

King's Academy

Programmatic Profile and Educational Performance

2013–14 School Year

Report Date: September 2014

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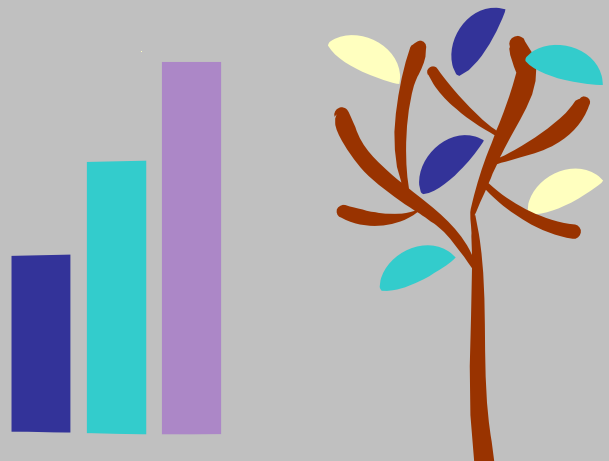


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EXECUTIVE SUMMARY
for
King's Academy
2013–14

This is the fourth annual report on the operation of King's Academy and is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), King's Academy staff, and the Children's Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has determined the following findings.

I. CONTRACT COMPLIANCE SUMMARY

King's Academy did not meet two of the of the educational provisions specified in its contract with the City of Milwaukee and substantially met a third.

- The school fell below the expectation that at least 60.0% of students below proficiency in reading would advance one proficiency level or to the next quartile within their proficiency range. Only 43.5 % met the expectation in reading.
- Not all instructional staff held a Wisconsin Department of Public Instruction (DPI) license or permit to teach. This year, the sixth grade teacher did not hold a DPI license or permit.
- While substantially met, the requirement to provide accurate pupil database information required significant clarification and reentry.

II. EDUCATIONAL PERFORMANCE

A. Local Measures

1. Primary Measures of Academic Progress

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

In reading:

- Nearly three quarters (44, or 74.6%) of the students who were at or above the national average (i.e., normative mean) for their grade level at the time of the fall Measures of Academic Progress (MAP) reading test remained at or above the national average at the time of the spring test, exceeding the school's goal of 70.0%.
- More than half (48, or 55.8%) of the 86 students below the national average (i.e., normative mean) for their grade level on the fall MAP reading test reached the average for their current grade level or at least met the national averages for the functional grade level at which they tested in the fall, falling short of the school's goal of 60.0%.

In math:

- Almost two thirds (25, or 62.5%) students at or above the national average (i.e., normative mean) for their grade level at the time of the spring MAP math test remained at or above the national average on the spring test, not meeting the school's goal of 75.0%.
- Nearly three quarters (76, or 72.4%) of the 105 students below the national average (i.e., normative mean) for their grade level on the fall MAP math test reached the average for their current grade level or at least met the national averages for the functional grade level at which they tested in the fall, exceeding the goal of 60.0%.

In writing:

- Half (68, or 50.0%) of the 136 first- through eighth-grade students with fall writing samples earned a score of three or better on the spring sample, falling short of the school's goal of 65.0%.

In special education:

- Approximately 65.0% of the special education students met at least 70.0% of their IEP goals.

2. Secondary Measures of Academic Progress

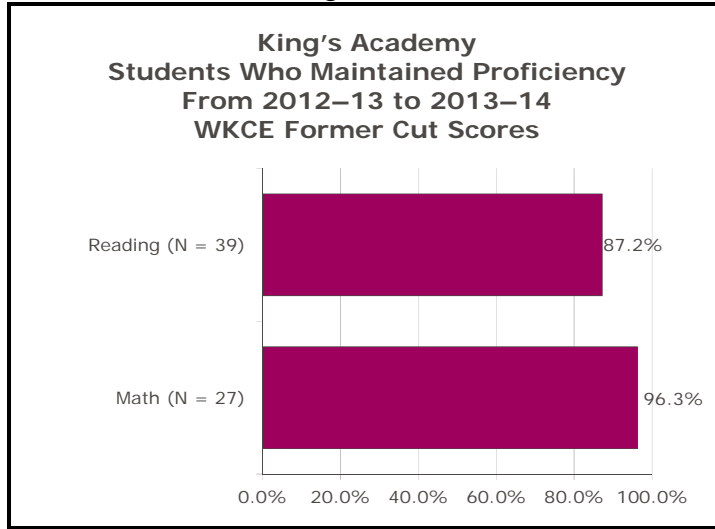
- Average student attendance was 94.4%, exceeding the school's goal of 93.0%.
- Parents of 92.2% of 180 students enrolled for the year attended at least one parent-teacher conference, exceeding the school's goal of 80.0%.

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

King's Academy administered all required standardized tests noted in their contract with the City of Milwaukee. Multiple-year student progress based on standardized test results is described below.

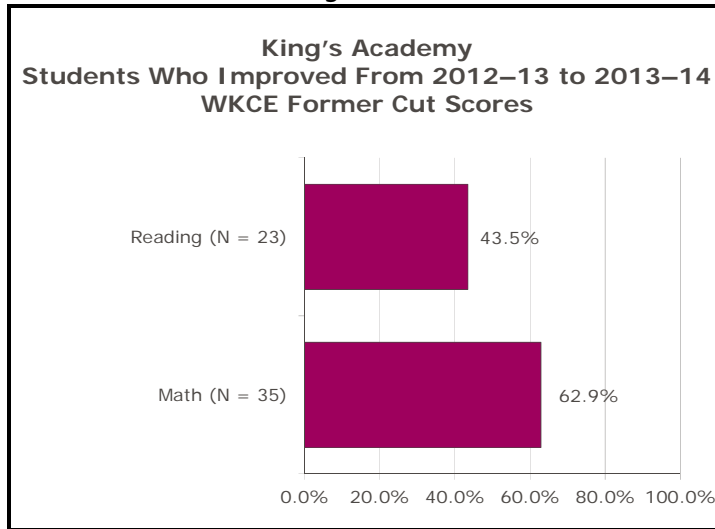
- Of 39 fourth through eighth graders who were proficient or advanced in 2012–13, 34 (87.2%) maintained proficiency in reading, and 96.3% of 27 students maintained proficiency in math, based on former proficiency-level cut scores. The CSRC expectation is 75.0%. See Figure ES1.

Figure ES1



- Of 23 fourth- through eighth-grade students who were below proficient in reading, 43.5% showed improvement, while 62.9% of 35 students who were below proficient in math showed improvement when using the former WKCE scores (Figure ES2). The CSRC expectation is 60.0%.

Figure ES2



C. Scorecard

This year King's Academy scored 67.0% on the CSRC scorecard based on the former WKCE cut scores, placing the school in the Problematic/Struggling category for the fourth year in a row.

III. SURVEY/INTERVIEW RESULTS

Every other year CRC conducts parent surveys and interviews board members, teachers, and students to obtain feedback on their perceptions about the school. Some of the key results include:

- Parents of 90 of 136 (66.2%) students responded to the survey. Of these,
 - » Most (81.3%) parents would recommend this school to other parents; and
 - » A majority (86.9%) of parents rated the school's overall contribution to their child's learning as excellent or good. Some (9.9%) parents rated the school's contribution as fair and a small percentage (1.1%) rated the school's contribution as poor. Two parents did not respond to the question.
- Eight board members participated in interviews. Of these,
 - » Six board members rated the school, overall, as excellent or good; two members rated the school as fair; and
 - » When asked for one suggestion for improving the school, board members indicated a range of suggestions, from hiring a strong leader to providing a more proactive approach to better engage the students, teachers, and administration.
- Ten instructional staff participated in interviews. Of these,
 - » Two (20.0%) indicated the school's progress toward becoming an excellent school as excellent, four (40.0%) of the teachers indicated the school's progress as good, three indicated fair, and one indicated poor; and
 - » One teacher rated the school's overall progress in contributing to students' academic progress as excellent, seven as good, and two teachers rated the school's progress as fair.
- Twenty students were interviewed. Of these,
 - » All but ones student said they had improved their reading ability and 75% stated that their math abilities had also improved; and
 - » Most students said that they felt safe while at school.

IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The school addressed the 2012–13 recommendations for school improvement. After reviewing the information in this report and in consultation with the principal during the end of school interview in June 2014, CRC recommends that the focus of activities for the 2014–15 school year include the following.

- In September conduct a data conference with individual teachers using student MAP test results from the spring of 2014.
- Utilize more coaching and mentoring of teachers by matching returning teachers with new teachers.
- Investigate the cost and probability of hiring outside coaches or mentors for the teachers.
- Develop ways to reach parents regarding support of their children's education.
- Encourage and train parents to use Compass Learning at home.
- Investigate the cost and probability of hiring a Response to Intervention coordinator.
- Improve the school's systems and procedures for managing database or spreadsheet records as required by CRC, e.g., regarding data that needed to be reported for all special education students and for attendance.

V. RECOMMENDATIONS FROM CRC

Because of the school's academic progress history, including annual scorecard results—particularly in the areas of student achievement on local measures and standardized year-to-year testing for students below proficiency as well as teacher return rate—CRC recommends that King's Academy be placed on probation for the fifth year of its contract with the City of Milwaukee. CRC further recommends that the CSRC develop specific measurable outcomes for the school during the 2014–15 academic year as well as a plan to address the unmet contract provision related to teacher licensure.

I. INTRODUCTION

This is the fourth annual program monitoring report to address educational outcomes for King’s Academy, one of 10 schools chartered by the City of Milwaukee for the academic year 2013–14. This report focuses on the educational component of the monitoring program undertaken by the City of Milwaukee Charter School Review Committee (CSRC) and was prepared as a result of a contract between the CSRC and the Children’s Research Center (CRC).¹

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

1. CRC staff assisted the school in developing its student learning memorandum (or “learning memo”).
2. In the fall, CRC staff visited the school to conduct a structured interview with the director of education, the principal, and other members of the administrative team. CRC staff made subsequent visits to the school to clarify the data requirements and the data submission process. During the year, additional site visits were made to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations. At the end of the school year, a structured interview was conducted with the director of education and the principal to review the year and develop recommendations for school improvement.
3. CRC staff and the CSRC chair attended a meeting of the board of directors of this school to improve communications regarding the roles of CSRC and CRC and expectations regarding board member involvement.²
4. CRC staff interviewed a random selection of students, 10 teachers, and members of the board of directors.
5. The school distributed surveys to parents of all students. CRC contacted parents who did not submit a survey to conduct the survey via telephone.
6. CRC staff read case files for selected special education students to ensure that individualized education programs (IEPs) were up to date.
7. The school provided electronic and paper data to CRC. Data were compiled and analyzed at CRC with the results compiled into this annual report.

¹ CRC is a nonprofit social science research organization and division of the National Council on Crime and Delinquency.

² The meeting occurred on April 28, 2014.

II. PROGRAMMATIC PROFILE

King's Academy
7798 N. 60th Street
Milwaukee, WI 53223

Phone Number: (414) 371-9100

School Website: <http://www.kacsmilw.org>

Director of Education: Ms. Mondell Mayfield³
Principal as of July 1, 2014: Ms. Erika Lynn Whitehead

King's Academy, formerly known as King's Academy Christian School, was founded in 1999 as a private, tuition-based school affiliated with Christ the King Baptist Church. The school was restructured and opened as a City of Milwaukee-chartered school in September 2010. The school is housed in a facility on the northwest side of Milwaukee and serves students from K4 through eighth grade.

A. Board of Directors

During the 2013–14 school year the number serving on the King's Academy board of directors ranged from nine to 12 members. The board structure includes a chair, a finance chair, a human resources chair, a marketing chair, and an educational chair. Another member participated on one or more of these committees.⁴

The school continues to work on improving board development through a partnership with Partners Advancing Values in Education (PAVE). PAVE also provides help with grant writing and marketing. King's Academy is also in partnership with Schools That Can Milwaukee.

³ Ms. Mayfield retired effective June 30, 2014. Ms. Whitehead began as the school's principal on July 1, 2014.

⁴ See organization chart on page 2 of the 2013–14 Parent/Student Handbook.

CRC staff, along with the CSRC chair attended a meeting of the King's Academy board of directors to improve communications regarding the role of the CSRC and CRC, as the educational monitor, and the expectations regarding board member involvement.

Eight of the King's Academy board members participated in the board interview. Six of the board members rated the school as excellent or good overall; two rated the school as fair. Six of the board members said they participated in strategic planning for the school (one did not know and one did not respond to the question). Six members received a presentation on the school's annual academic performance report (two did not respond to this question because they did not know), and all eight received and approved the school's annual budget. Six members reviewed the school's annual financial audit, one did not, and one did not respond to the item because he/she did not know. Three of the board members had served less than one year and were unfamiliar with some of the interview topics.

When asked for one suggestion for improving the school, board members indicated a range of suggestions, from hiring a strong leader to providing a more proactive approach to better engage the students, teachers, and administration. See Appendix I for additional results from board member interviews.

B. Philosophy of Educational Methodology

1. Philosophy

The vision of King's Academy is to partner with parents to instill values and high academic standards in their children. The school strives to use a holistic approach to education. The school's philosophy is that all children can learn and should be in an educational and nurturing environment.

The mission of King's Academy is to educate all children by promoting academic excellence with a curriculum that will motivate, educate, and elevate them to become productive citizens.

The goal of King’s Academy is to improve the quality of children’s academic education by providing a well-rounded, rigorous academic program. The school also intends to assist parents in preparing children to reach their full potential, provide a strong literacy program that will enhance the quality of learning in all of the academic areas, and provide opportunities for children to apply their academic skills in everyday life situations.⁵

2. Description of Educational Programs and Curriculum

King’s Academy believes that all children can learn and demonstrate mastery in all subject areas when they are provided with a rigorous academic program in a caring and nurturing environment. The instructional program reflects the characteristics of the school’s community and focuses on enhancing the intellectual, physical, emotional, and social development of the students. The curriculum is designed for students from K4 through eighth grade, addresses the academic needs of each student, and offers multiple opportunities for success. The instructional program also provides equal opportunities for all students to be involved in a unique, innovative, and relevant school experience. The school’s instructional practices accommodate diverse learning styles to ensure rich experiences for all learners.

King’s Academy’s primary educational model is an integrated literacy program across the curriculum, which includes reading, language arts, math, science, social studies, and technology. The integrated literacy program engages students in learning tasks that involve higher-order thinking skills across all content areas. Houghton Mifflin Harcourt is used as the core curriculum along with other supplementary materials. This program is aligned with the Wisconsin Department of Public Instruction’s (DPI) standards for curriculum as well as the state assessment. In this model, the school uses the 2+ Reading and Math Approach, which is a 90-minute reading/language arts block, 30

⁵ See the King’s Academy 2013–14 Parent/Student Handbook located on the school’s website: <http://kacsmilw.org>

minutes of reading-skill building, plus Title I, and reading intervention. The math block includes 45 minutes of math instruction, followed by an additional 30 minutes of math skills and practice, plus Title I, and math intervention. In addition, the school offers hands-on, high-interest learning experiences in reading and math through its King's Academy extended-day program. This model is designed to help students gain a deeper understanding of complex issues and problems, as well as an understanding that knowledge across disciplines is interrelated and interactive.⁶

Transportation to and from school is provided at no cost to students who live outside a two-mile radius of the school. Lunch is provided at no cost to students who qualify for the free and reduced hot lunch program and at a minimal cost for those who do not qualify. Bag lunches are allowed as well. The school also offered an onsite before- and after-care program.⁷

During the interview and survey process, board members, teachers, and parents were asked about the school's program of instruction. Seven of eight board members rated the program of instruction as excellent or good. Three of the 10 teachers interviewed rated the program of instruction as excellent or good (six teachers rated it as fair, and one as poor), and 85.7% of the parents rated the program of instruction as excellent or good. All 10 teachers indicated that the educational methodology was either a very important (n=6) or somewhat important (n=4) reason for teaching at the school.

⁶ See page 16 of the 2013–14 Parent/Student Handbook.

⁷ See pages 12–13 and 18–19 of the 2013–14 Parent/Student Handbook.

C. Student Population

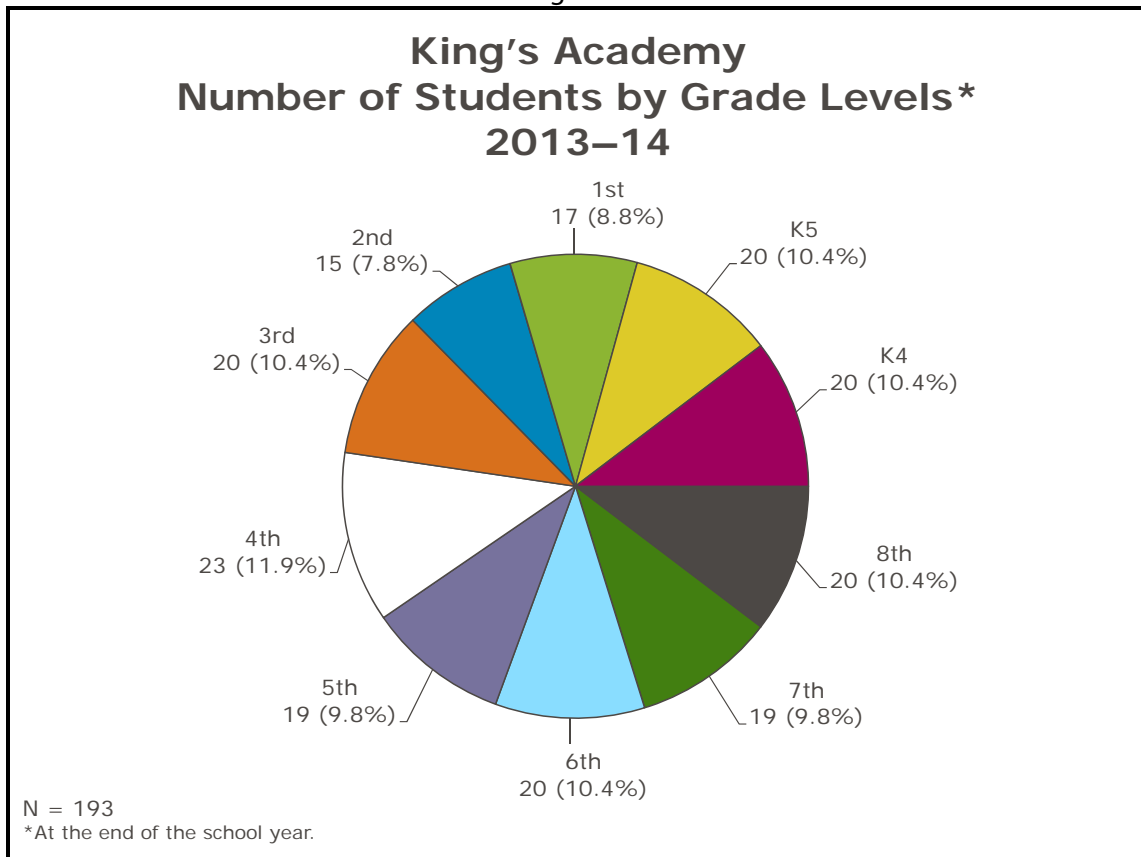
At the beginning of the year, 191 students, ranging from K4 through eighth grade, were enrolled in King's Academy.⁸ After the school year started, 14 students enrolled; 12 students withdrew from the school prior to the end of the year. Reasons for withdrawal included behavioral problems (five students), transportation problems (three students), moved out of the proximate neighborhood (three students), and moved out of the city (one student). Of the 191 students who started the year at the school, 180 remained enrolled at the end of the year; this is a retention rate of 94.2%.

At the end of the year, 193 students were enrolled at King's Academy.

- Most (184, or 95.3%) of the students were African American, one (0.5%) was Hispanic, and eight (4.1%) students were of an "other" race/ethnicity.
- Girls outnumbered boys, 106 (54.9%) girls to 87 (45.1%) boys.
- Twenty-nine (15.0%) students had special education needs. Ten had speech and language (SL) impairments, six students had other health impairments (OHI), five had specific learning disabilities (SLD), two had SLD and SL, two had Autism with SL, two had OHI and SL, one had a cognitive disability with OHI and SL, and one had an emotional/behavioral disability .
- Most students (173, or 89.6%) were eligible for free or reduced lunch prices (163 [84.5%] students were eligible for free and 10 [5.2%] for reduced lunch prices). The remaining 20 (10.4%) were not eligible.
- The largest grade level was fourth grade, with 23 students. Most other grade levels had 19 or 20 students each (Figure 1).

⁸ Enrolled as of September 20, 2013.

Figure 1



On the last day of the 2012–13 academic year, 171 students attending King’s Academy were eligible for continued enrollment at the school this past academic year (i.e., they did not graduate). Of these, 124 were enrolled in the school on the third Friday in September 2013. This represents a return rate of 72.5%.

Twenty seventh-, and eighth-grade students participated in satisfaction interviews at the end of the school year. Possible responses to the survey were “yes, a lot;” “yes, some;” “no/not at all;” or “don’t know/no answer.” Following are some of their responses:

- When asked if they feel safe in school, most (90%) of the students indicated “a lot” or “some.”
- Asked if they improved in reading, 95% responded “a lot” or “some.”

- Regarding improvement in math, 80% indicated “a lot” or “some.”
- All of the students reported that their teachers talk to their parents “a lot” or “some.”

When asked what they liked best about the school, students mentioned a variety of academic issues including access to computers and teachers motivating them to progress. The school’s small size and too few field trips were among what is least liked. See Appendix H for the complete results of the student interviews.

D. School Structure

1. Areas of Instruction

According to the school’s report card system, King’s Academy offers classroom-based instruction for K4 students in the areas of language development and communication, cognition and general knowledge, mathematical thinking, social studies, science, health, and physical development. K5 students study reading, English/language arts, music, math, social studies, scientific thinking, health, and physical development. Elementary students (first through fifth grades) study reading, English/language arts, social studies, science, math, music, art and physical education. Middle school students study reading comprehension, mathematics, English/language arts, social studies, science, physical education, art, and music. Physical education is provided by a physical education teacher. Special education programming was provided to students identified as needing an Individual Education Program (IEP). Students at the K4 and K5 levels also are also graded on issues related to personal or social development (referred to as “character counts”).

Technology is integrated into all curricular areas. The school also has a library/multimedia center. The center is used not only to support the curriculum, but to equip the students to think critically about, and express themselves through, the media that define them. The center houses diverse curriculum and various multimedia material such as magazines, audiovisuals, fiction,

nonfiction, reference, and professional materials. Library skills are integrated into the instructional program.⁹

In addition to DPI assessment requirements, the students were assessed using the Measures of Academic Performance (MAP) assessments three times during the year. Teachers used additional time to re-teach to reach mastery. Students who were above grade level in reading would join students in the next grade level for the entire 90-minute reading block.

This year the school visited the Milwaukee Art Museum through a grant received from Kohl's Care.

2. Classrooms

The school was organized into two parts: elementary (K4 through fifth grade) and middle school (sixth through eighth grades). Middle school students changed rooms for some of their classes. The school has 10 classrooms, one for each grade level. An additional classroom was used as a special education resource room. The K4 through first grade classrooms had approximately 19 students each, and the second- through eighth-grade classrooms had approximately 19 students each. The school building also holds a cafeteria, a library, and a gymnasium.

All eight board members and more than 89.0% of the parents rated the school's class size as excellent or good on the interviews and surveys.

3. Teacher Information

During the year each of the 10 classrooms in the school was headed by a classroom teacher. This year, additional instructional staff positions included a special education teacher, a speech pathologist, a physical education teacher, a part-time psychologist/diagnostic teacher, a special

⁹ The school does not employ a librarian.

education case manager, a social worker, and an assessment coordinator. Administrative personnel included the director of education who also served as the principal.¹⁰

At the beginning of the year the school had three teacher assistants who helped in the K4, K5, and first-grade classrooms. At the end of the 2012–13 school year, nine teachers and five other instructional staff were eligible to return to the school in the fall of 2013–14. Of these, two teachers and four other instructional staff returned for a teacher return rate of 22.2% and an entire instructional staff (teachers plus other instructional staff) return rate of 42.9%. This compares with a 60.0% return rate for the fall of 2012.

During the year the school employed a total of 22 instructional staff, including 12 classroom teachers and 10 additional instructional staff. A fifth-grade teacher left in September 2013 and was replaced in October; the eighth-grade teacher left in October and was replaced in December. Of the 10 classroom teachers who began the year, eight remained for the entire year for a classroom teacher retention rate of 80.0%. Eight other instructional staff started the school year. Of these, six (75.0%) remained the entire year. The special education teacher left in January 2014 and was replaced in February. The assessment coordinator left in September and was replaced in October. The total instructional staff retention rate for classroom teachers and other instructional staff) was 77.8% (14 of 18).

All instructional staff at the school held a current DPI license or permit except for the sixth-grade teacher.¹¹

¹⁰ The principal and director of education positions became one position, and the Title I reading and math teacher positions were eliminated in 2013–14.

¹¹ According to DPI's Education Licensing Online (ELO), as of September 4, 2014, the sixth-grade teacher held emergency permits for one year, which expired in June 2013.

The average number of years of experience at the school for the 10 classroom teachers who were there at the end of the year was 2.25 years,¹² and the average years for the eight other instructional staff remaining at the end of the year was 1.8 years. The average length of experience for the entire instructional staff at King’s was 2.0 years.

The school held staff development meetings prior to and during the school year. Following is a list of the meeting dates and topics covered.

Meeting	Dates
NWEA (MAP Assessment)	June 26 – July 2, 2013
National Charter School Conference	June 30 – July 3, 2013
Singapore Math Conference	July 15–19, 2013
Team-Building Activity (Life Maps)	August 5, 2013
What Is a Charter School?	August 5, 2013
The Big Picture <ul style="list-style-type: none"> • Mission • Educational Focus • Common Core Standards 	August 5, 2013
Data-Driven Decision Making Session	August 5, 2013
The Learning Team (Role/Purpose)	August 6, 2013
Data-Driven Decision Making Session <ul style="list-style-type: none"> • MAP Assessment • WKCE Assessment 	August 6, 2013
Literature Circle <ul style="list-style-type: none"> • Classroom Instruction That Works–Marzano 	August 6, 2013
School That Can Milwaukee STCM <ul style="list-style-type: none"> • Curriculum Planning 	August 9, 2013
Classroom Management	August 12, 2013
Overview of Response to Intervention Rtl	August 12, 2013
6+1 Trait Writing	August 13, 2013
Classroom Organization and Preparation	August 13, 2013
Compass Learning	August 14–15, 2013
First Stage—Arts/Theater Experience	August 19, 2014
Kho Thi Dance Experience	August 19, 2014
NWEA (MAP Training)	August 20, 2014

¹² The school previously operated as a Milwaukee Parental Choice Program school. Therefore, the length of stay for one teacher is longer than three years. That teacher had 13 years experience at the school. Years of experience for other teachers was: one with two years, seven with one or nearly one year, and one with one-half year.

Meeting	Dates
Data Retreat <ul style="list-style-type: none"> • Where We Have Been/Where We Are 	November 19, 2013
Understanding the Nuts and Bolts <ul style="list-style-type: none"> • Learning Memo • Writing Assessments Rubric • Benchmark Assessments (School That Can) • MAP Assessment Charts • Using the NWEA Site and Compass Learning 	December 3, 2014
Where Are We Going Learning Memo <ul style="list-style-type: none"> • Local Measures/Academic Achievement Goals • Reading, Math, Writing Preparing for Winter Assessment <ul style="list-style-type: none"> • Student Goals • Class Report and Class Goals MAP Testing Culture <ul style="list-style-type: none"> • Celebrating Effort and Success • Individuals and Classes 	January 7, 2014
Preparing for Your Data Monitoring Conference	February 4, 2014
Reviewing the April/May Assessments <ul style="list-style-type: none"> • Learning Memo • MAP Assessment • Writing Assessment • PALS Assessment 	March 4, 2014
NWEA Wisconsin Partners Workshop	March 2014

Performance evaluation is described in the 2013–14 King’s Staff Handbook. Informal and formal classroom observations can be conducted by the principal as a component of the performance evaluation. A summary of each formal observation is prepared and a copy given to the teacher. Staff can be evaluated on their performance anytime during the school year. Conferences are held for the purpose of providing feedback on strengths and weaknesses, self-appraisal opportunities, and resources that will help improve overall job performance.

During the CRC interview process at the end of the year, teachers were asked about professional development opportunities and the performance review process. One of the 10 teachers rated professional development opportunities as excellent, two rated the opportunities as good, six fair, and one poor.

The school principal completed reviews for all 10 teachers, two of whom expressed satisfaction with the performance review process. Five teachers said they were somewhat satisfied and three were somewhat dissatisfied.

Board members were asked about professional development opportunities for teachers as well as the teachers' and principal's performance. Five of the eight board members rated professional development opportunities for teachers as excellent or good. Of the four board members who knew, two rated the teachers' performance as good and two others as fair. Most (84.6%) of the parents rated the teachers' performance as excellent or good.

Regarding the principal's performance, 78.1% of the parents rated it as excellent or good. Seven board members with knowledge rated the principal's performance as good or fair. Teachers' opinions regarding the principal's performance ranged from excellent to poor.

See appendices F through I for all survey and interview results.

4. Hours of Instruction/School Calendar

The regular school day for all students began at 7:40 a.m. and ended at 3:00 p.m. The before-school program began at 7:00 a.m., and afterschool care was provided until 5:30 p.m. There was no charge for these services. The first day of school was August 28, 2013, and the last day of school for student attendance was June 6, 2014, based on the parent/student calendar provided by the school's leadership.

5. Parent and Family Involvement

The King's Academy 2013–14 *Parent/Student Handbook* states that direct communication between parents and teachers promotes understanding. Problems can be solved for the benefit of all

when brought to the appropriate source and discussed with the people involved. Parent rights and responsibilities are stated in the handbook.

The school offers two formal conferences throughout the year; however, teachers or parents can make additional arrangements when needed. Teachers are not available during class time. The principal is also available for conferences with parents. All meetings and visitations with teachers require scheduling.

The King's Academy Parent and Teacher Organization (PTO) provides an opportunity for parents to be more involved in school programs, ask questions of teachers and administration, and offer suggestions for improving existing programs or initiating new ones. One of the roles of the PTO is to organize fundraising activities.

Parents are asked to review and sign the King's Academy compact, which is included in the *Parent/Student Handbook*. The intent is for parents to read the handbook, including the compact, and discuss the contents with their children.

Parent-teacher conferences were scheduled twice during the year, in October and March. Telephone conferences, home visits, and alternative meeting times were provided for parents unable to attend scheduled conferences.

Parents, teachers, and board members were asked about parental involvement in the survey/interview process. Most (87.9%) of the parents indicated that the opportunities for parental involvement were excellent or good. In addition to indicating parental involvement as an important reason for continuing to teach at King's Academy (90.0% of the teachers interviewed), 70.0% rated parental involvement as excellent or good. Five of the eight King's Academy board members interviewed rated parental involvement as excellent or good (three did not know).

6. Waiting List

In September 2013, school leadership reported a waiting list of three students. As of June 4, 2014, the school did not have a waiting list for the upcoming fall.

7. Disciplinary Policy

The school's 2013–14 *Parent/Student Handbook* explains the discipline policy, including parent and student rights, responsibilities, and expectations; levels of disciplinary actions; prohibited items and activities; bullying; and harassment. Transportation expectations and rules, as well as transportation disciplinary procedures, are also included. The levels of disciplinary action are as follows:

- Level 1: Conference/intervention
- Level 2: Suspension (temporary exclusion from the building)
- Level 3: Board disciplinary hearing
- Level 4: Recommendation for expulsion (reserved for criminal acts or the most serious violations of school rules). The process involves a preliminary expulsion hearing and, if needed, an expulsion hearing.

The handbook includes a discipline chart that gives examples of behavior violations, their explanation, and the minimum and maximum level of disciplinary action.

This year teachers, parents, and board members were asked about the discipline policy at King's Academy. Their responses follow.

- Teachers
 - » All 10 teachers interviewed considered the discipline at the school as a very important or somewhat important reason for continuing to teach there.

- » Six of nine teachers rated the school's adherence to discipline policy as fair (two) or poor (four).¹³
- Parents
 - » Nearly all (96.7%) parents considered discipline as a very important or somewhat important reason for choosing King's Academy.
 - » Three quarters (74.8%) rated the discipline methods at the school as good or excellent.
 - » Two thirds (67.1%) were comfortable with how the staff handles discipline.¹⁴
- Board members: Five of the board members knew about the adherence to the discipline policy. Three rated this area as excellent or good, and two had a fair rating.

All of the survey and interview results can be found in the appendices.

8. Activities for Continuous School Improvement

The following is a description of King's Academy's response to the activities recommended in the programmatic profile and educational performance report for the 2012–13 academic year.

- **Recommendation:** With a focus on reading and math skill development, particularly increasing local measure achievement for all students, the following specific recommendations were:

Using Fall MAP data to develop skill development strategies and interventions for all students and continue implementing the Compass Learning program.

Response: The school held a MAP assessment reading and math data retreat in November 2013. At the retreat, staff reviewed the fall 2013 MAP data, discussed various options for developing strategies (for example how to use Compass Learning to design activities), and set up math and reading centers related to various skills. Also covered was helping teachers to better utilize the NWEA website, such as how to obtain reports for students in their class. During this time, group discussions were held to set goals and discuss strategies.

¹³ One teacher did not respond to this question.

¹⁴ Agreed or strongly agreed with the statement: "I am comfortable with how the staff handles discipline."

- Recommendation: Revise strategies and interventions based on progress on the mid-year MAP results.

Response: The school held another teacher data conference in February. At this time, the leadership met with teachers individually to review their students' data. The staff also developed strategies for instruction in reading, math, and writing and reviewed all student attendance.

Additionally, to support students directly, the school provided extended day services, called the Samaritan Project, in reading and math. This is a community-based organization that met at the school Mondays through Thursdays from 3:25 to 6:00 and was open to first- through third-grade students. Saturday Academy for K5 through eighth-grade students was available for extra reading and math programming. Students who were in need of help were especially urged to attend through conversations with their families.

Teachers set class goals and individual student goals with their students for reading and math. Those goals were posted in the fall and spring.

- Recommendation: Identify and implement strategies that would encourage teachers to return from year to year.

Response: The board of directors conducted a "town hall" meeting with teachers in April, then met with the school's principal to share feedback. The principal took the feedback to the learning team who developed strategies to address the teachers' concerns. For example, to improve communication and increase collaboration time, time at subsequent staff meetings was devoted to collaborative planning at each level—primary, intermediate, and middle school. An off-campus staff get-together was planned. In addition, throughout the year, potlucks were held on staff work days, and staff meetings began with "ice breakers."

- Recommendation: Continue parent communication and participation in school programming, with a focus on the arts and extracurricular activities.

Response: The principal reported that the PTO was established in the summer of 2013. The school established a reward for students whose parents attended PTO meetings (a "dress pass," meaning these students did not wear uniforms for a day). The PTO conducted a fundraiser to support sports teams and cheerleaders. The school also has a parent advisory board consisting of the PTO officers. The parent advisory board met with the principal on the first Monday of the month in addition to the monthly PTO meetings. At the advisory board meetings, the PTO leaders and the principal discussed current events at the school and set the agenda for the next PTO meeting. The highest turnout for a PTO meeting was 15 parents.

- Recommendation: Build school community and enrich student achievement through development of the arts.

Response: The school partnered with Ko Thi Dance Company in three phases. Phase I: Every student experienced one activity with Ko Thi, either drumming or dancing. Phase II: Interested, students tried out for the King's Academy Ko Thi dance company, which resulted in a performance involving 30–40 students. The final performance was held during the Black History program and was standing room only. Several students also signed up for dance class at Ko Thi during the summer of 2014.

After reviewing the information in this report, and in consultation with the principal during the end-of-school interview in June 2014, CRC recommends that the focus of activities for the 2014–15 school year include the following.

- In September, conduct a data conference with individual teachers using student MAP test results from the spring of 2014.
- Utilize more coaching and mentoring of teachers by matching returning teachers with new teachers.
- Investigate the cost and probability of hiring outside coaches or mentors for the teachers.
- Develop ways to reach parents regarding the support of their children's education.
- Encourage and train parents to use Compass Learning at home.
- Investigate the cost and probability of hiring an Rtl (Response to Intervention) coordinator.
- Improve the school's systems and procedures for managing database or spreadsheet records as required by the CRC, such as data that needs to be reported for all special education students, attendance data, etc.

9. Graduation and High School Information

The school leader and eighth-grade teacher began helping students and their families with the early enrollment process and high schools visits. In October, all eighth graders were advised to apply to at least three high schools. The school asked for a copy of each student's acceptance letter(s). By December, about half of the students were accepted to high school. In January, the school held an eighth-grade parent meeting. In May, the school held a seventh-grade parent meeting to share

information about early enrollment during the fall of 2014. The school invited a counselor from another school. Guest speakers from high schools and colleges visited King's Academy during the school year as well.

This year, 20 eighth-grade students graduated from King's Academy. At the time of this report, the school reported that six students planned on attending Milwaukee Collegiate Academy; three students, Messmer High School; two students, Martin Luther High School; and one student each at Divine Savior Holy Angels High School, Washington High School of Information Technology, Rufus King High School, Wisconsin Lutheran High School, West Allis Central High School, Hamilton High School, and Early View Academy of Excellence. One student was undecided between Messmer and Germantown High School and another between Palm Dale High School and Milwaukee Lutheran High School.

III. EDUCATIONAL PERFORMANCE

To monitor the activities at King's Academy as described in its contract with the City of Milwaukee, a variety of qualitative and quantitative information was collected at specific intervals during the academic year. At the start of this year, the school established attendance and parent participation goals, as well as goals related to special education student records. The school also identified local and standardized measures of academic performance to monitor student progress. The local assessment measures included MAP reading and math assessments for first through eighth grades. First- through eighth-grade students also completed the Saxon Math test in the fall. Writing progress for first through eighth graders was measured using the 6+1 Trait Writing assessment, and special education progress was measured using student IEP goals.

The standardized assessment measures used were Phonological Awareness Literacy Screen (PALS) and the Wisconsin Knowledge and Concepts Examination (WKCE). The PALS assessments are

administered to K4 through second grade students and the WKCE is administered to all public school third- through eighth-grade students to meet federal No Child Left Behind requirements that schools test students' skills in reading and math.

A. Attendance

CRC examined student attendance in two ways. The first reflects the average time students attended school, and the second rate includes excused absences. Both rates include all students enrolled at any time during the school year. The school considered a student present if he/she attended any time during the day. The school's goal for this year was that students, on average, would attend school 93.0% of the time.

Attendance data were available for 205 students enrolled during the year. The attendance rate this year was 94.4%, exceeding the school's attendance goal.¹⁵ When excused absences were included, the attendance rate rose to 98.1%.

CRC also examined the time students spent, on average, in out-of-school suspension.¹⁶ This year, 62 students in grade levels ranging from K5 to eighth grade were suspended at least once. The 62 students spent, on average, 2.3 days out of school on suspension.

B. Parent Participation

At the beginning of the academic year, the school set a goal that at least 80.0% of parents would attend at least one of two formal parent conferences. Phone conferences, home visits, and alternative meeting times were counted as attending. Parents of 166 (92.2%) of the 180 students enrolled all year attended at least one of the two conferences, exceeding the school's goal.

¹⁵ Individual student attendance rate was calculated by dividing the total number of days present by the total number of days that the student was enrolled. Individual rates were then averaged across all students.

¹⁶ The school does not have in-school suspension due to lack of staff to facilitate in-school suspensions.

C. Special Education Needs

This year, the school set a goal to develop and maintain records for all special education students. The school demonstrated significant difficulty with reporting the key data needed as described in the learning memo and the data addendum. The information was ultimately provided and indicated that IEPs were completed for all 29 students with special education needs. The system for keeping updated records was not directly tied to the data addendum data description. However, when CRC conducted a review of a representative number of files during the year, those files demonstrated that students had current evaluations indicating their eligibility for special education services, that IEPs were reviewed in a timely manner, and that parents were invited to develop and be involved in their child's IEP. While the data for each child needs to be consistently and clearly gathered in a meaningful database or spreadsheet, it appears that the required information was actually in the special education files based on the file review. Therefore, the school needs to improve its system for managing database or spreadsheet records for all special education students.

D. Local Measures of Educational Performance

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

This year, King's Academy used the MAP tests to measure student progress in reading and math skills.

MAP is a series of tests that measure student skills in reading, math, and language usage. The test yields an RIT (Rasch Unit) scale that shows student understanding, regardless of grade level, which allows easy comparison of students' progress from the beginning of the year to the end of year and/or from one year to the next. Results provide educators with information necessary to build curriculum to meet their students' needs.

Student progress can be measured by comparing each student's performance to nationally normed scores for his/her grade level. In 2008 and 2011, the Northwest Evaluation Association (NWEA) conducted a norming study using data from school districts all over the country.¹⁷ The association calculated a normative mean, or national average, score for the fall, winter, and spring administrations of each MAP test for each grade level. For example, on a national level, fifth-grade students scored, on average, 207 RIT points on the fall MAP reading test and 212 points on the spring MAP reading test, for an overall improvement of five points. On the math test, fifth graders scored, on average, 213 points on the fall test and 221 points on the spring test, for an overall improvement of eight points.¹⁸ Using these national averages, teachers and parents can determine whether students are above, at, or below the national average score for all students in the same grade level at each test administration. For example, if a third grader scored 175 points at the beginning of the year, he/she was functioning below the national average for his/her grade level; the student was functioning within the range of a first or second grader. National average scores for each grade level are presented in Table 1.¹⁹

¹⁷ King's Academy used the Common Core-aligned version of MAP. Because the 2011 norms are carefully constructed to be independent of any specific test, the 2011 norms apply to NWEA Common Core-aligned MAP tests.

¹⁸ Scores are rounded to the nearest whole number for analysis.

¹⁹ <http://www.nwea.org/support/article/normative-data-2011>

Table 1				
2011 NWEA Measures of Academic Progress National Average (Normative Mean) Scores Fall and Spring				
Grade Level	Reading		Math	
	Beginning-of-Year Mean	End-of-Year Mean	Beginning-of-Year Mean	End-of-Year Mean
K5	142.5	157.7	143.7	159.1
1st	160.3	176.9	162.8	179.0
2nd	175.9	189.6	178.2	191.3
3rd	189.9	199.2	192.1	203.1
4th	199.8	206.7	203.8	212.5
5th	207.1	212.3	212.9	221.0
6th	212.3	216.4	219.6	225.6
7th	216.3	219.7	225.6	230.5
8th	219.3	222.4	230.2	234.5
9th	221.4	222.9	233.8	236.0
10th	223.2	223.8	234.2	236.6
11th	223.4	223.7	236.0	238.3

CRC examined progress for students who were at or above the national average as well as students who were below the national average for their current grade level at the time of the fall test.

Progress for students at or above grade-level national average in the fall of 2013 was measured by determining whether the student was able to again score at or above the grade-level national average at the time of the spring test (basically, this examination indicates if students who are functioning at or above grade level improved, on average, the same as their national counterparts).

For students below grade-level average, CRC examined how many reached the national grade-level average for their current grade by the spring test. For students who were still below the grade-level average on the spring test, progress was measured by determining if the student was able to achieve the national average score in the spring for the functional grade level at which he or she tested in the fall.

The school's goal for MAP reading results was that at least 70.0% of the students who scored at or above the national average for their current grade level on the fall reading test would remain at or above the national average at the time of the spring test. The reading goal for students below their grade level in the fall was that at least 60.0% would either reach the national average for their current grade level or reach the national average for their functional grade level at which they tested in the fall.

The school's goal for MAP math results was that at least 75.0% of the students who scored at or above the national average for their current grade in the fall would remain at or above in the spring. For students scoring below their grade level in the fall, at least 60.0% would either reach the national average for their current grade or the national average for their functional grade at which they tested in the fall. The following sections describe results of the MAP tests for students at King's Academy.

1. Reading

Both the fall and spring MAP reading tests were completed by 145 students. At the time of the fall test, 59 (40.7%) of first- through eighth-grade students were at or above the national average (i.e., normative mean) for their grade level (Table 2). Progress for students at or above the average as well as those below is described below.

Table 2					
King's Academy					
Local Measures of Academic Progress: MAP Reading Assessment					
Student Scores Relative to the National Average					
Fall 2013					
Grade Level	N	Students at or Above National Average (Normative Mean) Fall 2012		Students Below National Average (Normative Mean) Fall 2012	
		N	%	N	%
1st	17	10	58.8%	7	41.2%
2nd	15	7	46.7%	8	53.3%
3rd	20	7	35.0%	13	65.0%
4th	21	6	28.6%	15	71.4%
5th	19	7	36.8%	12	63.2%
6th	18	6	33.3%	12	66.7%
7th	16	9	56.3%	7	43.8%
8th	19	7	36.8%	12	63.2%
Total	145	59	40.7%	86	59.3%

a. *Students at or Above National Average (Normative Mean) for Their Grade-Level Average on the Fall MAP Reading Test*

Of the 59 students at or above the normative average for their grade level on the fall test, 44 (74.6%) achieved the normative mean on the spring test (Table 3), just falling short of the school's goal of 75%. To protect student identity, CRC does not report results for fewer than 10 students; therefore, grade-level results were not included for some grade levels.

Table 3					
King's Academy					
Local Measures of Academic Progress: MAP Reading Assessment					
Progress for Students at or Above the National Average in Fall 2013					
Fall 2013 to Spring 2014					
Grade Level	Students at or Above National Average Fall 2013	Students Maintained at or Above National Average Spring 2014		Students Below National Average Spring 2014	
		N	%	N	%
1st	10	7	70.0%	3	30.0%
2nd	7	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
3rd	7	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
4th	6	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
5th	7	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
6th	6	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
7th	9	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
8th	7	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
Total	59	44	74.6%	15	25.4%

b. *Students Below the National Average (Normative Mean) for Their Grade Level on the Fall MAP Reading Test*

On the test, 86 students scored less than the national average for their current grade level. By the time of the spring test, 11 (12.8%) had reached the national reading score for their current grade level, and 37 (43.0%) had improved their reading scores by at least the average change in scores for their functional grade level. This represents a total growth rate of 55.8% for first- through eighth-grade students, falling short of the school's goal of 60% (Table 4).

Table 4							
King's Academy							
Local Measures of Academic Progress: MAP Reading Assessment							
Progress for Students Below the National Average in Fall 2013							
Fall 2013 to Spring 2014							
Grade Level	Students Below National Average on MAP Reading Test Fall 2013	Students Who Reached National Average Spring 2014		Students Who Did Not Reach Grade Level Average in Spring but Met the National Average for the Functional Grade Level Tested at in Fall 2013		Overall Progress of Students Below National Average on Fall 2013 MAP Reading Test	
		N	%	N	%	N	%
1st	7	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
2nd	8	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
3rd	13	2	15.4%	6	46.1%	8	61.5%
4th	15	0	0.0%	6	40.0%	6	40.0%
5th	12	3	25.0%	4	33.3%	7	58.3%
6th	12	2	16.7%	6	50.0%	8	66.7%
7th	7	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
8th	12	2	16.7%	5	41.7%	7	58.3%
Total	86	11	12.8%	37	43.0%	48	55.8%

Overall, 92 (63.4%) of 145 students met their local measure goals in reading.²⁰

2. Math

Students in first through eighth grades completed the MAP math assessment in the fall and spring.

²⁰ Calculation for the scorecard was determined by adding the number of students who maintained at or above the national average for their grade level in the spring as well as those students tested below the national average in the fall who either met their national average on the spring test or met the national average for the functional grade level tested at in the fall.

a. *MAP Math Assessment*

Both the fall and spring MAP math tests were completed by 145 students. At the time of the fall test, 40 (27.6%) students were at or above the national average for their grade level (Table 5).

Progress for students at or above the average as well as those below is described below.

Table 5					
King's Academy					
Local Measures of Academic Progress: MAP Math Assessment					
Student Scores Relative to National Average					
Fall 2013					
Grade Level	N	Students at or Above National Average Fall 2013		Students Below National Average Fall 2013	
		N	%	N	%
1st	17	11	64.7%	6	35.3%
2nd	15	9	60.0%	6	40.0%
3rd	20	3	15.0%	17	85.0%
4th	21	1	4.8%	20	95.2%
5th	19	5	26.3%	14	73.7%
6th	18	3	16.7%	15	83.3%
7th	16	2	12.5%	14	87.5%
8th	19	6	31.6%	13	68.4%
Total	145	40	27.6%	105	72.4%

i. *Students at or Above the National Average (Normative Mean) for Their Grade Level on the Fall MAP Math Test*

Of the 40 students at or above the normative average for their grade level on the fall test, 25 (62.5%) achieved the normative mean for their grade level or above on the spring test (Table 6), falling short of the school's goal of 75%. To protect student identity, CRC does not report results for fewer than 10 students; therefore, results are not presented for each grade level.

Table 6 King's Academy Local Measures of Academic Progress: MAP Math Assessment Progress for Students at or Above the National Average Fall 2013 Fall 2013 to Spring 2014					
Grade Level	Students at or Above National Average Fall 2013	Students Maintained at or Above National Average Spring 2014		Students Below National Average Spring 2014	
		N	%	N	%
1st	11	7	63.6%	4	36.4%
2nd	9	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
3rd	3	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
4th	1	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
5th	5	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
6th	3	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
7th	2	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
8th	6	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
Total	40	25	62.5%	15	37.5%

ii. *Students Below the National Average (Normative Mean) for Their Grade Level on the Fall MAP Math Test*

On the fall test, 105 students scored less than the national average for their current grade level. By the time of the spring test, 16 (15.2%) had reached the national math score for their current grade level, and 60 (57.1%) had reached the national math score for the functional grade level at which they tested during the fall test. This represents an overall growth rate of 72.4%, exceeding the school's goal of 60%.

Table 7							
King's Academy							
Local Measures of Academic Progress: MAP Math Assessment							
Progress for Students Below the National Average in Fall 2013							
Fall 2013 to Spring 2014							
Grade Level	Students Below National Average on MAP Math Test Fall 2013	Students Who Reached National Average Spring 2014		Students Who Did Not Reach Grade Level-Average in Spring but Met the National Average for the Functional Grade Level Tested at in Fall 2013		Overall Progress of Students Below National Average on Fall 2013 MAP Math Test	
		N	%	N	%	N	%
1st	6	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
2nd	6	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
3rd	17	0	0.0%	10	58.8%	10	58.8%
4th	20	2	10.0%	9	45.0%	11	55.0%
5th	14	5	35.7%	8	57.1%	13	92.9%
6th	15	4	26.7%	9	60.0%	13	86.7%
7th	14	3	21.4%	8	57.1%	11	78.6%
8th	13	1	7.7%	8	61.5%	9	69.2%
Total	105	16	15.2%	60	57.1%	76	72.4%

Overall, 101 (69.7%) of 145 students met their local measure goals in math.²¹

3. Writing

King's Academy assessed student writing skills using the 6+1 Trait Writing model. Students completed writing samples in the fall and spring of the school year. Writing prompts were the same for both samples and were based on grade-level topics with a focus on the persuasive writing genre.²²

²¹ Calculation for the scorecard was determined by adding the number of students who maintained at or above the national average for their grade level in the spring as well as those students who tested below the national average in the fall who either met their national average on the spring test or met the national average for the functional grade level tested at in the fall.

²² Writing genres include expository, descriptive, persuasive, and narrative; King's Academy selected descriptive for third and fourth grades and persuasive for fifth through eighth grades.

Students could score between zero and seven points on each writing sample. The school’s goal was that 70.0% of students who completed a fall writing sample would earn a score of 3.0 or better on the spring writing sample.

In the fall of 2013, 144 students completed a writing sample; 136 of those students also completed a spring writing sample. Of the 136 students, 68 (50.0%) earned a score of 3.0 or better on the spring sample (Table 8). This fails to meet the school’s internal goal of 70.0%. The minimum score on the spring sample was 1.0, the maximum was 4.0, and the average score was 2.7 (not shown).

Table 8			
King’s Academy			
Local Measures of Academic Achievement: 6+1 Trait Writing Model			
2013–14			
Grade	N	Met Writing Goal	
		N	%
1st	15	9	60.0%
2nd	15	5	33.3%
3rd	20	8	40.0%
4th	21	5	23.8%
5th	18	11	61.1%
6th	16	9	56.3%
7th	15	13	86.7%
8th	16	8	50.0%
Total	136	68	50.0%

4. IEP Progress for Special Education Students

The school also set a goal that students with IEPs who were enrolled at King's Academy for the full year of IEP service would meet at least 70.0% of their IEP goals at the time of their annual review or re-evaluation. At the end of the school year, 29 students with special education needs were enrolled. IEPs were created for all 29 students. Of the 29 students, 17 were enrolled at King's Academy and received special education services during 2012–13; the school was responsible for reviewing and tracking IEP goal progress for these students. Students had between one and seven goals. Nearly two thirds (11, or 64.7%) of the 17 students met at least 70.0% of their IEP goals during the 2013–14 school year. On average, students exhibited progress in 67.1% of IEP goals, falling short of the school's goal relating to special education students.

E. External Standardized Measures of Educational Performance

1. PALS for K4 through Second Graders

In 2013–14, DPI required that all students in grades K4 through first grade take the PALS assessment in the fall and spring of the school year. In addition, CSRC required all second graders to take the PALS in the spring semester.²³ PALS aligns with both the Common Core State Standards (CCSS) in English and the Wisconsin Model Early Learning Standards (WMELS).

The PALS assessment has three versions: the PALS-PreK for K4 students, the PALS-K for K5 students, and the PALS 1–3 for students in grades first through third. The PALS-PreK comprises five required tasks (name writing, uppercase alphabet recognition, beginning sound awareness, print and word awareness, and rhyme awareness). Two additional tasks, lowercase alphabet recognition and

²³ Per the contract with CSRC, the school will administer all tests required by DPI within the timeframe specified by DPI; this includes the PALS. The timeframe for the fall PALS assessment was October 14 – November 8, 2013, for K4 and K5 students; and September 16 – October 25, 2013, for first graders. The spring testing window was April 28 – May 23, 2014, for all grade levels. In anticipation of a DPI requirement to test second-grade students using the PALS in the fall and spring of 2014-15, CSRC required that all second-grade students in city-chartered schools complete the PALS in the spring of 2014.

letter sounds, are completed only by students who reach a high enough score on the uppercase alphabet task. Finally, nursery rhyme awareness is an optional task that schools can choose to administer or not. Since it is optional, CRC will not report data on nursery rhyme awareness.

The PALS-K comprises six required tasks (rhyme awareness, beginning sound awareness, alphabet knowledge, letter sounds, spelling, and concept of word) and one optional task (word recognition in isolation). The PALS 1–3 comprises three required tasks (spelling, word recognition in isolation, and oral reading in context). The PALS 1–3 also includes one additional required task (letter sounds) for first graders during the fall administration as well as additional tasks for students who score below the summed score benchmark. These additional tasks are used to gather further diagnostic information about those students.

For the PALS-K and PALS 1–3, specific task scores are summed for an overall summed score. For the PALS 1–3, the fall and spring summed scores are calculated using different task combinations. The summed score is then compared to benchmarks set for each grade level and test administration. Reaching or surpassing the benchmark is not an indicator that the student is reading at grade level; the benchmark simply helps teachers identify which students may have difficulty learning to read. For example, if a student’s summed score is below the designated benchmark for his/her grade level and test administration, the student is identified as requiring additional instruction to master basic literacy skills.²⁴ Students who are at or above the benchmark have the basic skills required to, with targeted instruction, continue learning to read without intervention. Teachers may use results of the PALS assessments to help plan classroom reading and spelling instruction according to student needs.

The PALS-PreK does not have a similar summed score or set benchmarks. Because students enter K4 with different levels of exposure to books, letters, and sounds, the purpose of the PALS-PreK is to assess where students are as they enter K4 in the fall. In the spring, developmental ranges for

²⁴ http://www.palswisconsin.info/pals_wi.html

each PALS task indicate whether the student is at the expected developmental stage for a 4-year-old child.

a. *PALS-PreK*

There were 20 K4 students who completed the PALS-PreK in the fall and 20 who completed the spring assessment; all 20 of those students completed both. Although the spring developmental ranges relate to expected age-level development by the time of the spring semester, CRC applied the ranges to both test administrations to see if more students were at or above the range for each test by the spring administration. The number of students at or above the developmental range increased for each task from fall to spring (Table 9). By the time of the spring assessment, 18 (90.0%) of 20 students who completed both were at or above the developmental range for five or more tasks; 17 (85.0%) were at or above the range for all seven tasks (not shown).

Table 9				
King's Academy				
PALS-PreK for K4 Students				
Students at or Above the Spring Developmental Range				
2013-14				
(N = 20)				
Task	Fall		Spring	
	N	%	N	%
Name writing	14	70.0%	19	95.0%
Uppercase alphabet recognition	12	60.0%	18	90.0%
Lowercase alphabet recognition	12*	100.0%	17**	89.5%
Letter sounds	12*	100.0%	17**	89.5%
Beginning sound awareness	20	100.0%	20	100.0%
Print and word awareness	15	75.0%	20	100.0%
Rhyme awareness	12	60.0%	20	100.0%

*Out of 12 students who qualified to complete the lowercase and letter sound tasks in the fall.

**Out of 19 students who qualified to complete the lowercase and letter sound tasks in the fall.

b. PALS-K and PALS 1–3

As mentioned above, each of these tests has a summed score benchmark for the fall and spring (Table 10). The fall and spring summed score benchmarks are calculated using different task combinations. Therefore, the spring benchmark may be lower than the fall benchmark. Additionally, student benchmark status is only a measure of whether the student is where he/she should be developmentally to continue becoming a successful reader; measures of student progress from fall to spring should be interpreted with caution.

Table 10		
King's Academy		
PALS-K and PALS 1–3 Summed Score Benchmarks		
PALS Assessment	Fall Benchmark	Spring Benchmark
PALS-K	28	81
PALS – 1st Grade	39	35
PALS – 2nd Grade	35	54

Nineteen K5 and 16 first-grade students completed the fall and spring PALS assessments. CRC examined progress from fall to spring for students who completed both tests. By the time of the spring assessment, 68.4% of K5 students and 75.0% of first graders were at or above the spring summed score benchmark for their grade level. More than three quarters (76.5%) of K5 students and 92.3% of first-grade students who were at or above the fall benchmark were also at or above the spring benchmark (Table 11). Additionally, nine (60.0%) second graders were at or above the spring summed score benchmark (not shown).

Table 11					
King's Academy					
Reading Readiness for K5 and 1st-Grade Students					
Fall 2013 to Spring 2014					
Grade Level and Fall Benchmark Status	N	Spring Benchmark Status			
		Below Benchmark		At or Above Benchmark	
		N	%	N	%
K5					
Below Benchmark	2	Cannot report due to <i>n</i> size			
At or Above Benchmark	17	4	23.5%	13	76.5%
Total K5	19	6	31.6%	13	68.4%
1st Grade					
Below Benchmark	3	Cannot report due to <i>n</i> size			
At or Above Benchmark	13	1	7.7%	12	92.3%
Total First	16	4	25.0%	12	75.0%

2. WKCE for Third Through Eighth Graders

The WKCE is directly aligned with Wisconsin Model Academic standards in reading and math and assesses student skills as advanced, proficient, basic, or minimal. DPI requires all students in third through eighth grade and in tenth grade to participate in WKCE testing to meet federal No Child Left Behind requirements. Note that results in this section include students who have been enrolled at the school for a full academic year²⁵ (FAY) or longer as well as students new to the school.

In order to more closely align with national and international standards, the WKCE reading and math proficiency-level cut scores were redrawn in 2012–13 to mimic cut scores used by the National Assessment of Educational Progress (NAEP). The revised cut scores require that students achieve higher-scale scores in order to be considered proficient in each subject. Since this is only the second year the revised scores have been applied, CRC is reporting reading and math proficiency levels using both the former and the revised standards. This allows schools and stakeholders to see how students

²⁵ Enrolled since September 20, 2013.

and the school performed when different standards were applied. Both current school year and year-to-year student progress will be described using both sets of cut scores.

Overall, 110 third- through eighth-grade students completed the WKCE reading test and the WKCE math test in the 2013–14 school year.²⁶ Results were used to assess third through eighth grade reading and math skills, as well as to provide scores against which to measure progress over multiple years.

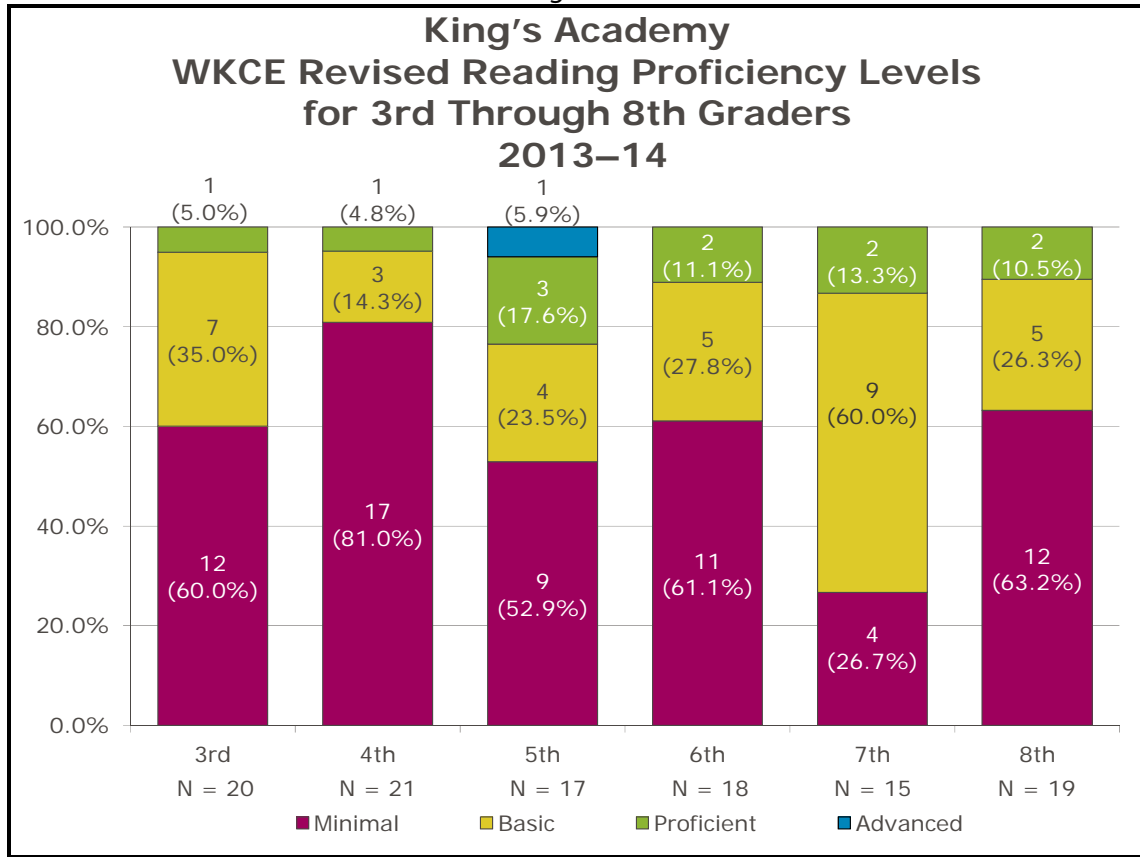
a. Reading

One (5.0%) third grader scored at the proficient level; one (4.8%) fourth grader scored proficient; three (17.6%) fifth graders scored proficient and one (5.9%) scored advanced; two (11.1%) sixth graders scored proficient; two (13.3%) seventh graders scored proficient; and two (10.5%) eighth-grade students scored proficient in reading (Figure 2). Overall, 12 (10.9%) third- through eighth-grade students scored proficient or advanced in reading (not shown).

When the former cut scores used prior to 2012–13 were applied to this year’s scale scores, two (10.0%) third graders were advanced, and 11 (55.0%) were proficient in reading; one (4.8%) fourth grader was at the advanced level, and five (23.8%) were proficient; six (35.3%) fifth graders were advanced, and four (23.5%) were proficient in reading; three (16.7%) sixth graders were at the advanced level, and six (33.3%) were proficient; two (13.3%) seventh graders were at the advanced level, and 10 (66.7%) were proficient; and three (15.8%) eighth graders were at the advanced level, and seven (36.8%) were proficient. Overall, 60 (54.5%) third- through eighth-grade students scored proficient or advanced in reading, using the cut scores prior to 2013–14 (not shown).

²⁶ Two students completed the Wisconsin Alternative Assessment; these results were not included in the figures.

Figure 2

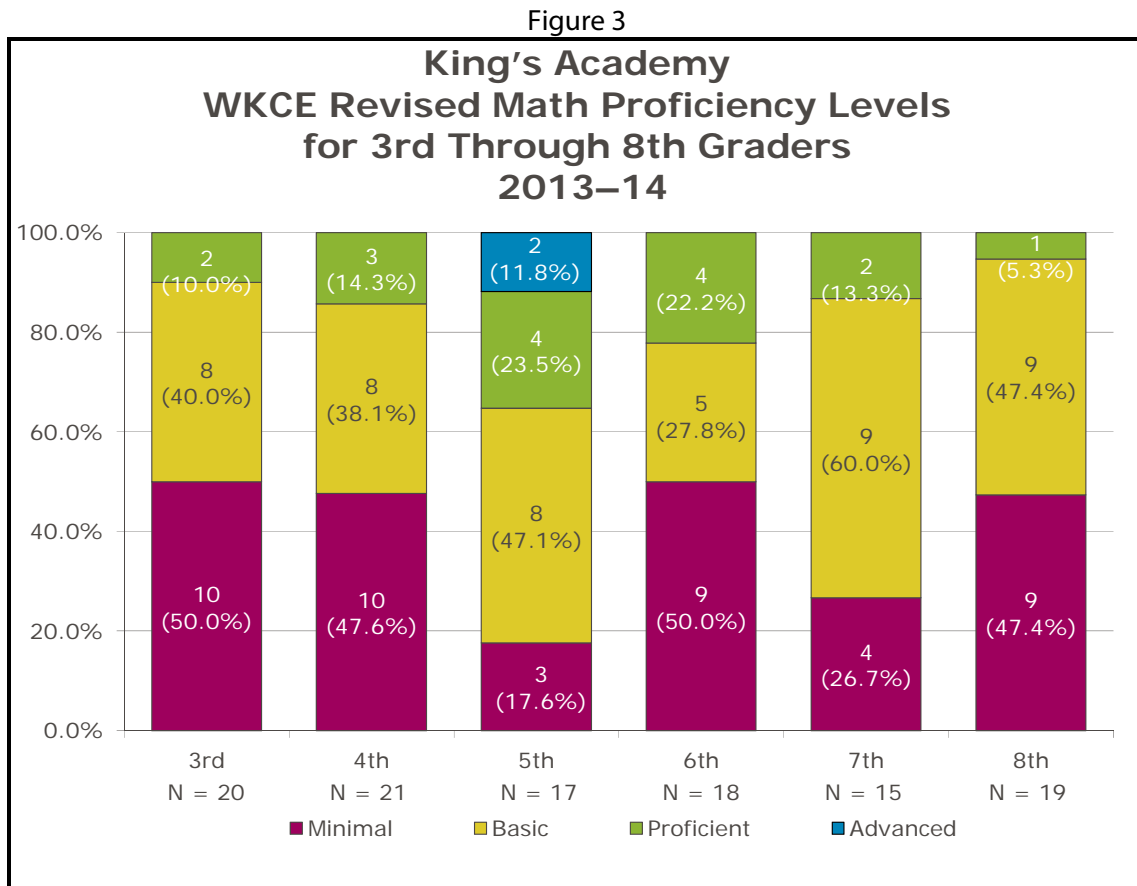


On average, third-grade students scored in the 29th percentile statewide in reading; fourth-grade students scored in the 19th percentile; fifth graders scored in the 39th percentile; sixth graders scored in the 25th percentile; seventh graders scored in the 37th percentile; and eighth-grade students, on average, scored in the 24th percentile in reading (not shown).

b. *Math*

Math results for third through eighth grades using the revised cut scores are illustrated in Figure 3. Overall, 18 (16.4%) students scored proficient or advanced in math.

When the former cut scores used prior to 2012–13 were applied to this year’s scale scores, five (25.0%) third graders were proficient in math, one (4.8%) fourth grader was advanced and nine (42.9%) were proficient, five (29.4%) fifth graders were advanced and five (29.4%) were proficient, four (22.2%) sixth graders were advanced and three (16.7%) were proficient, two (13.3%) seventh graders were advanced and eight (53.3%) were proficient, and one (5.3%) eighth grader was advanced and eight (42.1%) were proficient. Overall, 51 (46.4%) of the 110 third- through eighth-grade students scored proficient or advanced in math (not shown).

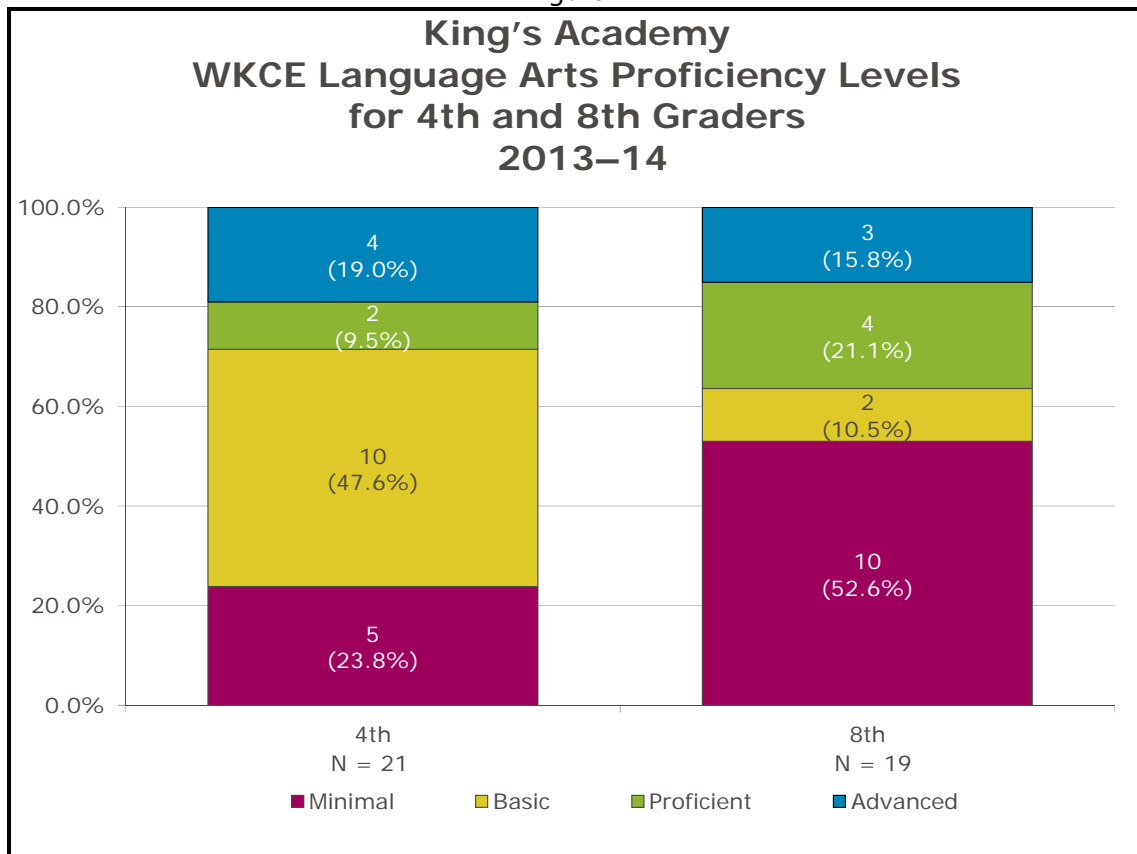


Third graders scored in the 18th percentile in math; fourth graders scored in the 21st percentile; fifth graders scored, on average, in the 41st percentile in math; sixth graders scored in the 27th percentile; seventh graders scored in the 32nd percentile; and eighth-grade students scored, on average, in the 23rd percentile in math.

c. *Language Arts*

In addition to reading and math, fourth and eighth graders are tested in language arts, science, and social studies. CSRC requires results for language arts to be included in this report. Four (19.0%) fourth graders exhibited advanced and two (9.5%) exhibited proficient language arts skills. Of 19 eighth-grade students, three (15.8%) were advanced, and four (21.1%) were proficient (Figure 4).

Figure 4



d. *Writing*

The final score from the WKCE at the fourth- and eighth-grade levels is a writing score. The extended writing sample is scored with two holistic rubrics. A six-point composing rubric evaluates students' ability to control purpose/focus; organization/coherence; and development of content, sentence fluency, and word choice. A three-point conventions rubric evaluates students' ability to use punctuation, grammar, capitalization, and spelling. Points received on these two rubrics are combined to produce a single score, with a maximum possible score of 9.0. The extended writing scores ranged from 1.0 to 4.0 for both fourth graders and eighth graders. The median score for fourth-grade students was 3.0, meaning half of the students scored at or below 3.0, and half scored 3.0 to 4.0 on a scale of 0 to 9.0; the median score for eighth-grade students was 2.7.

F. Multiple-Year Student Progress

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. Year-to-year progress expectations apply to all students who have been enrolled at King's Academy for an FAY and have scores in consecutive years. Prior to the 2013–14 school year, first-through third-grade skills were assessed based on the SDRT. The SDRT was discontinued for the 2013–14 school year; therefore, year-to-year results are not available. Schools began using the PALS reading assessment this year. CRC and CSRC are exploring options for using this as a year-to-year measure in subsequent years.

Fourth- through eighth-grade reading and math skills are tested on the WKCE. Year-to-year progress expectations apply to students who have been enrolled at the school for an FAY. This year, WKCE progress will be measured using the revised cut scores based on the NAEP standards as well as the former scores used prior to the 2012–13 school year.

CSRC expectations on the WKCE²⁷ are that at least 75.0% of the students who were at the proficient or advanced levels on the previous year's WKCE reading and math subtests, and who met the FAY definition, would maintain their status of proficient or above. For those students who scored below expectations, i.e., at the minimal or basic levels on their previous year's WKCE reading or math tests, the expectation is that at least 60.0% of students would either advance to the next proficiency level or advance to the next highest quartile within their previous year's proficiency level.²⁸

1. Progress for Fourth Through Eighth Graders Using Former Cut Scores

Until the 2012–13 school year, WKCE proficiency levels were based on cut scores developed by the state that aligned with state reading and math standards. In 2012–13, the state began using revised cut scores that are based on those used by the NAEP and more closely align with national and international standards. The CSRC expectations for year-to-year growth are based on trends in student progress using the former cut scores. Therefore, in order to compare student progress to previous years and to show student progress based on the revised cut scores, progress will be measured using both the former and revised cut scores. In order to do so, the former proficiency-level cut scores and quartiles will be applied to the scale scores for the 2012–13 and 2013–14 school years. This section describes progress from last year to this year using the former cut scores; the following section will describe progress using the revised cut scores.

a. *Students Who Met Proficiency-Level Expectations (Former Cut Scores)*

Based on fall of 2012 WKCE data, 39 students reached proficiency in reading, and 27 were proficient or higher in math. Out of 39 students, 34 (87.2%) maintained their reading levels and 96.3%

²⁷ CSRC expectations related to the WKCE are based on the former WKCE cut scores because the revised cut scores have been in place for too short a period for the development of valid expectations.

²⁸ Students had to be enrolled in the school on or before September 16, 2011, to meet the FAY definition.

of 27 students maintained proficient or advanced levels in math, exceeding CRSC's expectations of 75.0% (Tables 12 and 13).

Table 12			
King's Academy Reading Proficiency-Level Progress for FAY Students Proficient or Advanced in 2012–13 Based on Former WKCE Proficiency-Level Cut Scores			
Grade	Students Who Were Proficient/Advanced in 2012–13	Students Who Maintained Proficient/Advanced in 2013–14	
		N	%
3rd to 4th	8	Cannot report due to <i>n</i> size	
4th to 5th	8	Cannot report due to <i>n</i> size	
5th to 6th	4	Cannot report due to <i>n</i> size	
6th to 7th	8	Cannot report due to <i>n</i> size	
7th to 8th	11	9	81.8%
Total	39	34	87.2%

Table 13			
King's Academy Math Proficiency-Level Progress for FAY Students Proficient or Advanced in 2012–13 Based on Former WKCE Proficiency-Level Cut Scores			
Grade	Students Who Were Proficient/Advanced in 2012–13	Students Who Maintained Proficient/Advanced in 2013–14	
		N	%
3rd to 4th	5	Cannot report due to <i>n</i> size	
4th to 5th	6	Cannot report due to <i>n</i> size	
5th to 6th	3	Cannot report due to <i>n</i> size	
6th to 7th	7	Cannot report due to <i>n</i> size	
7th to 8th	6	Cannot report due to <i>n</i> size	
Total	27	26	96.3%

b. *Students Who Did Not Meet Proficiency-Level Expectations (Former Cut Scores)*

CSRC expects at least 60.0% of students who did not meet proficiency-level expectations (were at the minimal or basic levels) on the WKCE in 2012–13 to progress one or more levels or, if they scored in the same level, to show progress to a higher quartile within that level. To examine movement within a proficiency level, CRC divided the minimal and basic levels equally into quartiles. The lower threshold for the minimal level was the lowest scale score possible on the examination. The upper threshold reflected the scale score used by DPI to establish proficiency levels.

A total of 10 (43.5%) of 23 students showed progress in reading, and 62.9% of 35 students showed progress in math (Tables 14 and 15).

Table 14					
King's Academy					
Reading Proficiency-Level Progress					
for FAY Students Minimal or Basic in 2012–13					
Based on Former WKCE Proficiency-Level Cut Scores					
Grade	# Students Minimal/ Basic 2012–13	# Students Who Advanced One Proficiency Level 2013–14	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2013–14	Total Proficiency-Level Advancement	
				N	%
3rd to 4th	5	Cannot report due to <i>n</i> size			
4th to 5th	6	Cannot report due to <i>n</i> size			
5th to 6th	7	Cannot report due to <i>n</i> size			
6th to 7th	2	Cannot report due to <i>n</i> size			
7th to 8th	3	Cannot report due to <i>n</i> size			
Total	23	3	7	10	43.5%

Table 15					
King's Academy Math Proficiency-Level Progress for FAY Students Minimal or Basic in 2012–13 Based on Former WKCE Proficiency-Level Cut Scores					
Grade	# Students Minimal/ Basic 2012–13	# Students Who Advanced One Proficiency Level 2013–14	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2013–14	Total Proficiency-Level Advancement	
				N	%
3rd to 4th	8	Cannot report due to <i>n</i> size			
4th to 5th	8	Cannot report due to <i>n</i> size			
5th to 6th	8	Cannot report due to <i>n</i> size			
6th to 7th	3	Cannot report due to <i>n</i> size			
7th to 8th	8	Cannot report due to <i>n</i> size			
Total	35	17	5	22	62.9%

2. Student Progress for Fourth Through Eighth Graders Using Revised Cut Scores

The previous section described progress for students from 2012–13 to 2013–14 using former WKCE proficiency-level cut scores (i.e., those used until the previous school year). This section describes progress for these same students using the revised proficiency-level cut scores that were implemented in 2012–13. It is important to note that the range of scale scores used to assign the proficiency level differ from the ranges using the former cut scores; therefore, it may not be possible to directly compare results using the two different models. The results described in this section simply provide a look at student progress using the revised cut scores but the same standards.

a. *Students Who Met Proficiency-Level Expectations (Revised Cut Scores)*

Based on fall 2012 WKCE data, 10 students reached proficiency in reading when revised cut scores were applied; 10 were proficient or higher in math. Of these, 60.0% of students maintained their reading levels and 90.0% maintained proficient or advanced levels in math (not shown).

b. *Students Who Did Not Meet Proficiency-Level Expectations (Revised Cut Scores)*

In 2012–13, 52 students scored in the minimal or basic categories in reading based on the revised proficiency-level cut scores. Of these, 17 (32.7%) showed progress in 2013–14; six (11.5%) showed improvement by progressing to a higher proficiency level and 11 (21.2%) progressed at least one quartile (Table 18).

Table 18					
King's Academy					
Reading Proficiency Level Progress					
for Students Minimal or Basic in 2012–13					
Based on Revised WKCE Proficiency-Level Cut Scores					
Grade	# Students Minimal/Basic 2012–13	# Students Who Advanced One Proficiency Level 2013–14	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2013–14	Total Proficiency-Level Advancement	
				N	%
3rd to 4th	11	0	2	2	18.2%
4th to 5th	10	1	2	3	30.0%
5th to 6th	9	Cannot report due to <i>n</i> size			
6th to 7th	10	2	3	5	50.0%
7th to 8th	12	3	1	4	33.3%
Total	52	6	11	17	32.7%

When the revised cut scores were applied to the 2012–13 scale scores, 52 students scored below proficient on the fall of 2012 WKCE. Overall, 48.1% of these students either advanced one proficiency level (n=16) or, if they did not advance a level, improved at least one quartile within their level (n=9; Table 19).

Table 19					
King's Academy Math Proficiency-Level Progress for Students Minimal or Basic in 2012–13 Based on Revised WKCE Proficiency-Level Cut Scores					
Grade	# Students Minimal/Basic 2012–13	# Students Who Advanced One Proficiency Level 2013–14	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2013–14	Total Proficiency-Level Advancement	
				N	%
3rd to 4th	12	1	2	3	25.0%
4th to 5th	10	8	1	9	90.0%
5th to 6th	9	Cannot report due to <i>n</i> size			
6th to 7th	8	Cannot report due to <i>n</i> size			
7th to 8th	13	4	2	6	46.2%
Total	52	16	9	25	48.1%

G. CSRC School Scorecard

In the 2009–10 school year, CSRC piloted a scorecard for each school that it charters. The pilot ran for three years and in the fall of 2012, CSRC formally adopted the scorecard to help monitor school performance. The scorecard includes multiple measures of student academic progress such as performance on standardized tests and local measures. It also includes point-in-time academic achievement and engagement elements such as attendance, student and teacher retention, and return. The score provides a summary indicator of school performance. The summary score is then translated into a school status rating (Table 20).

Table 20	
City of Milwaukee	
Educational Performance Rating Scale for Charter Schools	
School Status	Scorecard % Total
High Performing/Exemplary	100.0%–85.0%
Promising/Good	84.0%–70.0%
Problematic/Struggling	69.0%–55.0%
Poor/Failing	54.0% or less

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

This year CRC prepared the King's Academy scorecard based on the WKCE results using the former cut scores, as the CSRC expectations related to the WKCE are based on the former WKCE cut scores. (The revised cut scores have been in place for too short a period of time for the development of valid expectations). King's Academy scored 67.0% on the scorecard, which places the school at the Problematic/Struggling level. This compares with a score of 68.8% (also in the Problematic/Struggling range) for the 2012–13 school year.

H. **DPI School Report Card**²⁹

As part of the new state accountability system reflected in Wisconsin's approved Elementary and Secondary Education Act (ESEA) Flexibility Request,³⁰ DPI has produced report cards for every school in Wisconsin. These school report cards provide data on multiple indicators for four priority areas.

- **Student Achievement**—Performance on the WKCE and Wisconsin Alternative Assessment for Students with Disabilities in reading and mathematics.
- **Student Growth**—Improvement over time on the WKCE in reading and mathematics.
- **Closing Gaps**—Progress of student subgroups in closing gaps in reading and mathematics performance and/or graduation rates.
- **On-Track and Postsecondary Readiness**—Performance on key indicators of readiness for graduation and postsecondary pursuits, whether college or career.

Schools receive a score from 0 to 100 for each priority area. Scores for each area are included on each school's report card. The report cards are public documents and can be found on the DPI website. Some schools have had data replaced by an asterisk (*) when fewer than 20 students are in a group.

In addition to priority area scores, performance on three student engagement indicators is also reported. These include test participation rate (goal of 95.0% for all students and each subgroup), absenteeism rate (goal of 13.0% or less), and dropout rate (goal of 6.0% or less). Schools that do not meet the goals receive point deductions from their overall scores.

The overall accountability score is an average of the priority area scores, minus student engagement indicator deductions. The average is weighted differently for schools that cannot be

²⁹ Information for this section was retrieved from the DPI website, <http://reportscards.dpi.wi.gov>. The DPI report card reflects the school's performance for the 2012–13 school year. Report cards for the 2013–14 school year will be issued in the fall of 2014.

³⁰ Department of Public Instruction, retrieved from http://acct.dpi.wi.gov/acct_accountability

measured with all priority area scores. A school's overall accountability score places the school into one of five overall accountability ratings:

- Significantly Exceeds Expectations (83.0–100.0)
- Exceeds Expectations (73.0–82.9)
- Meets Expectations (63.0–72.9)
- Meets Few Expectations (53.0–62.9)
- Fails to Meet Expectations (0.0–52.9)

The King's Academy report card for 2012–13 indicated an overall accountability rating of 57.1, or Meets Few Expectations. Further information on the report card for King's Academy is included in Appendix E.

I. Parent/Teacher/Board Satisfaction Regarding Student Academic Progress

Based on surveys and interviews, a majority (86.9% of 91) of the parents indicated that the school's contribution to their child's learning was excellent or good. Most of the 10 teachers also rated the school's overall progress in contributing to students' academic progress as excellent (one) or good (seven).

When asked about satisfaction with student academic progress, 45.1% of the parents surveyed rated their child's academic progress as excellent and 40.7% as good. Seven of the 10 teachers interviewed rated their students' academic progress as excellent (two) or good (five). Of the seven board members interviewed who knew about the academic progress of the students, one gave a rating of good, and six rated the academic progress as fair.

IV. SUMMARY AND RECOMMENDATIONS

This report covers the fourth year of operation of King's Academy as a City of Milwaukee charter school. King's Academy did not meet two of the educational provisions specified in its contract with the City of Milwaukee and substantially met a third.

- The school did not meet the expectation that at least 60.0% of students below proficiency in reading would advance one level of proficiency or to the next quartile within their proficiency range. Close to half (43.5%) met the expectation in reading.
- The school did not meet the requirement that all instructional staff held a DPI license or permit to teach. This year, the sixth grade teacher did not hold a DPI license or permit.
- While substantially met, the requirement to provide accurate pupil database information required significant clarification and reentry.

Regarding the school's status on the CSRC scorecard, for the fourth year in a row, King's Academy's scorecard level remained at Problematic/Struggling. This year the scorecard percentage of 67.0% was lower than 68.8% for 2012–13 and 67.5% for 2011–12.

Because of the school's academic progress history, including annual scorecard results, particularly in the areas of student achievement on local measures and standardized year-to-year testing for students below proficiency as well as teacher return rate, CRC recommends that King's Academy be placed on probation for the fifth year of its contract with the City of Milwaukee. CRC further recommends that CSRC develop specific measurable outcomes for the school during the 2014–15 academic year as well as a plan to address the unmet contract provision related to teacher licensure.

Appendix A

Contract Compliance Chart

Table A
King's Academy
Overview of Compliance for Education-Related Contract Provisions
2013–14

Section of Contract	Education-Related Contract Provision	Report Page Number(s)	Contract Provisions Met or Not Met?
Section I, B	Description of educational program; student population served.	3–8	Met
Section I, V	Charter school shall operate under the days and hours indicated in the calendar for the 2012–13 school year and provide CSRC with a school year calendar prior to the conclusion of the preceding school year.	13	Met
Section I, C	Educational methods.	5–5	Met
Section I, D	Administration of required standardized tests.	21–32	Met
Section I, D	Academic criterion #1: Maintain local measures showing pupil growth in demonstrating curricular goals in reading, writing, math, and special education goals.	21–32	Met
Section I, D and subsequent memos from CSRC	Academic criterion #2: Year-to-year achievement measures:		
	a. 4th- through 8th-grade students proficient or advanced in reading: At least 75.0% maintain proficiency level.	a. 41–33	a.. Met when former cut scores were applied (87.2% of 39 students)
	b. 4th- through 8th-grade students proficient or advanced in mathematics: At least 75.0% maintain proficiency level.	b. 41–33	b. Met when former cut scores were applied (96.3% of 27 students)
Section I, D	Academic criterion #3: Year-to-year achievement measures:		
	a. 4th- through 8th-grade students below proficient level in reading: At least 60.0% will advance one level of proficiency or to the next quartile within the proficiency-level range.	a. 44	a.. Not met when former cut scores were applied (43.5% of 23 students)
	b. 4th- through 8th-grade students below proficient level in math: At least 60.0% will advance one level of proficiency or to the next quartile within the proficiency-level range.	b. 45	b. Met when former cut scores were applied (62.9% of 52 students)
Section I, E	Parental involvement.	13–14	Met
Section I, F	Instructional staff hold a DPI license or permit to teach.	9–10	Not Met*
Section I, I	Pupil database information.	5–8	Substantially Met**
Section I, K	Disciplinary procedures.	15	Met

*The sixth-grade teacher did not hold a DPI license or permit .

**Data regarding special education students required significant clarification and reentry.

Appendix B

Student Learning Memorandum

Student Learning Memorandum for King's Academy

To: Charter School Review Committee and NCCD's Children's Research Center
From: King's Academy
Re: Student Learning Memorandum for the 2013–14 School Year
Date: November 1, 2013

The following procedures and outcomes will be used for the 2013–14 school year to monitor the education-related activities described in the school's contract with the City of Milwaukee. Data will be provided to the NCCD Children's Research Center (CRC), the monitoring agent contracted by the City of Milwaukee's Charter School Review Committee (CSRC). Data will be reported in a spreadsheet or database that includes each student's Wisconsin student number (WSN). CRC requests electronic submission of year-end data on the fifth working day following the last day of student attendance for the academic year, which is June 13, 2014. Additionally, paper test printouts or electronic data directly from the test publisher must be provided to CRC for all standardized tests.

The school will record student data in *Headmaster*, the student database, and/or Excel spreadsheets. The school will be able to generate a student roster in a usable data file format that lists all students enrolled at any time during the school year. The roster will include student name; WSN; school student ID; enrollment date; withdrawal date and reason; grade; gender; race/ethnicity; free/reduced lunch eligibility; special education status; and, if applicable, disability type.

Attendance

The school will maintain an average daily attendance rate of 93%. Attendance will be reported as present, excused absence, unexcused absence, days spent in in-school suspension, and days spent in out-of-school suspension. King's Academy considers a student present if the student attends any time during the day.

Enrollment

The school will record the enrollment date for every student. Upon admission, individual student information will be added to the school database, including student name; WSN; school student ID; enrollment date; grade; gender; race/ethnicity; free/reduced lunch eligibility; special education status; and, if applicable, disability type.

Termination/Withdrawal

The withdrawal date and primary reason, including expulsion, for every student leaving the school will be recorded in the school database. The school will use the following withdrawal codes.

- 1 = Moved out of city
- 2 = Moved out of proximate neighborhood
- 3 = Enrolled in a new school—more sports offered
- 4 = Enrolled in a new school—curriculum is less demanding
- 5 = Enrolled in a new school to graduate sooner
- 6 = Transportation problems
- 7 = Behavioral problems
- 8 = Dissatisfaction with academic offerings
- 9 = Sibling(s) transferred
- 10 = Graduated
- 11 = Expelled

- 88 = Other, describe

Parent Participation

At least 80% of the parents will attend at least one of two formal parent conferences. Phone conferences, home visits, and alternative meeting times will be counted as attending.

Special Education Needs Students

The school will maintain updated records on all evaluated students and eligible special education students, including date of the most recent individualized education program (IEP) eligibility evaluation; eligibility evaluation results (i.e., ineligible or, if eligible, disability type); IEP completion date; parent participation in IEP; number of IEP goals; IEP annual review date (to review IEP goals, outcomes, and services, due annually); if the student continues to be eligible, number of IEP goals achieved at the annual review; parent participation in the annual review; and planned date for next evaluation/eligibility assessment.

Academic Achievement: Local Measures

Mathematics and Reading, First Through Eighth Grades

Students will complete the Measures of Academic Progress (MAP) reading and math tests three times a year, in September/October, January, and May. At the time of the fall test, each student's score will be compared to grade-level averages, based on the 2011 NWEA normative study. Progress for students at/above and below grade-level average will be monitored.

Reading

- At least 70% of students who score at or above the national average for their current grade level on the fall reading test will remain at or above the national average at the time of the spring test.
- At least 60% of students who score below the national average for their grade level on the fall reading test will either reach the national average for their current grade level or reach the national average for the functional grade level at which they tested in the fall.

Math

- At least 75% of students who score at or above the national average for their current grade level on the fall math test will remain at or above the national average at the time of the spring test.
- At least 60% of students who score below the national average for their grade level on the fall math test will either reach the national average for their current grade level or reach the national average for the functional grade level at which they tested in the fall.

Writing, First Through Eighth Grades

Using the 6+1 Traits of Writing, 70% of students who completed a writing sample no later than October 30, 2013, will achieve an overall score of 3 or better on a writing sample taken between May 1 and 31, 2014. The prompt for both writing samples will be the same and will be based on grade-level

topics. The genre for first through fourth grades will be descriptive, and for fifth through eighth grades, it will be persuasive.³¹

Special Education, K4 Through Eighth Grades

Students who have active IEPs and have been enrolled at King's Academy for a full year of IEP service will meet at least 70% of their IEP goals at the time of their annual review or reevaluation. Progress will be demonstrated by reporting the number of goals on the IEP and the number of goals that have been met. Note that ongoing student progress on IEP goals is monitored and reported throughout the academic year through the special education progress reports that are attached to the regular report cards.

Academic Achievement: Standardized Measures

The following standardized test measures will assess academic achievement in reading and/or mathematics.

K4 Through Second Grades

The Phonological Awareness Literacy Screening (PALS) will be administered to all students in K4 through first grades in the fall and spring of each year within the timeframes required by the Wisconsin Department of Public Instruction (DPI).³² Second-grade students will complete the PALS in the spring of the school year. PALS provides information about each student's level of mastery of early literacy fundamentals at different times during the school year.³³

Because this is the first year that schools are required to administer the PALS to students in first and second grades, CSRC has not yet set any specific academic expectations for students taking the PALS. Pending expectations by CSRC, CRC plans to complete the following analysis for this assessment series:³⁴

- Benchmark achievement levels for students on both the fall and spring assessments (spring only for second graders);
- For K4, K5, and first-grade students, student cohort progress from fall to spring on each grade-level assessment (not applicable for second graders); and
- If applicable, year-to-year progress for students who completed the PALS-K in 2012–13 and also completed the PALS-1 in 2013–14.³⁵

³¹ Writing genres include expository, descriptive, persuasive, and narrative.

³² The school must administer the PALS in the fall and spring of the school year for K4 through first graders; if DPI requires additional test administrations, CRC will request data from the additional test administrations as well.

³³ PALS was developed by researchers at the University of Virginia and is considered a scientifically based reading assessment for kindergarten students. It assesses key literacy fundamentals, including phonic awareness, fluency, and vocabulary. Specifically, PALS assesses rhyme awareness, beginning sound awareness, alphabet knowledge, letter sounds, spelling, concept of word, and word recognition in isolation (optional). (Note: This information was taken from the DPI website, <http://www.palswisconsin.info>.)

³⁴ If, during the school year, CSRC sets specific expectations or requests different analyses, CRC will replace these current plans with the plans and expectations formulated and adopted by CSRC.

³⁵ At the time of this memo, CRC was researching whether examining year-to-year reading progress using PALS was possible. If year-to-year progress can be measured, CRC will include those results in the report.

Third Through Eighth Grades

The Wisconsin Knowledge and Concepts Examination (WKCE) will be administered on an annual basis in the timeframe identified by DPI. The WKCE reading subtest will provide each student with a proficiency level via a scale score in reading, and the WKCE math subtest will provide each student with a proficiency level via a scale score in math. For fourth and eighth graders, it will also include language arts, science, and social studies scale scores, as well as a writing skills indicator. Results will also reflect the student's statewide percentile score. In 2012–13, the WKCE cut scores for reading and math were revised based on cut scores for the National Assessment of Educational Progress. As in the 2012–13 school year, CRC will analyze the data using both the revised cut scores and the former cut scores that were used through the 2011–12 school year. The standards below apply only to results based on the former cut scores, pending a different decision by CSRC.

- At least 75% of students who were proficient or advanced in reading and/or math on the WKCE in 2012–13 will maintain their status of proficient or above in the subsequent year.
- More than 60% of students who tested below proficient (basic or minimal) in reading and/or mathematics on the WKCE in 2012–13 will improve a proficiency level or at least one quartile within their proficiency level in the next school year. This is a school-wide expectation.

**Learning Memo Data Addendum
King's Academy**

This addendum has been developed to clarify the data collection and submission process related to each of the outcomes stated in King's Academy's student learning memo for the academic year. Additionally, important principles applicable to all data collection must be considered.

1. All students attending the school *at any time during the academic year* should be included in all student data files created by the school. This includes students who enroll after the first day of school and students who withdraw before the end of the school year. Be sure to include each student's Wisconsin student number (WSN) in each data file.
2. All data fields must be completed for each student *enrolled at any time during the school year*. If a student is not enrolled when a measure is completed, record N/E for that student to indicate "not enrolled." This may occur if a student enrolls after the beginning of the school year or withdraws prior to the end of the school year.
3. Record and submit a score/response for each student. *Do not submit aggregate data* (e.g., 14 students scored 75%, or the attendance rate was 92%).

End-of-the-year data must be submitted to the NCCD Children's Research Center (CRC) no later than the fifth working day after the end of the second semester, or June 13, 2014.

The staff person responsible for year-end data submission is Mondell Mayfield.

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Student Roster (K4–8th Grades) Student Identification Demographics	List of students enrolled at any time during the year. Include the following. <ul style="list-style-type: none"> • WSN • School student ID number • Student name • Grade • Gender (M/F) • Race/ethnicity • Free/reduced lunch eligibility (free, reduced, full-pay) • Special education status and, if applicable, disability type 	Headmaster	Shannon McCoy
Attendance (K4–8th Grades)	For each student enrolled at any time during the year, include the following. <ul style="list-style-type: none"> • WSN • Student name • Number of days expected attendance • Number of days attended 	Headmaster	Shannon McCoy

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> • Number of days excused absence • Number of days unexcused absence • Number of days in-school suspension • Number of days out-of-school suspension 		
Enrollment, Termination/Withdrawal (K4–8th Grades)	<p>For every student enrolled at any time during the year, include the following.</p> <ul style="list-style-type: none"> • WSN • Student name • Grade • Enrollment date • Withdrawal date (if applicable) • Withdrawal reason (if applicable, including if the student was expelled and why) <p>Note: These fields can be added to the student roster data file described above.</p>	Headmaster	Denisse Westbrook
Parent Participation (K4–8th Grades)	<p>Create a column for each of the following. Include for all students enrolled at any time during the school year.</p> <ul style="list-style-type: none"> • WSN • Student name • Create a column labeled Conference 1. In this column, indicate, with Y or N, whether a parent/guardian/adult attended the first conference. If the student was not enrolled at the time of this conference, enter N/E. • Create a column labeled Conference 2. In this column, indicate, with Y or N, whether a parent/guardian/adult attended the second conference. If the student was not enrolled at the time of this conference, enter N/E. 	Microsoft Excel spreadsheet designed by the school	Shannon McCoy

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
<p>Local Measures of Academic Progress</p> <p>Special education needs students (K4–8th Grades)</p>	<p>For each student assessed for special education needs (as indicated on the student roster), include the following.</p> <ul style="list-style-type: none"> • WSN • Student name • Special education need, e.g., ED, CD, LD, OHI, etc. • Was student enrolled in special education services at King’s Academy during the previous school year (i.e., was student continuing special education or did special education services begin this year)? • Eligibility assessment date (date the team met to determine eligibility; may be during previous school year) • Eligibility reevaluation date (three-year reevaluation date to determine if the child is still eligible for special education; may be during a subsequent school year) • Individualized education program (IEP) completion date (date the IEP in place during this school year was developed; may have been during a prior year; if initial, the date will be this school year) • IEP review date (date the IEP was reviewed this year; if the initial IEP was developed this year, enter N/A) • IEP review results, e.g., continue in special education, no longer eligible for special education, or N/A <p>At the time of the annual review/reevaluation, record:</p> <ul style="list-style-type: none"> • The number of sub-goals that were on the previous IEP; and • The number of those sub-goals that were met. 	<p>Headmaster or Excel spreadsheet designed by the school</p>	<p>Pamela Bell</p> <p>Bernadine Muhammad</p>

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
<p>Academic Achievement: Local Measures</p> <p>Measures of Academic Progress (MAP) reading and math (1st – 8th Grades)</p>	<p>For each 1st- through 8th-grade student enrolled at any time during the year, provide the following.</p> <ul style="list-style-type: none"> • Student WSN • Student name • Fall MAP reading Rasch unit (RIT) score • MAP reading target score • Spring MAP reading RIT score • Met MAP reading target (Y/N) • Fall MAP math RIT score • MAP math target score • Spring MAP math RIT score • Met MAP math target (Y/N) <p>Note: If a student was not enrolled at the time of either test, enter N/E.</p>	<p>Excel spreadsheet designed by the school</p>	<p>Mondell Mayfield</p> <p>Denisse Westbrook</p> <p>Shannon McCoy</p>
<p>Academic Achievement: Local Measures</p> <p>Writing (1st – 8th Grades)</p>	<p>For all students enrolled at any time during the year, provide the following.</p> <ul style="list-style-type: none"> • Student WSN • Student name • Fall test administration date • Fall writing sample score • Spring test administration date • Spring writing sample score 	<p>Excel spreadsheet designed by the school</p>	<p>Mondell Mayfield</p> <p>Denisse Westbrook</p> <p>Shannon McCoy</p>
<p>Academic Achievement: Standardized Measures</p> <p>Phonological Awareness Literacy Screening (PALS) (K4 – 2nd Grades)</p>	<p>For each K4 and K5 student, include the following.</p> <ul style="list-style-type: none"> • WSN • Student name • Grade • Fall of 2013 PALS summed score • Spring of 2014 PALS summed score <p>For each 1st and 2nd grade student, include the following.</p> <p><u>Fall (1st graders only)</u></p> <ul style="list-style-type: none"> • Fall entry-level summed score • If applicable, fall Level B summed score • If applicable, fall Level C blending and sound-to-letter scores 	<p>Excel spreadsheet designed by the school</p> <p>Additionally, paper copies or the Wisconsin Department of Public Instruction (DPI) electronic report must be submitted to CRC at the end of the school year.</p>	<p>Mondell Mayfield</p> <p>Denisse Westbrook</p> <p>Shannon McCoy</p>

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<p><u>Spring (1st and 2nd graders)</u></p> <ul style="list-style-type: none"> • Spring entry level summed score • If applicable, spring Level B summed score • If applicable, spring Level C blending and sound-to-letter scores 		
<p>Academic Achievement: Standardized Measures</p> <p>Wisconsin Knowledge and Concepts Examination (WKCE) (3rd –8th Grades)</p>	<p>For each 3rd- through 8th-grade student enrolled at any time during the school year, include the following.</p> <ul style="list-style-type: none"> • Student WSN • School student ID number • Student name • Grade • Scale scores for each WKCE test (i.e., math and reading for all grades, plus language, social studies, and science for 4th and 8th graders) • Proficiency level for each WKCE test • State percentile for each WKCE test • Writing prompt score for 4th through 8th graders <p>Note: Enter N/E if the student was not enrolled at the time of the test. Enter N/A if the test did not apply for another reason.</p> <p>Provide the test date(s) in an email or other document.</p>	<p>Download from the Turnleaf website</p> <p>(CRC encourages the school to download WKCE data from the Turnleaf website. This website contains the official WKCE scores used by DPI and improves data reliability.)</p> <p>Alternatively, paper copies must be submitted to CRC at the end of the school year.</p>	<p>Mondell Mayfield</p> <p>Denisse Westbrook</p> <p>Shannon McCoy</p>

Appendix C

Trend Information

Table C1					
King's Academy Student Enrollment and Retention					
School Year	Number Enrolled at Start of School Year	Number Enrolled During Year	Number Withdrew	Number at End of School Year	Number and Rate Enrolled for Entire School Year
2010-11	193	17	29	181	168 (87.0%)
2011-12	215	6	21	200	195 (90.7%)
2012-13	185	20	17	188	171 (92.4%)
2013-14	191	14	12	193	180 (94.2%)

Table C2			
King's Academy Student Return Rates			
Year	Number Enrolled at End of Previous Year	Number Enrolled at Start of This School Year	Student Return Rate
2011-12	164	130	79.3%
2012-13	176	123	69.9%
2013-14	171	124	72.5%

Table C3	
King's Academy Student Attendance	
School Year	Attendance Rate
2010-11	93.0%
2011-12	94.9%
2012-13	96.9%
2013-14	94.4%

Table C4	
King's Academy Parent/Guardian Participation Rate	
School Year	Parent/Guardian Participation Rate
2010-11	79.8%
2011-12	76.9%
2012-13	94.7%
2013-14	92.2%

Table C5		
King's Academy WKCE Year-to-Year Progress Students Who Remained Proficient Based on Former Proficiency-Level Cut Scores* 4th Through 8th Grades		
School Year	Reading	Math
2011–12	91.8%	72.2%
2012–13	92.3%	78.8%
2013–14	87.2%	96.3%

*In 2012–13, the state began using revised NAEP-based cut scores; the former cut scores were applied to the 2012–13 data in order to examine progress from 2011–12 to 2012–13.

Table C6		
King's Academy WKCE Year-to-Year Progress Students Who Were Minimal or Basic and Showed Improvement Based on Former Proficiency-Level Cut Scores* 4th through 8th Grades		
School Year	Reading	Math
2011–12	56.5%	41.7%
2012–13	66.7%	48.1%
2013–14	43.5%	62.9%

*In 2012–13, the state began using revised NAEP-based cut scores; the former cut scores were applied to the 2012–13 data in order to examine progress from 2012–13 to 2013–14.

Table C7					
King's Academy Teacher Retention					
Teacher Type	Number at Beginning of School Year	Number Started After School Year Began	Number Terminated Employment During the Year	Number at End of School Year Who Began the Year	Retention Rate: Rate Employed at School for Entire School Year
2010-11					
Classroom Teachers Only	10	0	0	10	100.0%
All Instructional Staff	14	5	1	13	92.9%
2011-12					
Classroom Teachers Only	10	1	2	8	80.0%
All Instructional Staff	18	2	3	15	83.3%
2012-13					
Classroom Teachers Only	10	3	3	8	80.0%
All Instructional Staff	18	3	3	16	88.9%
2013-14					
Classroom Teachers Only	10	2	2	8	80.0%
All Instructional Staff	18	4	4	14	77.8%

Table C8			
King's Academy Teacher Return Rate			
Teacher Type	Number at End of Prior School Year	Number* Returned at Beginning of Current School Year	Return Rate
2011–12			
Classroom Teachers Only	10	8	80.0%
All Instructional Staff	17	14	82.4%
2012–13			
Classroom Teachers Only	10	5	50.0%
All Instructional Staff	15	9	60.0%
2013–14			
Classroom Teachers Only	9	2	22.2%
All Instructional Staff	14	6	42.9%

*Includes only teachers who were eligible to return, i.e., offered a position for fall.

Table C9	
King's Academy CSRC Scorecard	
School Year	Scorecard Results
2010–11	62.2%
2011–12	67.5%
2012–13	68.8%
2013–14	67.0%

Table C10	
King's Academy DPI Report Card	
School Year	Rating
2011–12	53.9
2012–13	57.1

Appendix D

CSRC Scorecard

K5-8TH GRADE

STUDENT ACADEMIC PROGRESS: GRADES 1-3		
• SDRT—% remained at or above GL	(4.0)	10%
• SDRT—% below GL who improved more than 1 GL	(6.0)	

STUDENT ACADEMIC PROGRESS: GRADES 3-8		
• WKCE reading—% maintained proficient and advanced	(7.5)	35%
• WKCE math—% maintained proficient and advanced	(7.5)	
• WKCE reading—% below proficient who progressed	(10.0)	
• WKCE math—% below proficient who progressed	(10.0)	

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

STUDENT ACHIEVEMENT: GRADES 3-8		
• WKCE reading—% proficient or advanced	(7.5)	15%
• WKCE math—% proficient or advanced	(7.5)	

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

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, and 12		
• EXPLORE to PLAN—composite score at or above 17 on EXPLORE and at or above 18 on PLAN	(5)	30%
• EXPLORE to PLAN—composite score of less than 17 on EXPLORE but increased 1 or more on PLAN	(10)	
• Adequate credits to move from 9th to 10th grade	(5)	
• Adequate credits to move from 10th to 11th grade	(5)	
• DPI graduation rate	(5)	

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

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

STUDENT ACHIEVEMENT: GRADE 10		
• WKCE reading—% proficient and advanced	(7.5)	15%
• WKCE math—% proficient and advanced	(7.5)	

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

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

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

Beginning in 2012–13, the Wisconsin DPI applied more rigorous proficiency-level cut scores to the WKCE reading and math tests. These revised cut scores are based on standards set by the NAEP and require students to achieve higher scale scores in order to be considered proficient. Both the K through eighth-grade and the high school scorecards include points related to current year and year-to-year performance on the WKCE. Last year, in order to examine the impact of the revised cut scores on the school's scorecard score, CRC compiled two: one using the former WKCE cut scores and one each using the revised cut scores. However, because the CSRC standards and the scorecard were developed based on the former cut scores and because the revised cut scores have been in place too short a time to develop valid standards, CRC prepared only one scorecard this year using WKCE results and progress based on the former cut scores.

**Table D1
King's Academy
Charter School Review Committee Scorecard
WKCE Scores Based on Former Proficiency-Level Cut Scores
2013–14 School Year**

Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Academic Progress 1st – 3rd Grades	SDRT: % remained at or above GLE	4.0	10.0%	N/A	--
	SDRT: % below GLE who improved more than 1 GLE	6.0		N/A	--
Student Academic Progress 3rd –8th Grades	WKCE reading: % maintained proficient and advanced	7.5	35.0%	87.2%	6.5
	WKCE math: % maintained proficient and advanced	7.5		96.3%	7.2
	WKCE reading: % below proficient who progressed	10.0		43.5%	4.4
	WKCE math: % below proficient who progressed	10.0		62.9%	6.3
Local Measures	% met reading	3.75	15.0%	63.4%	2.4
	% met math	3.75		69.7%	2.6
	% met writing	3.75		50.0%	1.9
	% met special education	3.75		64.7%	2.4
Student Achievement 3rd –8th Grades	WKCE reading: % proficient or advanced	7.5	15.0%	54.5%	4.1
	WKCE math: % proficient or advanced	7.5		46.4%	3.5
Engagement	Student attendance	5.0	25.0%	94.4%	4.7
	Student reenrollment	5.0		72.5%	3.6
	Student retention	5.0		94.2%	4.7
	Teacher retention	5.0		77.8%	3.9
	Teacher return	5.0		42.9%	2.1
TOTAL		90³⁶			60.3 (67.0%)

³⁶ The SDRT was discontinued prior to the 2013–14 school year; therefore, results were not available. The points available for student progress on the SDRT measures were subtracted from the 100 possible total points. The scorecard percent was calculated by dividing the total points scored by the modified denominator.

Appendix E

2012–13 DPI Report Card



King's Acad | King's Acad

School Report Card | 2012-13 | Summary

Overall Accountability Score and Rating



Meets Few Expectations

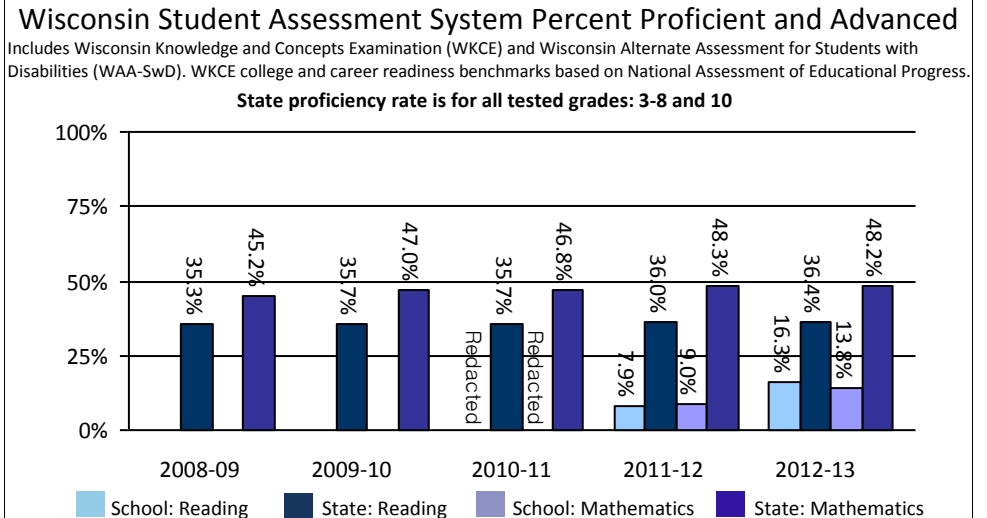
Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas	School Score	Max Score	K-8 State	K-8 Max
Student Achievement	33.9/100		67.0/100	
Reading Achievement	15.7/50		29.7/50	
Mathematics Achievement	18.2/50		37.3/50	
Student Growth	68.1/100		60.9/100	
Reading Growth	32.9/50		30.0/50	
Mathematics Growth	35.2/50		30.9/50	
Closing Gaps	NA/NA		65.4/100	
Reading Achievement Gaps	NA/NA		33.2/50	
Mathematics Achievement Gaps	NA/NA		32.2/50	
Graduation Rate Gaps	NA/NA		NA/NA	
On-Track and Postsecondary Readiness	75.5/100		88.1/100	
Graduation Rate (when available)	NA/NA		NA/NA	
Attendance Rate (when graduation not available)	70.3/80		75.3/80	
3rd Grade Reading Achievement	2.2/10		5.7/10	
8th Grade Mathematics Achievement	3.0/10		7.1/10	
ACT Participation and Performance	NA/NA		NA/NA	

Student Engagement Indicators	Total Deductions: 0
Test Participation Lowest Group Rate (goal ≥95%)	Goal met: no deduction
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

School Information

Grades	K4-8
School Type	Elementary School
Enrollment	182
<i>Race/Ethnicity</i>	
American Indian or Alaska Native	0.5%
Asian or Pacific Islander	0.0%
Black not Hispanic	96.7%
Hispanic	1.1%
White not Hispanic	1.6%
<i>Student Groups</i>	
Students with Disabilities	8.2%
Economically Disadvantaged	78.0%
Limited English Proficient	0.0%



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for schools that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all schools. Accountability Ratings do not apply to Priority Area Scores. Details can be found at http://acct.dpi.wi.gov/acct_accountability. This report serves for both school and district accountability purposes for this school.

Appendix F

Teacher Interviews

In the spring of 2014, CRC interviewed 10 teachers regarding their reasons for teaching and overall satisfaction with the school. Interviews included eight classroom teachers from elementary through middle school, one teacher/dean of students, and one special education teacher.

The teachers interviewed had been teaching for an average of 3.7 years. The number of years teaching at King’s Academy ranged from a partial year to 10 years.

All teachers reported that they routinely use data to make decisions in the classroom, and eight teachers indicated that the school’s leadership uses data to make school-wide decisions; one teacher indicated that the school did not use student data to make school-wide decisions, and one teacher said that the question was not applicable. Methods of tracking student progress on the school’s local measures included a variety of subject area tests throughout the year to gauge progress and make modifications, special education progress reports, and writing assessments.

One teacher rated the school’s overall progress in contributing to students’ academic progress as excellent, seven as good, and two teachers rated the school’s progress as fair.

When asked to describe how teacher performance is assessed, all teachers reported that they are formally assessed at least once each year. Additionally, all interviewed teachers said they participate in classroom observation at least once each semester, all teachers discuss students/data at least once a year, and all teachers receive informal feedback/suggestions at least once a semester (Table F1).

Table F1								
King’s Academy								
Teacher Performance Assessment								
2013–14								
(N = 10)								
Type of Assessment	Frequency							
	Never		At Least Monthly or More Often		At Least Once Each Semester		At Least Once Yearly	
	N	%	N	%	N	%	N	%
Formal evaluation using evaluation form	0	0.0%	0	0.0%	8	80.0%	2	20.0%
Classroom observations	0	0.0%	7	70.0%	3	30.0%	0	0.0%
Discussions regarding student progress/data	0	0.0%	4	40.0%	5	50.0%	1	10.0%
Informal feedback/suggestions	0	0.0%	8	80.0%	2	20.0%	0	0.0%

Eight teachers reported that their performance reviews incorporate students’ academic progress or performance; one teacher said that reviews do not include those things; and one teacher did not respond. Reviews for all 10 teachers were completed by the school principal. Two teachers said they were very satisfied with the performance review process, five were somewhat satisfied, and three teachers were somewhat dissatisfied.

Nine of the 10 teachers reported plans to continue teaching at the school.

When asked to rate the importance of various reasons for continuing to teach at the school, all teachers rated educational methodology, discipline, general atmosphere, class size, and administrative leadership as somewhat important or very important for teaching at this school (Table F2).

Table F2				
Reasons for Continuing to Teach at King's Academy				
2013-14				
(N = 10)				
Reason	Importance			
	Very Important	Somewhat Important	Somewhat Unimportant	Not at All Important
Location	4	2	2	2
Financial considerations	4	5	1	0
Educational methodology/ curriculum approach	6	4	0	0
Age/grade level of students	6	2	0	2
Discipline	9	1	0	0
General atmosphere	8	2	0	0
Class size	7	3	0	0
Parental involvement	4	5	1	0
Administrative leadership	9	1	0	0
Colleagues	4	5	1	0
Students	4	3	3	0

CRC asked teachers to rate the school's performance related to class size, materials and equipment, and student assessment plan, as well as shared leadership, professional support and development, and the school's progress toward becoming an excellent school. Teachers most often rated class size and parent/teacher relationships as excellent. Measures for assessing student progress, student academic progress, parent involvement, and performance as a teacher were most often rated as good by teachers. Two of the 10 teachers listed the school's progress toward becoming a high-performing school as excellent, four teachers listed the school's progress as good, three teachers reported the school's progress as fair, and one teacher rated the school's progress toward becoming a high-performing school as poor (Table F3).

Table F3				
King's Academy				
School Performance Rating				
2013–14				
(N = 10)				
Area	Rating			
	Excellent	Good	Fair	Poor
Class size/student-teacher ratio	6	3	1	0
Program of instruction	1	2	6	1
Measures for assessing students' progress overall	4	5	1	0
Shared leadership, decision making, and accountability	0	3	6	1
Professional support	0	4	5	1
Professional development opportunities	1	2	4	3
Progress toward becoming a high-performing school	2	4	3	1
Your students' academic progress	2	5	2	1
Adherence to discipline policy ³⁷	0	3	2	4
Instructional support	0	5	4	1
Parent/teacher relationships	5	3	2	0
Teacher collaboration to plan learning experiences	0	3	6	1
Parent involvement	2	5	2	1
Your performance as a teacher	4	6	0	0
Principal's performance	1	3	5	1

³⁷ One teacher did not respond to this question.

When asked to name two things they liked most about the school, teachers noted the following:

- Small class size
- Technology
- Parent involvement supports child learning
- Staff

Teachers most often mentioned the following as things they liked least about the school:

- Discipline policy is not clear, and consequences and follow through with behavior issues are inconsistent
- Lack of professional development for staff
- Pay is not competitive
- Insufficient classroom assistants to meet children's needs
- Insufficient suspension of students
- Lack of clear vision for the school
- Lack of organization; particularly related to the testing programs, lack of planning and coverage for testing

Teachers identified the following barriers that could affect their decision to remain at the school:

- If salary continues to remain lower than other schools
- Lack of support in the classroom

When asked if they have any suggestions for improving the school, teachers said:

- Develop a system for behavior that is clear and consistently implemented
- Hire more staff to support teachers in the classroom (a dean of students, specials, parents)
- Increase collaboration between the administration and teachers
- Improve teachers' relationships with one another
- Close the pay gap to keep teachers

Appendix G

Parent Surveys/Interviews

Parent opinions are qualitative in nature and provide a valuable measurement of school performance. To determine how parents heard about the school, why they elected to send their children to the school, parental involvement with the school, and an overall evaluation of the school, each school distributed surveys during spring parent-teacher conferences. The school asked parents to complete the survey, place it in a sealed envelope, and return it to the school. CRC made at least two follow-up phone calls to parents who had not completed a survey. If these parents were available and willing, CRC completed the survey over the telephone or sent a new survey in the mail. Ninety-one (91) surveys, representing 90 (66.2%) of the school's 136 families were completed and submitted to CRC.³⁸

The majority (60.4%) of the parents who completed a survey heard about the school from friends or relatives. Smaller proportions heard about the school through other means (Table G1).

Table G1		
King's Academy		
How Parents Learned About the School		
2013-14		
(N = 91)		
Method	Response	
	N	%
Newspaper	1	1.1%
Private school	0	0.0%
Community center	0	0.0%
Church	19	20.9%
Friends/relatives	55	60.4%
TV/radio/Internet	7	7.7%
Other	20	22.0%

Parents chose to send their children to King's Academy for a variety of reasons. Most rated the school's general atmosphere (90.1%) as well as educational methodology (92.3%) as very important reasons for selecting this school. In addition, almost all parents (97.8%) rated school safety as very important to them when choosing this school (Table G2).

Some parents (37.4%) identified other reasons for enrolling their child in the school, including class-size, religion, location, and curriculum (not shown).

³⁸ If more than one parent in the family or household completed a survey, both were included. If one parent completed more than one survey, the survey completed for the oldest child was retained for analysis.

Table G2

**King's Academy
Parent Reasons for Choosing the School
2013-14
(N = 91)**

Factor	Response									
	Very Important		Somewhat Important		Somewhat Unimportant		Not at All Important		No Response	
	N	%	N	%	N	%	N	%	N	%
Location	61	67.0%	21	23.1%	1	1.1%	7	7.7%	1	1.1%
Other children or relative already attending this school	30	33.0%	13	14.3%	7	7.7%	39	42.9%	2	2.2%
Educational methodology	84	92.3%	5	5.5%	0	0.0%	0	0.0%	2	2.2%
Range of grades in school	69	75.8%	13	14.3%	4	4.4%	3	3.3%	2	2.2%
Discipline	73	80.2%	15	16.5%	1	1.1%	0	0.0%	2	2.2%
General atmosphere	82	90.1%	7	7.7%	0	0.0%	0	0.0%	2	2.2%
Class size	76	83.5%	11	12.1%	0	0.0%	2	2.2%	2	2.2%
Recommendation of family and friends	38	41.8%	35	38.5%	4	4.4%	11	12.1%	3	3.3%
Opportunities for parental participation	64	70.3%	22	24.2%	1	1.1%	1	1.1%	3	3.3%
School safety	89	97.8%	1	1.1%	0	0.0%	0	0.0%	1	1.1%
Frustration with previous school	36	39.6%	18	19.8%	2	2.2%	24	26.4%	11	12.1%

CRC examined parental involvement as another measure of satisfaction with the school. Involvement was based on the number of contacts between the school and the parent(s) and parents' participation in educational activities in the home.

For the first measure, parent-school contact, contacts occurred for a variety of reasons. For example, most parents reported contact with the school at least once regarding their child's academic progress or behavior (Table G3).

Table G3										
King's Academy										
Parent-School Contacts										
2013-14										
(N = 91)										
Areas of Contact	Number of Contacts									
	0 Times		1-2 Times		3-4 Times		5+ Times		No Response	
	N	%	N	%	N	%	N	%	N	%
Your child(ren)'s academic performance	15	16.5%	24	26.4%	19	20.9%	30	33.0%	3	3.3%
Your child(ren)'s behavior	17	18.7%	24	26.4%	22	24.2%	26	28.6%	2	2.2%
Providing information for school records	43	47.3%	29	31.9%	11	12.1%	5	5.5%	3	3.3%
Other	24	26.4%	3	3.3%	3	3.3%	4	4.4%	57	62.6%

The second measure examined the extent to which parents engaged in educational activities while at home. During a typical week, a majority (93.2%) of 73 parents of younger children (K4 through fifth grades) worked on homework with their children; read to or with their children (87.7%); watched educational programs on television (76.7%); and/or participated in activities such as sports, library visits, or museum visits with their children (64.4%). Parents of older children (grades sixth through eighth) engaged in similar activities during the week. For example, 97.3% of 37 parents monitored homework completion, 86.5% discussed their children's post-secondary plans with them, 89.2% watched educational programs on television, 94.6% participated in activities outside of school, and 91.9% discussed their children's progress toward graduating with them at least once a month.

Parents also rated the school on various aspects using a scale from poor to excellent. Parents rated the school as good or excellent in most aspects of the academic environment. For example, most parents said their child’s academic progress (85.8%) and communication regarding learning expectations (86.8%) were excellent or good (Table G4.)

Table G4										
King’s Academy Parental Satisfaction 2013–14 (N = 91)										
Area	Response									
	Excellent		Good		Fair		Poor		No Response	
	N	%	N	%	N	%	N	%	N	%
Program of instruction	36	39.6%	42	46.2%	12	13.2%	1	1.1%	0	0.0%
Child’s academic progress	41	45.1%	37	40.7%	11	12.1%	1	1.1%	1	1.1%
Student-teacher ratio/ class size	44	48.4%	37	40.7%	9	9.9%	0	0.0%	1	1.1%
Discipline methods	36	39.6%	32	35.2%	14	15.4%	7	7.7%	2	2.2%
Parent/teacher relationships	47	51.6%	35	38.5%	7	7.7%	2	2.2%	0	0.0%
Communication regarding learning expectations	48	52.7%	31	34.1%	8	8.8%	3	3.3%	1	1.1%
Opportunities for parental involvement	48	52.7%	32	35.2%	8	8.8%	0	0.0%	3	3.3%
Teacher(s)’s performance	51	56.0%	26	28.6%	13	14.3%	1	1.1%	0	0.0%
Principal’s performance	45	49.5%	26	28.6%	12	13.2%	7	7.7%	1	1.1%
Teacher/principal availability	46	50.5%	34	37.4%	8	8.8%	2	2.2%	1	1.1%
Responsiveness to concerns	34	37.4%	37	40.7%	13	14.3%	6	6.6%	1	1.1%
Progress reports for parents/guardians	41	45.1%	37	40.7%	7	7.7%	1	1.1%	5	5.5%

Parents indicated their level of agreement with several statements about school staff. Most (91.2%) reported that they were comfortable talking with their child’s teachers and/or school staff and many (84.7%) were satisfied with how the school kept them informed about their child’s academic performance (Table G5).

Table G5												
King’s Academy Parental Rating of School Staff 2013–14 (N = 91)												
Statement	Response											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
I am comfortable talking with staff	49	53.8%	34	37.4%	5	5.5%	1	1.1%	1	1.1%	1	1.1%
The staff keeps me informed about my child(ren)’s performance	44	48.4%	33	36.3%	11	12.1%	2	2.2%	0	0.0%	1	1.1%
I am comfortable with how the staff handles discipline	33	36.3%	28	30.8%	18	19.8%	6	6.6%	4	4.4%	2	2.2%
I am satisfied with the overall performance of the staff	37	40.7%	33	36.3%	16	17.6%	2	2.2%	1	1.1%	2	2.2%
The staff recognizes my child(ren)’s strengths and weaknesses	46	50.5%	33	36.3%	8	8.8%	2	2.2%	0	0.0%	2	2.2%

Parental satisfaction was also evident in the following results.

- Most (81.3%) parents would recommend this school to other parents.
- Over half (57.1%) of the parents will send their child to the school next year. Nineteen (20.9%) parents said they will not send their child to the school next year, and about 22.0% were not sure. Most parents who said they would not cited student graduated, the family is moving, or opportunities for child at a different school.
- When asked to rate the school’s overall contribution to their child’s learning, a majority (86.9%) of parents rated the school’s overall contribution to their child’s learning as excellent or good. Some (9.9%) parents rated the school’s contribution as fair, and a very small percentage (1.1%) rated the school’s contribution as poor. Two parents did not respond to the question.

When asked what they liked most about the school, some common responses included:

- Small class sizes
- Friendly atmosphere
- Parents familiar with staff and engaged in classroom
- Excellent teachers
- Academics
- Uniforms

When asked what they liked least about the school, responses included:

- Discipline; too many suspensions
- Bullying
- Not enough extracurricular activities
- Not enough specialty classes (music, art, languages)
- High staff turnover

Appendix H

Student Interviews

At the end of the school year, CRC staff asked 20 randomly selected students in seventh and eighth grade several questions about their school. Responses from the student interviews were generally positive.

- All students indicated that they used computers at school.
- All students said that teachers were helpful.
- All of the students felt that the marks they received on their classwork, homework, and report cards were fair.
- All but one student said they had improved their reading ability, and 80.0% stated that their math abilities had also improved.
- Most students said that they felt safe while at school.
- Most (17 of 20) students said that people worked collaboratively at King's Academy (Table H).

Table H King's Academy Student Interview 2013-14 (N = 20)				
Question	Answer			
	A Lot	Some	No/Not At All	No Response/ Don't Know/ N/A
Do you like your school?	8	8	4	0
Have you improved in reading?	11	8	1	0
Have you improved in math?	13	3	3	1
Do you use computers at school?	9	11	0	0
Do you like the school rules?	3	10	6	1
Do you think the school rules are fair?	5	11	4	0
Do you get homework on a regular basis?	8	10	2	0
Do your teachers help you at school?	14	6	0	0
Do you like being in school?	9	10	1	0
Do you feel safe at school?	11	7	2	0
Do people work together in school?	6	11	2	1
Do you feel the marks you get on classwork, homework, and report cards are fair?	9	11	0	0
Do your teachers talk to your parents?	3	15	2	0
Does your school have afterschool activities?	4	8	7	1
Do your teachers talk with you about high school plans?	16	4	0	0

When asked what they liked best about the school, students reported the following.

- The teachers push me to do my best, care for me, help me, motivate me to progress, and give me one-on-one time.
- Working on computers.
- The learning environment is safe, encouraging, and lets me get my work done.
- We can express ourselves.

When asked what they liked least, students responded with the following:

- The teachers show favoritism
- Some of the teachers' attitudes
- Not having many activities, such as field trips
- The uniform policy and requirement to wear white shoes

- Could use a little more structure and organization
- No locks on our lockers
- That we can't go to the bathroom individually
- The safety; not enough drills and it's easy for somebody to get in
- The school is small

Appendix I

Board Member Interviews

Board member opinions are qualitative in nature and provide valuable, although subjective, insight regarding school performance and organizational competency. During the 2013–14 school year the number of individuals serving on the King’s Academy board of directors ranged from nine to 12 directors. The board structure includes a chair, a finance chair, a human resources chair, a marketing chair, and an educational chair. Other members participated on one or more of these committees. CRC conducted phone interviews using a prepared interview guide with eight of the board members who agreed to participate.

One of the board members has served on the board for 15 years, one for seven years, one for three years, one for two years, one for one year, and three for less than one year (one of these had served for just one month).

The backgrounds of the board members included accounting, education, nonprofits, finance, management and strategic planning, fund development, board development, and marketing.

Six of the board members said they participate in strategic planning for the school (one did not know and one did not respond to the question). Six members received a presentation on the school’s annual academic performance report (two did not respond to this question because they did not know), and all eight received and approved the school’s annual budget. Six members reviewed the school’s annual financial audit, one did not, and one did not respond to the item because he/she did not know.

Table I					
King's Academy Board Member Interview Results 2013-14 (N = 8)					
Performance Measure	Response				
	Excellent	Good	Fair	Poor	Don't Know
Teacher-student ratio/class size	2	6	0	0	0
Program of instruction	2	5	0	0	1
Students' academic progress	0	1	6	0	1
Adherence to discipline policy	1	2	2	0	3
Administrator's financial management	1	3	3	1	0
Professional development opportunities	2	3	3	0	0
Instructional support	0	1	5	0	2
Progress toward becoming a high-performing school	0	4	3	0	1
Parental involvement	1	4	0	0	3
Community/business involvement	1	1	3	1	2
Teachers' performance	0	2	2	0	4
Principal's performance	0	3	4	0	1
Current role of the board of directors	0	5	3	0	0
Financial resources to fulfill school's mission	0	2	3	2	1
Safety of the educational environment	5	1	1	0	1

Seven of the members reported that the board uses data to make decisions regarding the school. On a scale of poor to excellent, six board members rated the school, overall, as excellent or good. Two members rated the school as fair. When asked what they liked most about the school, the board members mentioned the following items:

- Partnerships and foundation involvement
- Strong effort of staff, parents, and board members toward improving children's academic performance
- Welcoming and positive school environment

Regarding things they liked least, the board members mentioned:

- Lack of sufficient financial resources
- Low current academic performance
- High turnover of teachers
- New board leadership and role of board not clearly identified
- Lack of staff motivation to focus on inspiring achievement of the kids

- New teachers not giving the students enough

When asked for one suggestion for improving the school, board members said:

- Hire a strong leader that has the board support and is right for the school.
- Identify what is needed to propel the students' academic performance.
- Build financial resources and ensure resources for academic programming at least six months before the school year begins.
- Obtain more grants to improve staffing.
- Provide a more proactive approach to better engage the students, teachers, and administration rather than reacting to crises