

King's Academy

Programmatic Profile and Educational Performance

2012–13 School Year

Report Date: September 2013

Prepared by:
Janice Ereth, PhD
Susan Gramling
Greg Rafn

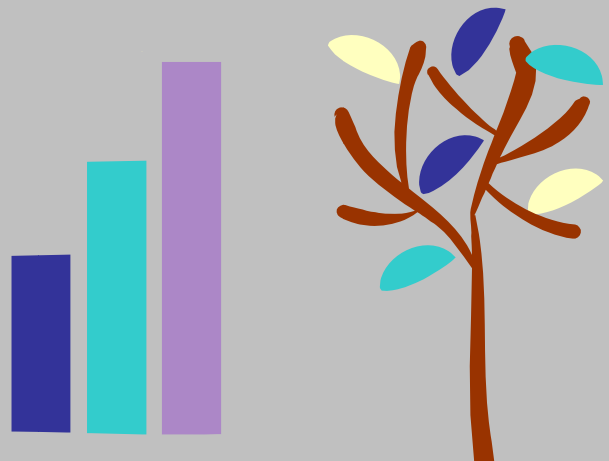


TABLE OF CONTENTS

EXECUTIVE SUMMARY	i
I. INTRODUCTION	1
II. PROGRAMMATIC PROFILE	2
A. Board of Directors	2
B. Philosophy of Educational Methodology.....	3
1. Philosophy	3
2. Description of Educational Programs and Curriculum	3
C. Student Population	5
D. School Structure	7
1. Areas of Instruction	7
2. Classrooms.....	7
3. Teacher Information.....	8
4. Hours of Instruction/School Calendar	10
5. Parent and Family Involvement	10
6. Waiting List	11
7. Disciplinary Policy	11
8. Activities for Continuous School Improvement.....	12
9. Graduation and High School Information.....	13
III. EDUCATIONAL PERFORMANCE	13
A. Attendance.....	14
B. Parent Participation.....	14
C. Special Education Needs	15
D. Local Measures of Educational Performance	15
1. Literacy	18
a. Students at or Above National Average (Normative Mean) for Their Grade-Level Average on the Fall MAP Reading Test	19
b. Students Below the National Average (Normative Mean) for Their Grade Level on the Fall MAP Reading Test.....	21
2. Math	22
a. MAP Math Assessment	22
i. Students at or Above the National Average (Normative Mean) for Their Grade Level on the Fall MAP Math Test	23
ii. Students Below the National Average (Normative Mean) for Their Grade Level on the Fall MAP Math Test.....	24
3. Writing.....	25
4. IEP Progress for Special Education Students	26
E. External Standardized Measures of Educational Performance.....	26
1. PALS-K for K5 Students.....	28
2. SDRT for First Graders	29
3. SDRT for Second Graders.....	31
4. SDRT for Third Graders	32

TABLE OF CONTENTS (continued)

5.	WKCE for Third Through Eighth Graders	33
a.	Reading	33
b.	Math	35
c.	Language Arts.....	36
d.	Writing.....	37
F.	Multiple-Year Student Progress.....	37
1.	First Through Third Graders	38
a.	Students at or Above GLE.....	38
b.	Students Below GLE.....	39
2.	Third Through Eighth Graders.....	39
a.	Students Who Met Proficiency-Level Expectations (Former Cut Scores)	39
b.	Students Who Did Not Meet Proficiency-Level Expectations (Former Cut Scores)	41
c.	Students Who Met Proficiency-Level Expectations (Revised Cut Scores)	43
d.	Students Who Did Not Meet Proficiency-Level Expectations (Revised Cut Scores)	43
G.	CSRC School Scorecard	45
H.	Department of Public Instruction School Report Card.....	47
IV.	SUMMARY AND RECOMMENDATIONS	48

APPENDICES

Appendix A:	Contract Compliance Chart
Appendix B:	Outcome Measures Agreement Memo
Appendix C:	Trend Information
Appendix D:	CSRC School Scorecards
Appendix E:	2011–12 DPI Report Card

EXECUTIVE SUMMARY

for

King's Academy

2012–13

This is the third 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

Beginning in 2012–13, the Wisconsin Department of Public Instruction applied more rigorous proficiency-level cut scores to the Wisconsin Knowledge and Concepts Examination (WKCE) reading and math tests. These revised cut scores are based on standards set by the National Assessment of Educational Performance (NAEP) and require students to achieve higher scale scores in order to be considered proficient. The school's contract compliance is affected by how students perform on the WKCE tests. In order to view the impact that the revised cut scores have on the school's overall contract compliance, contract compliance is shown when both the former and revised cut scores were applied to WKCE results below.

Applying the former WKCE proficiency-level standards, King's Academy met all but one of the educational provisions in its contract with the City of Milwaukee and subsequent requirements of the CSRC. The school fell just short of meeting the following provision:

1. At least 60.0% of the fourth- through eighth-grade students below proficient in math will advance one level of proficiency or to the next quartile within their proficiency level (actual: 48.1%).

Applying the revised WKCE proficiency-level standards, King's Academy met all but two year-to-year expectations related to growth on the WKCE, specifically:¹

1. At least 60.0% of the fourth- through eighth-grade students below proficient in reading will advance one level of proficiency or to the next quartile within their proficiency level (actual: 49.1%).
2. At least 60.0% of the fourth- through eighth-grade students below proficient in math will advance one level of proficiency or to the next quartile within their proficiency level (actual: 31.5%).

See Appendix A for an outline of specific contract provision compliance information, page references, and a description of whether or not each provision was met.

¹ Seven students met proficiency in reading, and six students met proficiency in math when using the revised WKCE scores. In order to protect student confidentiality, CRC does not report on cohorts smaller than 10 students. As a result, year-to-year proficiency results are not reported for these students.

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:

- Thirty-five (57.4%) 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, falling short of the school's goal of 66.0%.
- Forty-three (53.8%) of 80 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, exceeding the school's goal of 42.0%.

In math:

- Twenty-one (75.0%) 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, exceeding the goal of 56.0%.
- Sixty-one (54.0%) of 113 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 35.0%.

In writing:

- Eighty (58.4%) of 137 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:

- Three quarters of the special education students met at least 70.0% of their IEP goals.

2. Secondary Measures of Academic Progress

- Average student attendance was 96.9%, exceeding the school's goal of 85.0%.

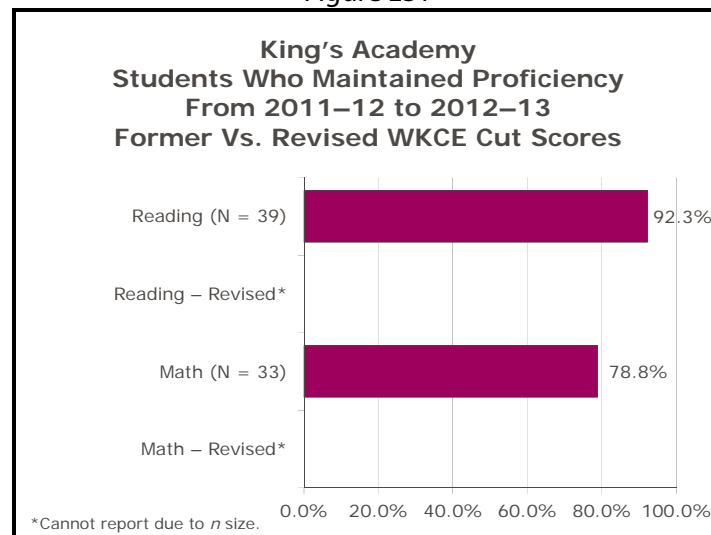
- Parents of 94.7% of 162 students enrolled for the year attended at least one parent-teacher conference, exceeding the school's goal of 72.0%.

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.

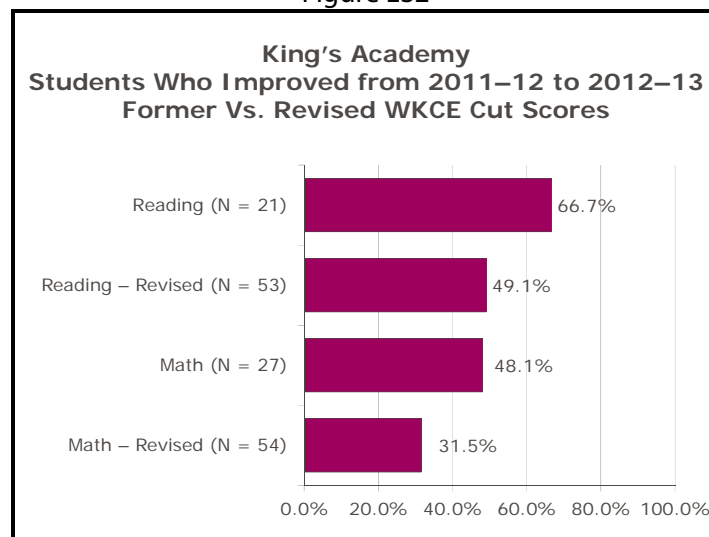
- Stanford Diagnostic Reading Test (SDRT) multiple-year advancement results indicated that 16 (76.2%) of 21 students who were at or above grade-level equivalency (GLE) during the previous school year maintained GLE at the time of the 2012–13 test. This exceeds the CSRC expectation of 75.0%.
- Only eight students tested below GLE at the time of the 2011–12 test. In order to protect student confidentiality, CRC does not report on cohorts smaller than 10 students.
- Of 39 fourth through eighth graders, 92.3% maintained proficiency in reading, and 78.8% of 33 students maintained proficiency in math, based on former proficiency cut scores used up until the current school year. The CSRC goal is 75.0%. See Figure ES1.
- During 2011–12, seven students reached proficiency in reading, and six reached proficiency in math when using the revised WKCE scores. In order to protect student confidentiality, CRC does not report on cohorts smaller than 10 students (Figure ES1).

Figure ES1



- Of 21 fourth- through eighth-grade students who were below proficient in reading, 66.7% showed improvement, while 48.1% of 27 students who were below proficient in math showed improvement when using the former WKCE scores (Figure ES2). The CSRC goal is 60.0%.
- Of 53 fourth- through eighth-grade students who were below proficient in reading, 49.1% showed improvement, while 31.5% of 54 students who were below proficient in math showed improvement when using the revised WKCE cut scores.

Figure ES2



C. Scorecard

This year King's Academy scored 68.8% on the multiple-measure scorecard based on the former WKCE cut scores and 53.8% on the scorecard based on the revised WKCE cut scores.

IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The school addressed the 2011–12 recommendations for school improvement. After reviewing the information in this report and considering the information gathered during the administration interview in June 2013, CRC and the school jointly recommend that the focus of 2013–14 include the following activities.

- Focus on reading and math skill development, particularly increasing local measure achievement for all students by:
 - » Using fall MAP data to develop skill development strategies and interventions for all students;
 - » Continuing to implement the *CompassLearning* program;

- » Revising strategies and interventions based on progress on the mid-year MAP results; and
 - » Ensuring professional development for staff prior to the beginning of the school year by continuing to work with *Schools That Can* as well as assisting teachers throughout the year to use individual student data to inform their practice.
- Identify and implement strategies that would encourage teachers to return from year to year.
 - Continue parent communication and participation in school programming, with a focus on the arts and extracurricular activities.
 - Build school community and enrich student achievement through development of the arts.

V. CRC's RECOMMENDATIONS

This report covers the third year of operation of King's Academy as a City of Milwaukee charter school.

Because the school is demonstrating slow, but steady, progress on the scorecard using former WKCE scores and has met nearly all of its contract requirements to date, CRC recommends that King's Academy continue regular, annual academic monitoring and reporting. However, significant progress, particularly in the local measure goals, should be achieved in the fourth year of operation to avoid the possibility of probationary status in the future.

I. INTRODUCTION

This is the third annual program monitoring report to address educational outcomes for King's Academy, one of nine schools chartered by the City of Milwaukee for the academic year 2012–13. 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).²

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.
3. CRC staff verified the licensure of the instructional staff at the school using the DPI teacher license search website.
4. 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.
5. CRC staff read case files for selected special education students to ensure that individualized education programs (IEPs) were up-to-date.

The school provided electronic and paper data to CRC. Data were compiled and analyzed at CRC.

² CRC is a nonprofit social science research organization and center of the National Council on Crime and Delinquency.

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 Mayfield

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

King's Academy's board of directors consists of eight members; one of the members acts as the board president. The director of education and the financial administrator report to the board of directors.³

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.

³ See organization chart on page 2 of the 2012–13 Parent/Student Handbook.

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.⁴

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.

⁴ See the King's Academy 2012–13 Parent/Student Handbook.

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 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.⁵

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 hot lunch program; \$.40 for those qualifying for the reduced hot lunch program; and at a minimal cost of \$2.50 for those who do not qualify. Bag lunches are allowed as well. The school also offered an onsite before- and after-care program.⁶

⁵ See page 16 of the 2012–13 Parent/Student Handbook.

⁶ See pages 12–13 of the 2012–13 Parent/Student Handbook.

C. Student Population

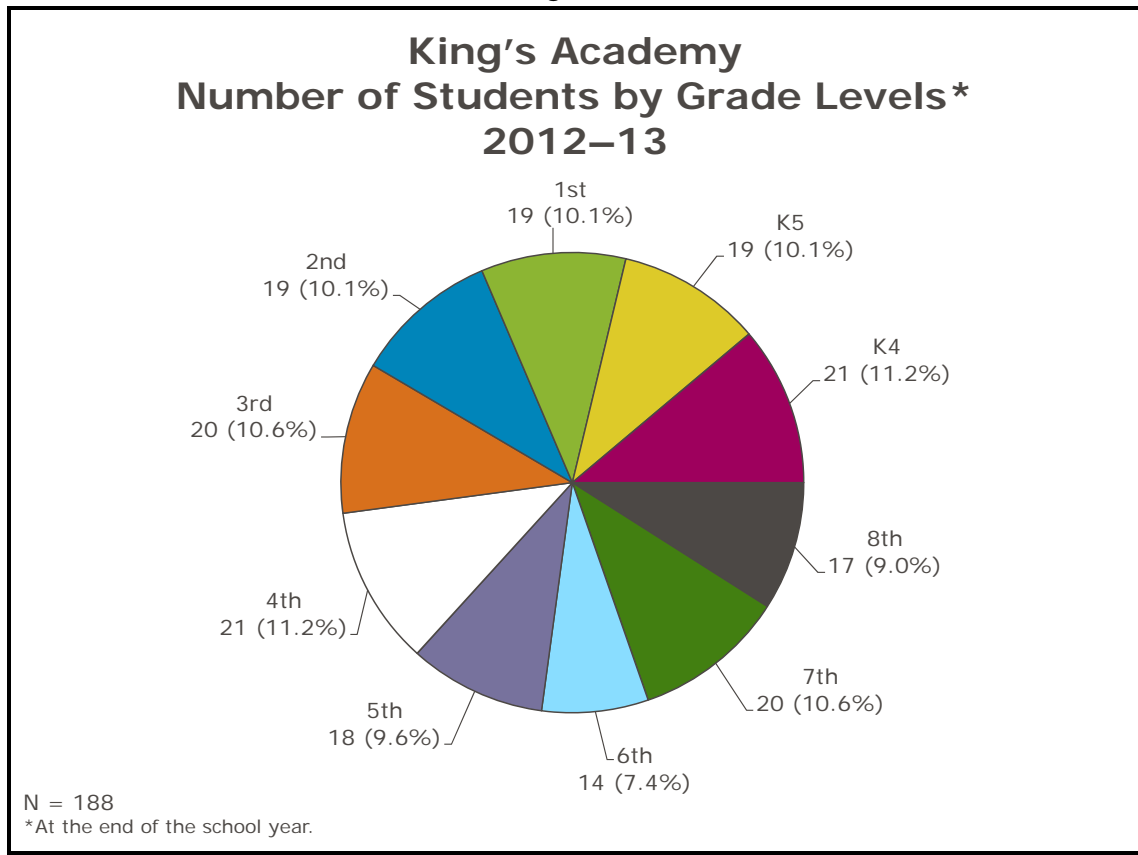
At the beginning of the year, 185 students, ranging from K4 through eighth grade, were enrolled in King's Academy.⁷ Twenty students enrolled after the school year started, and 17 students withdrew from the school prior to the end of the year. Reasons for withdrawal included moved out of the city (six), expelled (four), transportation problems (four), moved out of the proximate neighborhood (two), and enrolled in a new school – curriculum is less demanding (one). Of the 185 students who started the year at the school, 171 remained enrolled at the end of the year; this is a retention rate of 92.4%.

At the end of the year, 188 students were enrolled at King's Academy. They can be described as follows.

- Most (166, or 88.3%) of the students were African American, and 22 (11.7%) students were of an "other" race/ethnicity.
- There were 102 (54.3%) girls and 86 (45.7%) boys.
- Twenty-five (13.3%) students had special education needs. Seven had speech and language impairments (SPL), five students had other health impairments (OHI), three had specific learning disabilities (SLD), three had OHI/SPL, two had CD/SPL, one had OHI with SPL and OT, one had SLD with other related services, one had OHI with SLD, one had SLD with SPL, and one student was autistic.
- The largest grade levels were K4 and fourth grade, both with 21 students each. The number of students by grade level is illustrated in Figure 1.
- There were 157 (83.5%) students eligible for free or reduced lunch prices (141 [75.0%] students were eligible for free and 16 [8.5%] for reduced lunch prices). The remaining 31 (16.5%) were not eligible.

⁷ Enrolled as of September 21, 2012.

Figure 1



On the last day of the 2011–12 academic year, 176 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, 123 were enrolled in the school on the third Friday in September 2012. This represents a return rate of 69.9%.

D. School Structure

1. Areas of Instruction.

King's Academy offers instruction in reading/literacy, language arts, math, science, social studies, fine arts, and physical education. Special education programming was provided to students identified as needing an Individual Education Program (IEP).

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.

The students were assessed using the Measures of Academic Performance (MAP) assessments three times during the year. Teachers used an additional week 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 also accessed programs at the Milwaukee Art Museum through a grant received from WeEnergies.

2. Classrooms

The school was organized into two parts: elementary (K4 through fifth grade⁸) 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 and each with an average of 17 students. The school building also holds a cafeteria, a library, and a gymnasium.

⁸ The school tried a middle school of fifth through eighth grades in 2011–12, but this year decided to limit middle school to sixth through eighth grades.

3. Teacher Information

Each of the 10 classrooms in the school is headed by a classroom teacher. Additional instructional staff included a Title I reading teacher, a Title I math teacher, a special education teacher, a speech pathologist, a physical education teacher, a part-time psychologist, a special education case manager, and a social worker. Administrative personnel include the director of education and a principal.

At the beginning of the year the school had seven teacher assistants, one of which was a certified special education aide. At that time, these assistants were utilized in the following way: one each for K4, K5, and first grade; one shared between the second and third grades; one shared for fourth and fifth grades; and two for sixth through eighth grades. During the year the school lost three of these positions due to funding. One of the aides came back as a substitute teacher.

In the spring of 2012, 10 teachers⁹ and five other instructional staff were eligible to return to the school. Of these, five teachers returned and four other instructional staff returned, for a teacher return rate of 50.0% and an entire instructional staff return rate of 60.0%

During the year the school employed a total of 21 instructional staff, including 13 classroom teachers and eight additional instructional staff. A seventh-grade teacher left shortly after the school year began and was replaced by a full-time substitute teacher. The original fifth-grade classroom teacher left shortly after the school year started, was replaced, and that replacement also left in September. The third fifth-grade teacher was hired in October and remained the rest of the year. Of the 10 classroom teachers¹⁰ who began the year, eight remained for the entire year for a retention rate of 80.0%. All eight other instructional staff who began the year remained the entire year, for a

⁹ Included in this number is the 2011–12 substitute teacher who came back in the fall of 2012 as an aide, was let go due to funding, and then rehired as a substitute teacher for the seventh grade.

¹⁰ The sixth-grade teacher was a full-time substitute.

retention rate of 100.0%. The total instructional staff retention rate was 88.9% (16 of 18). All instructional staff at the school held a current DPI license or permit.

The average years of experience at the school for the 10 classroom teachers who were there at the end of the year was 2.5 years,¹¹ and the average years for the eight other instructional staff remaining at the end of the year was 1.9 years. The average length of experience for the entire instructional staff at King's was 2.25 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
Data-Driven Decision-Making Session	August 23, 2012
MAP Assessment	August 23, 2012
Data-Driven Decision-Making Session	August 24, 2012
Wisconsin Knowledge and Concepts Examination (WKCE) Assessment	August 24, 2012
Overview of Response to Intervention (Rtl)	August 27, 2012
Integrating Technology in the Classroom	August 27, 2012
Using the SMART Board	December 4, 2012
Peer Observations	December 4–6, 10, 12–13, and 17–18, 2012
Six Traits of Writing	January 8, 2013
Data Retreat-Parent Workshop	January 24, 2013
Rtl-Wisconsin Rtl Center	April 8, 2013

Performance evaluation is described in the 2012–13 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

¹¹ The school previously operated as a Milwaukee Parental Choice program (MPCP) school. Therefore, the length of stay for some teachers is longer than two years.

purpose of providing feedback on strengths and weaknesses, self-appraisal opportunities, and resources that will help improve overall job performance.

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 29, 2012, and the last day of school was June 7, 2013, based on the parent/student calendar provided by the school's leadership.

5. Parent and Family Involvement

The King's Academy 2012–13 *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.

Regular conferences are provided; however, teachers or parents can make additional arrangements when needed. Teachers are not available during class time. The principal is also available for scheduling conferences. 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.

6. Waiting List

In September 2011, school leadership reported a waiting list of approximately seven students representing several grade levels. As of June 4, 2013, the school did not have a waiting list for the upcoming fall.

7. Disciplinary Policy

The school's 2012–13 *Parent/Student Handbook* explains the discipline policy, including parent and student rights and responsibilities and expectations, the 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.

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 2011–12 academic year.

- Recommendation: Implement CompassLearning software to improve student needs that are identified by MAP testing. CompassLearning is a personalized approach to skill development.

Response: Teachers participated in staff development in CompassLearning prior to the end of the previous school year and the program was implemented in the fall of 2012. The staff who started in the fall were trained by the staff who were trained in the spring.

- Recommendation: Improve communication between administrators and teaching staff regarding discipline by developing a uniform discipline plan with teacher input.

Response: The learning team, consisting of the eighth-grade teacher, the third-grade teacher, the first-grade teacher, the assessment coordinator, the principal, and the school's director of education, reviewed the discipline process during the summer. They decided to use the discipline plan that was already in place with increased communication about the discipline process. At the beginning of the school year, the learning team presented the process clearly to the teachers at the first meeting on organization day prior to school opening. This resulted in better communication between the administration and the teacher regarding each student receiving discipline.

- Recommendation: Develop a school-wide educational plan based on student data.

Response: The school held a data retreat in August prior to the start of the 2012–13 school year. Teachers reviewed student spring MAP assessments as well as the WKCE results. They decided to focus on math. During the first semester, math was moved to the morning with an emphasis on multiplication skills for students from third through eighth grades. During the day the school utilized "power ups" and "do now" exercises the first five minutes of every math class and periodically during the day to provide extra math practice. The school held an in-house professional development session on math strategies.

The school held a second data retreat in February 2013 with a focus on MAP fall and winter reading and math results. Math strategies were continued, but literacy was moved back to the morning. A continuing focus on math, reading, and technology occurred. Plans were made for additional professional development for the summer of 2013.

The school was invited to participate in the Milwaukee "Schools That Can" program during the summer of 2013 and throughout the 2013–14 school year. The program

staff will work with teachers to develop teaching units as well as a coach for the administrator. Along with mentors to work with the teachers, the staff have the opportunity to visit other schools.

9. Graduation and High School Information

The school brought some high school recruiters into the school this year to present to students; the school also sent some students to other schools. The eighth-grade parent coordinator worked with students who did not have schools selected and their parents.

This year, 17 eighth-grade students graduated from King's Academy. At the time of this report, the school reported that two students would attend each of the following Milwaukee high schools: Messmer, Destiny, Rufus King, and Bradley Tech; and one each would be attending Shorewood, St. Joan Antida, Dominican, Milwaukee Lutheran, Whitnall, Carmen, and Pius. The school did not have information about two other students.

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. Writing progress for first through eighth graders was measured using the 6+1 Trait Writing Model of Instruction & Assessment.

The standardized assessment measures used were the Stanford Diagnostic Reading Test (SDRT) and the WKCE. 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 in the school at any time. The school considered a student present if the student attended any time during the day. CRC also examined the time students spent, on average, suspended (in or out of school). The school's goal for this year was that students, on average, would attend school 90.0% of the time.

Attendance data were available for 193 students enrolled during the year. The attendance rate this year was 96.9%.¹² When excused absences were included, the attendance rate rose to 98.6%. This exceeds the school's goal of 90.0% average attendance.

This year, 46 students in grade levels ranging from K5 to eighth grade were suspended at least once. The 46 students spent, on average, 4.4 days out of school on suspension. Due to the small number of students who served in-school suspensions during the school year, data regarding in-school suspensions is not included in this report.

B. Parent Participation

At the beginning of the academic year, the school set a goal that at least 72.0% of parents would attend at least one of two formal parent conferences. Phone conferences, home visits, and alternative meeting times were counted as attending. This year, 171 students were enrolled at the time of both conferences (i.e., for the year). Parents of 162 (94.7%) children attended at least one of

¹² 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.

the two conferences, exceeding the goal of 72.0%. In addition, parents of 117 (68.4%) children attended both parent conferences.

In addition to participating in formal conferences, parents of students who were functioning well above their grade level in reading also participated in conferences to determine the appropriateness of their child working with students at the next grade level in reading.

C. Special Education Needs

This year, the school set a goal to develop and maintain records for all special education students. The school met this goal, as IEPs were completed for all 25 students with special education needs.¹³ In addition, CRC conducted a review of a representative number of files during the year. This review showed that students had current evaluations indicating their eligibility for special education services, that IEPs were reviewed in a timely manner, and that parents were invited to develop and be involved in their child's IEP.

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

¹³ Includes special education students enrolled at the end of the school year.

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. 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.¹⁴ 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, rather, within the

¹⁴ Scores are rounded to the nearest whole number for analysis.

range of a first or second grader. National average scores for each grade level are presented in

Table 1.¹⁵

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	156.0	143.7	156.1
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 2012 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).

¹⁵ <http://www.nwea.org/support/article/normative-data-2011>

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 66.0% 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 42.0% 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 56.0% 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 35.0% 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. Literacy

Both the fall and spring MAP reading tests were completed by 141 students. At the time of the fall test, 61 (43.3%) 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 2012					
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	11	64.7%	6	35.3%
2nd	18	9	50.0%	9	50.0%
3rd	19	5	26.3%	14	73.7%
4th	20	8	40.0%	12	60.0%
5th	17	4	23.5%	13	76.5%
6th	14	8	57.1%	6	42.9%
7th	19	6	31.6%	13	68.4%
8th	17	10	58.8%	7	41.2%
Total	141	61	43.3%	80	56.7%

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

Of the 61 students at or above the normative average for their grade level on the fall test, 35 (57.4%) achieved the normative mean on the spring test (Table 3), falling short of the school's goal of 66.0%. 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 2012 Fall 2012 to Spring 2013					
Grade Level	Students at or Above National Average Fall 2012	Students Maintained at or Above National Average Spring 2013		Students Below National Average Spring 2013	
		N	%	N	%
1st	11	5	45.5%	6	54.5%
2nd	9	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
3rd	5	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
4th	8	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
5th	4	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
6th	8	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
7th	6	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
8th	10	7	70.0%	3	30.0%
Total	61	35	57.4%	26	42.6%

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

On the test, 80 students scored less than the national average for their current grade level. By the time of the spring test, five (6.3%) had reached the national reading score for their current grade level, and 38 (47.5%) 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 53.8% for first- through eighth-grade students, exceeding the school's goal of 42.0% (Table 4).

Table 4 King's Academy Local Measures of Academic Progress: MAP Reading Assessment Progress for Students Below the National Average in Fall 2012 Fall 2012 to Spring 2013							
Grade Level	Students Below National Average on MAP Reading Test Fall 2012	Students Who Reached National Average Spring 2013		Students Who Did Not Reach Grade Level Average in Spring but Met the National Average for the Functional Grade Level Tested at in Fall 2012		Overall Progress of Students Below National Average on Fall 2012 MAP Reading Test	
	N	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	9	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	14	0	0.0%	6	42.9%	6	42.9%
4th	12	1	8.3%	6	50.0%	7	58.3%
5th	13	0	0.0%	8	61.5%	8	61.5%
6th	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	
7th	13	2	15.4%	6	46.2%	8	61.5%
8th	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	
Total	80	5	6.3%	38	47.5%	43	53.8%

Overall, 78 (55.3%) of 141 students met their local measure goals in reading.¹⁶

2. Math

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

a. *MAP Math Assessment*

Both the fall and spring MAP math tests were completed by 141 students. At the time of the fall test, 28 (19.9%) 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 2012					
Grade Level	N	Students at or Above National Average Fall 2012		Students Below National Average Fall 2012	
		N	%	N	%
1st	17	7	41.2%	10	58.8%
2nd	18	5	27.8%	13	72.2%
3rd	19	3	15.8%	16	84.2%
4th	20	5	25.0%	15	75.0%
5th	17	4	23.5%	13	76.5%
6th	14	0	0.0%	14	100.0%
7th	19	1	5.3%	18	94.7%
8th	17	3	17.6%	14	82.4%
Total	141	28	19.9%	113	80.1%

¹⁶ 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.

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

Of the 28 students at or above the normative average for their grade level on the fall test, 21 (75.0%) achieved the normative mean on the spring test (Table 6), exceeding the school's goal of 56.0%. To protect student identity, CRC does not report results for fewer than 10 students; therefore, results are not presented by 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 2012 Fall 2012 to Spring 2013					
Grade Level	Students at or Above National Average Fall 2012	Students Maintained at or Above National Average Spring 2013		Students Below National Average Spring 2013	
		N	%	N	%
1st	7	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
2nd	5	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	5	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
5th	4	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
6th	0	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
7th	1	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
8th	3	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
Total	28	21	75.0%	7	25.0%

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

On the fall test, 113 students scored less than the national average for their current grade level. By the time of the spring test, 13 (11.5%) had reached the national math score for their current grade level, and 48 (42.5%) 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 54.0%, exceeding the schools goal of 35.0%.

Table 7 King's Academy Local Measures of Academic Progress: MAP Math Assessment Progress for Students Below the National Average in Fall 2012 Fall 2012 to Spring 2013							
Grade Level	Students Below National Average on MAP Math Test Fall 2012	Students Who Reached National Average Spring 2013		Students Who Did Not Reach Grade Level-Average in Spring but Met the National Average for the Functional Grade Level Tested at in Fall 2012		Overall Progress of Students Below National Average on Fall 2012 MAP Math Test	
	N	N	%	N	%	N	%
1st	10	2	20.0%	6	60.0%	8	80.0%
2nd	13	1	7.7%	8	61.5%	9	69.2%
3rd	16	0	0.0%	9	56.3%	9	56.3%
4th	15	0	0.0%	4	26.7%	4	26.7%
5th	13	1	7.7%	6	46.2%	7	53.8%
6th	14	4	28.6%	7	50.0%	11	78.6%
7th	18	3	16.7%	5	27.8%	8	44.4%
8th	14	2	14.3%	3	21.4%	5	35.7%
Total	113	13	11.5%	48	42.5%	61	54.0%

Overall, 82 (58.2%) of 141 students met their local measure goals in math.¹⁷

¹⁷ 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.

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.¹⁸ Students could score between zero and seven points on each writing sample. The school's goal was that 65.0% of students who completed a fall writing sample would earn a score of three or better on the spring writing sample.

In the fall of 2012, 143 students completed a writing sample; 137 of those students also completed a spring writing sample. Of the 137 students, 80 (58.4%) earned a score of three or better on the spring sample (Table 8). This fails to meet the school's internal goal of 65.0%. The minimum score on the spring sample was 1.0, the maximum was 5.0, and the average score was 3.1 (not shown).

Table 8			
King's Academy			
Local Measures of Academic Achievement: 6+1 Trait Writing Model			
2012–13			
Grade	N	Met Writing Goal	
		N	%
1st	17	3	17.6%
2nd	18	6	33.3%
3rd	19	4	21.1%
4th	20	15	75.0%
5th	15	13	86.7%
6th	14	12	85.7%
7th	18	13	72.2%
8th	16	14	87.5%
Total	137	80	58.4%

¹⁸ 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.

4. IEP Progress for Special Education Students

The school also set a goal that students who had IEPs and had been 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. There were 25 students with special education needs enrolled at the end of the school year. IEPs were created for all 25 students. Of the 25 students, 21 were also enrolled at King's Academy and received special education services during 2011–12; the school was responsible for reviewing and tracking IEP goal progress for these students.¹⁹ Students had between one and seven goals. Fifteen (75.0%) of 20 students met at least 70.0% of their IEP goals during the 2012–13 school year. On average, students exhibited progress in 75.3% of IEP goals; therefore, King's Academy has met their goal relating to special education students.

E. External Standardized Measures of Educational Performance

In 2012–13, DPI required that all students in K5 take the PALS-K assessment.²⁰ PALS-K aligns with both the Common Core State Standards (CCSS) in English and the Wisconsin Model Early Learning Standards (WMELS). The test is composed of 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). Task scores are summed for an overall score; if the student's overall score is below the benchmark (28 for the fall test and 81 for spring), the student may need additional reading instruction in order to master basic literacy fundamentals.²¹

¹⁹ The remaining four students were new to King's Academy or new to the special education program this year; therefore, progress toward IEP goals could not be measured.

²⁰ Per the contract with the CSRC, the school will administer all tests required by DPI within the timeframe specified by DPI; this includes the PALS-K. The timeframe for the PALS assessment is April 29 – May 24, 2013. Next year, the school will be required to administer the PALS-K in the fall and spring.

²¹ http://www.palswisconsin.info/pals_wi.html

The CSRC also required the administration of the SDRT and WKCE to students attending city-chartered elementary schools to provide a basis for multiple-year student progress. The SDRT must be administered to all first-, second-, and third-grade students between April 15 and May 15 of each year; and the WKCE must be administered to all third- through eighth-grade students in the timeframe established by the DPI, generally in the fall of each school year.

The SDRT is an assessment of reading skills that indicates the grade level at which a child can read. The WKCE is directly aligned with Wisconsin's 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 grades and in 10th 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 year (FAY²²) 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. During this year of transition from the old to the new cut scores, CRC reported reading and math proficiency levels using both the former and the current cut scores. This allows schools and stakeholders to see how students 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.

²² Enrolled since September 16, 2011.

1. PALS-K for K5 Students

The PALS-K was administered in the fall and spring of the school year.²³ Sixteen K5 students completed the fall and spring PALS-K. The minimum, maximum, and average overall scores increased from fall to spring. None of the 16 students who completed the fall and spring tests were at or above the benchmark on the fall assessment and no students were at or above the benchmark on the spring test (Table 9). All (100.0%) students improved their overall scores by at least three points between the fall and spring tests. The minimum change in scores was three points, the maximum change was 16 points, and the average change in scores from fall to spring was 9.5 points (not shown).

Table 9				
King's Academy PALS-K for K5 Students 2012–13 (N = 16)				
Test Periods	Lowest Overall Score	Highest Overall Score	Average Overall Score	% at or Above Benchmark*
Fall 2012	1.0	22.0	12.1	0.0%
Spring 2013	14.0	25.0	21.6	0.0%

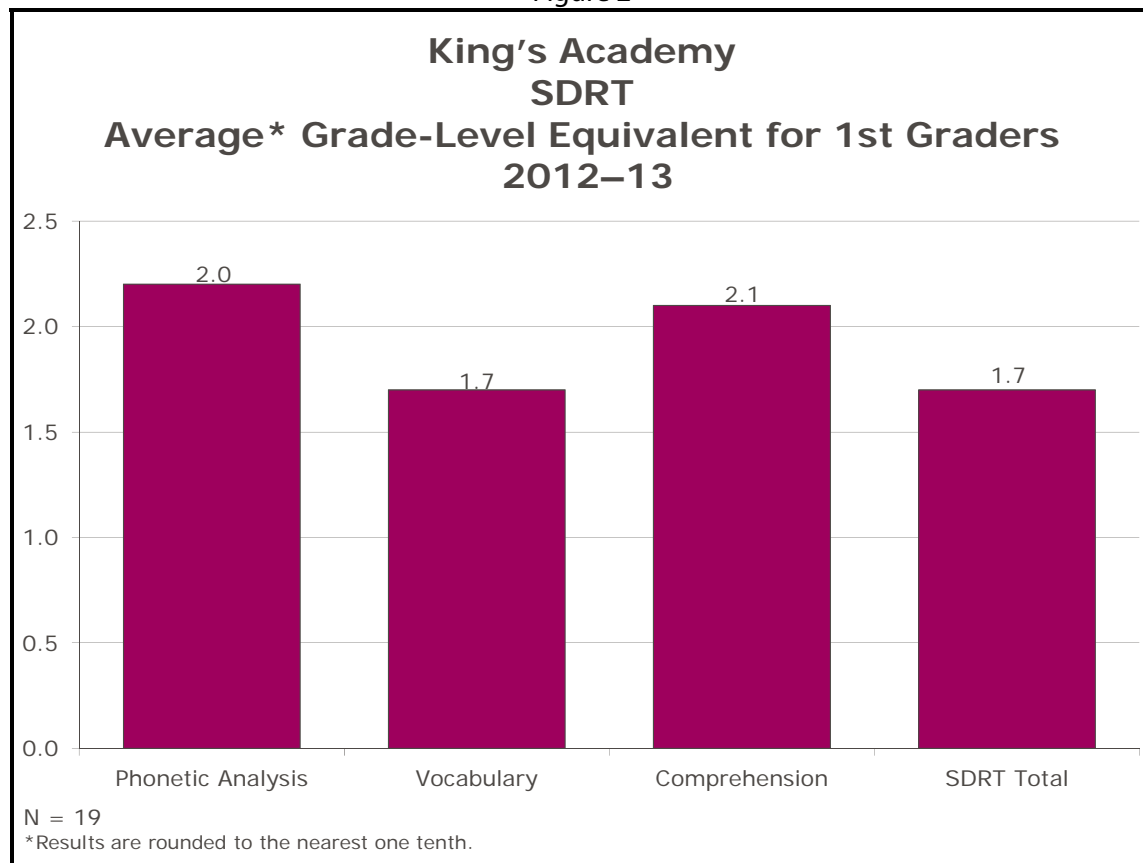
*The overall fall benchmark is 28 and the spring benchmark is 81.

²³ During 2012–13, the PALS was required only in the spring; in subsequent years, schools must administer the test during the fall and the spring.

2. SDRT for First Graders

The SDRT was administered to 19 first graders; results on this measure indicate that first graders were functioning at or above grade-level equivalents (GLE) in all three areas tested (Figure 2).

Figure 2



The GLE range and median scores for first graders are illustrated in Table 10.

Table 10 King's Academy SDRT GLE Range for 1st Graders 2012-13 (N = 19)				
Area Tested	Lowest Grade Level Score	Highest Grade Level Score	Median GLE	Percent at or Above GLE
Phonetic Analysis	0.0	5.2	1.6	73.7%
Vocabulary	K.4	2.8	1.7	89.5%
Comprehension	K.7	7.7	2.1	73.7%
SDRT Total	K.5	2.5	1.9	78.9%

Note: Results are rounded to the nearest one tenth.

3. SDRT for Second Graders

Results for second graders are presented in Figure 3 and Table 11. As illustrated, second graders were, on average, reading from 2.3 to 2.8 GLE in the areas tested.

Figure 3

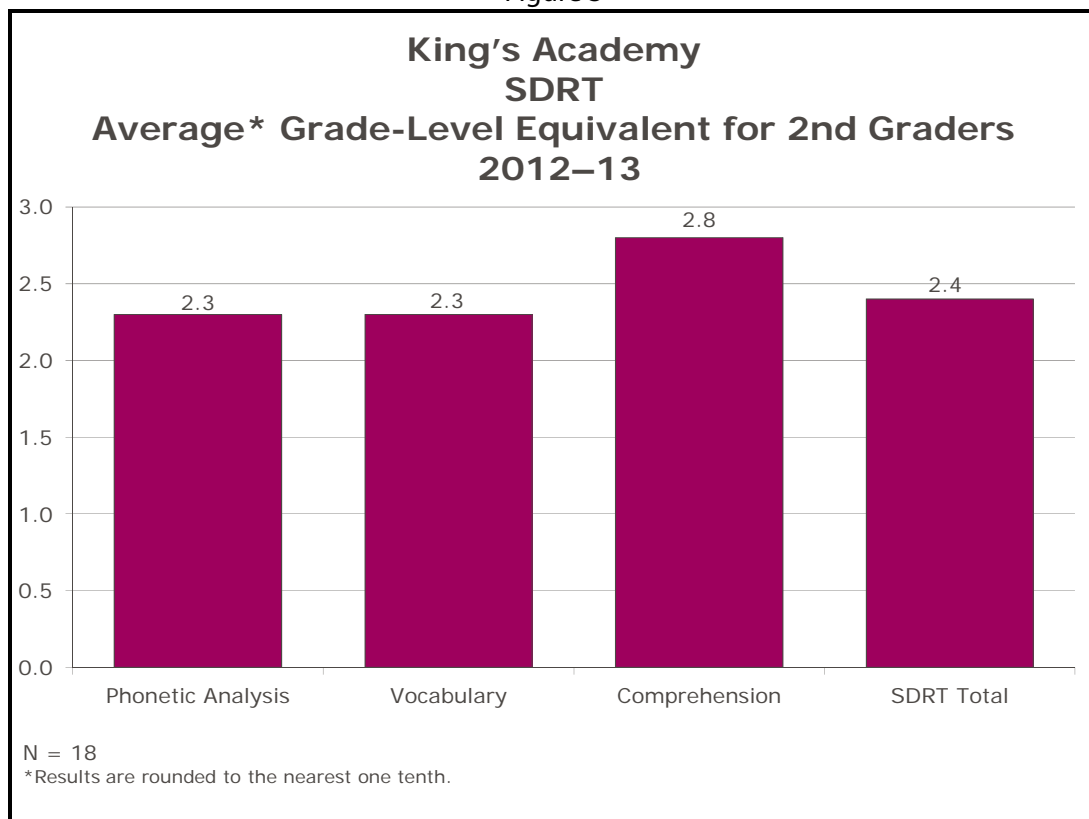


Table 11

King's Academy SDRT GLE Range for 2nd Graders 2012–13 (N = 18)				
Area Tested	Lowest Grade Level Score	Highest Grade Level Score	Median GLE	Percentage at or Above GLE
Phonetic Analysis	1.3	4.7	2.3	66.7%
Vocabulary	K.8	3.6	2.4	61.1%
Comprehension	1.8	5.7	2.4	88.9%
SDRT Total	1.4	3.7	2.2	66.7%

Note: Results are rounded to the nearest one tenth.

4. SDRT for Third Graders

Results from this year's SDRT indicate that third graders were, on average, reading at third-grade levels in the areas tested (Figure 4 and Table 12). Note that third-grade students had a wide variety of skill levels.

Figure 4

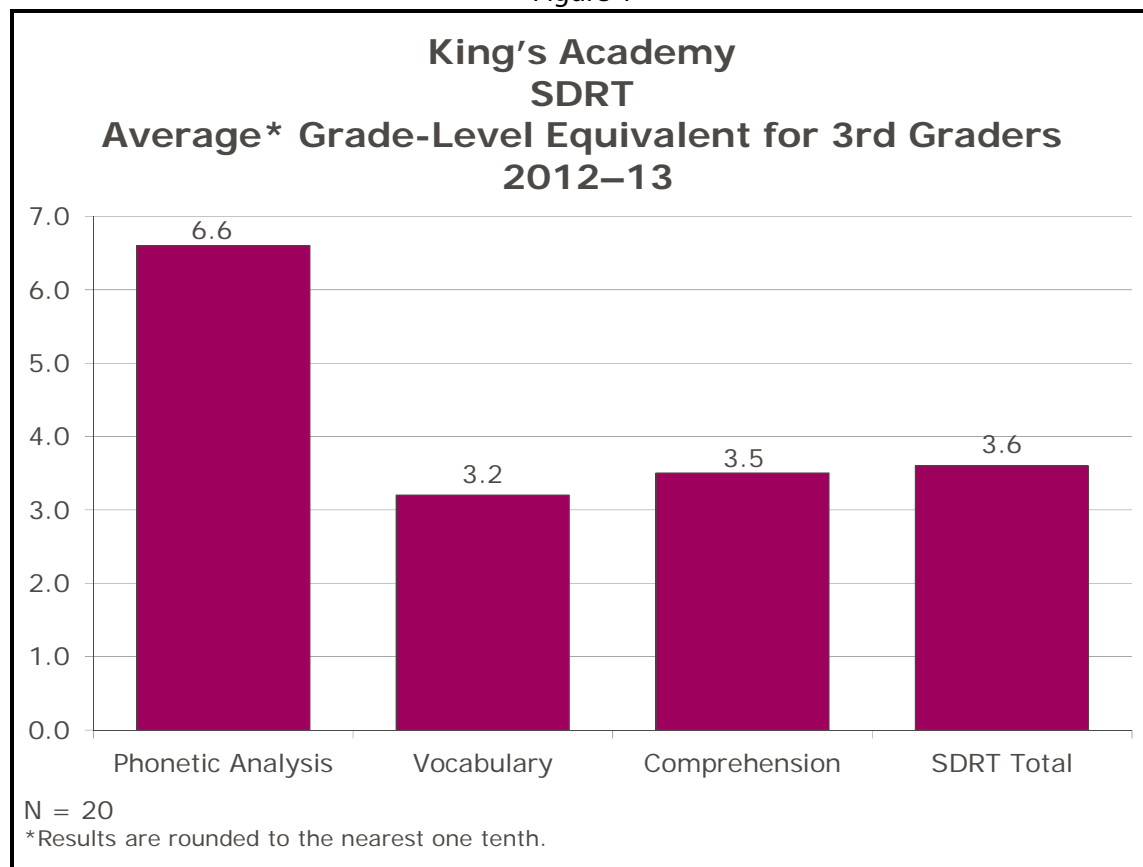


Table 12 King's Academy SDRT GLE Range for 3rd Graders 2012–13 (N = 20)				
Area Tested	Lowest Grade Level Score	Highest Grade Level Score	Median GLE	Percentage at or Above GLE
Phonetic Analysis	1.3	PHS	6.7	75.0%
Vocabulary	1.8	4.3	3.2	65.0%
Comprehension	1.5	PHS	3.1	55.0%
SDRT Total	2.0	7.4	3.6	65.0%

*Post high school

4. WKCE for Third Through Eighth Graders

Overall, 107 third- through eighth-grade students completed the WKCE reading test and the WKCE math test in the 2012–13 school year. 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.

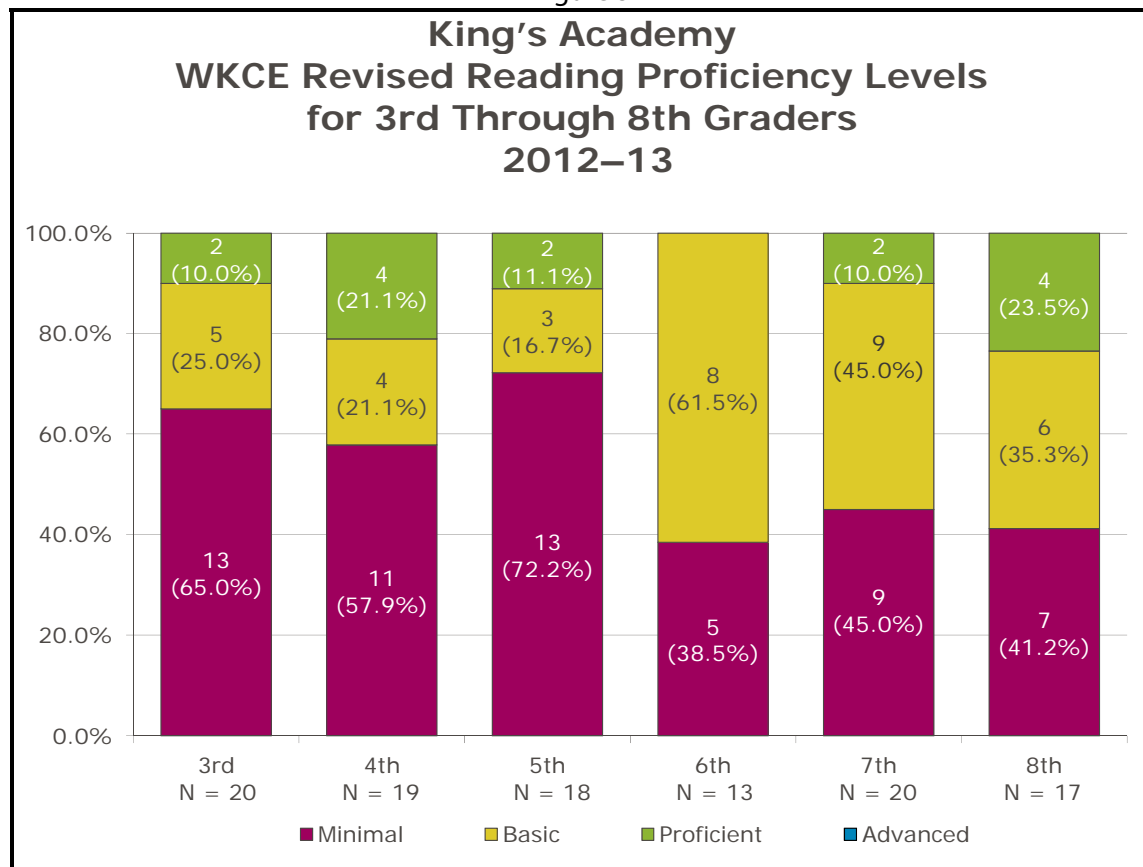
a. *Reading*

As illustrated in Figure 5, using the revised cut scores, two (10.0%) third graders scored at the proficient level; four (21.1%) fourth graders scored proficient; two (11.1%) fifth graders scored proficient; two (10.0%) seventh graders scored proficient; and four (23.5%) eighth-grade students scored proficient in reading. Results for third through eighth grades are illustrated in Figure 5. Overall, 14 (13.1%) 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 10 (50.0%) were proficient in reading; four (21.1%) fourth graders were at the advanced, level, and seven (36.8%) were proficient; three (16.7%) fifth-graders were advanced, and three (16.7%) were proficient in reading; one (7.7%) sixth grader was

at the advanced level, and nine (69.2%) were proficient; three (15.0%) seventh graders were at the advanced level, and 11 (55.0%) were proficient; and four (23.5%) eighth graders were at the advanced level, and eight (47.1%) were proficient (not shown). Overall, 65 (60.7%) third- through eighth-grade students scored proficient or advanced in reading, using the cut scores prior to 2012–13 (not shown).

Figure 5



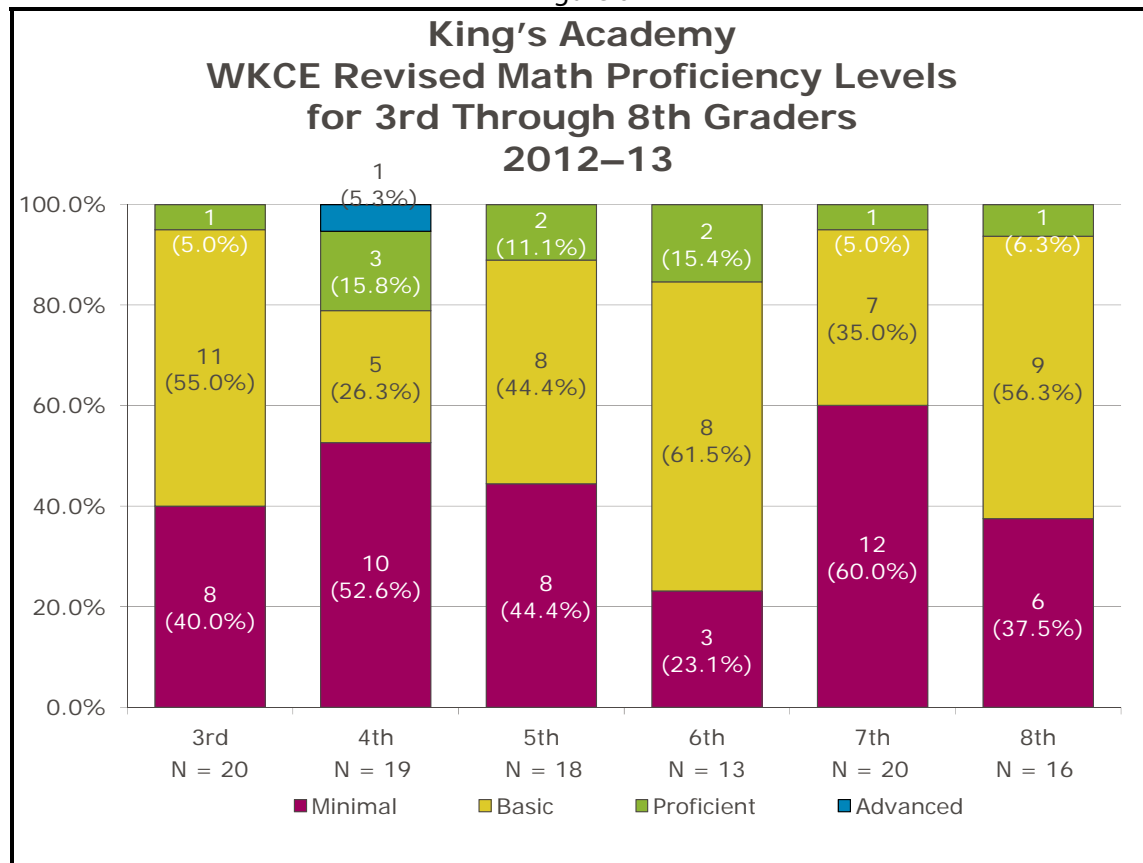
On average, third-grade students scored in the 26th percentile statewide in reading; fourth-grade students scored in the 33rd percentile; fifth graders scored in the 20th percentile; sixth graders scored in the 29th percentile; seventh graders scored in the 27th percentile; and eighth-grade students, on average, scored in the 35th percentile in reading (not shown).

b. *Math*

Math results for third through eighth grades using the revised cut scores are illustrated in Figure 6. Overall, 11(10.4%) 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, seven (35.0%) third graders were proficient in math; three (15.8%) fourth graders were at the advanced level, and five (26.3%) were proficient; two (11.1%) fifth-graders were advanced, and three (16.7%) were proficient in math; eight (61.5%) eighth graders were proficient; one (5.0%) seventh grader was at the advanced level, and seven (35.0%) were proficient; and nine (56.3%) eighth graders were proficient (not shown). Overall, 45 (42.5%) third- through eighth-grade students scored proficient or advanced in math.

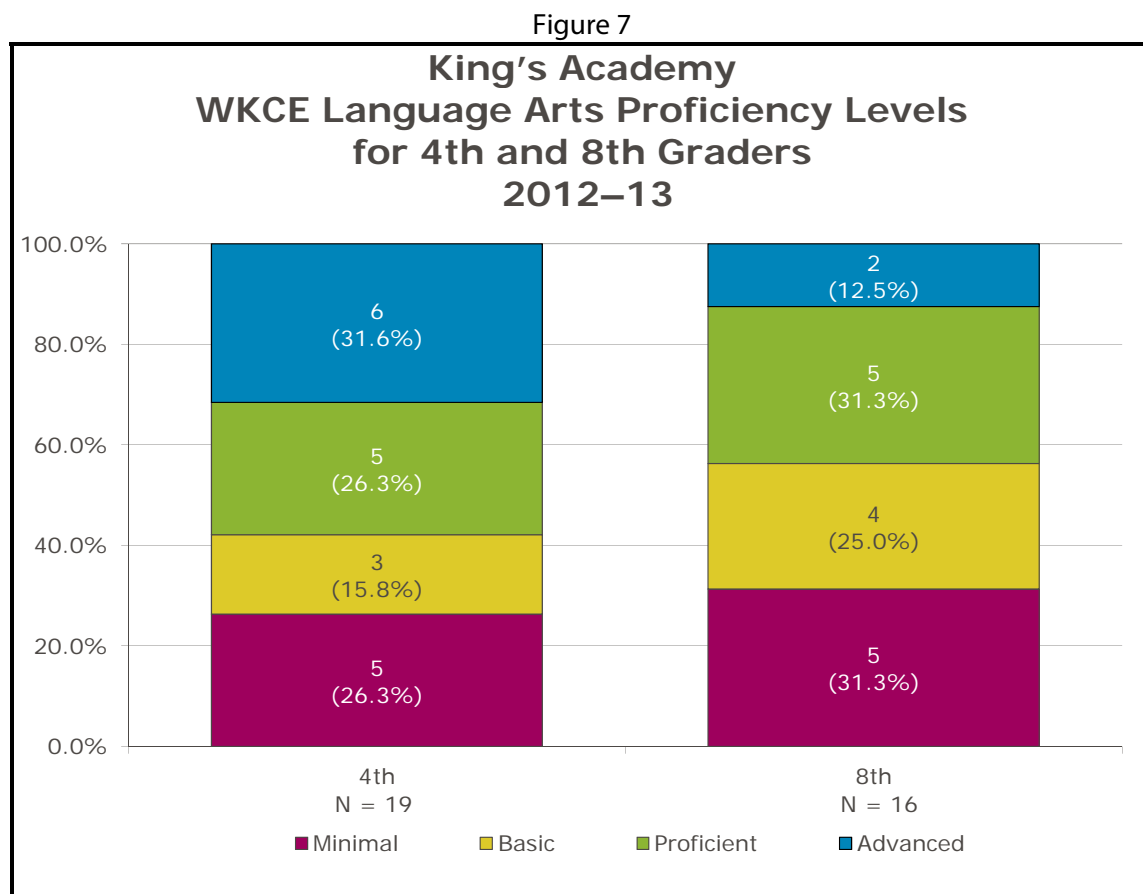
Figure 6



Third graders scored in the 21st percentile in math; fourth graders scored in the 28th percentile; fifth graders scored, on average, in the 20th percentile in math; sixth graders scored in the 23rd percentile; seventh graders scored in the 19th percentile; and eighth-grade students scored, on average, in the 26th percentile in math (not shown).

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. As illustrated below, six (31.6%) fourth graders exhibited advanced and five (26.3%) exhibited proficient language arts skills. Of 16 eighth-grade students, two (12.5%) were advanced, and five (31.3%) were proficient (Figure 7).



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, 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 nine. The extended writing scores ranged from one to five for fourth graders and from two to five for eighth graders. The median score for fourth-grade students was four, meaning half of the students scored at or below four, and half scored 4.0 to 5.0 on a scale of zero to nine; the median score for eighth-grade students was three.

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. First- through third-grade skills are assessed based on the SDRT. 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 current school year.

The CSRC expectations on the SDRT are that at least 75.0% of students who were at or above grade level the previous year maintain at or above grade-level status during the current year. Students below grade level are expected to advance, on average, more than 1.0 GLE. For the WKCE, the expectation is 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.²⁴

1. First Through Third Graders

Sixteen students enrolled at King's Academy as first graders in 2011–12 took the test in 2012–13 as second graders, and 13 students enrolled in 2011–12 as second graders took the test in 2012–13 as third graders.

a. *Students at or Above GLE*

Fifteen (93.8%) second graders scored at or above grade level as first-grade students, and six (46.2%) third-grade students scored at or above grade level as second-grade students in 2011–12. Eleven (73.3%) of the 15 second graders maintained grade-level or above status during 2012–13. CRC does not report on cohorts smaller than 10 students, so results could not be reported for third-grade students. Overall, 16 (76.2%) of 21 students at or above grade-level status in 2011–12 maintained grade-level or above status in 2012–13, exceeding CSRC expectations (Table 13).

Table 13 King's Academy Average GLE Advancement in Reading for Students at or Above GLE		
Grade (2011–12 to 2012–13)	# Met Goal*	% Met Goal*
1st to 2nd (n = 15)	11	73.3%
2nd to 3rd (n = 6)	Cannot report due to <i>n</i> size	Cannot report due to <i>n</i> size
Total (N = 21)	16	76.2%

*Maintained GLE status in 2011–12.

²⁴ Students had to be enrolled in the school on or before September 16, 2011, to meet the FAY definition.

a. Students Below GLE

The expectation was that students who tested below grade level the prior year would, on average, improve by more than one grade level. Eight second and third graders tested below GLE as first or second graders. In order to protect student identity, CRC does not include results for fewer than 10 students. Due to the small number of students below GLE in 2011–12, progress could not be reported.

2. Third Through Eighth Graders

The levels of proficiency (advanced, proficient, basic, and minimal) are determined by leveling scale scores referred to as “cut” scores. Until the current 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 NAEP and more closely align with national and international standards. During this transition year, year-to-year student progress will be measured using both the former cut scores 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 current year, and the revised cut scores will be applied to last year’s scale scores. 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 2011 WKCE data, 39 students reached proficiency in reading, and 33 were proficient or higher in math. As illustrated in Tables 14 and 15, 92.3% of students maintained their reading levels and 78.8% maintained proficient or advanced levels in math, exceeding the CRSC expectation of 75.0%.

Table 14 King's Academy Reading Proficiency-Level Progress for FAY Students Proficient or Advanced in 2011–12 Based on Former WKCE Proficiency Cut Scores			
Grade	Students Who Were Proficient/Advanced in 2011–12	Students Who Maintained Proficient/Advanced in 2012–13	
		N	%
3rd to 4th	11	11	100.0%
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	6	Cannot report due to <i>n</i> size	
7th to 8th	9	Cannot report due to <i>n</i> size	
Total	39	36	92.3%

Table 15 King's Academy Math Proficiency-Level Progress for FAY Students Proficient or Advanced in 2011–12 Based on Former WKCE Proficiency Cut Scores			
Grade	Students Who Were Proficient/Advanced in 2011–12	Students Who Maintained Proficient/Advanced in 2012–13	
		N	%
3rd to 4th	11	8	72.7%
4th to 5th	3	Cannot report due to <i>n</i> size	
5th to 6th	6	Cannot report due to <i>n</i> size	
6th to 7th	5	Cannot report due to <i>n</i> size	
7th to 8th	8	Cannot report due to <i>n</i> size	
Total	33	26	78.8%

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

The CSRC expects that at least 60.0% of students who did not meet proficiency-level expectations (were at the minimal or basic levels) on the WKCE in 2011–12 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.

As illustrated, 66.7% of 21 students met the goal in reading and 48.1% of 27 students met the goal in math (Tables 16 and 17).

Table 16					
King's Academy Reading Proficiency-Level Progress for FAY Students Minimal or Basic in 2011–12 Based on Former WKCE Proficiency Cut Scores					
Grade	# Students Minimal/ Basic 2011–12	# Students Who Advanced One Proficiency Level 2012–13	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2012–13	Total Proficiency-Level Advancement	
				N	%
3rd to 4th	Cannot report due to <i>n</i> size				
4th to 5th	Cannot report due to <i>n</i> size				
5th to 6th	Cannot report due to <i>n</i> size				
6th to 7th	Cannot report due to <i>n</i> size				
7th to 8th	Cannot report due to <i>n</i> size				
Total	21	9	5	14	66.7%

Table 17					
King's Academy Math Proficiency-Level Progress for FAY Students Minimal or Basic in 2011–12 Based on Former WKCE Proficiency Cut Scores					
Grade	# Students Minimal/ Basic 2011–12	# Students Who Advanced One Proficiency Level 2012–13	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2012–13	Total Proficiency-Level Advancement	
				N	%
3rd to 4th	Cannot report due to <i>n</i> size				
4th to 5th	11	5	1	6	54.5%
5th to 6th	Cannot report due to <i>n</i> size				
6th to 7th	Cannot report due to <i>n</i> size				
7th to 8th	Cannot report due to <i>n</i> size				
Total	27	10	3	13	48.1%

i. *Multiple-Year Student Progress for Fourth Through Eighth Graders Using Revised Cut Scores*

The previous section described progress for students from 2011–12 to 2012–13 using S.O.-based WKCE proficiency-level cut scores. This section describes progress for these same students using the NAEP-based proficiency-level cut scores that were implemented in 2012–13. In order to do this, the new cut scores were applied to scale scores from 2011–12. It is important to note that the range of scale scores used to assign the proficiency level differ from the ranges using the old S.O. 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 new cut scores but the same standards.

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

Based on fall 2011 WKCE data, seven students reached proficiency in reading when NAEP-based cut scores were applied; and six were proficient or higher in math. In order to protect student identity, CRC does not include results for fewer than 10 students. Due to the small number of students who were proficient or advanced in either reading or math using the revised cut scores, progress could not be reported.

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

To determine if students who did not meet proficient or advanced levels were making progress, CRC examined whether or not these students were able to improve scores by moving up one or more categories, e.g., minimal to basic, basic to proficient, or minimal to proficient. If students were not able to improve by a level, CRC examined student progress within the student's skill level. To examine movement within a proficiency level, CRC equally divided the minimal and basic levels into quartiles. The lower threshold for the minimal level was the lowest scale score possible on the

examination. The lower threshold for the basic level and the upper threshold for both levels reflected the scale scores used by DPI to establish proficiency levels.²⁵

There were 53 students who scored in the minimal or basic categories in reading during 2011–12 based on the NAEP proficiency-level cut scores. Of these, 49.1% showed improvement by progressing to a higher proficiency level (N = 11) or quartile (N = 15) in reading (Table 18).

Table 18 King's Academy Reading Proficiency Level Progress for Students Minimal or Basic in 2011–12 Based on Revised WKCE Proficiency Cut Scores					
Grade	# Students Minimal/Basic 2011–12	# Students Who Advanced One Proficiency Level 2012–13	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2012–13	Total Proficiency-Level Advancement	
				N	%
3rd to 4th	12	1	2	3	25.0%
4th to 5th	14	2	3	5	35.7%
5th to 6th	Cannot report due to <i>n</i> size				
6th to 7th	11	4	5	9	81.8%
7th to 8th	Cannot report due to <i>n</i> size				
Total	53	11	15	26	49.1%

²⁵ This method is used by CRC to examine student progress in the schools chartered by the city.

Proficiency-level progress in math is described in Table 19. When the NAEP-based cut scores were applied to the 2011–12 scale scores, 54 students scored below proficient on the fall 2011 WKCE. Overall, 31.5% of these students either advanced one proficiency level (N = 9) or, if they did not advance a level, improved at least one quartile within their level (N = 8).

Table 19 King's Academy Math Proficiency-Level Progress for Students Minimal or Basic in 2011–12 Based on Revised WKCE Proficiency Cut Scores					
Grade	# Students Minimal/Basic 2011–12	# Students Who Advanced One Proficiency Level 2012–13	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2012–13	Total Proficiency-Level Advancement	
				N	%
3rd to 4th	13	2	1	3	23.1%
4th to 5th	13	5	3	8	61.5%
5th to 6th	Cannot report due to <i>n</i> size				
6th to 7th	11	0	3	3	27.3%
7th to 8th	Cannot report due to <i>n</i> size				
Total	54	9	8	17	31.5%

G. CSRC School Scorecard

In the 2009–10 school year, the CSRC piloted a scorecard for each school that it charters. The pilot ran for three years and in the fall of 2012, the CSRC adopted the scorecard formally 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

The 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 under 70.0%, the CSRC will carefully review the school's performance and determine if a probationary plan should be developed.

This year, due to the change in WKCE cut score standards, CRC prepared two scorecards. One reflects the WKCE results using the former proficiency-level cut scores used until the current school year, and one reflects the revised cut scores. When WKCE results using the former cut scores were included, King's Academy scored 68.8% percent on the scorecard. When the revised WKCE cut scores were included, the school scored 53.8% on the scorecard. This compares to 67.5% on the school's 2011–12 scorecard and 62.2% on the 2010–11 scorecard. Please see Appendices D and E for school scorecard information.

H. Department of Public Instruction School Report Card²⁶

As part of the new state accountability system reflected in Wisconsin's approved Elementary and Secondary Education Act (ESEA) Flexibility Request,²⁷ 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 (*) because there are fewer than 20 students 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

²⁶ 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 2011–12 school year. Report cards for the 2012–13 school year will be issued in the fall of 2013.

²⁷ 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 indicated an overall accountability rating of 53.9 points, resulting in a rating of "Meets Few Expectations." Further information on the report card for King's is included in Appendix E.

IV. SUMMARY AND RECOMMENDATIONS

This report covers the third year of operation of King's Academy as a City of Milwaukee charter school.

Because the school is demonstrating slow, but steady, progress on the scorecard using former WKCE scores and has met nearly all of its contract requirements to date, CRC recommends that King's Academy continue regular, annual academic monitoring and reporting. However, significant progress, particularly in the local measure goals, should be achieved in the fourth year of operation to avoid the possibility of probationary status in the future.

Appendix A

Contract Compliance Chart

King's Academy Overview of Compliance for Education-Related Contract Provisions 2012-13			
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.	2-6	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 the CSRC with a school year calendar prior to the conclusion of the preceding school year.	10	Met
Section I, C	Educational methods.	3-4	Met
Section I, D	Administration of required standardized tests.	26-37	Met
Section I, D	Academic criteria #1: Maintain local measures showing pupil growth in demonstrating curricular goals in reading, writing, math, and special education goals.	26-37	Met
Section I, D and subsequent memos from the CSRC	Academic criteria #2: Year-to-year achievement measures:		
	a. 2nd- and 3rd-grade students at or above grade level in reading: At least 75.0% will maintain at or above grade-level status.	a. 31-33	a. Met
	b. 4th- through 8th-grade students proficient or advanced in reading: At least 75.0% maintain proficiency level.	b. 33-34	b. Met when former cut scores were applied (92.3% of 39 students); N/A* when revised cut scores were applied (n=7)
	c. 4th- through 8th-grade students proficient or advanced in mathematics: At least 75.0% maintain proficiency level.	c. 35-36	c. Met when former cut scores were applied (78.8% of 33 students); N/A* when revised cut scores were applied (n=6)

King's Academy Overview of Compliance for Education-Related Contract Provisions 2012–13			
Section of Contract	Education-Related Contract Provision	Report Page Number(s)	Contract Provisions Met or Not Met?
Section I, D	Academic criteria #3: Year-to-year achievement measures:		
	a. 2nd- and 3rd-grade students with below-grade-level scores in reading: Advance more than 1.0 GLE in reading.	a. 39	a. N/A*
	b. 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.	b. 40	b. Met when former cut scores were applied (66.7% of 21 students); not met when revised cut scores were applied (49.1% of 53 students)
	c. 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.	c. 45	c. Not met when former cut scores were applied (48.1% of 27 students); not met when revised cut scores were applied (31.5% of 54 students)
Section I, E	Parental involvement.	10–11	Met
Section I, F	Instructional staff hold a DPI license or permit to teach.	8–9	Met
Section I, I	Pupil database information.	5–6	Met
Section I, K	Disciplinary procedures.	11	Met

*Group size too small; there were very few students below grade level.

Appendix B

Student Learning Memorandum

King's Academy Learning Memo

To: The Charter School Review Committee and Children's Research Center
From: King's Academy
Re: Final Student Learning Memorandum for the 2012–13 School Year
Date: October 23, 2012

The following procedures and outcomes will be used for the 2012–13 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 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 state ID number (WSN). CRC requests electronic submission of year-end data on the fifth day following the last day of student attendance for the academic year, or June 30, 2013.

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; student 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 90%. Attendance will be reported as present, excused absence, and unexcused absence, and includes days spent in in-school and 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; student 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 72% 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) team 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 Grades 1–8

Students will complete the Measures of Academic Progress (MAP) reading and math tests three times a year, in September, 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 or above, and below grade level average will be monitored.

Reading

- At least 66% of the 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 42% 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 their functional grade level at which they tested in the fall.

Math

- At least 56% of the 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 35% 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 their functional grade level at which they tested in the fall.

Writing Grades 1–8

Using the 6 + 1 Traits of Writing, 65% of the students who completed a writing sample no later than October 30, 2012, will achieve an overall score of 3 or better on a writing sample taken between May 1 and 31, 2013. The prompt for both writing samples will be the same and will be based on grade-level

topics. The genre for third through fourth grades will be descriptive, and for fifth through eighth grades, it will be persuasive.²⁸

Special Education Students K4–8

Students who have active IEPs and have been enrolled at King's Academy for the full year of IEP service will meet at least 70% of their IEP goals at the time of their annual review or re-evaluation. 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.

K–5: The Phonological Awareness Literacy Screening (PALS) will be administered each year within the timeframe required by the Wisconsin Department of Public Instruction (DPI).²⁹ PALS provides information about each student's level of mastery of early literacy fundamentals. Each student will receive a summed score, which will be compared to fall developmental expectations for their grade level.³⁰

Grades 1, 2, and 3: The Stanford Diagnostic Reading Test (SDRT) will be administered each spring between April 17 and May 12. Progress will be assessed based on the results of testing in reading in the second and subsequent years.

Grades 3–8: The Wisconsin Knowledge and Concepts Examination (WKCE) will be administered on an annual basis in the timeframe identified by the 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.

²⁸ Writing genres include expository, descriptive, persuasive, and narrative.

²⁹ The school must administer PALS in the fall; if DPI requires additional test administrations, CRC may request data from the winter and/or spring test periods.

³⁰ 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 phonemic awareness, phonics, 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>.)

The Year-to-Year Expectations on Standardized Measures

For current second- and third-grade students with comparison SDRT scores from the previous spring:

- At least 75% of the students who were at or above grade level the previous spring will maintain at or above grade-level status.
- All students below grade level on the previous year's SDRT will advance, on average, more than one year using grade-level equivalencies (GLE) from spring test to spring test.

(The results for third-grade students with comparable first-grade SDRT test results will be reported as supplementary information.)

For current fourth through eighth graders meeting the full academic year (FAY) definition, who were at the proficient or advanced levels on their previous year's WKCE reading and/or math subtests, it is expected that 75% or more of these students will maintain their status of proficient or above.

For current fourth through eighth graders meeting the FAY definition, who were at the minimal or basic levels of proficiency on their previous year's WKCE reading and/or math subtests, it is expected that 60% of these students will show advancement in scale scores to the next highest quartile within the range of their previous year's proficiency level or advance to the next proficiency level.

Student Learning Memo Data Addendum

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 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 CRC by no later than the fifth working day after the end of the second semester, or June 30, 2013.

Staff persons responsible for year-end data submission are Mondell Mayfield and Pamela Bell.

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Student Roster (K4–8) Student Identification Demographics	List of students enrolled at any time during the year. Include the following: <ul style="list-style-type: none">• Student 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	Pamela Bell Shannon McCoy
Attendance (K4–8)	For each student enrolled at any time during the year, include the following: <ul style="list-style-type: none">• Student WSN• Student name• Number of days expected attendance• Number of days attended• Number of days excused absence	Headmaster	Pamela Bell 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 unexcused absence • Number of days in-school suspension • Number of days out-of-school suspension 		
Enrollment, Termination/Withdrawal (K4–8)	<p>For every student enrolled at any time during the year, include the following:</p> <ul style="list-style-type: none"> • Student 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 (K4–8)	<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"> • Student WSN • Student name • Create a column labeled <u>Conference 1</u>. 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 <u>Conference 2</u>. 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. 	Excel spreadsheet designed by the school	Pamela Bell Shannon McCoy

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Local Measures of Academic Progress Special Education Needs Students (Grades K4–8)	For each student who had or was assessed for special education services, include the following: <ul style="list-style-type: none"> • Student WSN • Student name • The special education need, e.g., ED, CD, LD, OHI, etc. • Eligibility assessment date (date the team met to determine eligibility) • IEP completion date (date the IEP was developed) • Parent participation in IEP completion (Y/N) • IEP review completion 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 • Parent participation in IEP review (Y/N) • Number of goals on IEP • Number of goals met on IEP 	Headmaster or Excel spreadsheet designed by the school	Pamela Bell Bernadine Muhammad
Academic Achievement: Local Measures MAP Reading and Math (Grades 1–8)	For each 1st- through 8th-grade student enrolled at any time during the year, provide the following: <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>	Excel spreadsheet designed by the school	Mondell Mayfield Sylvia Summers Pamela Bell Shannon McCoy
Local Measures of Academic Progress Writing (Grades 1–8)	For all students enrolled at any time during the year, provide the following: <ul style="list-style-type: none"> • Student WSN • Student name 	Excel spreadsheet designed by the school	Mondell Mayfield Sylvia Summers Shannon McCoy

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> • Fall test administration date • Fall writing sample score • Spring test administration date • Spring writing sample score 		
Academic Achievement: Standardized Measures SDRT (Grades 1–3)	Create a spreadsheet including all 1st- through 3rd-grade students enrolled at any time during the school year. Include the following: <ul style="list-style-type: none"> • Student WSN • School student ID number • Student name • Grade • Phonetics scale score • Phonetics GLE • Vocabulary scale score • Vocabulary GLE • Comprehension scale score • Comprehension GLE • Total scale score • Total GLE Provide the test date(s) in an email or other document.	Excel spreadsheet designed by school and/or the electronic file supplied by the test publisher. Also, please provide copies of the paper printouts for each student.	Mondell Mayfield Sylvia Summers Shannon McCoy
Academic Achievement: Standardized Measures WKCE (Grades 3–8)	For each 3rd- through 8th-grade student enrolled at any time during the school year, include the following: <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 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. Provide the test date(s) in an	Download from the Turnleaf website (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.)	Mondell Mayfield Sylvia Summers Shannon McCoy

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	email or other document.		
Academic Achievement: Standardized Measures PALS	<p>For each student, include the following:</p> <ul style="list-style-type: none"> • Student WSN • Student name • Grade <p>Summed score from fall PALS test</p>	Spreadsheet; provide paper copies of the test publisher's printout	<p>Mondell Mayfield</p> <p>Pamela Bell</p> <p>Sylvia Summers</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%)

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%

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

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%

Table C5 King's Academy Stanford Diagnostic Reading Test Year-to-Year Progress Percentage of Students Who Remained at or Above Grade Level 2nd and 3rd Grades	
School Year	Percent
2011–12	82.4%
2012–13	76.2%

Table C6 King's Academy Stanford Diagnostic Reading Test Year-to-Year Progress Students Who Were Below Grade Level and Showed Improvement 2nd and 3rd Grades	
School Year	Average GLE Advancement
2011–12	Cannot report due to <i>n</i> size
2012–13	Cannot report due to <i>n</i> size

Table C7 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%

*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 C8 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%

*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 C9 King's Academy WKCE Year-to-Year Progress Based on Revised Proficiency-Level Cut Scores Percentage of Students Who Remained Proficient or Showed Advancement 4th through 8th Grades		
School Year	Reading	Math
2012–13	Cannot report due to <i>n</i> size	Cannot report due to <i>n</i> size

Table C10 King's Academy WKCE Year-to-Year Progress Based on Revised Proficiency-Level Cut Scores Percentage of Students Who Were Minimal or Basic and Showed Improvement Grades 4th through 8th		
School Year	Reading	Math
2012–13	49.1%	31.5%

Table C11 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%

Table C12 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%

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

Table C13 King's Academy Scorecard	
School Year	Scorecard Results
2010–11	62.2%
2011–12	67.5%
2012–13	68.8%

Appendix D

CSRC Scorecards

**City of Milwaukee Charter School Review Committee
School Scorecard**

r: 4/11

K5-8TH GRADE

STUDENT ACADEMIC PROGRESS: GRADES 1-3

- SDRT—% remained at or above GL (4.0)
- SDRT—% below GL who improved more than 1 GL (6.0) **10%**

STUDENT ACADEMIC PROGRESS: GRADES 3-8

- WKCE reading—% maintained proficient and advanced (7.5)
- WKCE math—% maintained proficient and advanced (7.5)
- WKCE reading—% below proficient who progressed (10.0)
- WKCE math—% below proficient who progressed (10.0) **35%**

LOCAL MEASURES

- % met reading (3.75)
- % met math (3.75)
- % met writing (3.75)
- % met special education (3.75) **15%**

STUDENT ACHIEVEMENT: GRADES 3-8

- WKCE reading—% proficient or advanced (7.5)
- WKCE math—% proficient or advanced (7.5) **15%**

ENGAGEMENT

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

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)
- 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) **30%**
- 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)
- % of 11th/12th graders tested (2.5) **15%**
- % of graduates with ACT composite score of 21.25 or more (2.5)

LOCAL MEASURES

- % met reading (3.75)
- % met math (3.75)
- % met writing (3.75)
- % met special education (3.75) **15%**

STUDENT ACHIEVEMENT: GRADE 10

- WKCE reading—% proficient and advanced (7.5)
- WKCE math—% proficient and advanced (7.5) **15%**

ENGAGEMENT

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

*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 (NA) 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. The school scorecards include points related to both current year and year-to-year performance on the WKCE. In order to examine the impact of the revised cut scores on the school's scorecard score, CRC compiled two scorecards: one using the former WKCE cut scores and one using the revised cut scores that were implemented this year. In order to compare results from last year and this year, the former cut scores were applied to the current year scale scores and the revised cut scores were applied to scale scores from last year. Progress was then measured from last year to this year using the former cut score proficiency levels and from last year to this year using the revised proficiency levels.

The scorecard in Table D1 was compiled using the former WKCE cut scores and can be compared to scorecard results from previous years.

Table D1 King's Academy Charter School Review Committee Scorecard WKCE Scores Based on Former Proficiency-Level Cut Scores 2012–13 School Year					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Academic Progress 1st through 3rd Grades	SDRT: % remained at or above GL	4	10%	76.2%	3.0
	SDRT: % below GL who improved more than 1 GL	NA (6)		NA	
Student Academic Progress 3rd through 8th Grades	WKCE reading: % maintained proficient and advanced	7.5	35%	92.3%	6.9
	WKCE math: % maintained proficient and advanced	7.5		78.8%	5.9
	WKCE reading: % below proficient who progressed	10		66.7%	6.7
	WKCE math: % below proficient who progressed	10		48.1%	4.8
Local Measures	% met reading	3.75	15%	55.3%	2.1
	% met math	3.75		58.2%	2.2
	% met writing	3.75		58.4%	2.2
	% met special education	3.75		75.0%	2.8
Student Achievement 3rd through 8th Grades	WKCE reading: % proficient or advanced	7.5	15%	60.7%	4.6
	WKCE math: % proficient or advanced	7.5		42.5%	3.2
Engagement	Student attendance	5	25%	96.9%	4.8
	Student reenrollment	5		69.9%	3.5
	Student retention	5		92.4%	4.6
	Teacher retention rate	5		88.9%	4.4
	Teacher return rate	5		60.0%	3.0
TOTAL		94.00³¹			64.7 (68.8%)

³¹ Note: To protect student identity, fewer than 10 students in any cell is not reported on this scorecard; these cells are reported as not available (NA). The percentage is calculated based on the modified denominator, rather than 100 possible points.

The scorecard in Table D2 was compiled using the revised WKCE cut scores and cannot be compared to scorecard results from previous years.

Table D2 King's Academy Charter School Review Committee Scorecard WKCE Scores Based on Revised Proficiency-Level Cut Scores 2012–13 School Year					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Academic Progress 1st Through 3rd Grades	SDRT: % remained at or above GL	4	10%	76.2%	3.0
	SDRT: % below GL who improved more than 1 GL	NA (6)		NA	NA
Student Academic Progress 3rd Through 8th Grades	WKCE reading: % maintained proficient and advanced	NA (7.5)	35%	NA	NA
	WKCE math: % maintained proficient and advanced	NA (7.5)		NA	NA
	WKCE reading: % below proficient who progressed	10		49.1%	4.9
	WKCE math: % below proficient who progressed	10		31.5%	3.2
Local Measures	% met reading	3.75	15%	55.3%	2.1
	% met math	3.75		58.2%	2.2
	% met writing	3.75		58.4%	2.2
	% met special education	3.75		75.0%	2.8
Student Achievement 3rd Through 8th Grades	WKCE reading: % proficient or advanced	7.5	15%	13.1%	1.0
	WKCE math: % proficient or advanced	7.5		10.4%	0.8
Engagement	Student attendance	5	25%	96.9%	4.8
	Student reenrollment	5		69.9%	3.5
	Student retention	5		92.4%	4.6
	Teacher retention rate	5		88.9%	4.4
	Teacher return rate	5		60.0%	3.0
TOTAL		79.00³²	3.0		42.5 (53.8%)

³² Note: To protect student identity, fewer than 10 students in any cell is not reported on this scorecard; these cells are reported as not available (NA). The percentage is calculated based on the modified denominator, rather than 100 possible points.

Appendix E

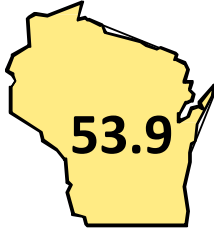
2011–12 DPI Report Card



King's Acad | King's Acad

School Report Card | 2011-12 | 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	29.8/100		66.4/100	
Reading Achievement	13.2/50		29.4/50	
Mathematics Achievement	16.6/50		37.0/50	
Student Growth	58.3/100		62.3/100	
Reading Growth	30.8/50		31.2/50	
Mathematics Growth	27.5/50		31.1/50	
Closing Gaps	NA/NA		65.9/100	
Reading Achievement Gaps	NA/NA		32.5/50	
Mathematics Achievement Gaps	NA/NA		33.4/50	
Graduation Rate Gaps	NA/NA		NA/NA	
On-Track and Postsecondary Readiness	93.4/100		86.5/100	
Graduation Rate (when available)	NA/NA		NA/NA	
Attendance Rate (when graduation not available)	93.4/100		73.9/80	
3rd Grade Reading Achievement	NA/NA		5.6/10	
8th Grade Mathematics Achievement	NA/NA		7.0/10	
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