Stellar Collegiate Charter School

Annual School Growth Report

Year: 2017-18

PREPARED FOR

Office of Charter Schools

University of Wisconsin-Milwaukee

School Profile

Stellar Collegiate Charter School, located at 1115 S. 7th Street in Milwaukee, WI 53204 will be a K to 5 charter school when fully grown. In the 2017-18 school year, our first year of operations, we currently serve students (or Bright Stars as we call them) in grades 4K, 5K, 1st grade, and 2nd grade. We are led by School Director, Melissa McGonegle and a capable board led by our Chair, Samantha Maldonado.

Stellar Collegiate exists to provide a strong academic and character foundation for our students. Our school is characterized by rigor, structure, and joy and focuses on ensuring our Bright Stars have a strong literacy foundation, and can interact positively with the world around them. We do this through teacher specialization, a longer school day, a focus on character education and social and emotional learning and an unwavering belief that with hard work every single one of our Bright Stars can and will succeed.

At-a-Glance School Performance Framework Data

Priority Area(s) of Growth: (Check the priority area(s) in need of greatest growth)

_X_ Student Achievement - Performance on State Assessment in reading and/or math

_X_ Student RIT Growth Targets - Improvement over time on MAP Assessment in reading and/or math

___ Student RIT Growth for Significant Sub-groups – Student subgroups closing gaps in reading and/or math

___ Student Post-Secondary Readiness – Performance in attendance and graduation

1.0 Annual School Growth Goals

Annual school growth goals flow from the strategic goals, as well as, analysis of academic performance framework results and identify improvement efforts to be undertaken during the fiscal year. The school should have **three to five** measurable goals including at least one reading goal and one math goal.

Note: Item f for each goal along with Section 2.0 should be completed at the end of each school year and submitted as a part of the School Growth Report due August 1st of each year.

1.1 (required)

Annual Growth Goal: 70% of Bright Stars will meet their grade level goals for STEP by the end of the 2017-18 school year.
Background Data Analysis: The STEP assessment is used school wide to determine a Bright Stars independent reading level. We have set ambitious goals in each grade level (4K we want all students at a STEP 1 but most at a STEP 2, 5K we want all students at a STEP 3 but most at a STEP 4, 1st grade we want all students at a STEP 6, in 2nd grade we want all students at a Step 9) that drive our data analysis throughout the year and our small group instruction in Guided Reading. Bright Stars are assessed 4 times throughout the year and their Guided Reading groups change, the focus of instruction during this time changes, and they may also receive interventions at the end of the day to support progress towards their goal.
Approaches/Strategies (What will you do to achieve the goal?): Guided Reading every day for every Bright Star, Bright Stars who are lagging behind their peers will receive additionally support during choice time.
Success Indicator (How will you know that you are making progress toward achieving the goal?): We assess 4 times a year and there are benchmarks set for each period to ensure Bright Stars are on track to make their goals.
Growth Goal Monitoring and Data Analysis (When are goals monitored? What data will be used? What does the data indicate about your current efforts?): 4 Times a year we assess, then have a day of PD to dig into the data and identify trends within classes, grade levels, and school wide. Teachers use time on this day to create plans for each group of students that will drive their small group instruction and focus their guided reading towards building the necessary skills to achieve the next STEP level.

End of Year Annual Growth Goal Results and Data Analysis (Based on your school's approaches, success indicator and monitoring data, what are the overall results of your annual growth goal? What are your next steps?):

End of the Year Results:

K4 100% of Bright Stars met or exceeded the goal

K5 91% of Bright Stars met or exceeded the goal

1st Grade 66% of Bright Stars met or exceeded the goal

2nd Grade 45% of Bright Stars met or exceeded the goal

More than 1/3 of our 2nd grade class was new to Stellar and required a lot of support to close gaps (of the 12 new students, 11 of them entered 2nd grade 2 or more years behind in reading). We did not achieve the kind of proficiency we wanted to see in 2nd grade, however we had dramatic growth. 2nd graders averaged 4.8 steps of growth or close to 1.75 years of reading growth. 90% of the class was within 1 step level of proficiency. Our goal is to dramatically increase our overall proficiency numbers for this class in the year to come by maintaining a stable enrollment here and devoting more resources to small group instruction and support from day one.

1.2 (required)

Annual Growth Goal: 70% of Bright Stars realize their grade level math goals.
Background Data Analysis: We have interim assessments at every grade level aligned to the Common Core, each grade level is shooting for a class average of 85% on the end of the year interim which would mean that the majority of Bright Stars have mastered the majority of math concepts within the year.
Approaches/Strategies (What will you do to achieve the goal?): Assessments are given 4 times annually, after each cycle we have a day for Data Analysis and planning for small group instruction. These plans drive instruction over the next 8 weeks to really target the skills individual and groups of Bright Stars need to gain traction within their grade level assessments. Additionally, there is time at the end of the day when Bright Stars may be pulled for additional support through interventions.
Success Indicator (How will you know that you are making progress toward achieving the goal?): There are benchmarks set for every assessment period that will determine whether or not a Bright Star is "on track" to meeting their end of year goal.

Growth Goal Monitoring and Data Analysis (When are goals monitored? What data will be used? What does the data indicate about your current efforts?): 4 times each year the assessments are given, results are shared at a PD and used to write small group instruction plans. We are just now completing our baseline assessment period and will share results school wide on 10/10/

End of Year Annual Growth Goal Results and Data Analysis (Based on your school's approaches, success indicator and monitoring data, what are the overall results of your annual growth goal? What are your next steps?):

End of the Year Results:
K4 96% of Bright Stars met or exceeded the goal
K5 97% of Bright Stars met or exceeded the goal
1st Grade 80% of Bright Stars met or exceeded the goal
2nd Grade 73% of Bright Stars met or exceeded the goal

In year two we introduced counting jars and began the year with CGI instruction that we believe supported the vast majority of Bright Stars to master the vast majority of grade level math content. In order to continue to have this level of success we are committed to additional content specialized PD to support our math teachers to continue to develop a robust math program for Bright Stars that leads to strong results across the board.

1.3 (required)

Annual Growth Goal: We will average 93% attendance across the year.

Background Data Analysis: In year one, we struggled to support specific families to understand the importance of a strong attendance record at school. With the majority of our students falling in Kindergarten, and not even legally being required to attend school we did not have many options for imposing attendance requirements. We averaged 89% attendance.

Approaches/Strategies (What will you do to achieve the goal?): We are implementing attendance intervention meetings early on, and tracking the progress of families in changing their child's attendance record. We want to utilize the TABS program earlier in the year if necessary to hopefully change the outcomes for our students missing the most school.

Success Indicator (How will you know that you are making progress toward achieving the goal?): By January, schoolwide attendance is averaging at least 91% and is trending positively.

Growth Goal Monitoring and Data Analysis (When are goals monitored? What data will be used? What does the data indicate about your current efforts?): We publicly display the day's attendance, in addition to recognizing perfect attendance in many ways. We want to both encourage stronger attendance while also making sure we are using our data to follow up as necessary with families falling short of the goal. Monthly students who have perfect attendance are highlighted on a school bulletin board, and families who have 5 or more absences within a 6 week period are being called in to create an attendance intervention plans.

End of Year Annual Growth Goal Results and Data Analysis (Based on your school's approaches, success indicator and monitoring data, what are the overall results of your annual growth goal?

At the end of the year our daily attendance average was 91.6%. We fell short of our goal but we increased attendance, and narrowed the number of chronically truant families from 10 to 6. We have work to do yet to realize our goal, and for the year to come we will have our Office Manager manage this process. She has the time to give and is the person who most closely interacts with the attendance data on an ongoing basis.

2.0 Mobility Rates

2.1 Student Mobility

Year	Total Students Enrolled at ANY Point in the Year	Number of Students who Transferred In After 3rd Friday	Number of Students who Transferred Out After 3rd Friday	Within-Year Mobility Rate (In+Out)/Total
2016-17	119	16	27	36%

Year	Number of Students Enrolled at the End of the Previous Year who COULD Return this Year (Not Graduated)	Number of Students from Previous Year who DID Return and Stayed Through the End of the Current Year	Between-Year Stability Rate Number who DID Return/Number who COULD Return
2017-18	88	56	64%

2.2 Faculty and Staff Mobility

NOTE: Include all instructional/academic staff and faculty in the counts below, including administrators.

Year	Total Faculty at ANY Point in the Year	Number of New Faculty After 3rd Friday	Number of Faculty who Left After 3rd Friday	Within-Year Mobility Rate (In+Out)/Total
2016-17	12	0	0	0%

Year	Number of Faculty Employed at the End of the Previous Year who COULD Return this Year (Not Let Go)	Number of Faculty from Previous Year who DID Return and Stayed Through the End of the Current Year	Between-Year Stability Rate Number who DID Return/Number who COULD Return
2017-18	12	11	91.6%