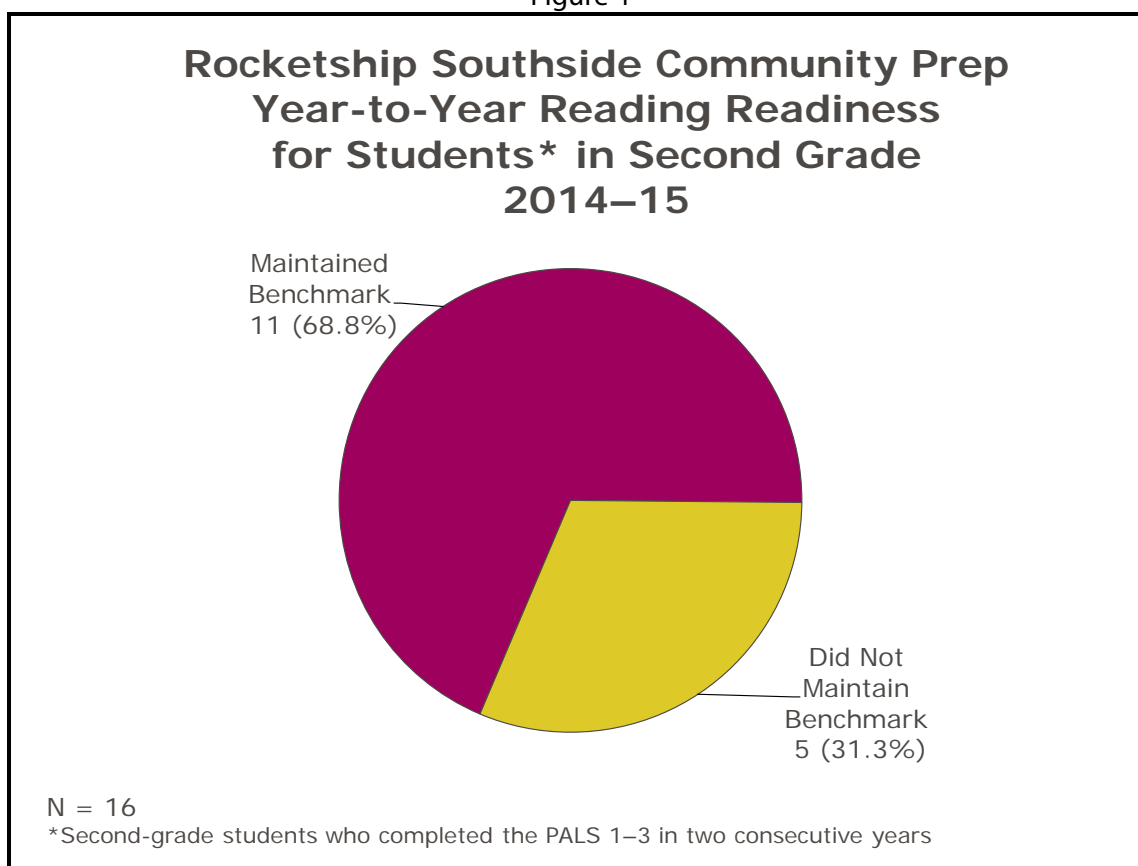
Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. Year-to-year progress/performance expectations apply to all students with scores in consecutive years. In the fall of 2013, students in K4 through second grade began taking the PALS reading assessment. The PALS summed score benchmark is intended to show teachers which students require additional reading assistance—not to indicate that the student is reading at grade level. Additionally, there are three versions of the test (the PALS PreK, PALS, and PALS 1–3), 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 the first grade in 2014 and second grade in 2015 who had taken the PALS 1–3 during two consecutive years. The CSRC’s proposed 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. This year, year-to-year reading readiness will be used as baseline data to confirm that expectation.

Prior to this year, the WKCE was used to measure year-to-year progress for students in fourth through eighth grades. Since this is the first year the Badger Exam was administered, 2014–15 results will be used as baseline data to measure student progress from 2014–15 to 2015–16; results will be available at that time.

1. Second-Grade Performance Based on PALS²⁸

Twenty-one students completed the PALS spring assessment in 2013–14 as first graders and 2014–15 as second graders, and 16 of those students were at or above the spring summed score benchmark as first graders. Of the students at or above benchmark as first graders, 11 (68.8%) remained at or above the summed score benchmark in the spring of 2015 as second graders (Figure 4).

Figure 4



²⁸ These results will be included in the CSRC pilot school scorecard.

2. Badger Exam for Fourth Through Eighth Graders

This is the first year that the Badger Exam was administered. Year-to-year results will not be available until the next school year.

G. CSRC School Scorecard

In the 2009–10 school year, CSRC piloted a scorecard for each school that it charters. The pilot ran for three years and in the fall of 2012, CSRC formally adopted the scorecard to help monitor school performance. The scorecard includes multiple measures of student academic progress, such as performance on standardized tests and local measures.²⁹ It also includes point-in-time academic achievement and engagement elements, such as attendance and student and teacher retention and return. The score provides a summary indicator of school performance. The summary score is then translated into a school status rating.

In 2014, CSRC approved a new scoring system in order to make the scorecard percentages more meaningful and provide schools with greater opportunities to exhibit improvement. The new scoring system is based on the following scale.

A	93.4% – 100%	C	73.3% – 76.5%
A–	90.0% – 93.3%	C–	70.0% – 73.2%
B+	86.6% – 89.9%	D+	66.6% – 69.9%
B	83.3% – 86.5%	D	63.3% – 66.5%
B–	80.0% – 83.2%	D–	60.0% – 63.2%
C+	76.6% – 79.9%	F	0.0% – 59.9%

²⁹ In 2013–14, the PALS assessment replaced the SDRT measures for first- and second-grade students.

The percentage score is still translated into a school status level as in previous years, with small changes to the status-level cut scores. The previous and newly adopted cut scores are shown in Table 7.

Table 7 City of Milwaukee Educational Performance Rating Scale for Charter Schools		
School Status	Scorecard Total %	
	Previous	Scale Adopted 8/12/14
High Performing/Exemplary	100% – 85%	83.3% – 100% (B to A)
Promising/Good	84% – 70%	70.0% – 83.2% (C– to B–)
Problematic/Struggling	69% – 55%	60.0% – 69.9% (D– to D+)
Poor/Failing	54% or less	0.0% – 59.9% (F)

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

CSRC also approved a new pilot scorecard that will be tested this year. The pilot scorecard includes new measures that reflect changes to the standardized tests during the past couple of years (the Stanford Diagnostic Reading Test [SDRT] to PALS and WKCE to the Badger Exam).³⁰ The pilot scorecard also includes changes to the maximum point values for some of the measures. For example, local measure results are each worth a maximum of 3.75 points on the 2014–15 scorecard but are worth a maximum of 6.25 points on the pilot scorecard. Other point changes were made to some of

³⁰ The SDRT was administered to students in first through third grades up through the 2012–13 school year; it was discontinued in 2013–14 and replaced with the PALS reading assessment.

the standardized test measures (full versions of both the 2014–15 and pilot scorecards are available in the appendices of this report). These changes were made primarily so that the same values would be awarded to a single standard test—the Badger Exam for elementary school and the ACT Aspire series for high school—for both scorecards. This revision resulted in additional weight being given to students’ annual academic progress as measured by a school’s local measures.

This year, CRC calculated the RSCP scorecard using both the 2014–15 and the pilot scorecard versions. The score based on the 2014–15 scorecard will be used to determine the school’s rating for the 2014–15 school year. Because the pilot scorecard includes the results of the Badger Exam, CRC will not include pilot scorecard results until the DPI Badger Exam embargo is lifted. At that time, the pilot scorecard will be added to the appendix of this report or will be reproduced in a separate addendum. Pilot scorecard results will be used as baseline information for comparison with 2015–16 results, if applicable.

RSCP scored 74.0% (C) this year, which places the school at the Promising/Good level. This compares with 73.9% on the 2013–14 scorecard.³¹ See Appendix D for school scorecard information.

H. DPI School Report Card

DPI did not produce report cards for any schools for the 2014–15 school year.³²

³¹ Note that the 2014–15 scorecard includes current year PALS results; this differs from previous years. Additionally, due to the shift in standardized tests, WKCE results were not available this year, so the scorecard percentage is based on the measures that were available at the time of this report.

³² In May 2015, the Wisconsin legislature passed SB 67, which prohibits DPI from issuing school accountability reports for the 2014–15 school year.

IV. SUMMARY AND RECOMMENDATIONS

This report covers the second year of RSCP's operation as a City of Milwaukee charter school. Based on results in this report and in consultation with school staff, CRC recommends that the school continue a focused school improvement plan by engaging in the following activities for the 2015–16 academic year.³³

- Continue small-group instruction for reading and math, including tutoring and use of guided reading for small reading groups.
- Continue the focus on vocabulary development for writing across the curriculum.
- Continue to implement the Rtl and tutoring for the lowest-achieving students.
- Implement an SEL curriculum.
- Develop and implement a comprehensive writing program, including a systematic method for collecting valid writing samples and the use of writing data to inform writing instruction and strategies.

The school has met all of its contract with the City of Milwaukee and subsequent requirements of the CSRC. In addition, the school scored 74.0% (Promising/Good) on the CSRC scorecard. CRC recommends that RSCP continue to receive regular, annual academic monitoring and reporting.

³³ Progress on these recommendations will be included in RSCP's report for 2016–17.

Appendix A

Contract Compliance Chart

Table A Rocketship Southside Community Prep Overview of Compliance for Education-Related Contract Provisions 2013–14			
Section of Contract	Education-Related Contract Provision	Report Reference Page(s)	Contract Provision Met or Not Met
Section B	Description of educational program.	pp. 3–4	Met
Section B	Annual school calendar provided.	p. 9	Met
Section C	Educational methods.	pp. 3–4	Met
Section D	Administration of required standardized tests.	pp. 21–29	Met
Section D	Academic criterion #1: Maintain local measures in reading, math, writing, and IEP goals, showing pupil growth in demonstrating curricular goals.	pp. 16–20	Met
Section D and subsequent CSRC memos	Academic criterion #2: Year-to-year achievement measures.		
	Year-to-year results were not available this year.	N/A	N/A
Section D and subsequent CSRC memos	Academic criterion #3: Year-to-year achievement measures.		
	Progress for students below grade level or proficiency level was not available this year.	N/A	N/A
Section E	Parental involvement.	p. 9	Met
Section F	Instructional staff hold a DPI license or permit to teach.	p. 8	Met
Section I	Maintain pupil database information for each pupil.	pp. 5–6	Met
Section K	Disciplinary procedures.	pp. 10–11	Met

Appendix B

Student Learning Memorandum

Student Learning Memorandum for Rocketship Southside Community Prep

To: Children’s Research Center and Charter School Review Committee
From: Rocketship Southside Community Prep
Re: Learning Memo for the 2014–15 Academic Year
Date: November 11, 2014

Note: 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 Children’s Research Center (CRC) and the CSRC. The school will record student data in PowerSchool and/or 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. 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 17, 2015.

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 is 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 half-days. Students are required to be present for at least one hour of instruction in any given half-day to be considered present. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Parent/Guardian Participation

Parents of students enrolled for the entire school year will participate in at least two of three scheduled parent-teacher conferences. Participation is defined as an in-person conference either at school or in the home. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

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 Mathematics 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) with cutoffs for four levels (below expectation, approaching expectation, at expectation, and above expectations). They also receive strand scores. The literacy strands are listening, reading, phonics/writing, and phonemic awareness. The mathematics 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, 2014, will achieve a scale score of 62 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 Mathematics for K5 Through Fifth Grades

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

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

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

Writing

Students in K5 through fifth grades will complete a writing diagnostic no later than October 31, 2014. The writing diagnostic will be assessed using a rubric aligned with the Lucy Calkins writing units of study, which teachers will use as an instructional resource. At least 60% of students who complete the writing diagnostic in October will achieve an average score of 3 or higher on an on-demand writing assessment given in March 2015 (score range: 1 to 4). The spring writing assessment will focus on informational or opinion writing, dependent on the scope of the Calkins' writing curricula for that grade level. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

IEP Goals

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

Academic Achievement: Standardized Measures

The Phonological Awareness Literacy Screening (PALS) for K4 Through Second-Grade Students³⁴

The PALS will be administered to all K4 through second-grade students in the fall and spring of each school year within the timeframe required by the Wisconsin Department of Public Instruction (DPI). Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Smarter Balanced Assessment for Third- Through Fifth-Grade Students

The Smarter Balanced Assessment will be administered on an annual basis in the timeframe identified by DPI (i.e., spring of 2015). The English/language arts assessment will provide each student with a proficiency level via a scale score in reading, and the math assessment will provide each student with a proficiency level via a scale score in math. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Wisconsin Knowledge and Concepts Examination for Fourth-Grade Students

Fourth graders will also complete the Wisconsin Knowledge and Concepts Examination (WKCE) science and social studies assessments in the fall timeframe identified by DPI. Specific data elements related to this outcome are described in the data requirements section of this memo.

Year-to-Year Achievement:³⁵

1. CRC will begin reporting Smarter Balanced Assessment results in the 2014–15 annual school reports. The 2015 spring data will be baseline data, used by the CSRC to set expectations for performance in subsequent years. If possible, beginning in the 2015–16 school year, CRC will also report year-to-year progress for students who completed the assessments in consecutive school years at the same school. When year-to-year data are available, CSRC will set its expectations for student progress; these expectations will be effective for all subsequent years.
2. CRC will report PALS results in the 2014–15 annual school reports. The 2014 spring data will be used as baseline data. The CSRC expectation for students maintaining reading readiness is that at least 75% of the first graders who met the Summed Score Benchmark in the spring will remain at or above the second grade Summed Score benchmark in the spring of the subsequent year.

³⁴ Students who meet the Summed Score benchmark have achieved a level of minimum competency and can be expected to show growth given regular classroom literacy instruction. It does not guarantee that the student is at grade level. Information from <http://www.palswisconsin.info>

³⁵ CSRC will not have year-to-year achievement measurements for students in K4 and K5.

Learning Memo Data Requirements

CRC developed the data requirements to clarify the data collection and submission process related to each of the outcomes stated in the school's learning memo for the 2014–15 academic year. Additionally, important principles applicable to all data collection must be followed.

1. CRC requires an enrollment document that **includes any student enrolled at any time during the school year**. This includes students who enroll after the first day of school and students who withdraw before the end of the school year.
2. Each student's unique WSN and name must appear in each data file.
3. CRC requires individual student data for each measure. Aggregate data (e.g., 14 students scored 75%, or the attendance rate was 92%) will not be accepted as an alternative to individual student records.
4. Data formatting requirements include the following.
 - Each item listed in the grid below represents a required data element and should be presented as a separate column in the data spreadsheet (e.g., Excel).
 - Each column in the spreadsheet must have a clear, understandable heading.
 - Shading and other formatting to denote benchmarks, proficiency levels, or other data-related elements cannot be used in place of actual data. CRC uses the data spreadsheets provided by the school to calculate student performance on each measure. Shading and other similar formatting cannot be read into the statistical program that we use and should not be used.
 - Any codes entered into the data (e.g., F, R, & P for lunch status) must be spelled out to CRC, even if they seem obvious.
5. Consider using an additional "comments" column in the spreadsheet to provide details or explanations about the data in that sheet or for specific students.

End-of-the-year data due date: no later than the fifth working day after the end of the second semester, or June 23, 2015.

Staff person(s) responsible for year-end data submission to CRC: Jenny Zhou.

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
Enrollment and Termination	<p>Required data elements for each student enrolled at any time during the year:</p> <ul style="list-style-type: none"> • Wisconsin student number (WSN) • Local student ID • Student name • Grade • Gender • Race/ethnicity • Free/reduced lunch status (free, reduced, not eligible) • Enrollment date <ul style="list-style-type: none"> » If available, the first date the student ever attended the school » If first date ever is not available, first day student was enrolled for the current school year • Termination/withdrawal date, if applicable • Termination/withdrawal reason, if applicable (if the student was expelled, please provide reason) 	PowerSchool	Jenny Zhou
Attendance	<p>Required data elements for each student enrolled at any time during the year:</p> <ul style="list-style-type: none"> • WSN • Student name • Number of half-days expected attendance • Number of half-days attended • Number of half-days excused absence • Number of half-days unexcused absence • Number of times out-of-school suspension • Number of half-days out-of-school suspension • Number of times in school on suspension • Number of half-days in school on suspension 	PowerSchool	Jenny Zhou
Parent Participation	<p>Required data elements for each student enrolled at any time during the year:</p> <ul style="list-style-type: none"> • WSN • Student name • Attended conference 1: Yes, No, or NE (if the student was not enrolled at the time of the conference) • Attended conference 2: Yes, No, or NE • Attended conference 3: Yes, No, or NE <p>Explanation: If a student's parent or person of interest attends a conference during the scheduled conference period, either in person at the school or the student's home, that parent/person of interest will be considered in attendance for the conference period. Indicate attendance for each conference period in the columns outlined above.</p>	Spreadsheet designed by school	Brittany Kinser

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
Special Education Needs Students	<p>The following are required data elements for each student who received any special education services:</p> <ul style="list-style-type: none"> • WSN • Student name • Most recent eligibility assessment date (date the team met to determine eligibility; may be at this school or a previous school. If at a previous school and date is unknown, enter unknown.) • Special education need: If identified, special education need, e.g., ED, CD, LD, OHI, etc. • Was student enrolled in special education services at the school during the previous school year (i.e., has this school been responsible for special education services for the student for a full IEP year?) (Y/N) • Next eligibility reevaluation date (three-year reevaluation date to determine if child is still eligible for special education; may be during a subsequent school year) • Date of last annual IEP review (should be blank if the first IEP was completed for the student this year) • Beginning and end dates of the IEP that was reviewed • Was the parent invited to participate in the review? (Y/N) • At the time of that review, how many goals were reviewed? If there was no review, enter N/A (not applicable). • At the time of that review, how many goals were met? If there was no review, enter N/A. • Was a new IEP developed at the review? (Y/N) • If a new IEP was not developed, provide a reason (e.g., parent refused services, student dismissed from special education services, etc.) • Beginning and end dates of the new IEP 	Spreadsheet designed by school	Kristin Gillis
Academic Achievement: Local Measures <i>Literacy for K4 Students</i>	<p>Required data elements for each student:</p> <ul style="list-style-type: none"> • WSN • Student name • Grade level • Did student take the initial baseline assessment in the fall? (Y/N) • Spring reading scale score 	Spreadsheet designed by school	Jenny Zhou
Academic Achievement: Local Measures <i>Math for K4 Students</i>	<p>Required data elements for each student:</p> <ul style="list-style-type: none"> • WSN • Student name • Grade level • Did student take the initial baseline assessment in the fall? (Y/N) • Spring math scale score 	Spreadsheet designed by school	Jenny Zhou

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
Academic Achievement: Local Measures <i>Literacy for K5 Through 5th Graders</i>	Required data elements for each student: <ul style="list-style-type: none"> • WSN • Student name • Grade level • Fall MAP reading RIT score • MAP reading growth target • Spring MAP reading RIT score • Student met MAP reading growth target (Y/N) 	Schoolzilla data warehouse	Jenny Zhou
Academic Achievement: Local Measures <i>Math for K5 Through 5th Graders</i>	Required data elements for each student: <ul style="list-style-type: none"> • WSN • Student name • Grade level • Fall MAP math RIT score • MAP math growth target • Spring MAP math RIT score • Student met MAP math growth target (Y/N) 	Schoolzilla data warehouse	Jenny Zhou
Academic Achievement: Local Measures <i>Writing</i>	Required data elements for each student: <ul style="list-style-type: none"> • WSN • Student name • Did student take fall writing diagnostic? (Y/N) • Spring writing assessment overall average score 	Spreadsheet designed by school	Jenny Zhou
Academic Achievement: Local Measures <i>IEP Goals</i>	See "Special Education Needs Students" section above.	Spreadsheet designed by school	Kristin Gillis
Academic Achievement: Standardized Measures <i>PALS Pre-K</i>	For each K4 student, include the following: <ul style="list-style-type: none"> • WSN • Student name • Fall score for each PALS PreK task • Spring score for each PALS PreK task • Provide the PALS test date(s) in an email or other document if the date is not included in the data sheet 	Spreadsheet; provide paper copies of the test publisher's printout	Jenny Zhou, Nathan Carlberg

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
Academic Achievement: Standardized Measures <i>PALS K and PALS 1–3</i>	For each K5, 1st-, and 2nd-grade student, include the following. <ul style="list-style-type: none"> • WSN • Student name • Fall summed score • Spring summed score • Provide the PALS test date(s) in an email or other document if the date is not included in the data sheet 	Spreadsheet; provide paper copies of the test publisher's printout	Jenny Zhou, Nathan Carlberg
Academic Achievement: Standardized Measures <i>Smarter Balanced Assessment (SBA)</i>	<u>Note that these requirements may change during the year. If they do, CRC will alert schools to the updated requirements.</u> Required data elements for each student include the following. <ul style="list-style-type: none"> • WSN • Student name • Proficiency level, scale score, and state percentile for Smarter Balanced Assessment English/language arts assessment • Proficiency level, scale score, and state percentile for Smarter Balanced Assessment math assessment • Provide the Smarter Balanced Assessment test date(s) in an email or other 	Spreadsheet designed by the school or individual student data downloaded electronically from the test publisher. If downloaded, data must be in an analyzable format, such as a delimited text file or Excel database. If results are in a spreadsheet designed by the school, also provide paper copies of all students' Smarter Balanced Assessment scores.	Jenny Zhou
Academic Achievement: Standardized Measures <i>WKCE</i>	Required data elements for 4th graders: <ul style="list-style-type: none"> • WSN • Student name • Social studies scale score • Social studies proficiency level • Science scale score • Science proficiency level • Provide the WKCE test date(s) in an email or other document if the date is not included in the data sheet 	Export results from the publisher's website to a spreadsheet. Also provide paper copies of all students' WKCE scores.	Jenny Zhou, Nathan Carlberg

Appendix C

Trend Information

Table C1 Rocketship Southside Community Prep Student Enrollment and Retention					
School Year	Number Enrolled at Start of School Year	Number Enrolled During Year	Number Withdrew	Number at End of School Year	Number and Rate Enrolled for Entire School Year
2013–14	312	36	63	294	261 (83.7%)
2014–15	435	14	56	393	380 (87.4%)

Table C2 Rocketship Southside Community Prep Student Return Rate	
School Year	Return Rate
2013–14*	N/A
2014–15	82.0%

*2013–14 was the school's first year of operation, therefore student return rate is not applicable

Table C3 Rocketship Southside Community Prep Student Attendance	
School Year	%
2013–14	90.2%
2014–15	90.0%

Table C4 Rocketship Southside Community Prep Parent/Guardian Participation Rate	
School Year	%
2013–14	97.4%
2014–15	93.4%

Table C5	
Rocketship Southside Community Prep CSRC Scorecard Score	
School Year	Scorecard Result
2013–14	73.9%
2014–15	74.0%

Table C6					
Rocketship Southside Community Prep Teacher Retention Rates					
Teacher Type	Number at Beginning of School Year	Number Started After School Year Began	Number Terminated Employment During the Year	Number at End of School Year	Retention Rate: Rate Employed at School for Entire School Year
2013–14					
Classroom Teachers Only	14	2	2	14	85.7%
All Instructional Staff	21	4	3	22	85.7%
2014–15					
Classroom Teachers Only	13	1	1	13	92.3%
All Instructional Staff	18	5	3	20	88.9%

Table C7			
Rocketship Southside Community Prep Teacher Return Rates*			
Teacher Type	Number at End of Prior School Year	Number Returned at Beginning of Current School Year	Return Rate
2013–14*			
Classroom Teachers Only	N/A	N/A	N/A
All Instructional Staff	N/A	N/A	N/A
2014–15			
Classroom Teachers Only	10	8	80.0%
All Instructional Staff	15	11	73.3%

*2013–14 was the school's first year of operation, therefore teacher/instructional staff return rate is not applicable.

Appendix D

CSRC 2014–15 School Scorecard

**City of Milwaukee Charter School Review
Committee School Scorecard**

r: 4/11

K5–8TH GRADE

STUDENT READING READINESS: GRADES 1–2

• PALS—% 1st graders at or above spring summed score benchmark this year	(5.0)	10%
• PALS—% 2nd graders who maintained spring summed score benchmark two consecutive years	(5.0)	

STUDENT ACADEMIC PROGRESS: GRADES 3–8

• WKCE reading—% maintained proficient and advanced	(7.5)	35%
• WKCE math—% maintained proficient and advanced	(7.5)	
• WKCE reading—% below proficient who progressed	(10.0)	
• WKCE math—% below proficient who progressed	(10.0)	

LOCAL MEASURES

• % met reading	(3.75)	15%
• % met math	(3.75)	
• % met writing	(3.75)	
• % met special education	(3.75)	

STUDENT ACHIEVEMENT: GRADES 3–8

• WKCE reading—% proficient or advanced	(7.5)	15%
• WKCE math—% proficient or advanced	(7.5)	

ENGAGEMENT

• Student attendance	(5.0)	25%
• Student reenrollment	(5.0)	
• Student retention	(5.0)	
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

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

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

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, and 12

• EXPLORE to Aspire—composite score at or above benchmark on EXPLORE and at or above benchmark on the Aspire	(5)	30%
• EXPLORE to Aspire—composite score of below benchmark on EXPLORE but increased 1 or more Aspire	(10)	
• Adequate credits to move from 9th to 10th grade	(5)	
• Adequate credits to move from 10th to 11th grade	(5)	
• DPI graduation rate	(5)	

POSTSECONDARY READINESS: GRADES 11 and 12

• Postsecondary acceptance for graduates (college, university, technical school, military)	(10)	15%
• % of 11th/12th graders tested	(2.5)	
• % of graduates with ACT composite score of 21.25 or more	(2.5)	

LOCAL MEASURES

• % met reading	(3.75)	15%
• % met math	(3.75)	
• % met writing	(3.75)	
• % met special education	(3.75)	

STUDENT ACHIEVEMENT: GRADE 10

• WKCE reading—% proficient and advanced	(7.5)	15%
• WKCE math—% proficient and advanced	(7.5)	

ENGAGEMENT

• Student attendance	(5.0)	25%
• Student reenrollment	(5.0)	
• Student retention	(5.0)	
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

Beginning with the 2014–15 scorecard, the PALS replaced the SDRT as the standardized measure for students in first and second grades. As noted in the body of the report, CSRC approved a pilot scorecard, which will be tested this year. However, because the new scorecard is still in the pilot stage, expectations for school performance will be based on the 2014–15 scorecard included in Table D.

Table D Charter School Review Committee Scorecard Rocketship Southside Community Prep 2014–15 School Year					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Reading Readiness : 1st – 2nd Grades ^{36,37}	% 1st graders at or above spring summed score benchmark this year	5.0	10.0%	61.5%	3.1
	% 2nd graders at or above spring summed score benchmark this year	5.0		50.0%	2.5
Student Academic Progress: 3rd – 8th Grades	WKCE reading: % maintained proficient and advanced	7.5	35.0%	N/A	N/A
	WKCE math: % maintained proficient and advanced	7.5		N/A	N/A
	WKCE reading: % below proficient who progressed	10		N/A	N/A
	WKCE math: % below proficient who progressed	10		N/A	N/A
Local Measures	% met reading	3.75	15.0%	68.8%	2.6
	% met math	3.75		77.4%	2.9
	% met writing	3.75		31.7%	1.2
	% met special education	3.75		96.6%	3.6
Student Achievement: 3rd – 8th Grades	WKCE reading: % proficient or advanced	7.5	15.0%	N/A	N/A
	WKCE math: % proficient or advanced	7.5		N/A	N/A
Engagement	Student attendance	5.0	25.0%	90.0%	4.5
	Student reenrollment	5.0		82.0%	4.1
	Student retention	5.0		87.4%	4.4
	Teacher retention rate	5.0		88.9%	4.4
	Teacher return rate	5.0		73.3%	3.7
Total		50³⁸			37.0 (74.0%)

Note: To protect student identity, results for cohorts of fewer than 10 students are not applicable. Teacher retention and return rates reflect all instructional staff (classroom teachers plus other staff).

³⁶ The PALS replaced the SDRT as the standardized measure for students in first and second grades.

³⁷ Includes students who completed both the fall and spring PALS.

³⁸ The WKCE reading and math tests were discontinued for the 2014–15 school year. Therefore, current and year-to-year results were not available. The maximum points possible for the WKCE scorecard measures were subtracted from the total possible points. The scorecard percent was calculated by dividing the number of points earned by the modified denominator.

Appendix E

2014–15 Badger Exam Results

Due to the DPI embargo of Badger Exam data, summary results cannot be reported at this time. As soon as the embargo is lifted later this year, results will be added to this appendix or to a separate addendum to this report.

Appendix F

CSRC PILOT School Scorecard

Due to changes in the standardized tests administered to students, CSRC approved several changes to the school scorecards that were used up through the 2014–15 school year. These changes will be piloted during the next several years. In addition to replacing SDRT results with PALS results and WKCE results with Badger Exam results, the maximum points per measure were modified to decrease the value placed on standardized tests to only 40.0% of the total for the elementary level, as this has always been the value given to standardized tests for the high schools. There was also an increase in the value given to local academic achievement measures: 25.0% of the total for elementary schools and 20.0% for high schools. DPI embargoed the Badger Exam results until September or October 2015; due to the embargo, schools and districts are not allowed to share summary Badger Exam results with the public. Therefore, because the pilot scorecard includes summary Badger Exam results, pilot scorecard results will not be added to 2014–15 monitoring reports until the embargo is lifted. At that time, pilot scorecard results will be added to this appendix or a separate addendum to this report.

**City of Milwaukee Charter School Review Committee
PILOT School Scorecard**

r: 6/15

K5–8TH GRADE

STUDENT READING READINESS: GRADES 1–2		
• PALS—% 1st graders at or above spring summed score benchmark this year	(4.0)	10%
• PALS—% 2nd graders who maintained spring summed score benchmark two consecutive years	(6.0)	

STUDENT ACADEMIC PROGRESS: GRADES 3–8		
• Badger Exam reading—% maintained proficient	(5.0)	30%
• Badger Exam math—% maintained proficient	(5.0)	
• Badger Exam reading—% below proficient who progressed	(10.0)	
• Badger Exam math—% below proficient who progressed	(10.0)	

LOCAL MEASURES		
• % met reading	(6.25)	25%
• % met math	(6.25)	
• % met writing	(6.25)	
• % met special education	(6.25)	

STUDENT ACHIEVEMENT: GRADES 3–8		
• Badger Exam reading—% proficient or advanced	(5.0)	10%
• Badger Exam math—% proficient or advanced	(5.0)	

ENGAGEMENT		
• Student attendance	(5.0)	25%
• Student reenrollment	(5.0)	
• Student retention	(5.0)	
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, and 12		
• ACT Aspire - % 10th graders who were at or above the composite benchmark score two consecutive years	(5)	30%
• ACT Aspire - % 10th graders below the composite benchmark in 9th grade but progressed one point in 10th grade	(10)	
• Adequate credits to move from 9th to 10th grade	(5)	
• Adequate credits to move from 10th to 11th grade	(5)	
• DPI graduation rate	(5)	

POSTSECONDARY READINESS: GRADES 11 and 12		
• Postsecondary acceptance for graduates (college, university, technical school, military)	(10)	15%
• % of 11th/12th graders tested	(2.5)	
• % of graduates with ACT composite score of 21.25 or more	(2.5)	

LOCAL MEASURES		
• % met reading	(5.0)	20%
• % 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%
• ACT Aspire math—% students at or above spring benchmark	(5.0)	

ENGAGEMENT		
• Student attendance	(5.0)	25%
• Student reenrollment	(5.0)	
• Student retention	(5.0)	
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

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

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