

2016–2017 Programmatic Profile and Educational Performance

Report Date: September 2017



Rocketship Southside Community Prep

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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 2016–17

This is the fourth 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 2016–17 academic year, RSCP met all but the teacher license provision of its education-related contract provisions.² 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.

Reading

- Of 76 K4 students, 69 (90.8%) 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 The City of Milwaukee Common Council chartered eight schools in the 2016–17 academic year.

² Two K5 teachers and three ISE (Integrated Special Education) paraprofessionals did not hold a Wisconsin Department of Public Instruction license or permit.

- Of 378 K5 through fifth graders, 184 (48.7%) met their target Rasch Unit (RIT) score on the spring reading test. The school's goal was 75.0%.

Math

- Of 76 K4 students, 62 (81.6%) achieved a scale score of 56 or higher on their spring CPAA for math. The school's goal was 90.0%.
- Of 379 K5 through fifth graders, 256 (67.5%) met their target RIT score on the spring math test. The school's goal was 75.0%.

Writing

- Of 378 K5 through fifth-grade students with fall and spring writing samples, 200 (52.9%) increased their writing score by five or more on the spring writing sample. The school's goal was 75.0%.

Special Education

- Of 50 students who received special education services for a full year at RSCP, 42 (84.0%) 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 93.5%. The school's goal was 95.0%.
- Parents of 324 (68.4%) of 474 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, although at the time of this draft, the school did not report 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 second 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.

Fifteen third- and fourth-grade students who were proficient or advanced in English/language arts (ELA) and 29 third- and fourth-grade students who were proficient or advanced in math took the Forward assessments again in the spring of 2017. Of these students, 80.0% maintained proficiency in ELA and 79.3% maintained proficiency in math.

Of 50 students who were below proficient in ELA in the spring of 2016, 19 or 38.0% showed progress in 2017. Of the 36 students who were below proficient in math in the spring of 2016, 18 (50.0%) showed progress in 2017.

On the Phonological Awareness Literacy Screening reading benchmark assessment for second graders, 93.3% (42 of 45) of the second graders who were at or above the benchmarks at the end of first grade (spring of 2016) remained at or above the benchmark in the spring of 2017.

C. School Scorecard

RSCP scored 66.6% of the 100 possible points on its 2016–17 pilot scorecard. This compares to 77.3% on its 2015–16 pilot scorecard. The school did not meet the CSRC's expectation of maintaining at least 70.0% on the pilot scorecard this year.

III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The school addressed all recommendations in its 2015–16 programmatic profile and education performance report. Based on results in this report and consultation with school staff, CRC recommends that the school continue a focused school improvement plan in 2017–18 by:

- Developing and implementing strategies to improve annual teacher return rate and ways to track student growth throughout their entire time at RSCP;
- Focusing on growing the local measures (particularly in reading and writing) and on functional use in community circles;
- Implementing and monitoring 30-day goals based off of monthly data analysis and walk-throughs. Goals will be established in student achievement; staff quality, recruitment and retention; school culture and climate; and family and community involvement; and

- Improving the methods of tracking educator licensing.

IV. 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. Two K5 teachers and three integrated special education paraprofessionals did not hold a license or permit. In addition, the school addressed all the 2015–16 school improvement recommendations. This year, the school scored 66.6% on the CSRC pilot scorecard, compared to 77.3% on the 2015–16 pilot scorecard. The school did not meet the CSRC’s expectation of 70.0% or higher this year.

Notwithstanding this year’s pilot scorecard results and the school’s lower local measures results in reading and writing, CRC’s recommendation to the CSRC is that RSCP will continue regular, annual academic monitoring and reporting for this coming year with the option of placing the school on probation if needed after two years of year-to-year pilot scorecard data. CRC considered the following in making its recommendation.

- This year is the first time that the pilot scorecard with different maximum point values for the Wisconsin Department of Public Instruction assessment, the Forward Exam, was used for point-in-time and year-to-year progress indicators. The items related to the Forward Exam represent 40.0% of the possible 100 points on the pilot scorecard.
- This is the first year the Forward Exam results are included in the scorecard and the first year of year-to-year data availability.
- The CSRC has not yet reviewed the city school trends in Forward Exam results and therefore has not yet set ongoing expectations for growth in year-to-year Forward results.

At its meeting on February 16, 2017, the CSRC adopted the pilot scorecard for future annual reports and set an expectation for the 2016–17 report that schools will be eligible for regular annual school monitoring if the school either achieves an overall scorecard rating of 70.0%, OR, if below 70.0% on the pilot scorecard for the 2015–16 school year, increases the overall scorecard rating by at least two points. In light of this policy, the CSRC could at this time take action to place RSCP on probation solely on the scorecard results which remain in pilot status or could adopt the CRC recommendation for continued annual monitoring with the option of placing the school on probation if needed after two years of pilot scorecard data.

In addition, since the 2017–18 academic year is the fifth and final year of the school’s current contract with the city, CRC recommends contract renewal for five years.

I. INTRODUCTION

This is the fourth annual program monitoring report to address educational outcomes for Rocketship Southside Community Prep (RSCP), one of eight schools chartered by the City of Milwaukee for the academic year 2016–17. 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).

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

- In September 2016, 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, and the data and student information analyst.
- CRC staff assisted the school in developing its student learning memo.
- Additional site visits were made during the school year to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations.
- At the end of the school year, a structured interview was conducted with the school’s principal, the vice president of growth, development and policy, and the data and student information analyst to review the year and develop initial recommendations for school improvement.
- CRC staff read case files for selected special education students to ensure that individualized education programs (IEPs) were up to date.
- CRC staff verified the licenses or permits of the instructional staff using the Wisconsin Department of Public Instruction (DPI) website license search function.
- CRC staff, along with the CSRC chair and the CSRC staff, attended a meeting of the school’s board of directors to improve communications regarding the roles of the CSRC and CRC and expectations regarding board member involvement.
- The school provided electronic and paper copies of data to CRC staff, who compiled and analyzed the data and produced this report.

II. PROGRAMMATIC PROFILE

Rocketship Southside Community Prep
3003 W. Cleveland Ave.
Milwaukee, WI 53215

School Phone: (414) 455-3539

Website: <http://www.rsed.org/milwaukee1/index.cfm>

Principal for 2016–17: Rodney Link

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 Education, a California nonprofit public-benefit corporation.

A. School Management and Board of Directors

RSCP is governed locally by the board of directors of Rocketship Education Wisconsin. During the 2016–17 school year, four individuals who are 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.³ The school's leadership team during the 2016–17 school year included a principal, two assistant principals, a business operations manager, and an office manager.⁴ Rocketship Education provides administrative support to the Wisconsin school.

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

⁴ Information retrieved from www.rsed.org/milwaukee1/Staff.cfm

B. Educational Methodology

1. Philosophy (Mission)⁵

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.” 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.

2. Educational Programs and Curriculum⁶

RSCP serves students in K4 through fifth grades. RSCP believes that an educated person in the 21st century should possess certain academic skills, namely critical thinking, problem solving, and metacognition as well as life skills and a commitment to learning.⁷ 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 schoolwide expectation of high achievement, and 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 From the student/parent handbook.

⁶ Information taken from the RSCP charter application, interviews with the administrative team, and the *2015–16 RSCP Student/Parent Handbook*. The handbook is currently being revised.

⁷ Metacognition 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 are identified by a variety of assessments. The assessments typically given three times during the academic year are published by the Northwest Evaluation Association and include the Children's Progress Academic Assessment (CPAA) in math and literacy for K4 students and the Measures of Academic Progress (MAP) assessments in reading and math for K5 through fifth grades. Four times a year, the school also administers the Strategic Teaching and Evaluation of Progress (STEP), a developmental reading assessment developed by the University of Chicago for K4 through fifth-grade students.

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 students 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. Students who received tier II or III RtI interventions were assessed using the aimsweb assessments on a rolling basis.

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), math, science, social studies, art, and music. The emphasis is placed on literacy and math. The school also provides programming for students who do not speak English. 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 literacy assessment. The math curriculum uses Singapore Math. Science and social studies use a set of Common

Core-based thematic units developed using a backward-mapping approach called 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 an enhanced rotational school model, in which students rotate between literacy and math classrooms, enrichment classes, and a learning lab.

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

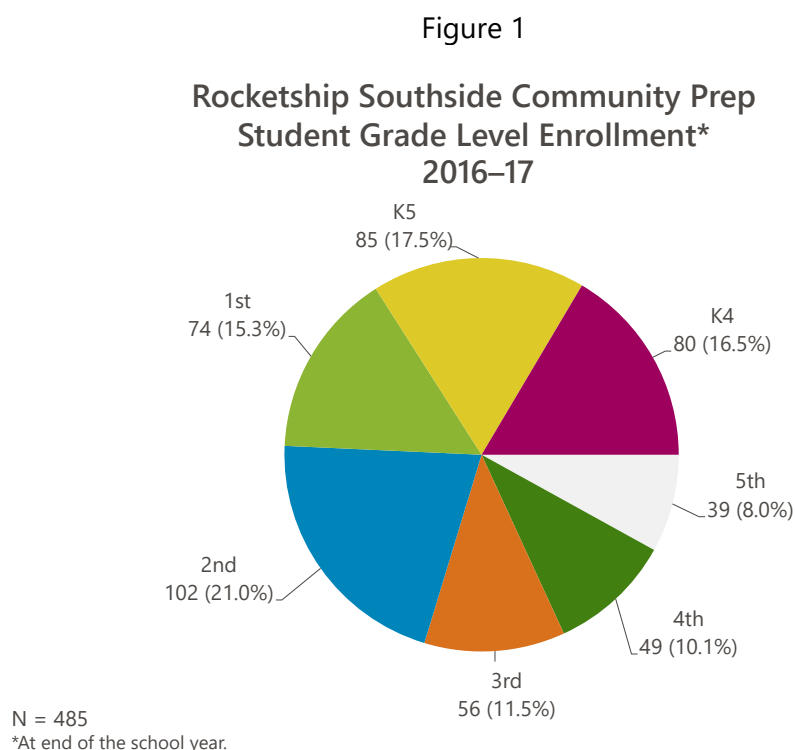
As of September 16, 2016, 506 students were enrolled in RSCP. A total of 17 students enrolled after the school year started, and 38 students withdrew prior to the end of the year. Of the 38 students who withdrew, 18 (47.4%) transferred to another Wisconsin school covered by WISEdata, 11 (28.9%) transferred out of state, seven (18.4%) were below compulsory age, and two (5.3%) moved to another country. Of the 506 students who started the year at the school, 474 remained enrolled at the end of the year, representing a 93.7% retention rate.

At the end of the year, 485 students were enrolled in RSCP.

- Most (462, or 95.3%) of the students were Hispanic, 10 (2.1%) were White, 10 (2.1%) were African American, and three (0.6%) were in the Other category.
- A majority of students were boys (252, or 52.0%) and 233 (48.0%) were girls.

- Of the 485, 95 (19.6%) students received special education services at some point during the year.⁸
- More than half (328, or 67.6%) of the students were eligible for free lunch, 116 (23.9%) were economically disadvantaged (alternative mechanism), and 41 (8.5%) were not economically disadvantaged.

The largest grade level was second grade with 102 students (Figure 1).



On the last day of the 2015–16 academic year, 381 RSCP students in K4 through fourth grade were eligible for continued enrollment in 2016–17. Of those, 317 were enrolled on the third Friday in September 2016, representing a return rate of 83.2%.

⁸ Specific information about the type of special education needs was not provided at the time of the draft report. Additionally, this total excludes two students whose names were included in the data given by school, but no other information was provided even though they were both enrolled for the entire school year.

D. School Structure

1. Areas of Instruction

The subject areas of instruction focus on literacy (English/language arts, which includes writing) and math. Theater, art, music, physical education, and science 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 18 classrooms plus two learning labs: three K4 classrooms, three K5 rooms, two first-grade rooms plus one first-grade learning lab cohort, three second-grade classrooms plus one second-grade learning lab cohort, two classrooms each for third and fourth graders, and one fifth-grade classroom. In addition to the classrooms, 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).

Each classroom had one teacher. The three K4 classrooms shared two educational assistants. Teachers were assigned to groups of students based on the subject matter, so either teachers or students would change rooms depending on subject matter.

3. Teacher Information

At the end of the 2015–16 school year, a total of 17 instructional staff (11 classroom teachers and six other instructional staff) were employed at the school and eligible to return in

the fall of 2016. Seven (63.6%) of the eleven teachers returned, and four of the six other instructional staff (66.7%) returned. The overall instructional staff return rate was 64.7% (11 of 17).

Throughout the 2016–17 school year, the school employed a total of 26 instructional staff. At the beginning of the year, the school had 14 classroom teachers and nine other instructional staff (four integrated special education [ISE] teachers and five ISE paraprofessionals). Of the 14 classroom teachers, 13 were eligible to remain all year. All thirteen remained for the entire year for a teacher retention rate of 100.0%.⁹ Eight of the nine (88.9%) eligible special education staff remained the entire year. The overall instructional staff retention rate was 95.5%. The K5 teacher who left in January was replaced in March, and the ISE para who left in February was replaced in that same month.

The school contracted with the Cooperative Educational Service Agency for the services of a speech pathologist and a physical therapist. A second speech pathologist was 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, except for the two K5 teachers and three of the ISE paraprofessionals.

Throughout the year, in addition to instructional staff, the school employed five tutors and three enrichment center coordinators, who helped students in various capacities under the direction of their teachers.¹⁰

⁹ A K5 teacher moved to Kansas because of her husband's military assignment.

¹⁰ The enrichment center coordinators were responsible for instruction in art, music, physical education, and science in coordination with classroom teachers.

During the school year, the staff met for professional development regarding specific topics related to improvement of teaching skills. The topics are listed in Table 1.

Table 1	
Month	Topics
October	Radar 2.0 Classroom Management
	Student Thinking Cognitive Load
	Questioning and Prompting
November	Physical Space
	Best Evidence and Main Idea
	Theme Statements
	Show Call: student work as teaching tools
January	Enduring Understandings: breaking down objectives
	Retell Text
February	Skill and Practice During Reading Conferencing
	Word Problems
March	Skill and Practice During Reading Running Record
	Teaching Theme/Main Idea
	Manipulatives 101
	Positive Narration
April	ACE Strategies
May	Corrective Instruction: responding to daily student data

4. Hours of Instruction/School Calendar

The regular school day for all students began at 7:45 a.m. and ended at 4:15 p.m. with staggered release times depending on grade levels. On Thursdays (minimum schedule days), students were released between 1:30 p.m. and 2:15 p.m., depending on their grade levels.

The first day of school was August 16, 2016, and the last day of school was June 14, 2017. The school provided the 2016–17 calendar to CRC.

5. Parent and Family Involvement¹¹

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 30 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.¹²

- *Parent-Student-Teacher Conferences:* A parent must attend conferences with teachers to review the student's progress report and/or report card.
- *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 on a weeknight.
- *Mandatory Registration Day:* Before school begins each year, parents receive an invitation to a mandatory registration day.

¹¹ Information from the *RSCP Student/Parent Handbook* (provided to parents in English or Spanish).

¹² Written materials are provided in Spanish and several staff members speak Spanish to allow for full participation of parents whose primary language is Spanish.

6. Waiting List

At the end-of-year interview on May 22, 2017, the school reported that no students were listed as waiting for a placement in fall.

7. Disciplinary Policy

Policies related to discipline are outlined in the student/parent handbook. 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 Class Dojo. Families are notified daily of student behavior (both positive and concerning) 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 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 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 school's Human Rights Policy and Suspension/Expulsion Policy. RSCP considers student disciplinary decisions a private matter.

8. Activities for Continuous School Improvement

Following is a description of RSCP's response to the activities recommended in the 2015–16 programmatic profile and educational performance report.

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

Response: The school added a new position, a reading interventionist to work with students in reading fluency. Extra guided reading groups were added with third- and fourth-grade students who were at the minimal or basic level on the Forward Exam last year. The interventionist also worked with first-grade students and some second-grade students.

Regarding math, the school implemented the Zearn curriculum, a personalized math technology to work with students within the classroom. The math instruction consisted of 30 minutes with half of the students while the other half of the students worked on Zearn. Then, during the final 20 minutes of the math session, the focus was on skills identified by the Zearn program.

- Recommendation: The school should continue to implement RtI and tutoring for the lowest-achieving students.

Response: Students who needed the RtI approach were identified from the bottom quartile on their fall MAP testing. On Thursdays, planning focused on the individual student's goals. Benchmarking occurred on Wednesdays, and the results were used on Thursday to plan the next week's intervention to increase words per minute and fluency (reading with expression).

- Recommendation: RSCP should enhance the Student Emotional Learning curriculum by adding community circles at the beginning of every class to increase communication throughout the school (i.e., at the student level, between students and staff, between staff members, and with families).

Response: The school added the idea of community circles with parents at the parent coffees. With teachers, the approach was used every day informally through sharing to increase trust and communication. The strategy of community circles was implemented in classrooms at least one time per week. The school is emphasizing the need to integrate the community circle approach functionally; at the time, issues need to be discussed.

After reviewing the information in this report and in consultation with the school's leaders at the end-of-year interview in May 2017, CRC recommends RSCP focus on the following activities for the 2017–18 school year.

- Develop and implement strategies for improving annual teacher return rates and for tracking educator licensing, grow the local measures (especially in reading and writing), and continue community circles with a focus on functional use.
- Implement and monitor 30-day goals based on monthly data analysis and walk-throughs. Goals will be established in student achievement; staff quality, recruitment, and retention; school culture and climate; family and community involvement.

9. Fifth-Grade Graduation and Middle School Guidance Information

Middle schools visited RSCP in the evening 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. In the past, the school developed a relationship with the United Community Center's Acosta Middle School.

All but one of the 40 fifth graders moved on to middle school in June 2017. This year, 28 students are planning to attend Acosta; one student moved out of state. Two other students chose St. Augustine and the Milwaukee School of Excellence. Some of the students had not yet chosen their next school at the time of this report. Staff at the school helped students and parents with the transition.

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 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 523 students enrolled during the year. Students attended, on average, 93.5% of the time, falling short of the goal.¹³ When excused absences were included, the attendance rate rose to 95.0%.

There were 17 students who received at least one out-of-school suspension. These 17 students received anywhere from a half day to five total days of suspension throughout the school year. The school gave one half-day in-school suspension.

¹³ 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.

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 participate in at least two of the three scheduled parent-teacher conferences. Participation is defined as an in-person conference either at school or in the home. Of the 474 students enrolled all year parents of 324 (68.4%) participated in 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 95 special education students were enrolled at RSCP during the school year.¹⁴ One of these students was removed from special education services during the school year, and six students left the school during the year so no new IEP was created. Six students were indicated in the notes as new to special education. IEPs were created or updated for all 88 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.

¹⁴ This excludes two students whose names were included in the data given by school, but no other information was provided even though they were both enrolled for the entire school year.

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 CPPA for K4 students and the 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 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.¹⁵

¹⁵ Information retrieved from <https://mapnebraska.wikispaces.com/file/view/new-features-dec-2013.pdf>

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, 69 (90.8%) achieved a scale score of 56 or higher on the spring assessment, exceeding the school's goal.
- Of the 76 K4 students who took both the fall and spring CPAA math assessments, 62 (81.6%) 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 RIT Scores

MAP is a series of tests that measure student skills in reading, math, and language usage. 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 378 students in both the fall and spring; 184 (48.7%) of those students met their target reading score on the spring of 2017 assessment, which fell short of the school's goal (Table 2).

Table 2			
Rocketship Southside Community Prep Local Measures of Academic Progress: MAP Reading Assessment Target Reading Scores for K5 Through Fifth-Grade Students			
Grade	N	Met Target RIT Score in Spring of 2017	
		n	%
K5	85	32	37.6%
1st	70	38	54.3%
2nd	89	41	46.1%
3rd	48	24	50.0%
4th	47	25	53.2%
5th	39	24	61.5%
Total	378	184	48.7%

b. *Math*

In both the fall and spring, 379 students completed the MAP math assessment; 256 (67.5%) of those students met their target math score on the spring of 2017 assessment, which fell short of the school's goal (Table 3).

Table 3 Rocketship Southside Community Prep Local Measures of Academic Progress: MAP Math Assessment Target Math Scores for K5 Through Fifth-Grade Students			
Grade	N	Met Target RIT Score in Spring of 2017	
		n	%
K5	82	53	64.6%
1st	70	59	84.3%
2nd	93	45	48.4%
3rd	49	32	65.3%
4th	46	39	84.8%
5th	39	28	71.8%
Total	379	256	67.5%

In all, 253 of 454 (55.7%) K4 through fifth-grade students met the school's local measures benchmarks in reading/English language arts (ELA). In all, 317 of 455 (69.7%) K4 through fifth-grade students met the school's local measures benchmarks in math.

3. Writing

RSCP assessed 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. The spring writing assessment focused on narrative writing. Students could score 0 to 28 on the writing samples. The school set the goal that at least 75.0% of students who completed a writing sample in the fall would improve their writing score by five points or more on a second writing sample taken in the spring.

Of the 378 students who completed a writing sample in the fall and spring, 200 (52.9%) increased their writing score by five or more points (Table 4). This fails to meet the school's internal goal.¹⁶

Table 4 Rocketship Southside Community Prep Local Measures of Academic Progress: Writing 2016–17			
Grade	N	Met Writing Goal in Spring of 2017	
		n	%
K5	82	31	37.8%
1st	67	38	56.7%
2nd	97	46	47.4%
3rd	51	45	88.2%
4th	43	23	53.5%
5th	38	17	44.7%
Total	378	200	52.9%

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 2016–17, IEPs for 50 students had been implemented for a full year at RSCP.¹⁷ Most students (42, or 84.0%) student met one or more of their IEP goals, exceeding the school's goal.

¹⁶ Four students had scores greater than or equal to 24 in the fall writing assessment, thus making it impossible for them to achieve this goal. Two of these students saw their scores increase in the spring writing assessment, but not to the maximum score of 28.

¹⁷ The data indicated that two students were enrolled in special education at RSCP in 2015–16, but two were new to special education. These students have been excluded for now.

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 report, RSCP did not inform 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 the 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.

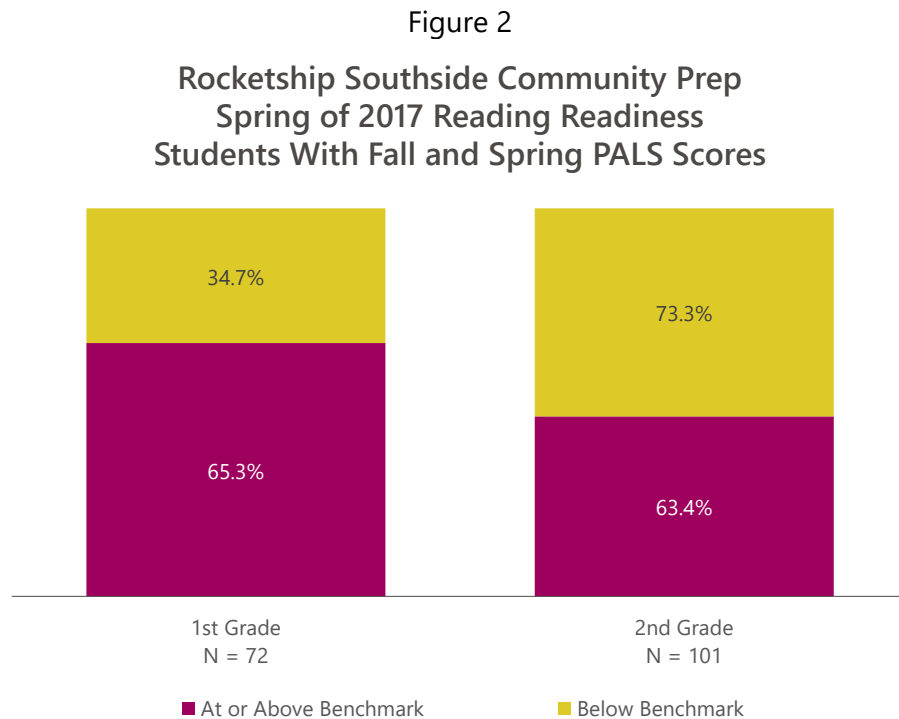
1. PALS Plus for First and Second Graders

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 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 progress.

CRC examined spring reading readiness for students who completed both the fall and spring tests. At the time of the spring assessment, 47 (65.3%) of 72 first graders and 64 (63.4%)

of 101 second graders were at or above the spring summed score benchmark for their grade level (Figure 2).¹⁸



2. Wisconsin Forward Exam for Third Through Fifth Graders¹⁹

In the spring of 2016, the Wisconsin 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 assessment that provides information about what students know in each content

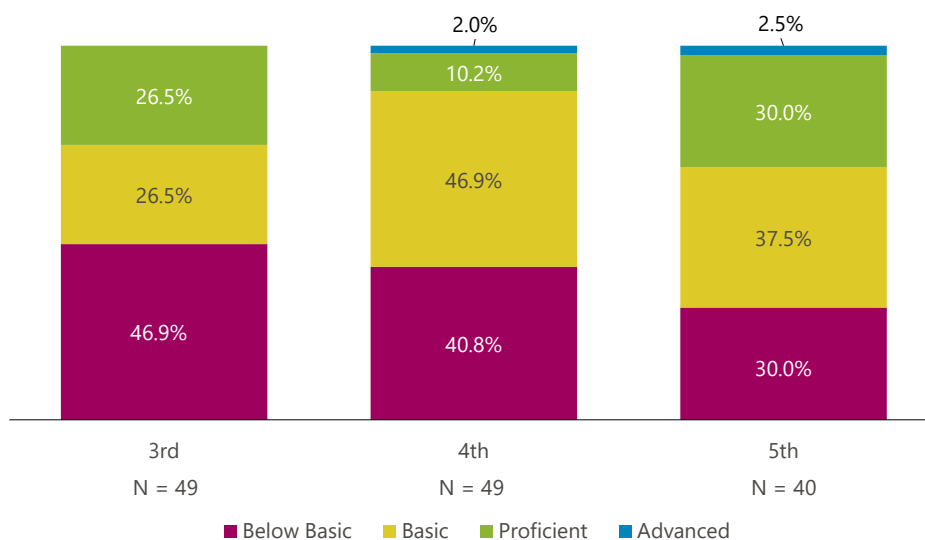
¹⁸ One student does not have a fall or spring score in PALS data and has been excluded from the results.

¹⁹ Information taken from DPI website (<http://dpi.wi.gov/assessment/forward>) and Wisconsin Forward Exam family brochure: <https://dpi.wi.gov/sites/default/files/imce/assessment/pdf/Forward%20brochure%20for%20families%202016-17.pdf>

area at the students' grade level. Each student receives a score based on his/her 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 138 third through fifth graders completed the ELA assessment and 138 students completed the math assessment in the spring of 2016. Of all students enrolled in the school for the entire school year (i.e., third Friday of September until the Forward test in the spring), 32 (23.2%) were proficient or advanced in ELA and 63 (45.7%) were proficient or advanced in math. Results by grade level are presented in Figures 3 and 4.²⁰

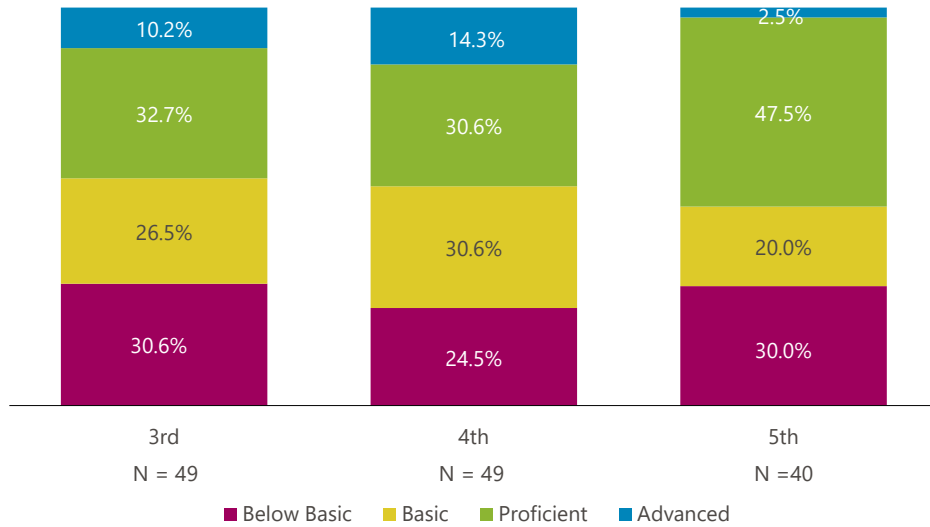
Figure 3
Rocketship Southside Community Prep
Forward Exam English/Language Arts Assessment
2016–17



²⁰ This cohort of students differs from the cohort who were enrolled on the day of the assessment, which also includes students who enrolled during the school year. Of all 143 third through fifth graders enrolled on the day of the test, 23.8% were proficient or advanced in ELA and of all 117 students who took the math assessment, 46.2% were proficient or advanced in math.

Figure 4

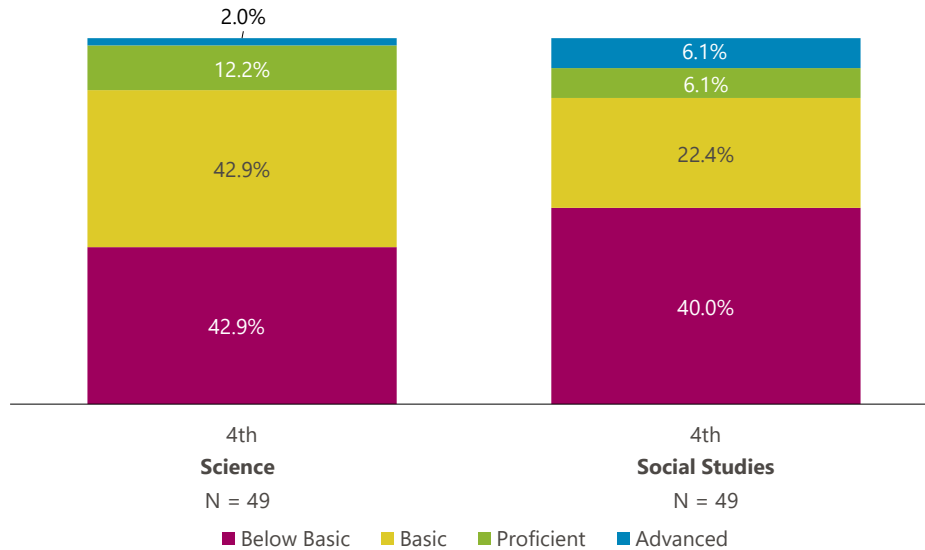
Rocketship Southside Community Prep
Forward Exam Math Assessment
2016–17



Among 49 fourth graders who completed the social studies test and science test, 12.2% were proficient or advanced in social studies and 14.3% were proficient or advanced in science (Figure 5).

Figure 5

**Rocketship Southside Community Prep
Forward Exam Social Studies and Science Assessments
2016–17**



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, 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 2015 and second grade in 2016 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. Because this is the first year that year-to-year progress can be measured using Forward Exam results from two consecutive school years, results will be used as baseline data to set expectations in subsequent school years.

1. Second-Grade Performance Based on PALS

A total of 81 students completed the PALS spring assessment in 2015–16 as first graders and 2016–17 as second graders. Of those students, 45 were at or above the spring summed score benchmark as first graders and 42 (93.3%) students remained at or above the summed score benchmark in the spring of 2017 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*

In the spring of 2016, 21 third- through fourth-grade students were proficient or advanced in ELA. Of the 15 students who took the assessment again in the spring of 2017, 12 (80.0%) maintained proficiency. In the spring of 2016, 35 third- through fourth-grade

students were proficient or advanced in math. Of the 29 students who took the assessment again in the spring of 2017, 23 (79.3%) 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 improved at least one quartile within their proficiency level from 2016 to 2017.

In the spring of 2016, 62 third- and fourth-grade students were below proficient in ELA (either basic or below basic), 50 of which took the test again in spring of 2017. Of these 50 students, 38.0% of those students showed progress in 2017 (Table 5a). There were 47 third- and fourth-grade students who were below proficient (basic or below basic) in math in the spring of 2016, 36 of whom took the test again in spring of 2017. Of these 36 students, 50.0% demonstrated progress in 2017 (Table 5b).

Table 5a Rocketship Southside Community Prep Year-to-Year Progress in English/Language Arts for Fourth Through Fifth Graders Wisconsin Forward Exam: Students Below Proficient in 2016					
Current Grade Level	Students Below Proficient in 2016	Students Progressed in 2017			
		Improved at Least One Level	Improved at Least One Quartile Within Level	Overall Progress n	Overall Progress %
4th	28	4	4	8	28.6%
5th	22	5	6	11	50.0%
Total	50	9	10	19	38.0%

Table 5b Rocketship Southside Community Prep Year-to-Year Progress in Math for Fourth Through Fifth Graders Wisconsin Forward Exam: Students Below Proficient in 2016					
Current Grade Level	Students Below Proficient in 2016	Students Progressed in 2017			
		Improved at Least One Level	Improved at Least One Quartile Within Level	Overall Progress n	Overall Progress %
4th	21	10	5	15	71.4%
5th	15	1	2	3	20.0%
Total	36	11	7	18	50.0%

G. CSRC School Scorecard

In the 2009–10 school year, the CSRC piloted a multiple measure scorecard for the schools it charters. The pilot ran for three years and in the fall of 2012, the CSRC formally adopted the scorecard to help monitor school performance. In 2014–15, the CSRC piloted a revised scorecard that, like the original, 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. Revisions included the following.

- The reading readiness measure uses PALS results in place of the Stanford Diagnostic Reading Test, which is no longer available.
- Year-to-year student academic progress and point-in-time student achievement measures are based on Forward Exam results instead of WKCE to reflect changes to the statewide assessment.

- Point values for each local measure increased from 3.75 to 6.25 while point values for some standardized test results decreased to ensure that point values for a single standardized test were the same for elementary and high schools.²¹

Because of recent changes to the standardized assessments, the revised scorecard was only partially piloted over the last two years. Now that the same assessment has been used for two consecutive school years, the revised scorecard will be fully piloted this year; it was accepted by the CSRC in February 2017 to replace the original scorecard as an indicator of school performance.

The score provides a summary indicator of school performance. The summary score is then translated into a school status rating using the ranges below.²²

A	93.4% – 100.0%	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%

The percentage score is then translated into a school status level (Table 6).

²¹ A copy of the revised pilot scorecard is located in the appendix of this report.

²² In 2014, the CSRC approved this scoring system to make scorecard percentages more meaningful and to provide schools with more opportunity to exhibit improvement; it differs from the system used prior to that year.

Table 6 City of Milwaukee Educational Performance Rating Scale for Charter Schools	
School Status	Scale
High Performing/Exemplary	83.3% – 100.0% (B to A)
Promising/Good	70.0% – 83.2% (C– to B–)
Problematic/Struggling	60.0% – 69.9% (D– to D+)
Poor/Failing	0.0% – 59.9% (F)

Since implementing the scorecard in 2014–15, the CSRC has used the score and rating to guide decisions about accepting a school's annual education performance, continuing monitoring as usual, and recommending a school for a five-year contract renewal at the end of its fourth year of operation. The expectation for school performance under the original scorecard was that schools achieve a rating of 70.0% (Promising/Good) or more; if a school fell under 70.0%, the CSRC carefully reviewed the school's performance to determine whether a probationary plan should be developed.

In 2016–17, the CSRC transitioned from the original to the revised scorecard. During this transition year, they implemented an expectation for the current school year that schools achieve a rating of 70.0% or more on the revised scorecard, OR, if below 70.0%, the school shall increase their scorecard percentage by at least two points from the previous year.

RSCP scored 66.6% this year, compared to its pilot scorecard for 2015–16 of 77.3%. The school did not meet the CSRC's expectation of 70.0% or higher this year. See Appendix D for school pilot scorecard information.

H. DPI School Report Card

At the time of this report, DPI has not published report cards for any schools for the 2016–17 school year.

IV. SUMMARY AND RECOMMENDATIONS

This report covers the fourth year of RSCP's operation as a City of Milwaukee charter school. Based on this report's results and consultation with school staff, CRC recommends the school's 2017–18 focused school improvement plan include the following.

- Developing and implementing strategies to improve annual teacher return rates and tracking students' growth over their entire time at RSCP.
- Growing local measures, particularly in reading and writing, and continuing community circles with a focus on functional use.
- Based on monthly data analysis and walk-throughs, establishing, implementing, and monitoring 30-day goals in these areas: student achievement; staff quality, recruitment, and retention; school culture and climate; and family and community involvement.
- Improving the methods of tracking educator licensing.

The school has met all but one condition of its contract with the City of Milwaukee and subsequent CSRC requirements. Two K5 teachers and three of the ISE paraprofessionals did not hold a license or permit. In addition, the school addressed all of the 2015–16 school improvement recommendations. This year, the school scored 66.6% on the CSRC pilot scorecard, compared to 77.3% on the 2015–16 pilot scorecard. The school did not meet the CSRC's expectation of 70.0% or higher this year.

Notwithstanding this year's pilot scorecard results and the school's lower local measure results in reading and writing, CRC's recommendation to the CSRC is that RSCP continue regular, annual academic monitoring and reporting for this coming year with the option of placing the school on probation if needed after two years of year-to-year pilot scorecard data. CRC considered the following in making its recommendation.

- This year is the first time that the pilot scorecard with different maximum point values for the DPI assessment, the Forward Exam, was used for point-in-time and year-to-year progress indicators. The items related to the Forward Exam represent 40.0% of the possible 100 points on the pilot scorecard.
- This is the first year the Forward Exam results are included in the scorecard and the first year of year-to-year data availability.
- The CSRC has not yet reviewed the city school trends in Forward Exam results and therefore has not yet set ongoing expectations for growth in year-to-year Forward results.

At its meeting on February 16, 2017, the CSRC adopted the pilot scorecard for future annual reports and set an expectation for the 2016–17 report that schools will be eligible for regular annual school monitoring if the school either achieves an overall scorecard rating of 70.0%, or, if below 70.0% on the pilot scorecard for the 2015–16 school year, increases the overall scorecard rating by at least two points. In light of this policy, the CSRC could at this time place RSCP on probation solely on the scorecard results which remain in pilot status or could adopt the CRC recommendation for continued annual monitoring with the option of placing the school on probation if needed after two years of pilot scorecard data.

In addition, since the 2017–18 academic year is the fifth and final year of the school's current contract with the city, CRC recommends contract renewal for five years.

Appendix A

Contract Compliance Chart

<p align="center">Table A</p> <p align="center">Rocketship Southside Community Prep</p> <p align="center">Overview of Compliance With Education-Related Contract Provisions</p> <p align="center">2016–17</p>			
Section of Contract	Education-Related Contract Provision	Report Reference Page(s)	Contract Provision Met or Not Met
Section B	Description of educational program.	pp. 2–5	Met
Section B	Annual school calendar provided.	p. 9	Met
Section C	Educational methods.	pp. 2–5	Met
Section D	Administration of required standardized tests.	pp. 21–28	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. 16–20	Met
Section D and subsequent CSRC memos	<u>Academic criterion #2</u> : Year-to-year achievement measures.		
	a. Year-to-year for fourth through fifth graders at or above proficient the previous year. b. Second-grade students at or above summed score benchmark in reading: at least 75.0% will remain at or above.	a. 22–25 b. 21–22	a. N/A b. Met
Section D and subsequent CSRC memos	<u>Academic criterion #3</u> : Year-to-year achievement measures.		
	Progress for students below proficient.	pp. 27–28	N/A
Section E	Parental involvement.	pp. 10	Met
Section F	Instructional staff hold a DPI license or permit to teach.	p. 8	Not Met*
Section I	Maintain pupil database information for each pupil.	pp. 5–6	Met
Section K	Disciplinary procedures.	pp. 11	Met

*Two K5 teachers and three of the ISE paraprofessionals did not hold a license or permit.

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 2016–17 Academic Year
Date: November 10, 2016

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 21, 2017.

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 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 expectation). 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, 2016, 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 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 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; and
- 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 fifth grades will complete a writing diagnostic no later than November 30, 2016. 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 75% of students who complete the writing diagnostic in November will improve their writing score by at least 5 points (score range: 0 to 28) on an on-demand writing assessment given by April 30, 2017. The spring writing assessment will focus on narrative writing. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Individualized Education Program (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 year of 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 following standardized test measures will assess academic achievement in reading and/or mathematics.

PALS for First- Through Second-Grade Students²³

The PALS will be administered to all first- through 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 and a math score for all third, fourth, and 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.

²³ 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 <https://palsresource.info/benchmarks-and-mid-year-ranges/>.

Year-to-Year Achievement:

1. CRC will report results from the DPI-required standardized assessment, the FORWARD exam. Data from 2015–16 will serve as baseline data for subsequent years. If possible, beginning in the 2016–17 school year, CRC also will report year-to-year progress for students who completed the assessment in consecutive school years at the same school. When year-to-year data are available, CSRC will set its expectations for student progress, and these expectations will be effective for all subsequent years.
2. CSRC's expectation for students maintaining reading readiness is that at least 75% of students who were in first grade in the 2015–16 school year and met the summed score benchmark in the spring of 2016 will remain at or above the second-grade summed score benchmark in the spring of 2017.

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%)
2015–16	430	10	23	417	407 (94.7%)
2016–17	506	17	38	485	474 (93.7%)

Table C2 Rocketship Southside Community Prep Student Return Rate	
School Year	Return Rate
2013–14*	N/A
2014–15	82.0%
2015–16	73.6%
2016–17	83.2%

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

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%

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%

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%

*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					
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 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*
2015–16					
Classroom Teachers Only	14	1	1	14	92.9%
All Instructional Staff	20	1	1	20	95.0%
2016–17					
Classroom Teachers Only	14	2	1	15	100.0%
All Instructional Staff	23	3	2	24	95.5%

*Eligible to remain.

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%
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%

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

Appendix D

CSRC 2016–17 School Scorecard

City of Milwaukee Charter School Review Committee Pilot School Scorecard

r: 6/15

K-8TH GRADE

HIGH SCHOOL

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 more	(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 less 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 Eighth Grade) Scorecard 2016–17					
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%	65.3%	2.6
	% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0		93.3%	5.6
Student Academic Progress: 3rd – 8th Grades	<u>Forward Exam reading:</u> % maintained proficient/advanced	5.0	30.0%	80.0%	4.0
	<u>Forward Exam math:</u> % maintained proficient/advanced	5.0		79.3%	4.0
	<u>Forward Exam reading:</u> % below proficient who progressed	10.0		38.0%	3.8
	<u>Forward Exam math:</u> % below proficient who progressed	10.0		50.0%	5.0
Local Measures	% met reading	6.25	25.0%	55.7%	3.5
	% met math	6.25		69.7%	4.4
	% met writing	6.25		52.9%	3.3
	% met special education	6.25		84.0%	5.3
Student Academic Achievement: 3rd – 8th Grades	<u>Forward Exam English/language arts:</u> % at/above proficient	5.0	10.0%	23.2%	1.2
	<u>Forward Exam math:</u> % at/above proficient	5.0		45.7%	2.3
Engagement	Student attendance rate	5.0	25.0%	93.5%	4.7
	Student return rate	5.0		83.2%	4.2
	Student retention	5.0		93.7%	4.7
	Teacher retention rate	5.0		95.5%	4.8
	Teacher return rate	5.0		64.7%	3.2
TOTAL		100.0			66.6
ELEMENTARY SCHOOL SCORECARD PERCENTAGE					66.6%

*Teacher retention and return rates reflect all eligible instructional staff (i.e., classroom teachers plus other instructional staff).