

01/25/2016

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1. Education Committee

Thursday, February 4, 2016
10:45 a.m. – 12:15 p.m.
Union South, Varsity Hall II
UW-Madison
Madison, Wisconsin

- a. Approval of the Minutes of the December 10, 2015 meeting of the Education Committee;
- b. Report of the Vice President:
 1. Appointment of the new Vice President for Academic and Student Affairs; and
 2. Remedial Education;
- c. UW-Milwaukee:
 1. Renewal of the Capitol West Academy charter and contract;
[Resolution I.1.c.(1)]
 2. Renewal of the School for Early Development and Achievement charter and contract;
[Resolution I.1.c.(2)]
 3. Approval of the United Community Center Acosta Middle School charter and contract;
[Resolution I.1.c.(3)]
 4. Approval of the Penfield Montessori Academy charter and contract; and
[Resolution I.1.c.(4)]
 5. Approval of the Stellar Collegiate Charter School charter and contract;
[Resolution I.1.c.(5)]
- d. UW-Madison, Presentation - Provost Sarah C. Mangelsdorf; and
- e. 2014-15 Program Planning, Review, and Array Management Report.

Note: The Education committee will adjourn and reconvene on Friday, February 5, 2016 after the Full Board meeting.



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Academic Affairs
Provost and Vice Chancellor

Date: January 27, 2016

To: Ray Cross
President, University of Wisconsin-System

David J. Ward
Interim Vice-President for Academic and Student Affairs
University of Wisconsin-System

Tom Stafford
General Counsel, University of Wisconsin-System

Regina Millner
President, University of Wisconsin-System Board of Regents

From: Johannes Britz
Provost and Vice Chancellor

A handwritten signature in black ink, appearing to read "J. Britz", with a stylized flourish below it.

Subject: Recommendation for new charter school contracts

Recommendation for renewal charter contracts

The Office of Charter Schools (Office) has recommended to Chancellor Mone, Dean Shoho and me that five year initial charters be granted to the following organizations to open the corresponding public schools:

- Penfield Children's Center to operate the Penfield Montessori Academy
- Stellar Collegiate, Inc. to operate the Stellar Collegiate Charter School
- United Community Center, Inc. to operate the UCC Acosta Middle School

The Charter School Application Review Committee has conducted an in-depth review of the applications submitted by the above and determined that the proposed schools have strong educational and business plans and meet all the criteria to become a charter school authorized by the University of Wisconsin-Milwaukee.

The Office has further recommended that the charter with the following schools be renewed for the specified terms:

- Capitol West Academy, Inc. be granted a three year renewal to continue operation of Capitol West Academy
- School for Early Development and Achievement (SEDA) be granted a three year renewal to continue operation of SEDA

The Charter School Evaluation Committee conducted an evaluation of all schools earlier in the school year. The evaluation concluded that Capitol West Academy had inconsistent academic performance issues that did not warrant a five year renewal, yet potential for student achievement to increase and for academic performance to become more consistent while being monitored against the new Office Performance Framework. Additionally, SEDA did not receive a five year renewal as the evaluation revealed clear and specific academic targets needed to be identified and met by SEDA. Again, this concern with SEDA will be monitored through the local measures developed and included in the Performance Framework for SEDA.

The Charter School Advisory Committee has approved the Committees' recommendations. UWM Legal Affairs has negotiated contracts with the Board of each school that meet all requirements of the UWM model charter school agreement, which was amended to include recent Wisconsin charter law changes as well as a new Performance Framework. The schools are prepared to operate in accordance with all applicable state and federal requirement for charter schools.

I am requesting that this be placed on the agenda for the Board of Regents Education Committee Meeting on February 4, 2016.

Copies of the executive summaries and contracts are being transmitted electronically to Carmen Faymonville of UW System Academic and Student Services and the UW System Office of the General Counsel.

If you have questions, please feel free to contact my office at 414-229-4501 or Adrienne Woods, Director, Office of Charter Schools at 414-229-5679.

cc: Mark Mone, Chancellor
Jill Millner, Executive Assistant to the President, UW System
Carmen Faymonville, Special Assistant to the Vice President, UW System
Jane Radue, Executive Director & Corporate Secretary, UW System
Alan Shoho, Dean, School of Education
Jennifer Herzog, University Legal Counsel, UWM Office of Legal Affairs
Adrienne Woods, Director, Office of Charter Schools

The University of Wisconsin-Milwaukee
Charter School Contract Renewal
Capitol West Academy

EDUCATION COMMITTEE

Resolution I.1.c.(1):

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves the renewal of the charter school contract with Capitol West Academy, Inc., maintaining a charter school known as Capitol West Academy.

**UNIVERSITY OF WISCONSIN-MILWAUKEE
OFFICE OF CHARTER SCHOOLS
CAPITOL WEST ACADEMY
CHARTER RENEWAL
PREPARED BY UW-MILWAUKEE**

BACKGROUND

The following background information is applicable to all charter contract approval requests the Board of Regents is reviewing at the February, 2016 meeting:

Legislative Background

The Wisconsin Legislature authorized the University of Wisconsin-Milwaukee (UWM) to grant charters under s. 118.40 (2r), Wis. Stats. Charter schools authorized and approved by the UW System Board of Regents are eligible to receive public funds to operate a public charter school. UWM charters are required to participate in the statewide assessment system as outlined in s. 118.30 (1r), Wis. Stats., submit annual audits, and report enrollment and fiscal claims information to the Wisconsin Department of Public Instruction (DPI).

UWM Office of Charter Schools Review and Renewal Process

Requests for contract renewal of an existing charter school take place during the year prior to the final year of the contract term. Renewals are ordinarily granted by the Board of Regents for five years except if performance issues warrant a shorter review interval for checking on progress towards improvements and specific metrics. Though a comprehensive review system has been used over the years to evaluate UWM charter schools, a new Performance Framework has been created to ensure adherence to principles and standards of the National Association of Charter School Authorizers (NACSA), as required by s. 118.40 (3m) (b), Wis. Stats.

NACSA's Principles & Standards for Quality Charter School Authorizing (2012)

NACSA's *Principles & Standards for Quality Charter School Authorizing* (2012) emphasizes that a quality authorizer establish standards for school performance that are clear, quantifiable, rigorous, and attainable. NACSA also recommends that authorizers develop and formally adopt a Performance Framework that includes academic, financial, and organizational performance measures for use by schools and authorizers to establish expectations, guide practice, assess progress, and inform decision making over the course of the charter term and at renewal or revocation. The *Core Performance Framework and Guidance* document created and published by NACSA provided the foundation for developing the UW-Milwaukee Office of Charter Schools Performance Framework. Additionally, the UWM-authorized charter school leaders and other stakeholders were included in the development process by providing input and feedback. The Performance Framework is available in Appendix B of the charter model contract and will guide the monitoring and evaluation of all UWM charter schools.

Request for Approval of Capitol West Academy Charter School

Capitol West Academy, Inc., was awarded a charter by the Board of Regents in April of 2004, and opened Capitol West Academy (CWA) in September of 2004. The school was

approved for a four-year contract renewal in February of 2012 by the Board of Regents. The UWM Office of Charter Schools undertook an extensive review process that began with the submission of a renewal application by CWA in September of 2015, and the UWM Office of Charter Schools' Evaluation Committee site visit in November of 2015. The results of this review are detailed in the discussion below.

Based on the findings of the comprehensive review, the Office of Charter Schools at UW-Milwaukee, Provost Johannes Britz, and Chancellor Mark Mone recommend that Capitol West Academy, Inc., be granted a renewal charter to operate a public school known as Capitol West Academy. Chancellor Mone will give a short overview to the Regents at the Board meeting about the rationale for the three-year renewal request and some performance issues to be considered. The UW System Office of General Counsel reviewed the contract.

REQUESTED ACTION

Adoption of Resolution I.1.c.(1), approving the renewal of the charter school contract with Capitol West Academy, Inc., to continue the operation of a public school known as Capitol West Academy, for three years effective July 1, 2017 until June 30, 2020.

DISCUSSION

School Profile

CWA currently enrolls 286 students in K4 – Grade 8 and is located at 3939 N. 88th Street in Milwaukee, Wisconsin in a facility leased from SaintA, formerly St. Aemilian-Lakeside, Inc., which has served as the sponsor for CWA since its inception.

The mission of CWA is to “provide a safe nurturing educational environment where children, with the support of their families and the community, learn and grow to be successful lifelong learners and productive citizens.”

Educational Program

In June 2010, CWA adopted the National Common Core State Standards. Prior to the 2010-11 school year, CWA followed the Wisconsin State Standards. CWA aligned its curriculum to the Common Core through the development of grade-level literacy units and the adoption of a Common Core-aligned math curriculum. Other districts' benchmarks and consultation representatives from Cooperative Educational Services Agencies (CESA) 1 were used as guidelines in the development of curriculum. CWA has also aligned science benchmarks for kindergarten through eighth grade to the Next Generation Science Standards as well as social studies standards aligned to the Wisconsin Academic Standards.

Teachers are provided with curriculum maps for their English Language Arts and math curricula each school year. The maps detail the pacing of the Common Core instruction to guarantee all curricula are taught.

Faculty and Staff

The CWA faculty and staff are comprised of 13 teachers, 2.5 special education teachers, one art teacher, one physical education teacher, one librarian/instructional media coordinator, **0.6**

speech/language specialists, 4.4 Title I aides, one office manager, and one office assistant. The racial composition of the teaching staff is 96% white and 4% African American; 78% of the teaching staff is female.

Governance and Leadership

The CWA Board of Directors performs all functions essential to governing an effective school and is responsible for its fiscal and academic policies and for meeting the requirements under applicable laws. In addition, SaintA works collaboratively with the board and the administration to support the school. An ad hoc Sustainability Committee, comprised of CWA and SaintA Board members and staff, was organized to discuss issues and review options related to the long-term sustainability of CWA.

CWA has a shared leadership model. The administrative team consists of two members: the Executive Director and the Coordinator of Student Services. The leadership team consists of five members: the Executive Director, the Coordinator of Student Services, the Coordinator of Teaching and Learning, the Guidance Counselor, and the Administrative Support Specialist. The Executive Director (ED) is responsible for the overall operation of the school. The ED partners with the Board of Directors to achieve the school's strategic goals and has overall responsibility for the effective management and administration of financial and human resources. In addition, the ED actively develops and markets the school to plan for growth and collaboration in the community. The ED further works with the Board of Directors in the research of grant opportunities and the securing of additional funding, and directly supervises all classroom teachers, coordinators, and the administrative support specialist.

Financial Condition and Compliance

CWA is in compliance with its audits, and overall remains financially sound. CWA has received an unqualified audit every year. The school carries a non-interest-bearing loan in the amount of \$640,000 from the St. Aemilian Lakeside Foundation, Inc. CWA contracts with SaintA to provide finance, HR, marketing, and IT services. Additionally, it has been communicated to the CWA board president and executive director/school leader, that with the new Performance Framework instituted by the UWM Office of Charter Schools, the school will be impacted and possibly will not meet all of the financial targets, i.e., specifically the standard relating to the debt-to-asset ratio.

Legal and Contractual Requirements

All other legal and contractual compliance items required by the UWM Office of Charter Schools have been met by Capitol West Academy.

Academic Performance

Results on the Wisconsin Knowledge and Concepts Examination (WKCE), as detailed on the CWA data dashboard attached to this document, indicate academic performance at CWA generally trails the Milwaukee Public Schools (MPS) and the state in reading and mathematics. However, when reviewing only African American students, academic performance in reading and mathematics at Capitol West Academy exceeds MPS students' performance.

When the academic performance of CWA is compared to neighborhood and demographically-comparable MPS schools, CWA performance in both reading and mathematics exceeds the performance in the comparable schools.

Measures of student growth are generally very favorable in both reading and mathematics on the Measures of Academic Progress (MAP) assessments, but it is clear from the data that students generally did not grow as much on the WKCE as their counterparts in MPS and the state.

CWA received overall accountability scores of 71.2 and 58.6 on the Department of Public Instruction's (DPI) School Report Cards in 2012-13 and 2013-14, respectively. The 2012-13 score falls within the "Meets Expectations" overall accountability range, while the 2013-14 score falls within the "Meets Few Expectations" range. These scores are based on student achievement, student growth, closing gaps, and on-track and postsecondary readiness (with the latter including attendance rate and 3rd grade reading achievement in 2012-13 and attendance rate, 3rd grade reading achievement, and 8th grade mathematics achievement in 2013-14).

The UWM Office of Charter Schools recommends that growth should continue to be the focus of CWA's academic efforts. The use of the MAP assessments from the Northwest Evaluation Association is critical to making the maximum amount of progress. CWA should use data analysis to determine specifically which students are not making appropriate gains and the reasons the gains are not being made.

REQUEST FOR CHARTER RENEWAL FOR 3 YEARS

Summary

Academic performance at CWA generally exceeds that of neighborhood and demographically-comparable MPS schools, with 12.3% of its students performing at the proficient or advanced level in reading and 15.6% of its students performing at the proficient or advanced level in mathematics on the WKCE in 2013-14. Student daily attendance is at 94.7%, and over eighty percent of the students return to the school year after year. CWA has high levels of satisfaction ratings by students and faculty. According to the UWM Office of Charter Schools, CWA has also complied with all state and federal regulations and is in full compliance with its UWM charter agreement.

While the school has not had consistent academic gains over the last few years, the UWM Office of Charter School's Evaluation Committee has concluded that CWA is working hard toward its mission of providing a safe educational environment in which children learn and grow to be successful lifelong learners and productive citizens. The school's focus on character education has had a positive impact on fostering a safe educational environment.

Recommendations for Improvement

Based on the review and analysis of the CWA renewal application and observations during the renewal site visit, below are recommendations for improvement as suggested by the UWM Office of Charter Schools' Evaluation Committee on November 3, 2015:

1. Ensure, by appropriate measures through the school's leadership team, that the school leadership team and the teaching staff have a shared understanding of the priorities of the school in order to move the school forward.
2. Continue providing instructional leadership for teachers to improve student learning and reviewing how best to support the teachers in doing so.
3. Incorporate on-going professional development around data analysis/use of data and rigor and differentiation in the classroom.
4. Consider an effective measure for evaluating achievement of goals and a more explicit improvement process through CWA's Board of Directors.
5. Focus and prioritize initiatives and track the impact each has on teacher effectiveness and student achievement.
6. Devise a process to ensure that systems and expectations of school leadership are clearly communicated to all stakeholders.

CWA must ensure all of the above recommendations are addressed as goals or within its strategies outlined for student improvement in its Accountability Plan submitted to the UWM Office of Charter Schools by September 1st of each year.

RECOMMENDATION

The three-year contract recommendation from the UWM Office of Charter Schools' Evaluation Committee indicates its concerns with the academic performance of CWA, coupled with considerable confidence that the school leadership can make appropriate adjustments to increase student achievement. Due to the variability found in CWA's academic performance over the last several years and its commitment to using the current Charter Extension Guidelines document, the evaluation committee agreed upon the three-year renewal recommendation. Additionally, the Office is confident in the objectivity and transparency of the new Performance Framework with its explicit standards and targets, which will enhance the level of monitoring CWA.

Based on the findings and recommendations of the UWM Office of Charter Schools' Evaluation Committee, the Director of the Office of Charter Schools, Provost Britz and Chancellor Mone recommend that the renewal of the charter for Capitol West Academy, Inc., be approved by the Regents for a three-year contract renewal beginning on July 1, 2017, and ending on June 30, 2020. During that time period, CWA should address the recommendations made in the report by the UWM Office of Charter Schools and continue to comply with all legal and contractual requirements.

RELATED REGENT POLICIES

N/A

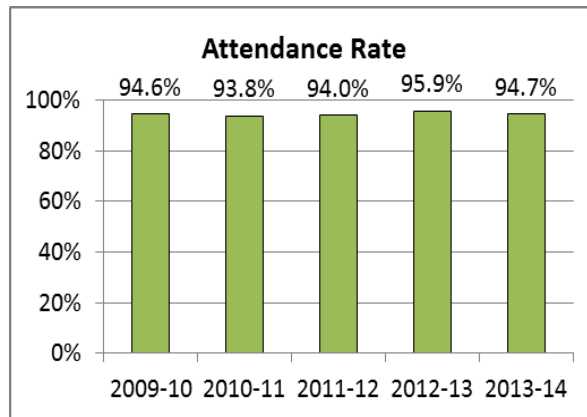
Capitol West Academy (CWA) Data Dashboard

Figure 1: Enrollment and Demographics

Enrollment & Demographics			
	2012-13	2013-14	2014-15
Total Enrollment	276	296	284
% English Language Learners	1.4%	2.4%	3.9%
% Economically Disadvantaged	76.8%	82.4%	98.6%
% Special Education	10.9%	8.1%	9.2%
% Hispanic	4.3%	4.7%	5.3%
% Black	87.3%	86.1%	84.9%
% White	6.5%	4.4%	3.9%

The overall enrollment remains consistent with CWA continuously serving a high percentage of students who are economically disadvantaged and minority.

Figure 2: Student Attendance



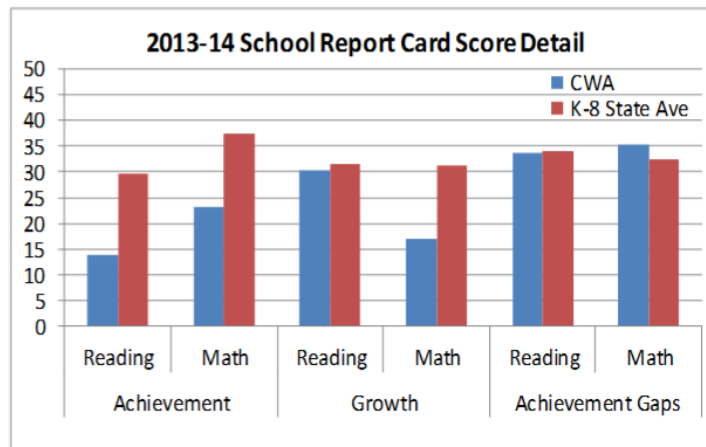
A school’s attendance rate is a marker of school success that is related to academic performance. The student attendance rate at CWA continues to remain at or near 95%, which was similar to the statewide attendance rate for elementary schools.

Figure 3: Wisconsin Department of Public Instruction (DPI) School Report Card Results

DPI School Report Card Results		
Year	Overall Score	Overall Rating
2011-12	60.4	Meets Few Expectations
2012-13	71.2	Meets Expectations
2013-14	58.6	Meets Few Expectations

There was variability in CWA’s Overall Scores on the DPI Report Card¹. In the 2011-12 school year, CWA’s Overall Score fell less than 3 points below the *Meets Expectations* rating, which CWA did reach in 2012-13. There was some variability in their performance for the most recent School Report Card, issued in 2013-14. There was and will be no School Report Card in 2014-15.

Figure 4: 2013-14 School Report Card Detail



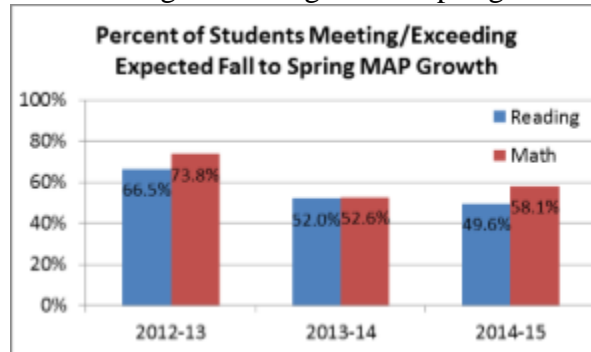
Although CWA lagged behind the state average in achievement for Reading and Math on the School Report Card (the same pattern seen in the MPS district report card for 2013-14), its

¹

Accountability Rating Category	Accountability Score Range
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Reading growth was comparable to the K-8 State Average on the School Report Card. Similarly, CWA was closing achievement gaps in both Reading and Math at levels comparable to the state.

Figure 5: Percent of Students Meeting/Exceeding Fall to Spring MAP²



CWA had 50% of students meeting or exceeding their Fall to Spring growth targets on the MAP assessments each year, which met the target set by the UWM Office of Charter Schools.

Figure 6: Additional Contractual Academic Data Analyses

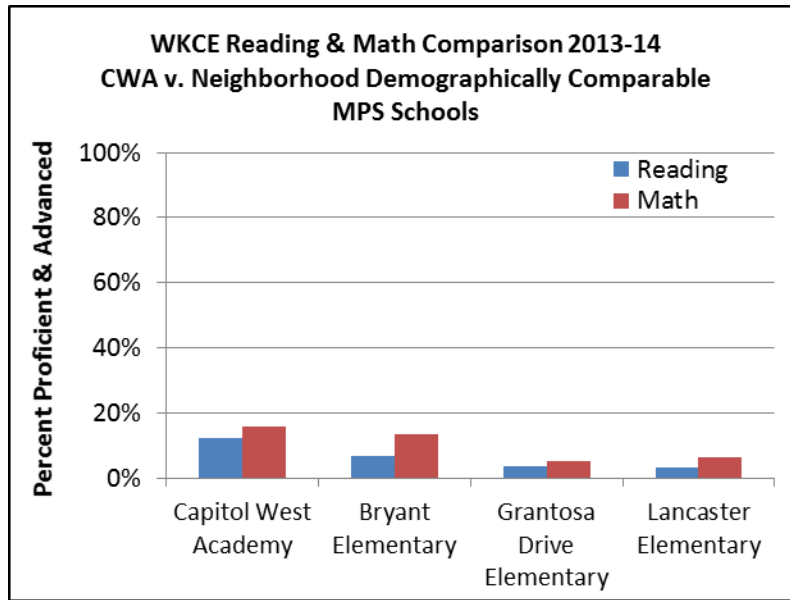
Reading	School Growth Percentage	95% Confidence Interval	
		Lower Bound	Upper Bound
2012-13	150.6	130.2	171.1
2013-14	89.8	74.1	105.5
2014-15	91.0	75.1	106.9
Math	School Growth Percentage	95% Confidence Interval	
		Lower Bound	Upper Bound
2012-13	155.0	140.3	169.7
2013-14	104.7	92.6	116.8
2014-15	114.9	100.9	129.0

CWA’s most recent contract included language specifying that they must meet some specific achievement requirements. Specifically, it states that each students’ Fall to Spring Actual MAP Growth should be divided by their Fall to Spring Expected Growth to calculate a Student Growth Percentage. The Student Growth Percentage is then aggregated to the school level, with a target of 100% each year. However, a 95% confidence interval around 100% is also taken into consideration because of the error that is inevitably included in student test results.

² Measures of Academic Progress® (MAP®) creates a personalized assessment experience by adapting to each student’s learning level—precisely measuring student progress and growth for each individual. See more data at: <https://www.nwea.org/assessments/map/#sthash.ki9UKwWt.dpuf>

The table above shows the School Growth Percentage in each year in both Reading and Math, and the lower and upper bounds of the 95% confidence interval. CWA met the target each year in both Reading and Math.

Figure 7: 2013-14 Wisconsin Knowledge and Concepts Examination (WKCE) Results: CWA Compared to Three Similar MPS Schools

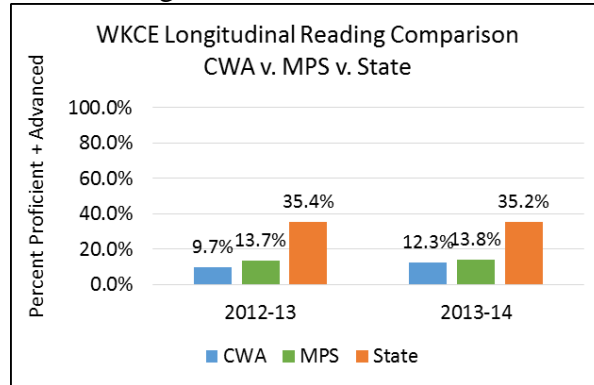


CWA’s WKCE achievement in both Reading and Math in 2013-14 surpassed that seen in the comparable MPS schools in the neighborhoods surrounding CWA.

Figure 8: Percent of Minority and Economically Disadvantaged Percentages of Students at the three comparable MPS Schools

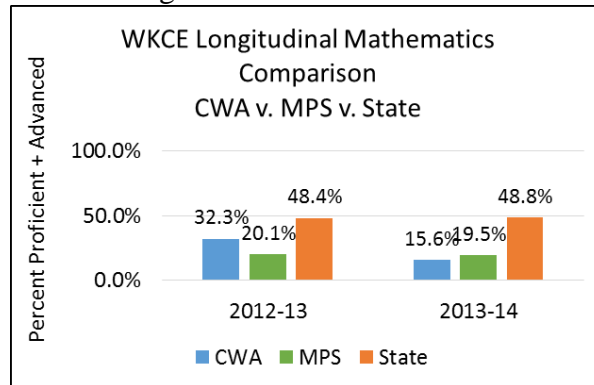
	CWA	Bryant	Grantosa Drive	Lancaster
% Minority	95.6%	95.7%	95.4%	96.4%
% Econ. Dis.	82.4%	92.6%	91.1%	92.0%

Figure 9: 2012-13 and 2013-14 WKCE Reading Results: CWA Compared to All MPS and Statewide Students in Grades 3 through 8



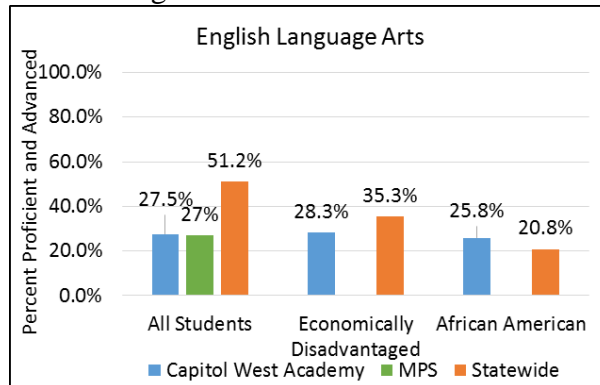
Although the percent of students scoring *Proficient and Advanced* at CWA increased between 2012-13 and 2013-14, CWA continued to lag behind both MPS and the State.

Figure 10: 2012-13 and 2013-14 WKCE Mathematics Results: CWA Compared to All MPS and Statewide Students in Grades 3 through 8



The percent of CWA students scoring *Proficient and Advanced* on the WKCE dropped between 2012-13 and 2013-14. In 2012-13, CWA had a higher percentage of students scoring *Proficient and Advanced* than MPS on the Mathematics WKCE. However, in 2013-14, the percent of CWA students scoring *Proficient and Advanced* on the Mathematics WKCE trailed behind both MPS and the State.

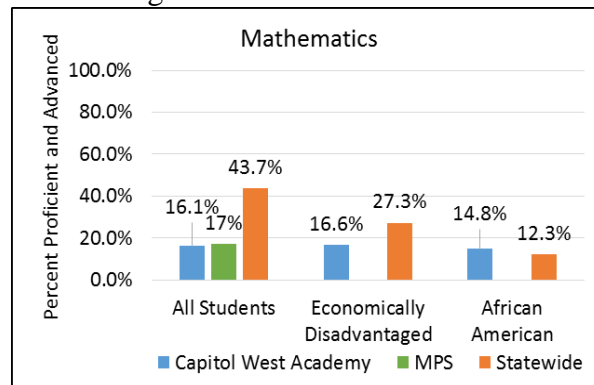
Figure 11: 2014-15 Combined Badger Exam/Dynamic Learning Maps (DLM) English Language Arts Results: CWA Compared to All MPS and Statewide Students in Grades 3 through 8, and to Statewide Economically Disadvantaged Students and Statewide African American Students



The WKCE was replaced in 2014-15 by the Badger Exam for students in Grades 3 through 8. In addition, the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) was replaced in 2014-15 by the Dynamic Learning Maps (DLM) assessment. Historically, the Office of Charter Schools has only reported WKCE results, and not WAA-SwD results. However, the only publicly available statewide and MPS data currently combines the Badger and DLM results, so we have done the same for our schools for an equitable comparison.

In addition, the percent of Economically Disadvantaged and African American MPS students scoring Proficient and Advanced is not yet publicly available, thus those bars are missing in Figure 11 shows that CWA had a higher percentage of students scoring Proficient and Advanced than MPS on the English Language Arts assessment. In addition, CWA had a higher percentage of its' African American students scoring Proficient and Advanced than all African American students statewide.

Figure 12: 2014-15 Combined Badger Exam/Dynamic Learning Maps (DLM) Mathematics Results: CWA Compared to All MPS and Statewide Students in Grades 3 through 8, and to Statewide Economically Disadvantaged Students and Statewide African American Students



The percentage of students scoring Proficient and Advanced was comparable to MPS. In addition, CWA had a higher percentage of its' African American students scoring Proficient and Advanced than all African American students statewide.

The University of Wisconsin-Milwaukee
Charter School Contract Renewal
School for Early Development and Achievement

EDUCATION COMMITTEE

Resolution I.1.c.(2):

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves the renewal of the charter school contract with the School for Early Development and Achievement, Inc., maintaining a charter school known as the School for Early Development and Achievement.

**UNIVERSITY OF WISCONSIN-MILWAUKEE
OFFICE OF CHARTER SCHOOLS
SCHOOL FOR EARLY DEVELOPMENT AND ACHIEVEMENT
CHARTER RENEWAL
PREPARED BY UW-MILWAUKEE**

BACKGROUND

The School for Early Development and Achievement, Inc., was awarded a five-year charter by the Board of Regents in December of 2000, and opened the School for Early Development and Achievement (SEDA) in the fall of 2001. The school was approved for a four-year renewal contract, which was executed July 1, 2006. SEDA, Inc., was again approved for a three-year contract in 2010 and the current four-year contract effective July 1, 2013 through June 30, 2017. The UWM Office of Charter Schools undertook an extensive review process that began with the submission of a renewal application by SEDA, Inc., in September of 2015, and the UWM Office of Charter Schools' Evaluation Committee site visit in November of 2015. The results of this review are detailed in the discussion below. The UW System Office of General Counsel reviewed the contract.

Based on the findings of the comprehensive review, the Office of Charter Schools at UW-Milwaukee, Provost Johannes Britz, and Chancellor Mark Mone recommend that the School for Early Development and Achievement, Inc., be granted a renewal charter to operate a public school known as the School for Early Development and Achievement.

REQUESTED ACTION

Adoption of Resolution I.1.c.(2), approving the renewal of the charter school contract with the School for Early Development and Achievement, Inc., to continue the operation of a public school known as the School for Early Development and Achievement, for three years effective July 1, 2017 until June 30, 2020.

DISCUSSION**School Profile**

SEDA is located at 2020 W. Wells Street in Milwaukee within the Milwaukee Center for Independence (MCFI) facility and was designed to provide early intervention services to students in grades 3K through 2nd who are at risk for school failure, with a special emphasis on children with early onset developmental disabilities. SEDA is committed to providing high-quality social service support to students and their families to promote independent living skills and academic achievement. SEDA is closely linked with the other programs and services provided by the Milwaukee Center for Independence (MCFI), its affiliates and other community partners. MCFI is the parent organization for SEDA and has a long tradition of leading the way in developing life-changing programs and services for people with special needs.

SEDA only serves students in grades K3 through 2nd, and enrollment for the 2014-15 school year was 814 students, with 35.8% of those students having special education needs. Another general student characteristic for the school is that 96.34% of the students qualified for

free/reduced lunch. Enrolled 4- and 5-year-old students are frequently family members of disabled students or students from the north side of Milwaukee whose parents have learned of the program based on word-of-mouth recommendations from the parents of students already enrolled.

Educational Program

All programs, curricula, staff training and expectations are centered on developmentally appropriate practices. The core reading and math curricula in grades K5 through 2nd are guided by the Common Core State Standards (CCSS), which define the essential skills and knowledge that children need to know in order to be college ready. Since the CCSS do not contain standards for preschool, SEDA uses the Wisconsin Model Early Learning Standards (WMELS)¹ to guide its K3/K4 program. All of the staff implements a developmental program that supports the students' physical, social and emotional needs; language and communication development; approaches to learning; cognition and general knowledge.

New reading and math curricula were implemented during the 2014-15 school year. Teachers received training in each curricular area and were coached by the Rowland Foundation² in implementing Superkids during the 2014-15 school year. Pearson's enVision math³ training in the curricula is continuing for the 2015-16 school year, and additional supports for students and staff are being provided by the school's occupational and speech therapist within the classrooms.

Another significant part of the educational program that SEDA has implemented is the MindUP™ (The Hawm Foundation 2011) curriculum. MindUP™ is a research-based training program for educators and children. This program is composed of 15 lessons based in neuroscience. Students learn to self-regulate behavior and mindfully engage in focused concentration required for academic success.

¹ The Wisconsin Model Learning Standards provide a common language and guidance for families, professionals, and policy makers around early childhood. - <http://dpi.wi.gov/sites/default/files/imce/fscp/pdf/ec-wmels-rev2013.pdf>

² Rowland Reading Foundation is a nonprofit organization created in 2003 by Pleasant Rowland for the purpose of improving reading instruction in the primary grades. The Foundation conducted extensive research into effective instruction in classrooms and developed the K-2 Superkids Reading Program for distribution to American schools. - <http://www.rowlandreading.org/>

³ *enVisionMATH* is a core curriculum for students in kindergarten through grade 6. The program helps students develop an understanding of math concepts through problem-based instruction, small-group interaction, and visual learning with a focus on reasoning and modeling - <http://www.pearsonschool.com/index.cfm?locator=PS2nU9&PMDbSiteId=2781&PMDbSolutionId=6724&PMDbSubSolutionId=&PMDbCategoryId=806&PMDbSubCategoryId=25741&PMDbSubjectAreaId=&PMDbProgramId=134781>

Faculty and Staff

All staff were considered highly qualified by the Wisconsin Department of Public Instruction, and staff received professional development on a regular basis around the following topics:

- Mindfulness
- Autism
- Pyramid Model
- New Teacher Mentoring
- Special Education
- Early Childhood Instruction and Indicators

During the 2013-14 school year, staff achieved a greater level of stability, allowing for needed consistency in the program. All the teachers were certified for the assignments they held, and three of the five teachers had been teaching for at least five years. With this stability and a staff that was committed to the program, staff were better equipped to provide support to students and families experiencing stressful situations outside of the school.

Governance and Leadership

Howard Garber currently serves as the President of the Board of Grantees, and the Grantees' board is ultimately responsible for all of SEDA's programs. Nicola Ciurro is currently the principal of the SEDA Charter School. The principal reports directly to the Grantees' board, and may not be a member of the Grantees' board. All school employees report to the principal, including such other administrators as may be appointed from time to time to ensure the coordinated operation of the school and its programs.

The school's administrative team consists of the school principal and the Vice Principal of Children's Programs. Due to the relationship between MCFI and SEDA, other MCFI employees provide support to the team in a variety of areas, including fund development, finance and human resources.

Financial Condition and Compliance

SEDA is in compliance with its audits, and overall remains financially sound. This program is sustained by the continued support of the Milwaukee Center for Independence to supplement the budget to make the program a reality. Realistically this program could not be replicated with the current levels of state and federal reimbursement used within the charter school model. Fiscal reporting for this program varies from year to year as to how MCFI will reimburse SEDA with some years showing a deficit and the following year reducing or eliminating the deficit due to contributions from MCFI. SEDA operations are governed by the MCFI internal control structure which is audited annually.

Legal and Contractual Requirements

All other legal and contractual compliance items required by the UWM Office of Charter Schools have been met by SEDA.

Academic Performance

SEDA administered the Northwest Evaluation Association's Measures of Academic Progress (MAP) in reading and math to students in 1st and 2nd grades in the fall, winter, and spring to quantify student achievement.

Results from the MAP test have been quite variable for the past four years. This is possibly due to turnover in both staff and leadership, as well as to curricular changes and the implementation of the Common Core State Standards. In general, the fact that 50% or more of the students are meeting or exceeding fall- to spring-growth averages indicates that students and the school as a whole are making progress as measured by MAP. The UWM Office of Charter Schools determined that there is room for SEDA to grow in this area, and it is expected that results will improve as the school moves into the second year of teaching the new curricula in both reading and math. Additionally, 2015-16 is the first year that SEDA will have separate classes for 1st and 2nd grade students, which may also lead to improved outcomes at both grade levels.

SEDA student progress data is not as robust as that found in the traditional K-8 charter schools authorized by UWM; however, basic information about progress is found in the measures expressed in the data dashboard. The data dashboard for SEDA is available in the attached document.

REQUEST FOR CHARTER RENEWAL FOR THREE YEARS

Recommendations for Improvement

Based on the review and analysis of the SEDA renewal application and observations during the renewal site visit, below are recommendations for improvement as suggested by the Office of Charter Schools' Evaluation Committee on November 9, 2015:

1. Increase the quantity and use of technology in classrooms.
2. Develop a clear process to work with parents on school transition and selection for top grade students.
3. Create partnerships with schools that students attend after SEDA to monitor students' progress.
4. Review its traditionally-developing student academic expectations to ensure that students have adequate skills for transition to 3rd grade.

SEDA must ensure all of the above recommendations are addressed as goals or within its strategies outlined for student improvement in its Accountability Plan submitted to the Office of Charter Schools by September 1st of each year.

RECOMMENDATION

The three-year contract recommendation from the UWM Office of Charter Schools' Evaluation Committee is based on the need for SEDA to expand its academic data collection and the need to demonstrate curricular achievement, both of which have been continuing challenges for SEDA. The Evaluation Committee saw no clear targets to measure the school's academic success, but saw evidence to show that the school is meeting a need for the students and families

it serves. The uniqueness of the SEDA model was considered in the Performance Framework, which includes local measures specifically for SEDA as well as those used for other schools.

Based on the findings and recommendations of the UWM Office of Charter Schools' Evaluation Committee, the Office of Charter Schools at UW-Milwaukee, Provost Britz and Chancellor Mone recommend that the renewal of the charter for the School for Early Development and Achievement be approved by the Regents for a three-year contract renewal beginning on July 1, 2017, and ending on June 30, 2020. During that time period, SEDA should address the recommendations made in this report and continue to comply with all legal and contractual requirements.

RELATED REGENT POLICIES

N/A

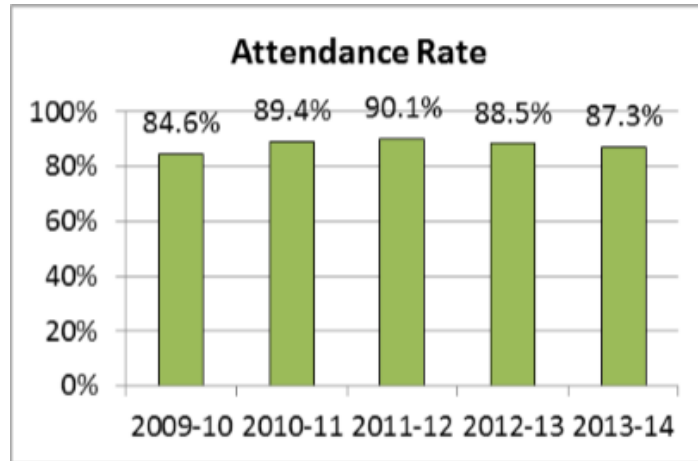
School for Early Development & Achievement (SEDA) Data Dashboard

Figure 1: Enrollment and Demographics

Enrollment & Demographics			
	2012-13	2013-14	2014-15
Total Enrollment	75	81	81
% ELL	0.0%	0.0%	0.0%
% Economically Disadvantaged	88.0%	96.3%	96.3%
% Special Education	32.0%	34.6%	35.8%
% Hispanic	8.0%	8.6%	6.2%
% Black	89.3%	87.7%	84.0%
% White	0.0%	3.7%	4.9%

The overall enrollment remains consistent with SEDA continuously serving a high percentage of students who are economically disadvantaged, minority, and Special Education.

Figure 2: Student Attendance



A school's attendance rate is a marker of school success that is related to academic performance. The student attendance rate at SEDA is lower than the average of roughly 95% for elementary schools statewide.

Figure 3: Wisconsin Department of Public Instruction (DPI) School Report Card Results

DPI School Report Card Results		
Year	Overall Score	Overall Rating
2011-12	NA	Not Rated
2012-13	NA	Not Rated
2013-14	Alternate Rating	Satisfactory Progress

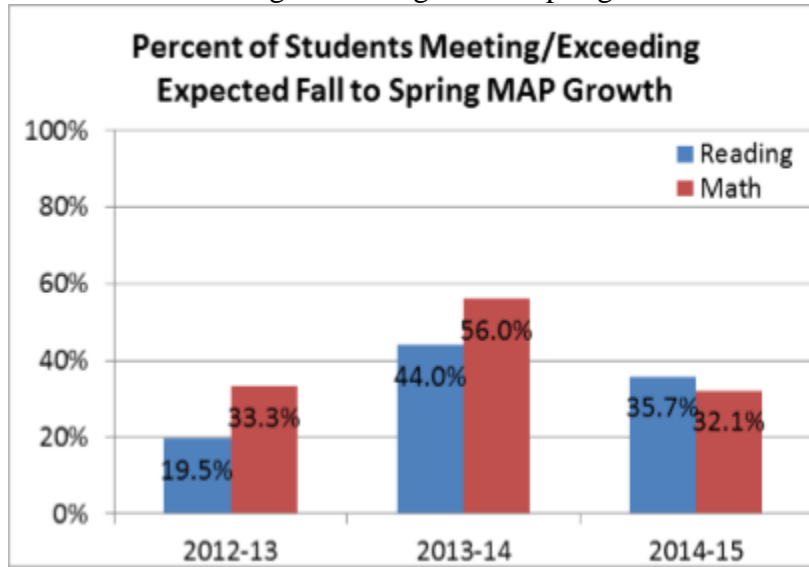
In 2011-12 and 2012-13, SEDA was not rated. Schools are listed as *Not Rated* when DPI doesn't have enough data to determine an accountability score and category. SEDA specifically did not receive a rating because they serve students in grades K4 through 2 and the state achievement testing system, on which the School Report Card is based, starts in grade 3.

In 2013-14, however, DPI implemented an Alternate Accountability system for schools with fewer than 20 students enrolled in tested grades, schools without tested grades, schools serving exclusively at-risk students, new schools, and K-2 schools without a direct feeder pattern. Since SEDA does not have tested grades, they qualified for the new Alternate Accountability system.

In the Alternate Accountability system, schools can either receive a rating of *Alternate Rating – Satisfactory Progress* or *Alternate Rating – Needs Improvement*. This determination is made based on a form that the school submits to DPI indicating their Reading/English Language Arts Academic Achievement goal and outcomes, their Mathematics Academic Achievement goal and outcomes, and their On-Track for Success/Other Indicator goal and outcomes.

SEDA indicated that increasing social and emotional growth and executive functioning skills was their On-Track for Success/Other Indicator. In all three areas, SEDA indicated that their outcomes met their goals, and therefore they received an Alternate Rating of Satisfactory Progress from DPI in 2013-14. There was and will be no School Report Card in 2014-15.

Figure 4: Percent of Students Meeting/Exceeding Fall to Spring MAP¹



SEDA has experienced some variability in the percentage of students meeting their Fall to Spring MAP growth targets over the past 3 years. In 2012-13, SEDA tested 45 K5, Grade 1, and Grade 2 students. In 2013-14 and 2014-15, SEDA tested 25-28 Grade 1 and Grade 2 students.

Due to the low numbers of students tested, there is more variability in the results than typically seen in other schools. The UWM Office of Charter Schools has set the target at 50% of students meeting or exceeding their Fall to Spring growth targets.

¹ Measures of Academic Progress® (MAP®) creates a personalized assessment experience by adapting to each student's learning level—precisely measuring student progress and growth for each individual. - See more at: <https://www.nwea.org/assessments/map/#sthash.ki9UKwWt.dpuf>

The University of Wisconsin-Milwaukee
Charter School Contract
United Community Center Acosta Middle School

EDUCATION COMMITTEE

Resolution I.1.c.(3):

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves the charter school contract with United Community Center, Inc., maintaining a charter school known as United Community Center Acosta Middle School.

**UNIVERSITY OF WISCONSIN-MILWAUKEE
OFFICE OF CHARTER SCHOOLS
APPROVAL OF UNITED COMMUNITY CENTER ACOSTA MIDDLE SCHOOL
PREPARED BY UW-MILWAUKEE**

BACKGROUND

The University of Wisconsin (UWM) Office of Charter Schools, together with the UWM Office of Charter Schools' Application and Review Committee, undertook an extensive review process which included an in-depth analysis of the United Community Center Acosta Middle School prospectus and application, and a formal interview. The United Community Center, Inc., is a comprehensive social service agency serving the families of Milwaukee's south side. The organization's programs range from education to elder care. Its ever-expanding range of programs and services remains a vital and important part of life to many Hispanics and south side residents. Based on the findings of the comprehensive review, the Office of Charter Schools at UW-Milwaukee, Provost Johannes Britz, and Chancellor Mark Mone recommend the United Community Center (UCC), Inc., be granted a charter to operate a public school known as the UCC Acosta Middle School. The UW System Office of General Counsel has reviewed the contract.

REQUESTED ACTION

Adoption of Resolution I.1.c.(3), approving the charter school contract with the United Community Center (UCC), Inc., to operate a public school known as the UCC Acosta Middle School, effective July 1, 2016, for a period of five years, until June 30, 2021.

DISCUSSION**School Profile and Design**

The mission of the UCC Acosta Middle School, as a college preparatory charter school with a technology and trades-focus, is to create an environment that fosters "high expectations, hard work, and strong parental involvement" that will lead every student to rigorous high schools and colleges, and equip students with skills to be competitive in dynamic future job markets.

The proposed school will serve a minimum of 50 students in 6th grade during the initial year, aiming to expand to 250 students in grades 6th – 8th over the term of the five-year contract. The UCC Acosta Middle School will be located at 615 W. Washington Street in Milwaukee, Wisconsin. The facility is owned by UCC and will be renovated to accommodate the UCC Acosta Middle School.

Educational Program

The UCC Acosta Middle School will be a college preparation school, with a specialized focus on introducing students to technology (engineering, computer coding/programming, etc.) and trades (carpentry, electrical, etc.). To promote high expectations, creative learning, and dedication to academic excellence, the school will offer intellectual tools and resources necessary for student achievement. This will include a rigorous curriculum, regular assessments, interventions, 21st century technology and skill development, and extended learning through

after-school/summer school programs. The cornerstone of the curriculum will be based on the Common Core State Standards, the College Readiness Standards of ACT's Educational Planning Assessment System (EPAS), and the Next Generation Science Standards¹. English/Language Arts teachers will use Literature Circles, Step Up to Writing curriculum, Writers Workshop and the 40-book challenge. Math classes will use Saxon math² curriculum through a Flipped Classroom format. Science/STEM classes will be implemented through the Foss Science curriculum³ and Project Lead the Way⁴ curriculum. Social Studies classrooms will focus on debates and discussions to analyze American Government and Civics, once students have a foundation in American History and Geography.

Students will also benefit from many UCC youth programs that provide academic interventions and tutoring, promote goal setting, develop leadership skills, and career and college readiness. These youth programs include the After School Achievement and Summer Academic Programs that provide homework help and academic enrichment to all students in addition to intensive tutoring services for struggling students; the Pre-College Program that exposes middle school students to higher education/career readiness opportunities; and the All Stars Program that teaches middle school students to abstain from risky behaviors, set goals for their future, and work to fulfill their fullest potential. UCC also has several partnerships with area universities that prepare middle school students for careers in health and medical science, and engineering, and provide students direct entrance to these universities upon high school graduation.

Demographics and Student Recruitment Plan

It is anticipated that a majority of the students will come from neighborhoods on the south side of Milwaukee, with high concentrations of Latinos, and that tend to be areas dominated by low-income and first-generation families. The expected demographics are very similar to the population of students that are currently served at the UCC Bruce-Guadalupe Community School (BGCS). BGCS is a high-performing UWM-authorized charter school, which is also governed by the UCC Board of Directors. The Board of Regents approved a renewal contract for BGCS in 2013. Annually, BGCS has a wait list, so it is likely that Acosta Middle School will serve a portion of those students who are not admitted to BGCS in the middle school grades due to few enrollment openings.

The UCC Marketing Department will execute marketing efforts which include local and national media recognition, newsletters and correspondence to UCC clients and the general community, special events that highlight UCC programs, a website and social media sites that

¹ NGSS Lead States. 2013. *Next Generation Science Standards: For States, By States*. Washington, DC: The National Academies Press.

² <http://www.hmhco.com/shop/education-curriculum/math/saxon-math>

³ FOSS is a research-based science program for grades K–8 developed at LHS with support from the National Science Foundation and published by Delta Education.

⁴ <https://www.pltw.org/our-programs>

are kept up to date and many other marketing methods. In addition, UCC will hire an Enrollment Specialist in charge of all UCC school enrollment efforts working closely with the Marketing Department in a public enrollment campaign to increase UCC schools' visibility among area parents. Community outreach efforts will include distribution of enrollment information at area elementary schools and other public and private schools, as well as other planned enrollment events.

Assessment

Student academic progress will be measured and monitored through the state standardized test, Forward Exam, as well as the Measure of Academic Progress (MAP) assessment, and school progress reports. Since the school places a specific emphasis on creative learning, student achievement will also be assessed through projects and portfolios. Students will also be provided with an extended school year through a five-week summer school program that includes a half-day of academics.

Governance and Leadership

The governance of the school will involve three entities: the UCC Board of Directors, the Education Committee of the Board of Directors, and a Parental Involvement Committee. The Education Committee of the Board of Directors includes the principals of BGCS and Acosta Middle School, one to two members of the UCC Executive Board, and four parent representatives and/or community members.

The Education Committee of the Board of Directors is responsible for reviewing and providing recommendations for achievement of educational development for the school and its students. The Executive Committee of the UCC Board of Directors recommends strategic direction, approves school policies and significant changes in teacher contracts, oversees the hiring of school administrators, and develops ways and means to achieve long-range goals.

The United Community Center Acosta Middle School Charter Contract

The contract negotiated by the Office of Charter Schools at UW-Milwaukee with UCC, Inc., meets all requirements of the UW-Milwaukee model charter school contract. UCC, Inc., is prepared to operate the UCC Acosta Middle School in accordance with all applicable state and federal requirements for charter schools.

RELATED REGENT POLICIES

N/A

The University of Wisconsin-Milwaukee
Charter School Contract
Penfield Montessori Academy

EDUCATION COMMITTEE

Resolution I.1.c.(4):

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves the charter school contract with Penfield Montessori Academy, Inc., maintaining a charter school known as Penfield Montessori Academy.

**UNIVERSITY OF WISCONSIN-MILWAUKEE
OFFICE OF CHARTER SCHOOLS
APPROVAL OF PENFIELD MONTESSORI ACADEMY
PREPARED BY UW-MILWAUKEE**

BACKGROUND

The University of Wisconsin-Milwaukee (UWM) Office of Charter Schools, together with the UWM Office of Charter Schools' Application and Review Committee, undertook an extensive review process which included an in-depth analysis of the Penfield Montessori Academy prospectus and application, and an interview. Based on the findings of the comprehensive review, the Office of Charter Schools at UW-Milwaukee, Provost Johannes Britz, and Chancellor Mark Mone recommend Penfield Montessori Academy, Inc., be granted a charter to operate a public school known as Penfield Montessori Academy. The UW System Office of General Counsel has reviewed the contract.

REQUESTED ACTION

Adoption of Resolution I.1.c.(4), approving the charter school contract with Penfield Montessori Academy, Inc., to operate a public school known as Penfield Montessori Academy, effective July 1, 2016, for a period of five years, until June 30, 2021.

DISCUSSION**School Profile and Design**

Penfield Montessori Academy (PMA) will initially be located within the Penfield Children's Center facility located at 833 N. 26th Street in Milwaukee, Wisconsin. Penfield Children's Center (PCC) was established in 1967 as a not-for-profit Montessori School to serve the needs of children with developmental and physical disabilities and delays. PCC currently provides early education, social services, therapy, family programs, behavioral health and nursing care for children with physical and developmental disabilities, as well as typically-developing children, during the critical period of brain development that occurs between birth and age six.

The creation of PMA will address the concerns of current PCC parents, in addition to other families in the charter school's attendance area, regarding adequate school options for their children. Additionally, PMA will leverage PCC's highly successful holistic approach to learning so the children served will thrive in a K-8 Montessori school. PMA will nurture the academic development and success of typically-developing children, alongside those with delays and/or disabilities.

PMA will serve 340 children when fully implemented; however, the first-year enrollment will be 69 students in grades K4 and K5, adding one grade each year. PMA will foster an inclusive environment in which children with and without disabilities learn and grow together. Guided by the philosophy of Maria Montessori and using a full-inclusion education model, PMA will create a rich and challenging environment which will ensure each child realizes his or her fullest potential – academically, emotionally, physically and socially – in a

safe, supportive and culturally-diverse setting. PMA will make a concerted effort to provide a setting in which children who are living in poverty, members of minority groups, and those with disabilities and delays, have an opportunity to close the achievement gap. PMA's educational philosophy is rooted in the Montessori philosophy of supporting independent learning based on each child's interests and abilities. Multi-age classrooms will promote long-term relationships and collaboration skills, while still being responsive to individual learning styles and allowing children to learn at their own pace.

Educational Program

By using the Montessori approach to education, all students will have the opportunity to learn and thrive in a diverse environment that promotes academic and social skills. Other essential elements of the PMA educational program include Individualized Learning Plans (ILP) for all students and Individualized Educational Plans (IEP) for qualifying students; a focus on literacy as communication; and creating connections between school, home and community.

Teachers will use reliable assessments to inform and individualize beginning literacy instruction. These literacy tools will be used to communicate knowledge and understanding in all content areas and life situations. Learning to read and write visual texts will start with the earliest learners in their earliest environments and continue throughout their PMA experience, receiving special emphasis in all academic areas.

The classroom environments will embody a child-centric, constructivist approach to education. Each multi-age classroom will be led by a Montessori-trained adult of the appropriate learning level and will include a full set of Montessori materials.

Demographics and Student Recruitment Plan

PCC and PMA are taking a "cradle to 8th grade" approach to education. The UWM Office of Charter Schools believes that beginning with children entering PCC's existing Birth-to-Three and Early Education and Care programs, as well as Early Head Start and Head Start with Acelero Learning, PCC staff will manage to engage families in a culture of success that will continue at PMA. Additionally, staff will also conduct neighborhood canvassing and outreach with community partners such as Guadalupe Head Start, Avenues West, Midtown Neighborhood Association, UNCA-Milwaukee organizations, Walnut Way, local churches, Marquette University, and Children's Hospital of Wisconsin community programs to encourage referrals. PMA will take advantage of its affiliation with the Montessori community to conduct outreach. PCC and PMA staff will also explore creative and innovative measures to recruit and retain students for this academic model.

Assessment

PCC currently utilizes the Wisconsin Model Early Learning Standards (WMELS) as a guide for the developmental expectations of children served by the Early Education and Care Program from birth to age 8. The expectations set by the WMELS are an integral part of the standards outlined in the Common Core State Standards for children in kindergarten through grade 12.

PMA will align its math, language arts, science and social studies curricula, as well as its instructional practices, from early childhood through middle school grades. The school-wide focus on literacy aligns with the Common Core standards for literacy across all subjects.

Further, PMA will administer the Phonological Awareness Literacy Screening (PALS) testing for kindergarten students in compliance with the Wisconsin Department of Public Instruction's standards to ensure resources are appropriately targeted to each child.

In addition to guiding the educational development of students in accordance with the Common Core State Standards, PMA will adhere to the Wisconsin science, social studies, technology, and arts standards. The Individual Learning Plans (ILP) and Individualized Educational Plans (IEP) for students at PMA will include academic goals related to the established learning expectations for each student's grade and/or developmental level.

Governance and Staffing

The President and C.E.O. of Penfield Children's Center, who reports to the Penfield Children's Center Board of Directors, will have responsibility for the school and all other programs operated by Penfield Montessori Academy until a Governance Board for Penfield Montessori Academy is appointed. The Governance Board will have four officers: president, vice president, secretary, and treasurer.

During the school's operation, the Head of the School will supervise teachers and other school staff. The principal will be responsible for all aspects of the school operation, including the delivery of academic programs during the school day and before and after school programming.

Administrative services will be provided by Penfield Children's Center through an agreement (the "Service Agreement") that will be jointly agreed upon by the Penfield Montessori Academy governance board and the President of Penfield Children's Center and approved by the UWM Office of Charter Schools prior to execution.

The Penfield Montessori Academy Charter Contract

The contract negotiated by the UW-Milwaukee Office of Charter Schools with Penfield Montessori Academy, Inc., meets all requirements of the UW-Milwaukee model charter school contract. Penfield Montessori Academy, Inc., is prepared to operate Penfield Montessori Academy in accordance with all applicable state and federal requirements for charter schools.

RELATED REGENT POLICIES

N/A

The University of Wisconsin-Milwaukee
Charter School Contract
Stellar Collegiate Charter School

EDUCATION COMMITTEE

Resolution I.1.c.(5):

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves the charter school contract with Stellar Collegiate, Inc., maintaining a charter school known as Stellar Collegiate Charter School.

**UNIVERSITY OF WISCONSIN-MILWAUKEE
OFFICE OF CHARTER SCHOOLS
APPROVAL OF STELLAR COLLEGIATE CHARTER SCHOOL
PREPARED BY UW-MILWAUKEE**

BACKGROUND

The University of Wisconsin (UWM) Office of Charter Schools, together with the UWM Office of Charter Schools' Application and Review Committee, undertook an extensive review process which included an in-depth analysis of the Stellar Collegiate Charter School prospectus and application, and a formal interview. Based on the findings of the comprehensive review, the Office of Charter Schools at UW-Milwaukee, Provost Johannes Britz, and Chancellor Mark Mone recommend Stellar Collegiate, Inc., be granted a charter to operate a public school known as Stellar Collegiate Charter School. The UW System Office of General Counsel has reviewed the contract.

REQUESTED ACTION

Adoption of Resolution I.1.c.(5), approving the charter school contract with Stellar Collegiate, Inc., to operate a public school known as Stellar Collegiate Charter School, effective July 1, 2016, for a period of five years, until June 30, 2021.

DISCUSSION**School Profile and Design**

Stellar Collegiate Charter School will be located at 1115 S. 7th Street, on the near south side in Milwaukee, Wisconsin. The school will open with students in grades K4 and K5, adding a grade each year through fifth grade.

The mission of Stellar Collegiate Charter School is “through rigor, structure, and joy, Stellar Collegiate Charter School places every child on the path to college and equips all kindergarten to fifth grade students to succeed in middle school, gain access to selective high schools, and create futures bright with opportunity.” To ensure that students at Stellar Collegiate are receiving a high-quality education, four unique characteristics of Stellar Collegiate are incorporated to ensure the academic success of every student, all informed by research. The four characteristics are: (1) extended and prioritized time, (2) a slow growth model, (3) blended learning, and (4) teacher specialization.

Extended and Prioritized Time

The school day will begin at 8:00 a.m. and finish at 4:00 p.m. for every student. By offering a longer school day, students will be provided with more time to focus on closing the achievement gap. The school will spend 45% more time on literacy weekly than the Wisconsin Department of Public Instruction suggests in K4 through Grade 3, and 55% more in Grades 4 and 5. By investing more time, the school will ensure that all students are confident readers and writers by Grade 3, and increase the sophistication of their literacy skills in Grades 4 and 5.

The Slow Growth Model

Stellar Collegiate proposes opening with an initial enrollment of 140 students in grades K4 and K5. Utilizing a slow growth model of adding one grade each year, enrolling new classes of K4 students annually will allow the strategic development of curriculum, assessment and culture, along with the critical implementation of a targeted professional development plan for the teachers, focused on students' academic and social needs and the instructional demands at each grade level.

Blended Learning

To maximize small group instruction and time spent on targeted support, Stellar Collegiate intends to implement a blended learning model in literacy and math and content classrooms. Blended Learning will consist of a block of time daily in which students are engaged with classroom-based, adaptive online learning programs that deliver engaging and targeted instruction and practice, while another group of students works in a small group with their teacher. Groups will rotate through online learning, small group teaching, and, in the case of math, independent work.

Teacher Specialization

Stellar Collegiate will have teachers specializing in their content areas beginning in K4. By having teachers focus planning, professional development, and teaching around literacy or math and other content areas (i.e., social studies and science), the school provides the time and space for teachers to master their craft and pass their increased expertise onto the instruction students receive daily.

Educational Program

Over the course of the kindergarten to fifth-grade education, students at Stellar Collegiate will build a strong foundation of basic literacy and math skills, while also developing their written voice and the ability to argue an academic point citing evidence from various texts, engaging in the scientific method to prove or disprove their hypotheses, understanding the world around them through the lens of history, economics, and social sciences, and engaging in various artistic and musical pursuits¹.

Common Core State Standards, Next Generation Science Standards, the Wisconsin Model Early Learning Standards, and the Wisconsin Model Academic Standards for Social Studies serve as the starting point for all of our curricular mapping. The School Director completes curriculum maps for all grades and subjects prior to the start of each year, which teachers use as a road map for the year's instruction. The school uses rigorous standards-based curricula, such as Engage NY Math to provide teachers with a starting point for daily lesson planning that can be tailored to meet the needs of their specific students. Progress reports and report cards are standards-based, so that families are given a clear sense of where students are in regards to standards-based mastery. Four annual Data Days give teachers a chance to step back and identify class and individual strengths and areas for growth within the standards for their

¹ Paquette, Kelli, "Using Music to Support the Literacy Development of Young English Language Learners," *Early Childhood Education Journal* 36, August 2008, (3) pages 227-232.

grade, and create intervention plans to ensure students master rigorous content by the end of each year.

Demographics and Student Recruitment Plan

Stellar Collegiate will work to achieve a population of students that mirrors that of schools in the surrounding area. Examining the existing student population of schools within the area, it is anticipated that its student population will be largely economically disadvantaged, with significant populations of English Language Learners and students with disabilities.

Partnerships have been created with various schools and other community organizations which have agreed to support the recruitment efforts of Stellar Collegiate in numerous ways. The school has also chosen to focus efforts around ways to access low-income families (i.e., the WIC clinic and Food Bank) to ensure Stellar Collegiate is attracting the type of students for which it was designed.

Additionally, members of the Stellar Collegiate founding team have gone door-to-door in the target community to engage with local families and share informational flyers about the school. Weekly information sessions have taken place at local libraries and community centers to provide a consistent venue for families wishing to learn more about the school. Finally, Stellar Collegiate will look to employ at least two college interns in the spring and summer of 2016 to support direct canvassing and outreach efforts in the months leading up to the first day of school at Stellar Collegiate.

Assessment

Each lesson is designed with clear end-of-year student goals, a comprehensive view of current learning, and strategic benchmarks that connect the two. For students with special needs or for English Language Learners (ELL), Stellar Collegiate has created a very detailed assessment program that supports the rapid identification of areas where students may need more support, and learning strengths that can be leveraged. This data will be used to (1) place students in small groups for targeted instruction, (2) develop tailored lesson plans and guide targeted interventions, and (3) support the creation of differentiated assignments and homework as needed.

Prior to the start of the school year, Stellar Collegiate staff will conduct a diagnostic assessment of each student using the Strategic Teaching and Evaluation of Progress (STEP)² assessment system to measure instructional and independent reading levels and the nationally-normed Northwest Education Association Measures of Academic Progress (NWEA MAP) assessment to measure initial literacy and math proficiency. Results from these diagnostics will provide a benchmark against which the staff will measure student progress and inform instructional planning. Stellar Collegiate will administer required state assessments to students in all tested grades.

² The STEP assessment is used in all of the highest-performing elementary schools. STEP is a developmental literacy assessment, instructional tool, and data management system that defines the pathway and tracks the progress of pre-Kindergarten through third grade students as they learn to read using research-based milestones.

Governance and Leadership

The Stellar Collegiate Board of Directors will serve as the governing body of the Stellar Collegiate Charter School. The control and governance of Stellar Collegiate is vested in the Board, and all management decisions will be delegated to the School Director who will report to and be evaluated by the Board. The School Director will function as an Executive Director, responsible for organizational and financial health and as the Principal of the school, ensuring that staff have been properly trained and supported, and that students are making progress.

The Board of Directors will also hire a Manager of Operations and an Outreach and Office Manager. Together with the School Director, these three roles will constitute the school's leadership team for the first two years of operation. Additionally, the Stellar Collegiate Board of Directors has an agreement with the Milwaukee College Preparatory Charter School to provide finance, accounting, and compliance reporting support.

The Stellar Collegiate Charter School Charter Contract

The contract negotiated by the UW-Milwaukee Office of Charter Schools with Stellar Collegiate, Inc., meets all requirements of the UW-Milwaukee model charter school contract. Stellar Collegiate, Inc., is prepared to operate the Stellar Collegiate Charter School in accordance with all applicable state and federal requirements for charter schools.

RELATED REGENT POLICIES

N/A

**UNIVERSITY OF WISCONSIN SYSTEM
PROGRAM PLANNING, REVIEW, AND ARRAY MANAGEMENT
2014-15 ANNUAL REPORT**

BACKGROUND

At the February meeting of the Education Committee, Associate Vice President Stephen H. Kolison, Jr., will be presenting the 2014-15 UW System academic program array data and offer his analysis of the program planning and review processes used by UW institutions and UW System Administration in fulfillment of Regent Policy. The report with supporting data follows this document.

REQUESTED ACTION

For information.

DISCUSSION

The goals of systemwide array management are to offer appropriate academic degree programs to meet student, community, state, and employer demand; minimize unnecessary duplication of programs; and offer programs effectively and cost-efficiently. Section 36, Wis. Stats., (available at <http://docs.legis.wisconsin.gov/statutes/statutes/36>), codifies responsibilities for systemwide array management, such as monitoring academic quality, establishing and maintaining access to educational programs, and providing instructions for all actions related to program planning, delivery, approval, and review. Regent Policy Document (RPD) 4-12, Academic Program Planning, Review, and Approval in the University of Wisconsin System (available at <https://www.wisconsin.edu/regents/policies/academic-program-planning-review-and-approval-in-the-university-of-wisconsin-system/>) outlines the program planning framework.

University of Wisconsin System (UW System) Academic Information Series (ACIS) 1.0, revised in February 2016, elaborates on RPD 4-12 and guides the University of Wisconsin System Administration (UWSA) and UW institutions in operationalizing all activities related to systemwide array management. ACIS 1.0 provides detailed guidance on array management actions, including approvals of program suspensions, delivery methods, and individual and lateral program reviews, as well as other required reporting and approval items at the Board of Regents or System level (e.g., revisions to institutional missions, establishments of new colleges or schools, and the extension of programs to other sites, including international sites).

RELATED REGENT POLICIES

Regent Policy Document (RPD) 4-12, Academic Program Planning, Review, and Approval in the University of Wisconsin System.

UNIVERSITY OF WISCONSIN SYSTEM
PROGRAM PLANNING, REVIEW, AND ARRAY MANAGEMENT
2014-15 ANNUAL REPORT

INTRODUCTION

Students choose to attend institutions in the University of Wisconsin System to obtain a high-quality education. A central consideration in their choosing the UW System is rooted in the range and quality of academic degree programs offered. It is for this reason that the establishment of high-quality programs is one of the most important endeavors undertaken by the UW System. Because the Board of Regents (Board) is the entity with the statutory responsibility to officially establish programs at each of the UW institutions, the Board has, among its most important functions, the authorization of academic degree programs.

Each year, UW System’s Academic Programs and Educational Innovation (APEI) reports to the Board on matters or actions related to the establishment, suspension, or elimination of programs. This report presents

a broad picture of the UW System’s program array for planning and accountability.

In light of the importance of the work relating to the establishment of programs, this year’s report puts in closer focus the process by which programs are established within the UW System. The report will discuss the overall approach for establishing programs and the roles of the UW institutions, the UWSA, and the Board. The UWSA intends to deepen the understanding of the Board and the UW System as to the extent of the effort and the degree of care that goes into establishing programs in ways that achieve relevance, efficiency, and cost effectiveness. In addition, this report provides a summary of program planning, review, and array management actions that were undertaken across the UW System during the period July 2014 to June 2015.

ROLES OF THE UW INSTITUTIONS, THE UW SYSTEM ADMINISTRATION, AND THE UW BOARD OF REGENTS IN THE ESTABLISHMENT OF ACADEMIC DEGREE PROGRAMS

The UW Institutions

Chapter 36, Wis.Stats., delineates specific roles for Chancellors and faculty in academic degree program planning. The Chancellors of the UW institutions, in consultation with their faculties, are responsible for overseeing the design of curricula congruent with their distinct missions, setting degree requirements, determining academic standards, instituting criteria for eliminating and suspending programs, and establishing grading procedures. The faculty of each institution maintains the primary

responsibility for academic and educational activities.

Each UW institution appoints a program planning liaison in the institution’s Provost’s Office, who is typically an Associate Provost and familiar with institutional and system program planning and review processes. Among their chief responsibilities, these liaisons are responsible for communicating all UWSA and Board rules and policies to their institution’s

constituents, screening and finalizing all written and supporting materials in accordance with UWSA and Board policies and formats, and acting as the main contact for all actions regarding ACIS 1.0.

The UW System Administration

The UWSA is responsible for managing the UW System’s academic degree program array in alignment with Board policy. Management of the program array entails a number of critical activities: consulting with the UW institutions in the planning of new programs; monitoring and analyzing the current program array, including degree productivity, distance delivery offerings, and modes of delivery; working with the UW institutions in identifying gaps in the current program array to address changing and emerging workforce and societal needs; and supporting the Board and the UW institutions in bringing new programs to the Board for approval. The President currently delegates this work to the Office for Academic and Student Affairs (ASA). The Associate Vice President for APEI, UWSA staff, and the UW institutions work collaboratively to ensure the development and implementation of high-

quality programs. APEI develops and implements broad guidelines and specific criteria, priorities, analyses, and procedures for comprehensive program planning and review decisions.

The Board of Regents

Chapter 36, Wis. Stats., gives the Board the authority to “ensure the diversity of quality undergraduate programs.” In fulfilling this statutory role, the Board has oversight over the UWSA and the UW institutions “to ensure that these entities meet their respective roles and responsibilities.” As a steward of the UW System’s overall resources, the Board is also responsible for ensuring a balance between access to education and cost effectiveness in the development and maintenance of programs. The Board requires the UWSA and the UW institutions to follow the specific principles, guidelines, and practices described in RPD 4-12. New academic degree program proposals must be submitted, at the recommendation of the President of the UW System, to the Board for approval and must be approved by the Board prior to implementation.

**PROCESSES FOR ESTABLISHING
NEW ACADEMIC DEGREE PROGRAMS**

The establishment of an academic degree program at a UW institution begins with the faculty. The institutional process begins with the Notice of Intent. It should be noted that there are variations in the process used by the institutions in developing new programs. The variations depend on the

culture of the institution. The subsequent two figures summarize the planning process that is utilized by the UW institutions and the process utilized by the UWSA in reviewing proposed programs and recommending appropriate actions.

Figure 1: The institutional process for developing a Notice of Intent for a new academic degree program

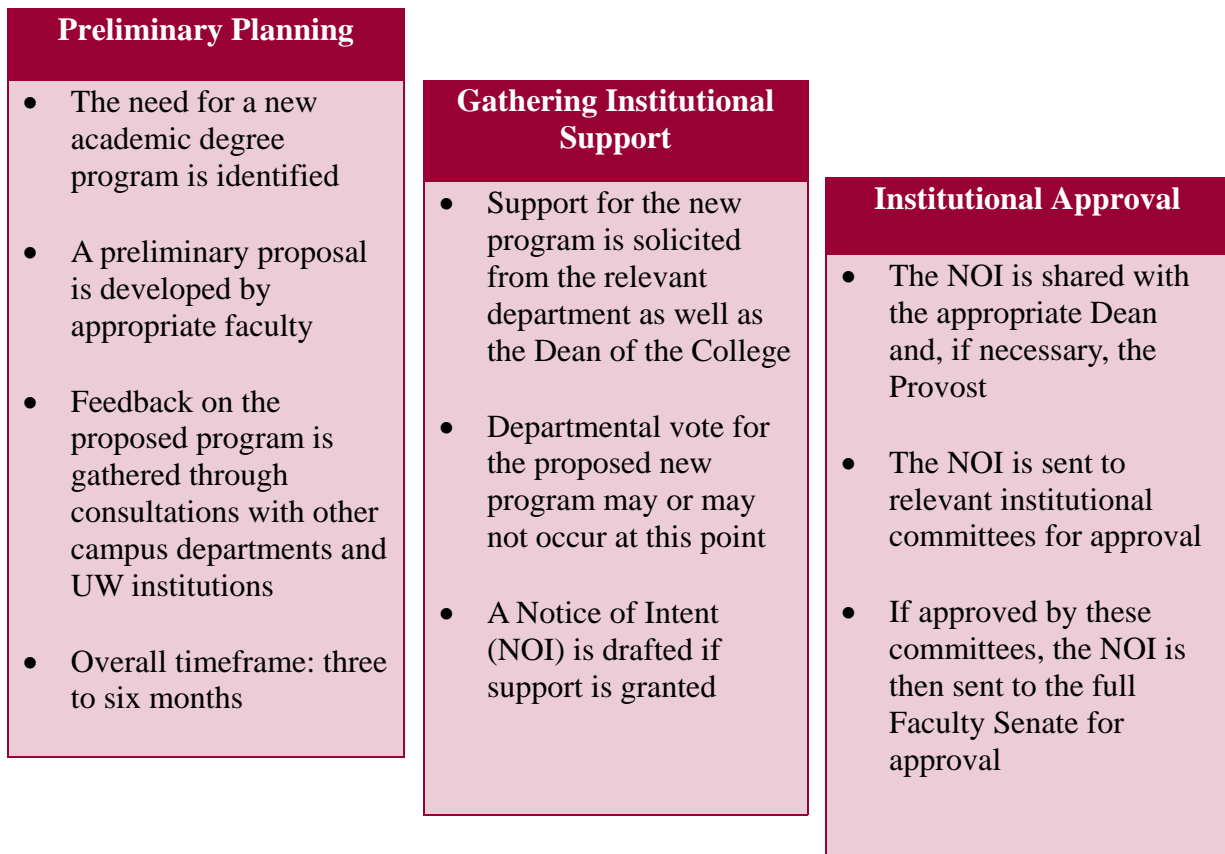
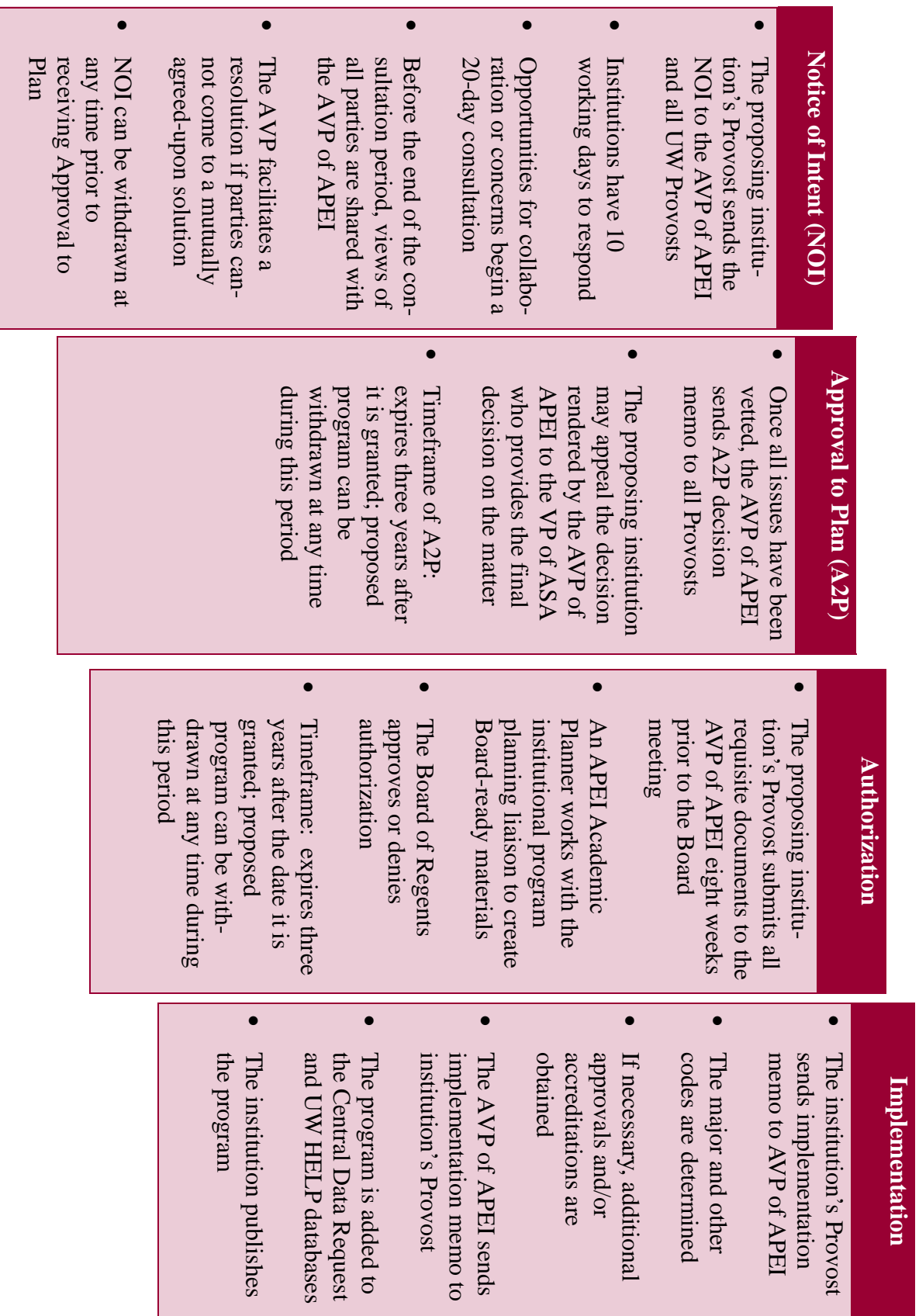


Figure 2: Academic degree program review and approval process at UW System



THE ARRAY

The UW System's systemwide array consists of associate, baccalaureate, master's, doctoral, and professional degrees. Associate Degrees are conferred by the University of Wisconsin Colleges (UW Colleges) via its 13 two-year institutions. Nine comprehensive institutions also confer Associate Degrees.

Excluding the Associate Degrees, as of June 30, 2015, the systemwide array consisted of 1,237 bachelor's, master's, doctoral, and professional programs offered by

the two doctoral and 11 comprehensive institutions. In addition, UW Colleges offered the Bachelor of Applied Arts and Sciences (B.A.A.S.) degree. Baccalaureate degrees accounted for 60 percent of the systemwide array, whereas master's and doctoral degrees accounted for 28 percent and 11 percent, respectively. Professional doctorates accounted for one percent. Figure 3 and Table 1 provide information as to the array in terms of degree level.

Figure 3: Distribution of the array by degree level in 2014-15

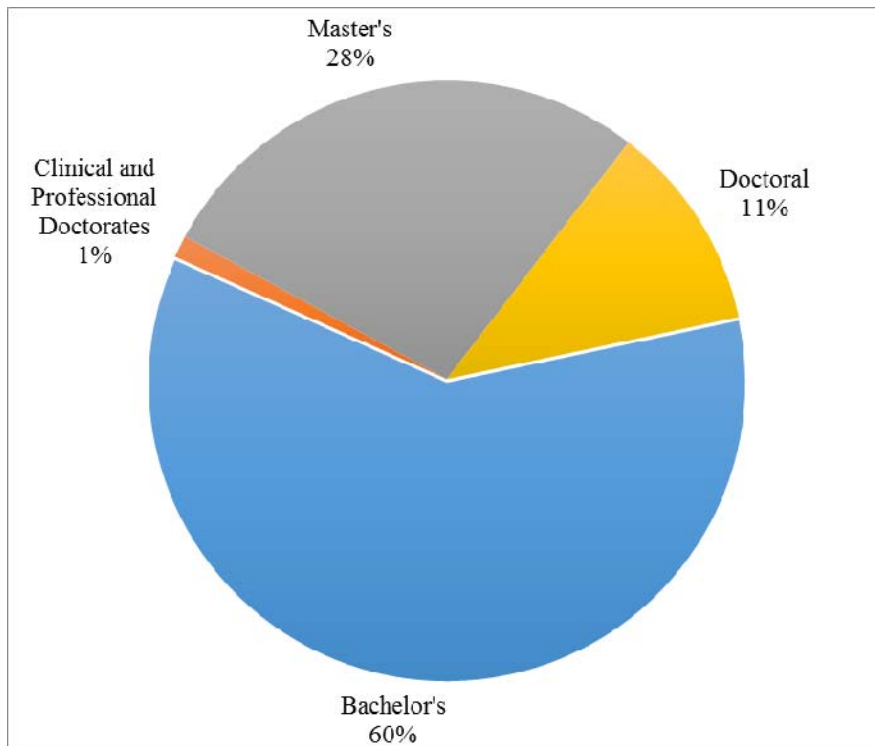


Table 1: The University of Wisconsin System array in 2014-15

Degrees	Number	Percent
Bachelor's	743	60
Master's	340	28
Professional Doctorates	15	1
Doctorates (Ph.D.'s)	139	11
Total	1,237	100

STEM programs within the array accounted for 26 percent, while health-related programs, education programs, and business programs accounted for nine

percent, nine percent, and 11 percent, respectively. Figure 4 provides information on the array in terms of STEM, Health, Education, and Business programs.

Figure 4. Distribution of the array by degree type in 2014-15

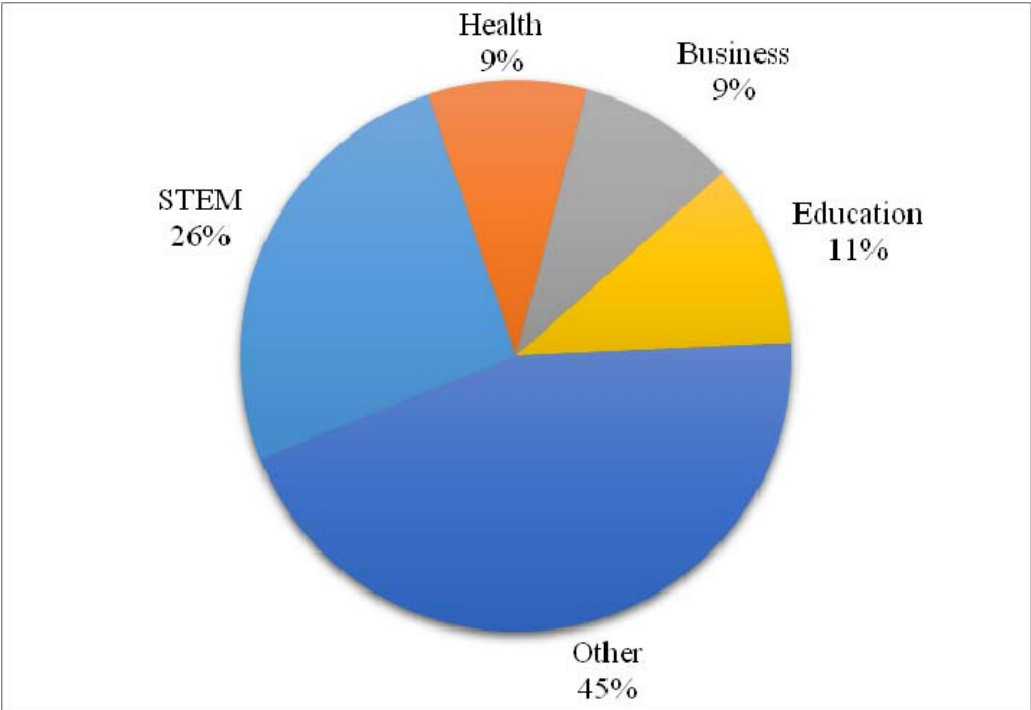


Table 2: Number of STEM, health, education, and business programs systemwide in 2014-15

Kinds of Programs	Number	Percent
STEM	321	26
Health	115	9
Business	115	9
Education	134	11
Other	552	45
Total	1,237	100

Program Planning Actions

In 2014-15 a total of 83 actions were taken regarding the program array. These actions included pre-authorizations, authorizations, implementations, suspensions, eliminations, and an expiration of an entitlement to plan a program. In terms of implementations (when programs authorized by the Board are actually offered

to students), 17 new programs took effect across the System. At the same time, a total of 10 programs were either suspended (three) or eliminated (seven). Hence, in 2014-15, the net addition of programs to the array was seven. Detailed information regarding program planning actions taken over the past five years, including the 83 actions taken in 2014-15, are below.

Table 3: Systemwide program planning actions over the past five years

Planning Actions	Year					Total (2011-15)
	2010-11	2011-12	2012-13	2013-14	2014-15	
Pre-Auth/Entitled ¹	19	19	16	21	28	103
Entitlement Expired/Wdraw ²	0	0	2	3	1	6
Authorized	16	16	19	16	15	82
Implemented	15	13	20	14	17	79
Renamed ²	0	0	8	10	11	29
Redirected ²	0	0	0	1	1	2
Suspended ^a	3	3	6 ^a	0	3	15
Eliminated	8	6	9	5	7	35

¹ The name change from calling the process “Entitlement” to “Pre-Authorized” took place in 2012-13.

² Entitlement expired/withdrawn, renamed, and redirected information begins with 2012-13.

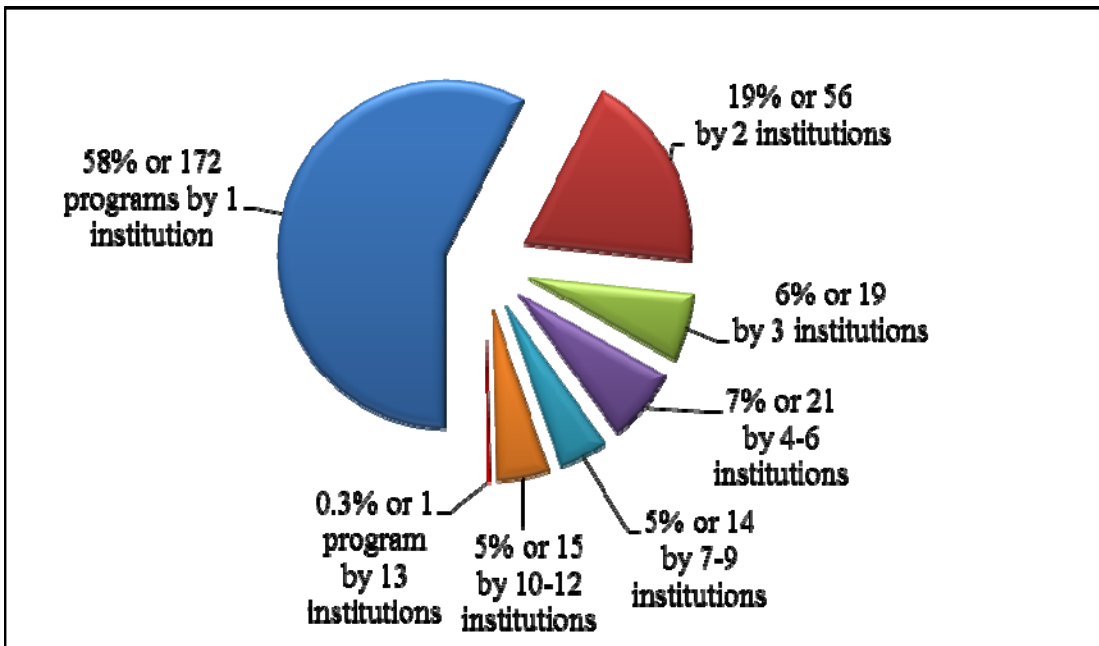
^a Two suspended programs were eliminated in 2014-15.

Monitoring Array for Unnecessary Duplication of Programs

UW System stakeholders are concerned about costs that can arise from unnecessary duplication of academic degree programs. “Unnecessary duplication” is defined as the addition of a program that is already offered by 50 percent or more institutions when there is a lack of convincing evidence that sufficient additional student demand exists to financially support and sustain its addition. Therefore, the academic array is monitored continuously to ensure that any duplication of a program is justified.

An examination of the total number of academic degree programs offered in 2014-15 showed that 58 percent of the bachelor’s programs were offered by only one institution, 19 percent were offered by two institutions, and about seven percent were offered by four to six institutions. Five percent of in-demand bachelor’s programs were offered by a majority of institutions and only one bachelor’s program (Psychology) was offered by all of the institutions (Figure 5).

Figure 5: Frequency of bachelor’s degree programs offered in 2014-15



TAKEAWAYS AND CONCLUSIONS

UW System Administration has managed the UW System academic degree program array to ensure that the appropriate programs are offered for the benefit of the citizens of the state. The faculty and institutional administrators are responsible for ensuring that programs are high-quality, with adequate resources to sustain them. The collaborative process guiding the

establishment of programs distinguishes the UW System from other university systems when it comes to guarding against unnecessary duplication of programs.

Program actions related to the authorization of new programs keep the array robust, while suspensions and eliminations of programs that are

low-producing or no longer needed enhance the cost effectiveness of the array and save students and taxpayers money.

Moving forward, the UW System must be ready to add some new programs in emerging fields as a way to advance or expand

the frontiers of knowledge and attract students.

For some emerging fields, it may be challenging to demonstrate adequate student demand. In such cases, efforts must be made to ensure that the appropriate balance between risk and benefits is achieved.

ACKNOWLEDGEMENTS

Program Planning, Review, and Array Management at the System level requires the combined efforts of dedicated individuals in Academic and Student Affairs and Finance. APEI relies on its colleagues in the UWSA's Office of Finance to help address questions

regarding institutional costs for establishing new academic degree programs, as well as proposed costs to students. Table 5 lists the Program Planning, Review, and Array Management team members active during 2014-15.

Table 5: UWSA program planning, review, and array management team in 2014-15

Name	Role	System Office
Dr. Stephen H. Kolison, Jr.	Associate Vice President	APEI
Dr. Laura Anderson	Senior Academic Planner	APEI
Ms. Yufeng Duan	Senior Institutional Planner	OPAR
Dr. Carmen Faymonville	Special Assistant to the Senior Vice President	ASA
Dr. Diane Treis Rusk	Director of Undergraduate Education	APEI
Ms. Ann Fisher	Program Associate	APEI