



IV. School Data Revision

Academic Achievement Goals

AMI philosophy is rooted in serving low income, urban, and struggling student populations, and research supports AMI Montessori as an approach that achieves strong academic outcomes for these populations.¹² Additionally, the driving force behind our desire to become a part of MMSD is to assist in closing achievement and opportunity gaps and providing the highest quality education available to Madison's highest need student populations.

For the last thirty years a public Montessori Charter in East Dallas, where the area has a 50% high school drop out rate, has boasted third grade student math and reading scores in the top 36% nationwide graduation rates of 94% of high schoolers, with 88% going on to college. The school has a higher than district-average percentage of ELL students and economically disadvantaged students, and a per-pupil expenditure 14% less than the district level. IMA believes in the power of the method to produce similar results for Madison. For these reasons, our academic achievement goals are ambitious.

As a not-yet-existing school, there is no baseline data for the target measures. For this plan our baselines are projected based on an analysis of school level data for the slate of elementary and middle schools that approximate the area surrounding IMACS. This was the basis for the assumptions behind the aspirational proficiency benchmarks for all groups and the aspirational growth goals for IMACS initial target subgroups. The charter committee considered the strength of the effect of the method as proven in many other districts discussed throughout this report in order to establish these aspirational goals. With the known limitations without baseline student data and in order to establish goals for the first year, IMACS will adopt the District's minimum proficiency and growth goals as our minimum goals, which we understand to be 2% improvement in proficiency and growth per year with 5% improvement expectations for student groups that are well below the district averages. After the first year, we will move to a traditional spring to spring proficiency measurement cycle, a fall to spring growth measurement cycle and the overall SIP metric setting process. For this first year, IMACS SBLT anticipates and plans to commit the time and resources in the initial charter year to finalize these minimum goal expectations via the SIP process after reviewing Fall assessment data. This will include a thorough data analysis and necessary adjustments to the SIP, ensuring that goals are appropriate and targeted to close any specific achievement gaps identified.

¹² “[U]rban minority students randomly assigned by lottery to a Montessori public school demonstrated significantly superior social, emotional, and cognitive development when compared with students randomly assigned by lottery to regular public school programs.” From Jennings, Patricia A. and Mark T. Greenberg “The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes” Review of Educational Research, Vol. 79, No. 1 (Mar., 2009), pp. 491- 525, 497-498.

IMA intends to follow the MMSD assessment schedule with regard to the district’s required screening, formative, and summative assessments including PALS, MAP, CogAT, ACCESS for ELLs, Climate Surveys, Forward Exam, EPAS, and ACT Aspire.

Proficiency Aspirations

PALS (K-2) students who meet Benchmark	Projected Baseline	Fall 2018 Aspiration
All Students	62%	75%
Male	62%	75.0
Female	63%	75%
Students with Disabilities	47%	60%
English Language Learners	67%	80%
Low Income	46%	75%
American Indian/Alaskan Native	77%	90%
Asian	67%	90%
Black or African American	52%	80%
Hispanic/Latino	55%	75%
Multiracial	67%	85%
White	76%	95%
MAP (Elementary Level) students proficient or advanced in READING	Projected Baseline	Spring 2018 Aspiration
All Students	38%	65%
Male	35%	60%

Female	39%	65%
Students with Disabilities	21%	40%
English Language Learners	25%	60%
Low Income	18%	40%
American Indian/Alaskan Native	38%	60%
Asian	34%	60%
Black or African American	16%	50%
Hispanic/Latino	28%	40%
Multiracial	31%	60%
White	58%	80%
MAP (Elementary Level) students proficient or advanced in MATH	Projected Baseline	Spring 2018 IMA Aspiration
All Students	38%	70%
Male	37%	70%
Female	36%	70%
Students with Disabilities	31%	50%
English Language Learners	27%	70%
Low Income	22%	50%
American Indian/Alaskan Native	50%	70%
Asian	29%	70%
Black or African American	17%	60%
Hispanic/Latino	20%	50%
Multiracial	35%	65%
White	62%	80%

MAP (Middle School Level) students proficient or advanced in READING	Projected Baseline	Spring 2018 IMA Aspiration
All Students	27%	50%
Male	26%	50%
Female	33%	50%
Students with Disabilities	16%	40%
English Language Learners	19%	60%
Low Income	22%	50%
American Indian/Alaskan Native	35%	N/A
Asian	38%	70%
Black or African American	14%	50%
Hispanic/Latino	18%	50%
Multiracial	32%	60%
White	62%	80%

MAP (Middle School Level) students proficient or advanced in MATH	Projected Baseline	Spring 2018 IMA Aspiration
All Students	32%	75%
Male	31%	70%
Female	29%	70%
Students with Disabilities	13%	30%
English Language Learners	26%	60%
Low Income	18%	40%
American Indian/Alaskan Native	65%	N/A

Asian	48%	80%
Black or African American	11%	60%
Hispanic/Latino	19%	60%
Multiracial	32%	60%
White	58%	80%

Growth Aspirations

Assessment and Level	Demographic Group	Projected Baseline	IMA 2017-2018 Aspiration
Students meeting Fall-Spring Growth: Reading Grades 3-5	All Students	53%	70%
	African American	48%	70%
	ELL	39%	70%
Students meeting Fall-Spring Growth: Math Grades 3-5	All Students	58%	75%
	African American	61%	80%
	ELL	68%	80%
Students meeting Fall-Spring Growth: Reading Grades 6-8	All Students	53%	70%
	African American	44%	60%
	ELL	61%	80%
Students meeting Fall-Spring Growth: Math Grades 6-8	All Students	62%	80%
	African American	59%	75%
	ELL	59%	75%