

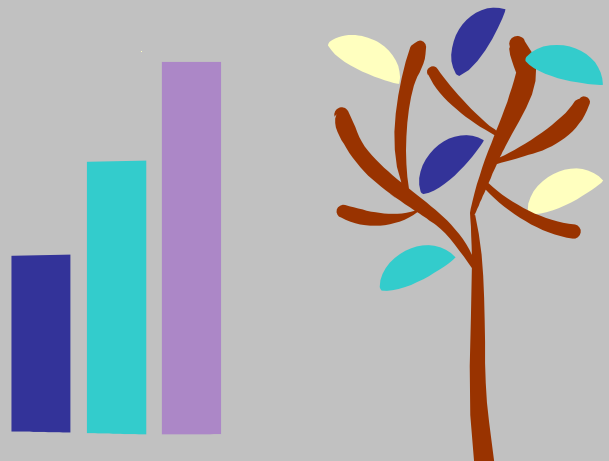
# King's Academy

## Programmatic Profile and Educational Performance

2011–12 School Year

Report Date: September 2012

Prepared by:  
Janice Ereth, PhD  
Susan Gramling  
Andrea Bogie



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**EXECUTIVE SUMMARY**  
**for**  
**King's Academy**  
**2011–12**

This is the second 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**

For the 2011–12 academic year, King's Academy has met all but three of the provisions of its contract with the City of Milwaukee. The school did not meet the expectations that:

1. At least 75% of the fourth- through eighth- grade student proficient or advanced in mathematics maintain this proficiency level (actual, 72.2%);
2. At least 60% 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, 56.5%); and
3. At least 60% of the fourth- through sixth- grade students below proficient in reading will advance one level of proficiency or to the next quartile within their proficiency level (actual, 41.7%).

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.

**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-six (64.3%) students who were at or above the national average (i.e., normative mean) for their grade level at the time of the fall MAP reading test remained at or above the national average at the time of the spring test.
- Forty-three (40.6%) of 106 students below the national average (i.e., normative mean) for their grade level on the fall Measures of Academic Progress (MAP) reading test reached the average for their grade level or increased at least the difference between

fall and spring Rasch Unit (RIT) averages for the functional grade level at which they tested in the fall.

In math:

- Nineteen (54.3%) 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.
- Forty-four (33.8%) of the 130 students who were below the national average (i.e., normative mean) for their grade level on the fall MAP math test either reached the national average for their grade level or reached the spring national average for the grade level at which they tested in the fall.
- Sixty-nine (47.9%) of 144 students who completed the Saxon Math Assessment in the fall of 2011 achieved 70% or more of the benchmarks on the spring test, falling short of the school's goal of 65%.

In writing:

- Ninety-one (65.0%) of 140 first- through eighth-grade students with fall writing samples earned a score of three or better on the spring sample, meeting the school's goal that 65% of students earn a three or higher.

## 2. Secondary Measures of Academic Progress

- Average student attendance was 94.9%, exceeding the school's goal of 85%.
- Parents of 76.9% of 195 students enrolled for the year attended at least one parent-teacher conference, exceeding the school's goal of 72%.

### **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 14 (82.4%) of 17 students who were at or above GLE during the previous school year maintained GLE at the time of the 2011–12 test. This exceeds the CSRC expectation of 75%.
- Students below GLE on the spring 2011 SDRT advanced, on average, 0.9 GLE by the time of the spring 2012 test, falling short of the expectation of more than 1 GLE advance on average.
- Forty-five (91.8%) students who were proficient in reading in 2010–11 maintained proficiency as measured on the Wisconsin Knowledge and Concepts Examination (WKCE). Twenty-six (72.2%) of 36 students who were proficient in math in 2010–11

maintained proficiency as measured on the WKCE. Therefore, the school met the 75% expectation in reading, but not in math.

- Thirteen (56.5%) of 23 students below proficient on the 2010–11 WKCE reading test showed progress on the 2011–12 WKCE. Fifteen (41.7%) of 36 students who scored basic or minimal on the 2010–11 WKCE math test showed progress on the 2011–12 test. The school fell short of the 60% expectation in both reading and math progress.

### **C. Scorecard**

This year King’s Academy scored 67.5% on the multiple measure scorecard.

## **III. SURVEY/INTERVIEW RESULTS**

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

- Parents of 138 of 206 (66.9%) students responded to the survey. Of these,
  - » Most (87.9%) would recommend this school to other parents; and
  - » More than half (61.7%) rated the school’s overall contribution to their child’s learning as “excellent,” and 28% as “good.”
- Half (five) of the 10 board members participated in interviews. Of these,
  - » One rated the school as “excellent” overall, and four as “good”;
  - » Two focused their suggestions for improving the school on reading and math improvement, one on extending the school year, and another on providing more emphasis on basic education.
- Ten instructional staff participated in interviews. Of these,
  - » Two (20.0%) indicated the school’s progress toward becoming an excellent school as “excellent,” six (60.0%) of the teachers indicated the school’s progress as “good,” with two indicating “fair”; and
  - » Seven (70.0%) rated the school’s contribution to students’ academic progress as “good” and one as “fair.”
- Twenty students were interviewed. Of these,
  - » The majority (90.0%) indicated that they had improved in reading, and 65% reported improving in math at the school; and
  - » Eighteen (90.0%) said that they felt safe in school.

#### **IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT**

After reviewing the information in this report and considering the information gathered during the administration interview in May 2012, CRC and the school jointly recommend that the focus of the 2012–13 school year be to continue to differentiate instruction based on students' needs by conducting the following activities:

- Implement the Compass Learning software to improve student needs that are identified by MAP testing. Compass Learning is a personalized approach to skill development;
- Improve communication between administrators and teaching staff regarding discipline by developing a uniform discipline plan with teacher input; and
- Develop a school-wide educational plan based on student data.

#### **V. CRC'S RECOMMENDATIONS**

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

Based on current and past contract compliance and the scorecard results, CRC recommends that because this is only its second year of operation, King's Academy continue regular, annual academic monitoring and reporting.

## I. INTRODUCTION

This is the second annual program monitoring report to address educational outcomes for King's Academy, one of five schools chartered by the City of Milwaukee for the academic year 2011–12. 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).<sup>1</sup>

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

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

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<sup>1</sup> CRC is a nonprofit social science research organization and division 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 10 members; one of the members acts as the board president. The director of education and the financial manager report to the board of directors.<sup>2</sup>

Five of the 10 members of the board participated in a phone interview conducted by CRC staff using a prepared interview guide. One board member has served on the board for 13 years, another for 11, one for 10 years, one for five, and one for three years (note that the school had been in existence prior to being chartered by the City of Milwaukee). These board members represented experience as a professor at the Milwaukee Area Technical College, as former Milwaukee Public School teachers, as a founder of the school, a parent, a fundraiser, a registered nurse and social worker, and a manager in industry.

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<sup>2</sup> See organization chart on page 2 of the 2011–12 Parent/Student Handbook.

The board members rated the school overall as “excellent” (n=1) or “good” (n=4). In addition, two focused their suggestions for improving the school on reading and math improvement, one on extending the school year, and the other on providing more emphasis on basic education. For more information regarding the board interviews, see Appendix H of this report.

## **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.<sup>3</sup>

### 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.

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<sup>3</sup> See the King’s Academy 2011–12 Parent/Student Handbook.

The curriculum is designed for students from K4 through eighth grade, addresses the academic needs of each student, and offers multiple opportunities for success. The instructional program also provides equal opportunities for all students to be involved in a unique, innovative, and relevant school experience. The school's instructional practices accommodate diverse learning styles to ensure rich experiences for all learners.

King's Academy's primary educational model is an integrated literacy program across the curriculum, which includes reading, language arts, math, science, social studies, and technology. The integrated literacy program engages students in learning tasks that involve higher-order thinking skills across all content areas. Houghton Mifflin Harcourt is used as the core curriculum along with other supplementary materials. This program is aligned with the Wisconsin Department of Public Instruction's (DPI) standards for curriculum as well as the state assessment. In this model, the school uses the 2+ Reading and Math Approach, which is a 90-minute reading/language arts block, 30 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.<sup>4</sup>

Transportation to and from school is provided at no cost to students who live outside a two-mile radius of the school. Lunch is provided at no cost to students who qualify for the free and reduced hot lunch program, and at a minimal cost for those who do not qualify. Bag lunches are allowed as well. The school also offered an onsite before- and after-care program.<sup>5</sup>

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<sup>4</sup> See page 17 of the 2011–12 Parent/Student Handbook.

<sup>5</sup> See page 12 of the 2011–12 Parent/Student Handbook.

During the interview and survey process, board members, teachers, and parents were asked about the school's program of instruction. Board members expressed satisfaction (one was very satisfied and four were somewhat satisfied); teachers were primarily very (n=4) or somewhat (n=4) satisfied; and 85% of the parents rated the program of instruction as excellent or good. Nine of the ten teachers indicated that the educational methodology was either a very important (n=5) or somewhat important (n=4) reason for teaching at the school.

### **C. Student Population**

At the beginning of the year, 215 students, ranging from K4 through eighth grade, were enrolled in King's Academy.<sup>6</sup> Six students enrolled after the school year started and 21 students withdrew from the school prior to the end of the year. Reasons for withdrawal included moved out of the city (nine), left because of behavioral problems (two), and left for other reasons (10). Of the 215 students who started the year at the school, 195 remained enrolled at the end of the year; this is a retention rate of 90.7%.

At the end of the year, 200 students were enrolled at King's Academy. They can be described as follows:

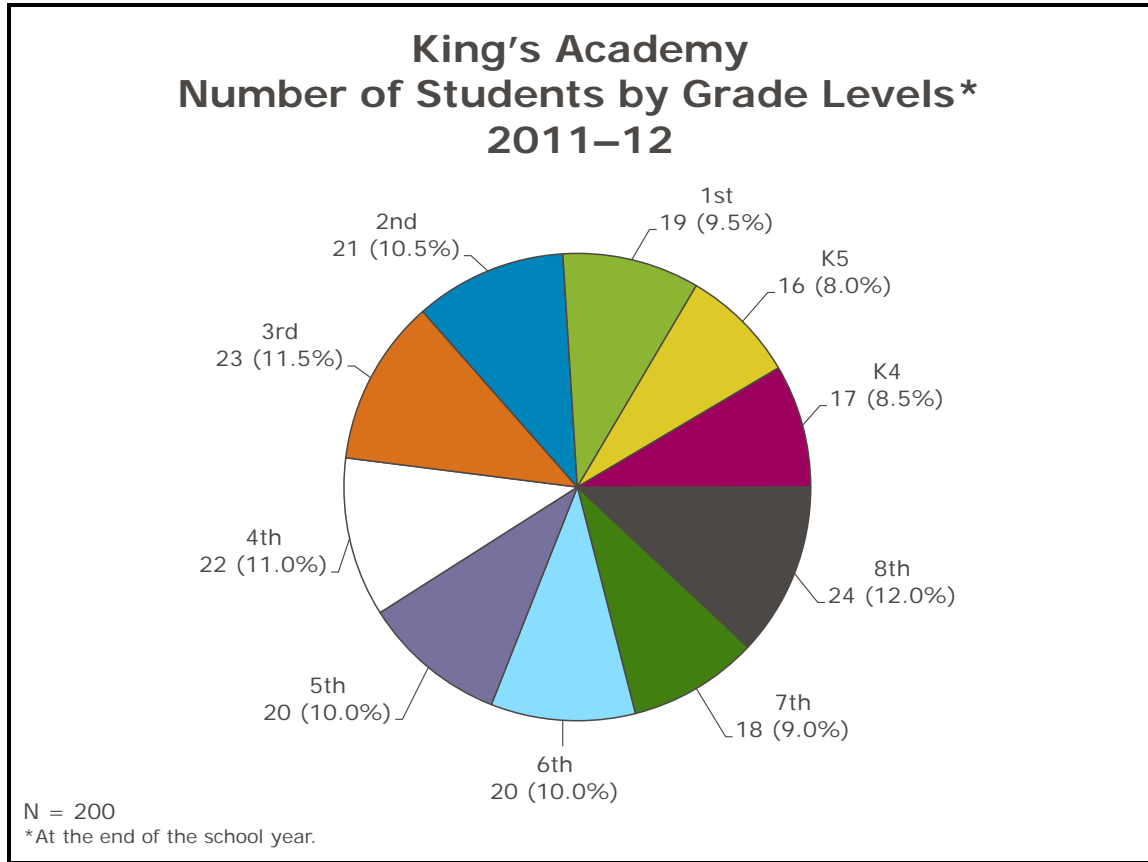
- Most (182, or 91.0%) of the students were African American, seven (3.5%) were African, two (1.0%) were Hispanic, one (0.5%) student was Krio, and eight (4.0%) students were of an "other" race/ethnicity.
- There were 111 (55.5%) girls and 89 (44.5%) boys.
- Twenty (10.0%) had special education needs. Four students had other health impairments (OHI) and academic support-related services (SL), three had OHI, three had specific learning disabilities (SLD), two had speech and language impairments (SPL), two had SL only, one had a cognitive disability (CD), one had CD with SPL, one had an emotional/behavioral disability (EBD), one had OHI with SPL, and one student was autistic.

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<sup>6</sup> Enrolled as of September 16, 2011.

- The largest grade levels were eighth grade, with 24 students, and third grade, with 23 students. The number of students by grade level is illustrated in Figure 1.
- There were 153 (76.5%) students eligible for free or reduced lunch prices (142 [71.0%] students were eligible for free and 11 [5.5%] for reduced lunch prices). The remaining 47 (23.5%) were not eligible.

Figure 1



There were 164 students attending King's Academy on the last day of the 2010-11 academic year who were eligible for continued enrollment at the school this past academic year (i.e., they did not graduate). Of these, 130 were enrolled in the school on the third Friday in September 2011. This represents a return rate of 79.3%.

## **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 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 school developed benchmarks for each nine-week session in four core subjects: literacy, math, science, and social studies. The students were assessed and the 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.

### 2. Classrooms

The school was organized into two parts: elementary (K4 through fourth grade) and middle school (fifth through eighth grades). Middle school students changed rooms for some of their classes.<sup>7</sup> The school has 10 classrooms, one for each grade level. The K4 through first grade classrooms had approximately 20 students each, and the second- through eighth- grade classrooms had approximately 22 students each. The school building also holds a cafeteria, a library, and a gymnasium.

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<sup>7</sup> The school leadership reported that next year, the middle school will consist of 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 reading specialist (who left the school in October 2011), a special education teacher, a speech pathologist, a gym teacher, and two Title I teachers (one for reading and one for math). The school also employed a part-time psychologist, a special education case manager, and a social worker; all three were considered instructional staff. Administrative personnel include the director of education and a principal.

Five paraprofessionals were shared in the following way: one for K4 through first grades, one for the second and third grades, one for fifth through eighth grades, one as a library support person, and one as a school assistant coordinator who worked with reading groups. Each classroom is assigned a teacher; the teachers share a parent coordinator and school assistant coordinator. In addition, one volunteer helped in the K5 classroom every day.

In the spring of 2011, 10 teachers and seven non-classroom teacher instructional staff were eligible to return to the school. Of these, eight teachers returned and six other instructional staff returned, for a teacher return rate of 80% and an entire instructional staff return rate of 82.4%. During the year the school employed a total of 21 instructional staff, including 12 classroom teachers and nine additional instructional staff. Two of the 12 classroom teachers left during the year (both at the end of December 2011); both were replaced<sup>8</sup>. Of the eight instructional staff who began the year<sup>9</sup>, seven remained for the entire school year.<sup>10</sup> The classroom teacher retention rate was 80% (eight of 10

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<sup>8</sup> One was replaced with the Title I teacher who was also certified as a classroom teacher.

<sup>9</sup> The social worker began working at Kings in October 2011. The Title I reading teacher who moved into a classroom position was replaced by a new Title I reading teacher in January 2012.

<sup>10</sup> The reading specialist retired and was not replaced.

stayed all year). The total instructional staff retention rate was 83.3% (15 of 18). All instructional staff at the school held a current DPI license or permit.<sup>11</sup>

The average years of experience at the school for the 10 classroom teachers who were there at the end of the year was 5.2 years<sup>12</sup>, and the average years for the eight other instructional staff still there at the end of the year was 1.3 years. The average length of experience for the entire instructional staff at King's was 3.6 years.

The school also held staff development meetings prior to and during the school year.

Following is a list of the meeting dates and topics covered:

July 20–21, 2011	Data Retreat
August 15, 2011	Classroom Management
	Classroom Management: Love and Logic
August 16, 2011	Technology 101
	Integrating the SMART Board in the Curriculum
August 17, 2011	Language Arts
August 18, 2011	AED/CPR Training
August 22, 2011	Parental Involvement: A Teacher's Tool Kit
August 23, 2011	Response to Intervention Rtl
August 24, 2011	Differentiating Instruction in Math
August 25, 2011	M.A.P. Training
October 18, 2011	Special Education Workshop
October 28, 2011	M.A.P. Assessment Training
	Collaborative Training
November 11, 2011	CRC Training
	M.A.P. Assessment Training
January 3, 2012	Love and Logic
January 17, 2012	Integrating Technology Part I
January 24, 2012	Integrating Technology Part II
January 26, 2012	Surviving the Ages of the Tee's Integrating
February 7, 2012	Literacy Stations/Activity Centers
February 21, 2012	Literacy Stations/Activity Centers
March 6, 2012	Computer Software Demo
	M.A.P. Winter Testing Cycle Data Review
	Collaborative Planning
March 13, 2012	M.A.P. Data Analysis
March 27, 2012	Science Fair: Understanding the Scientific Method

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<sup>11</sup> One reading specialist who left in October 2011 did not have a current license or permit.

<sup>12</sup> 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.



March 29, 2012  
April 17, 2012

Parent Workshop: Building the Sandwich Partnership  
Alinea Consultants Presentation: Understanding the  
Case Statement

Performance evaluation is described in the 2011–12 King’s Staff Handbook. Informal and formal classroom observations can be conducted by the principal as a component of the performance evaluation. A summary of each formal observation is prepared and a copy given to the teacher. Staff can be evaluated on their performance anytime during the school year. Conferences are held for the purpose of providing feedback on strengths and weaknesses, self-appraisal opportunities, and resources that will help improve overall job performance.

During the CRC interview process at the end of the year, teachers were asked about professional development opportunities: three of the 10 teachers rated professional development opportunities as excellent, four rated the opportunities as good, two fair, and one poor. A majority of the teachers indicated they were either very satisfied (n=1) or somewhat satisfied (n=5) with the opportunities for continuing education.

Teachers were also asked about performance evaluation. Most of the teachers reported that they receive informal feedback and suggestions monthly. Nine of the teachers were either very satisfied (n=4) or somewhat satisfied (n=5) with the review process.

#### 4. Hours of Instruction/School Calendar

The regular school day for all students began at 7:45 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 September 1, 2011, and the last day of school was June 13, 2012.<sup>13</sup> Students were expected to attend 173 days this year. King’s Academy has met the City

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<sup>13</sup> Based on the school calendar within the 2011–12 Parent/Student Handbook.

of Milwaukee's requirement to publish an annual calendar with the number of days for student attendance.

#### 5. Parent and Family Involvement

The King's Academy 2011–12 *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.

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.

Teachers, parents, and board members were asked about parental involvement. A majority of board members and teachers indicated that they were somewhat or very satisfied with the level of parental involvement with the school. A majority (88.8%) of the parents surveyed indicated that the opportunity for parent involvement with the school was excellent (53.3%) or good (35.5%), and nearly all (97.2%) indicated that the opportunity for parental participation was an important reason for choosing the school. (See Appendices E, F, and H for interview and survey results.)

## 6. Waiting List

In September 2011, school leadership reported a waiting list of 14 students representing several grade levels. As of May 30, 2012, the school had seven students waiting for spots in fall: four for sixth grade and one each for third, fourth, and fifth grades.

## 7. Disciplinary Policy

The school's 2011–12 *Parent/Student Handbook* explains the discipline policy, including parent and student rights and expectations, the levels of disciplinary actions, prohibited items and activities, bullying, and harassment. There are also transportation expectations and rules, as well as transportation disciplinary procedures. The levels of disciplinary action are as follows:

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

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

This year, teachers, parents, and board members were asked about the discipline policy at the school. Following is a summary of their opinions:

- Teachers:
  - » Eight of ten considered the discipline at the school as a very important (n=7) or somewhat important (n=1) reason for continuing to teach there; and
  - » Seven of the ten teachers interviewed were either very satisfied (n=3) or somewhat satisfied (n=4) with the discipline policy. However, eight of the

teachers interviewed were either somewhat dissatisfied (n=6) or very dissatisfied (n=2) with the school's adherence to the discipline policy.

- Parents:
  - » Most (86.9%) considered discipline as a very important factor in choosing the school;
  - » A majority (77.6%) rated discipline methods at the school as good (35.5%) or excellent (42.1%); and
  - » Over half (69.1%) were comfortable with how the staff handle discipline.<sup>14</sup>
- Board Members: Four of the five board members interviewed were either very or somewhat satisfied with the school's discipline policy.

## 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 2010–11 academic year.

- Recommendation: Fully implement the Measures of Academic Progress (MAP) and use the data gathered to inform instruction in the classroom.

Response: MAP reading and math assessments were implemented. MAP training was provided to the teachers on an ongoing basis. The school hired a consultant to work with teachers; these sessions were weekly in September and at least once a month during the rest of the school year. The teachers were trained on how to administer the assessments, interpret and analyze the results, and plan strategies based on the data gathered. The MAP tests were administered to the students in fall, winter, and spring. After the winter MAP testing, teachers met with each child to explain the MAP. First, the teacher spoke with the whole class, then met individually with each student to discuss reading and math results and to set individual goals. These meetings were followed by whole class discussions to set classroom goals based on MAP results. The assessment coordinator posted the fall to winter results on the wall.

- Recommendation: Improve the data collection systems throughout the school.

Response: The school set up Microsoft Excel templates for all local measures. The teachers completed the templates and submitted them to the administrative assistant. The spring scores were entered by the administrative assistant. The school also

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

implemented daily attendance sheets as well as sign-in binders for each parent conference event.

9. Graduation and High School Information

The parent coordinator helped families with choosing high schools. He/she provided fliers to the eighth graders regarding individual schools and facilitated the process of sending letters of recommendation.

This year, all 23 eighth-grade students graduated from King's Academy. The school reported that students would attend Riverside (one), Eastbrook (one), Milwaukee School of the Arts (one), Washington (one), Holy Redeemer (one), Wisconsin Conservatory (one), Community (one), Messmer (three), Milwaukee Lutheran (four), Pius (one), Wisconsin Lutheran (one), Pulaski (one), Rufus King (one), Wade (one), Milwaukee Excel (one), and Shorewood (one). Two students had not yet enrolled in high school.

### **III. EDUCATIONAL PERFORMANCE**

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

The standardized assessment measures used were the Stanford Diagnostic Reading Test (SDRT) and the Wisconsin Knowledge and Concepts Examination (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 85% of the time.

Attendance data were available for 221 students enrolled during the year. The attendance rate this year was 94.9%.<sup>15</sup> When excused absences were included, the attendance rate rose to 97.1%. This exceeds the school's goal of 85% average attendance.

This year, 55 students were suspended at least once. Grade levels ranged from first to eighth grade. The 55 students spent, on average, 2.2 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% of parents would attend at least one of two formal parent conferences. Phone, home visits, and alternative meeting times were counted as attending. This year, 195 students were enrolled at the time of both conferences (i.e., for the year). Parents of 150 (76.9%) children attended at least one of the two conferences, exceeding the goal of 72%. In addition, parents of 77 (39.5%) 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 20 students with special education

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<sup>15</sup> 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.

needs.<sup>16</sup> 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 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 Measures of Academic Progress (MAP) tests to measure student progress in reading and math and the Saxon Math Assessment to assess students' math skills.

MAP is a series of tests that measure student skills in reading, math, and language usage. The test yields an RIT 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.

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<sup>16</sup> Includes special education students enrolled at the end of the school year.



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 and 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.<sup>17</sup> 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 is functioning below the national average for his/her grade level; the student is functioning, rather, within the range of a first or second grader. National average scores for each grade level are presented in Table 1.<sup>18</sup>

<b>Table 1</b>				
<b>2011 NWEA Measures of Academic Progress National Average (Normative Mean) Scores Fall and Spring</b>				
<b>Grade Level</b>	<b>Reading</b>		<b>Math</b>	
	<b>Beginning-of-Year Mean</b>	<b>End-of-Year Mean</b>	<b>Beginning-of-Year Mean</b>	<b>End-of-Year Mean</b>
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

<sup>17</sup> Scores are rounded to the nearest whole number for analysis.

<sup>18</sup> <http://www.nwea.org/support/article/normative-data-2011>

<b>Table 1</b>				
<b>2011 NWEA Measures of Academic Progress National Average (Normative Mean) Scores Fall and Spring</b>				
<b>Grade Level</b>	<b>Reading</b>		<b>Math</b>	
	<b>Beginning-of-Year Mean</b>	<b>End-of-Year Mean</b>	<b>Beginning-of-Year Mean</b>	<b>End-of-Year Mean</b>
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

The school’s goal for MAP reading and math results was that students who complete both the fall and the spring tests will increase their RIT scores by at least as much as the national sample did (i.e., the difference in the normative mean [average] scores for the grade-level average at which the student tested in the fall). 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 2011 was measured by determining whether the student was able to again score at or above the grade-level national average at the time of the spring test (basically, this examination indicates if students who are functioning at or above grade level improved, on average, the same as their national counterparts).

For students below grade-level average, CRC examined how many reached the national grade-level average for their current grade by the spring test. For students who were still below the grade-level average on the spring test, progress was measured by determining if student scores increased by the national average increase associated with the student’s functional grade level (i.e., the grade-level average at which the student tested in the fall). For example, if a fourth-grade student

scored 161 RIT points on the fall reading test and 185 RIT points on the spring test, the student scored below the national fourth-grade average on both tests. With a score of 161, the student's fall score was between the national fall and spring averages for first grade students; therefore, the student's functional grade level was first grade. The average change in scores for all first-grade students was 17 RIT points. Because the student increased his/her score by 24 points, he/she progressed by at least the national average increase for his/her functional grade level.

Saxon Math is a math placement test that teachers can use to determine the math level of each student. The student's level is determined by measuring the number of grade-level benchmarks he/she meets at the time of the test. Progress in math can be measured by examining how many of the benchmarks each student meets for his/her current grade level at the beginning and the end of the school year.

The following sections describe results of the MAP and Saxon Math tests for students at King's Academy.

## 1. Literacy

Both the fall and spring MAP reading tests were completed by 162 students.<sup>19</sup> At the time of the fall test, 56 (34.6%) of K5 through eighth-grade students were at or above the national average (i.e., normative mean) for their grade level (Table 2).<sup>20</sup> Progress for students at or above the average as well as those below is described below.

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<sup>19</sup> An additional 20 students should have had spring MAP results; due to an issue with the computerized MAP test, spring scores for 20 students were not scored. The school is having those students retake the spring test; however, to ensure the validity of the results, spring scores for those students will not be included in this report.

<sup>20</sup> The learning memo states that students in first through eighth grades would complete the MAP tests; results were also available for K5 students, so CRC included them in the analysis.

<b>Table 2</b> <b>King's Academy</b> <b>Local Measures of Academic Progress: MAP Reading Assessment</b> <b>Student Scores Relative to the National Average</b> <b>Fall 2011</b>					
Grade Level	N	Students at or Above National Average (Normative Mean) Fall 2011		Students Below National Average (Normative Mean) Fall 2011	
		N	%	N	%
K5	15	11	73.3%	4	26.7%
1st	18	7	38.9%	11	61.1%
2nd	19	4	21.1%	15	78.9%
3rd	21	7	33.3%	14	66.7%
4th	20	8	40.0%	12	60.0%
5th	20	5	25.0%	15	75.0%
6th	17	5	29.4%	12	70.6%
7th	12	4	33.3%	8	66.7%
8th	20	5	25.0%	15	75.0%
<b>Total</b>	<b>162</b>	<b>56</b>	<b>34.6%</b>	<b>106</b>	<b>65.4%</b>

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

Of the 56 students at or above the normative average for their grade level on the fall test, 36 (64.3%) achieved the normative mean on the spring test (Table 3). 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 2011**  
**Fall 2011 to Spring 2012**

<b>Grade Level</b>	<b>Students at or Above National Average Fall 2011</b>	<b>Students Maintained at or Above National Average Spring 2012</b>		<b>Students Below National Average Spring 2012</b>	
		<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
K5	11	7	63.6%	4	36.4%
1st	7	Cannot report due to N size		Cannot report due to N size	
2nd	4	Cannot report due to N size		Cannot report due to N size	
3rd	7	Cannot report due to N size		Cannot report due to N size	
4th	8	Cannot report due to N size		Cannot report due to N size	
5th	5	Cannot report due to N size		Cannot report due to N size	
6th	5	Cannot report due to N size		Cannot report due to N size	
7th	4	Cannot report due to N size		Cannot report due to N size	
8th	5	Cannot report due to N size		Cannot report due to N size	
<b>Total</b>	<b>56</b>	<b>36</b>	<b>64.3%</b>	<b>20</b>	<b>35.7%</b>

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

There were 106 students who scored less than the national average for their current grade level on the fall test. By the time of the spring test, 12 (11.3%) had reached the national reading score for their current grade level and 31 (29.2%) 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 40.6% for K5 through eighth-grade students.

<b>Table 4</b>							
<b>King's Academy</b>							
<b>Local Measures of Academic Progress: MAP Reading Assessment</b>							
<b>Progress for Students Below the National Average in Fall 2011</b>							
<b>Fall 2011 to Spring 2012</b>							
<b>Grade Level</b>	<b>Students Below National Average on MAP Reading Test Fall 2011</b>	<b>Students Who Reached National Average Spring 2012</b>		<b>Students Who Did Not Reach Grade-Level Average in Spring but Increased at Least the Difference Between Fall and Spring RIT Means for Functional Grade Level at Which Student Tested in the Fall</b>		<b>Overall Progress of Students Below National Average on Fall 2011 MAP Reading Test</b>	
	<b>N</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
K5	4	Cannot report due to N size		Cannot report due to N size		Cannot report due to N size	
1st	11	2	18.2%	7	63.6%	<b>9</b>	<b>81.8%</b>
2nd	15	1	6.7%	7	46.7%	<b>8</b>	<b>53.3%</b>
3rd	14	1	7.1%	3	21.4%	<b>4</b>	<b>28.6%</b>
4th	12	0	0.0%	2	16.7%	<b>2</b>	<b>16.7%</b>
5th	15	2	13.3%	2	13.3%	<b>4</b>	<b>26.7%</b>
6th	12	1	8.3%	0	0.0%	<b>1</b>	<b>8.3%</b>
7th	8	Cannot report due to N size		Cannot report due to N size		Cannot report due to N size	
8th	15	1	6.7%	8	53.3%	<b>9</b>	<b>60.0%</b>
<b>Total</b>	<b>106</b>	<b>12</b>	<b>11.3%</b>	<b>31</b>	<b>29.2%</b>	<b>43</b>	<b>40.6%</b>

2. Math

Students in K5 through eighth grades completed the MAP math assessment in the fall and spring, and students in first through eighth grades completed the Saxon Math placement test in the fall and spring of the school year.

a. *MAP Math Assessment*

Both the fall and spring MAP math tests were completed by 165 students.<sup>21</sup> At the time of the fall test, 35 (21.2%) 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.

<b>Table 5</b>					
<b>King's Academy</b>					
<b>Local Measures of Academic Progress: MAP Math Assessment</b>					
<b>Student Scores Relative to National Average</b>					
<b>Fall 2011</b>					
<b>Grade Level</b>	<b>N</b>	<b>Students at or Above National Average Fall 2011</b>		<b>Students Below National Average Fall 2011</b>	
		<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
K5	16	8	50.0%	8	50.0%
1st	19	6	31.6%	13	68.4%
2nd	19	1	5.3%	18	94.7%
3rd	21	4	19.0%	17	81.0%
4th	22	5	22.7%	17	77.3%
5th	19	3	15.8%	16	84.2%
6th	17	1	5.9%	16	94.1%
7th	12	3	25.0%	9	75.0%
8th	20	4	20.0%	16	80.0%
<b>Total</b>	<b>165</b>	<b>35</b>	<b>21.2%</b>	<b>130</b>	<b>78.8%</b>

<sup>21</sup> An additional 20 students should have had spring MAP results; due to an issue with the computerized MAP test, spring scores for 20 students were not scored. The school is having those students retake the spring test; however, to ensure the validity of the results, spring scores for those students will not be included in this report.

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

Of the 35 students at or above the normative average for their grade level on the fall test, 19 (54.3%) achieved the normative mean on the spring test (Table 6). To protect student identity, CRC does not report results for fewer than 10 students; therefore, results are not presented by grade level.

<b>Table 6</b>					
<b>King's Academy</b>					
<b>Local Measures of Academic Progress: MAP Math Assessment</b>					
<b>Progress for Students at or Above the National Average Fall 2011</b>					
<b>Fall 2011 to Spring 2012</b>					
<b>Grade Level</b>	<b>Students at or Above National Average Fall 2011</b>	<b>Students Maintained at or Above National Average Spring 2012</b>		<b>Students Below National Average Spring 2012</b>	
		<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
K5	8	Cannot report due to N size		Cannot report due to N size	
1st	6	Cannot report due to N size		Cannot report due to N size	
2nd	1	Cannot report due to N size		Cannot report due to N size	
3rd	4	Cannot report due to N size		Cannot report due to N size	
4th	5	Cannot report due to N size		Cannot report due to N size	
5th	3	Cannot report due to N size		Cannot report due to N size	
6th	1	Cannot report due to N size		Cannot report due to N size	
7th	3	Cannot report due to N size		Cannot report due to N size	
8th	4	Cannot report due to N size		Cannot report due to N size	
<b>Total</b>	<b>35</b>	<b>19</b>	<b>54.3%</b>	<b>16</b>	<b>45.7%</b>



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

There were 130 students who scored less than the national average for their current grade level on the fall test. By the time of the spring test, eight (6.2%) had reached the national math score for their current grade level, and 36 (27.7%) had improved their math scores by at least the average change in scores for their functional grade level. This represents a total growth rate of 33.8% for K5 through eighth-grade students.

<b>Table 7</b>							
<b>King's Academy</b>							
<b>Local Measures of Academic Progress: MAP Math Assessment</b>							
<b>Progress for Students Below the National Average in Fall 2011</b>							
<b>Fall 2011 to Spring 2012</b>							
<b>Grade Level</b>	<b>Students Below National Average on MAP Math Test Fall 2011</b>	<b>Students Who Reached National Average Spring 2012</b>		<b>Students Who Did Not Reach Grade Level Average in Spring but Increased at Least the Difference Between Fall and Spring RIT Means for Functional Grade Level at Which Student Tested in the Fall</b>		<b>Overall Progress of Students Below National Average on Fall 2011 MAP Math Test</b>	
		<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
K5	8	Cannot report due to N size		Cannot report due to N size		Cannot report due to N size	
1st	13	1	7.7%	8	61.5%	<b>9</b>	<b>69.2%</b>
2nd	18	1	5.6%	4	22.2%	<b>5</b>	<b>27.8%</b>
3rd	17	1	5.9%	4	23.5%	<b>5</b>	<b>29.4%</b>
4th	17	4	23.5%	3	17.6%	<b>7</b>	<b>41.2%</b>
5th	16	0	0.0%	5	31.3%	<b>5</b>	<b>31.3%</b>
6th	16	0	0.0%	3	18.8%	<b>3</b>	<b>18.8%</b>
7th	9	Cannot report due to N size		Cannot report due to N size		Cannot report due to N size	
8th	16	0	0.0%	5	31.3%	<b>5</b>	<b>31.3%</b>
<b>Total</b>	<b>130</b>	<b>8</b>	<b>6.2%</b>	<b>36</b>	<b>27.7%</b>	<b>44</b>	<b>33.8%</b>

b. *Saxon Math Assessment*

King’s Academy students completed the Saxon Math Placement test in the fall and spring of the school year. The school’s goal was that at least 65% of the students who completed the baseline test for their grade level in September 2011 would achieve 70% or more of the grade-level benchmarks on the spring test. As shown in Table 8, the average percent of benchmarks achieved increased for each grade level between the fall and spring tests. At the time of the spring test, 69 (47.9%) of 144 students who completed both the fall and spring assessments had achieved 70% or more of the Saxon benchmarks. The school, therefore, did not meet its internal goal of 65%.

<b>Table 8</b>					
<b>Kings Academy</b>					
<b>Local Measures of Academic Progress: Saxon Math Assessment</b>					
<b>Progress for Students Who Completed Fall and Spring Assessments</b>					
<b>Grade Level</b>	<b>N</b>	<b>Average % of Fall Benchmarks</b>	<b>Average % of Spring Benchmarks</b>	<b>Met Goal*</b>	
				<b>N</b>	<b>%</b>
1st	17	81.2%	87.9%	<b>16</b>	<b>94.1%</b>
2nd	18	65.8%	67.0%	<b>9</b>	<b>50.0%</b>
3rd	22	85.5%	78.9%	<b>18</b>	<b>81.8%</b>
4th	22	60.5%	60.2%	<b>6</b>	<b>27.3%</b>
5th	17	56.7%	67.8%	<b>8</b>	<b>47.1%</b>
6th	14	38.3%	56.1%	<b>1</b>	<b>7.1%</b>
7th	14	38.7%	61.8%	<b>4</b>	<b>28.6%</b>
8th	20	25.6%	56.8%	<b>7</b>	<b>35.0%</b>
<b>Total</b>	144	<b>57.8%</b>	<b>67.3%</b>	<b>69</b>	<b>47.9%</b>

\*Achieved 70% or more of the Saxon benchmarks at the time of the spring assessment.

### 3. Writing

King’s Academy assessed student writing skills using the 6+1 Traits of Writing. 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.<sup>22</sup> Students could score between zero and seven points on each writing sample. The school’s goal was that 65% 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 2011, 149 students completed a writing sample; 140 of those students also completed a spring writing sample. Of the 140 students, 91 (65.0%) earned a score of three or better on the spring sample (Table 9). This meets the school’s internal goal of 65%. The minimum score on the spring sample was 1.0, the maximum was 6.0, and the average score was 3.2 (not shown).

<b>Table 9</b>			
<b>King’s Academy</b>			
<b>Local Measures of Academic Achievement: 6+1 Traits of Writing</b>			
<b>2011–12</b>			
<b>Grade</b>	<b>N</b>	<b>Met Writing Goal</b>	
		<b>N</b>	<b>%</b>
1st	19	18	94.7%
2nd	16	6	37.5%
3rd	23	5	21.7%
4th	21	14	66.7%
5th	13	8	61.5%
6th	13	11	84.6%
7th	15	11	73.3%
8th	20	18	90.0%
<b>Total</b>	<b>140</b>	<b>91</b>	<b>65.0%</b>

<sup>22</sup> Writing genres include expository, descriptive, persuasive, and narrative; King’s Academy selected persuasive.

#### 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 80% of their IEP goals at the time of their annual review or re-evaluation. There were 20 students with special education needs enrolled at the end of the school year. IEPs were created for all 20 students. Of the 20 students, seven were also enrolled at King's Academy and receiving special education services during 2010–11; the school was responsible for reviewing and tracking IEP goal progress for these students.<sup>23</sup> In order to protect student identity, CRC does not include results for fewer than 10 students; therefore, IEP goal progress could not be included in the report.

#### **E. External Standardized Measures of Educational Performance**

The CSRC requires the school to administer certain standardized tests to students in city-chartered schools. The school is required to administer the SDRT to all first, second, and third graders enrolled in charter schools, while third through eighth graders take the WKCE. Student performance on the SDRT is reported in phonetic analysis, vocabulary, comprehension, and a total SDRT score. The WKCE is aligned with Wisconsin model academic standards and rates student skills as minimal, basic, proficient, or advanced.<sup>24</sup> The WKCE is administered to students in third through eighth grades and meets federal No Child Left Behind requirements to test students' reading and math skills. The SDRT was administered in April 2012 and the WKCE in October 2011.

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<sup>23</sup> The remaining 13 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.

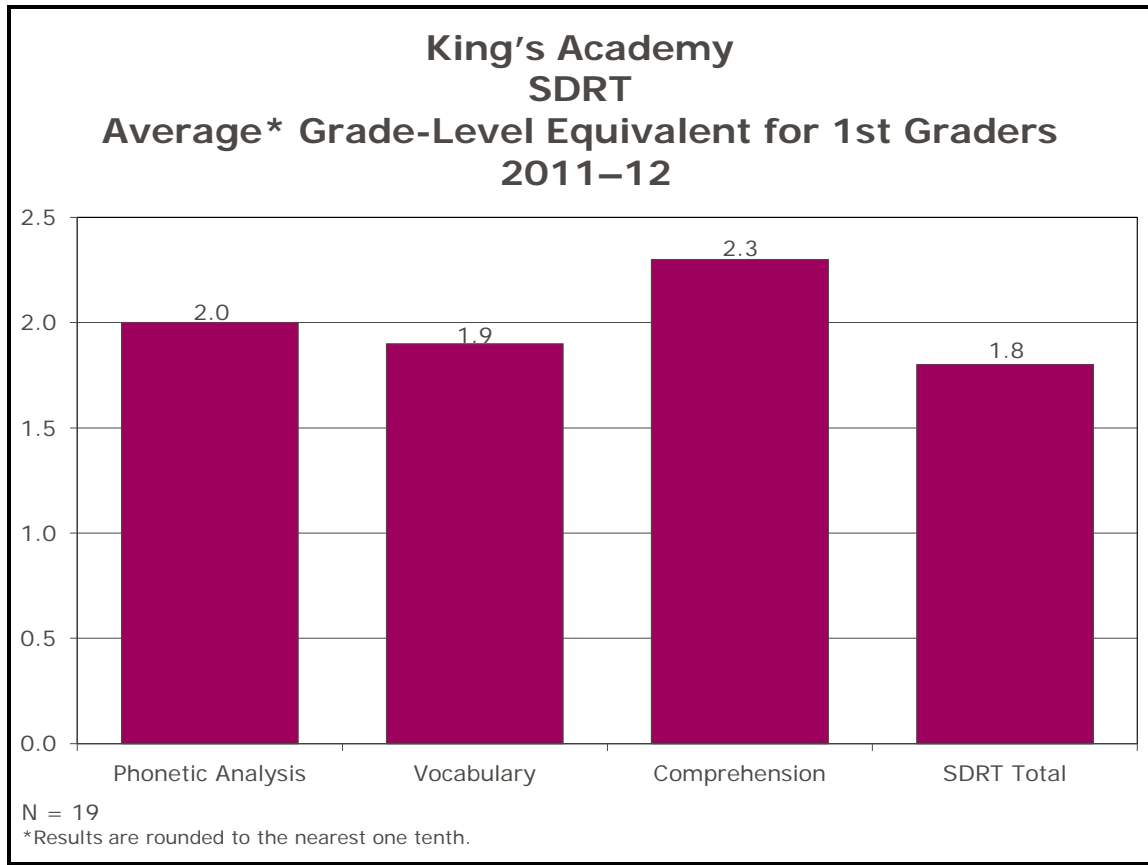
<sup>24</sup> *Advanced*: Demonstrates in-depth understanding of academic knowledge and skills; *proficient*: demonstrates competency in academic knowledge and skills; *basic*: demonstrates some academic knowledge and skills; and *minimal*: demonstrates very limited academic knowledge and skills.

The following section describes results of these standardized tests for all children who took the tests. This includes students who have been enrolled in the school for a full academic year (FAY) or longer, as well as students who were new to the school.

1. 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 (GLEs) in all three areas tested (Figure 2).

Figure 2



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

<b>Table 10</b>				
<b>King's Academy SDRT GLE Range for 1st Graders 2011-12 (N = 19)</b>				
<b>Area Tested</b>	<b>Lowest Grade Level Scored</b>	<b>Highest Grade Level Scored</b>	<b>Median GLE</b>	<b>Percent at or Above GLE</b>
Phonetic Analysis	K.2	5.2	1.6	89.5%
Vocabulary	K.6	3.2	1.7	89.5%
Comprehension	K.8	7.7	1.9	84.2%
<b>SDRT Total</b>	<b>K.5</b>	<b>3.6</b>	<b>1.8</b>	<b>89.5%</b>

Note: Results are rounded to the nearest one tenth.

2. 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 2.0 to 3.3 GLE in the areas tested.

Figure 3

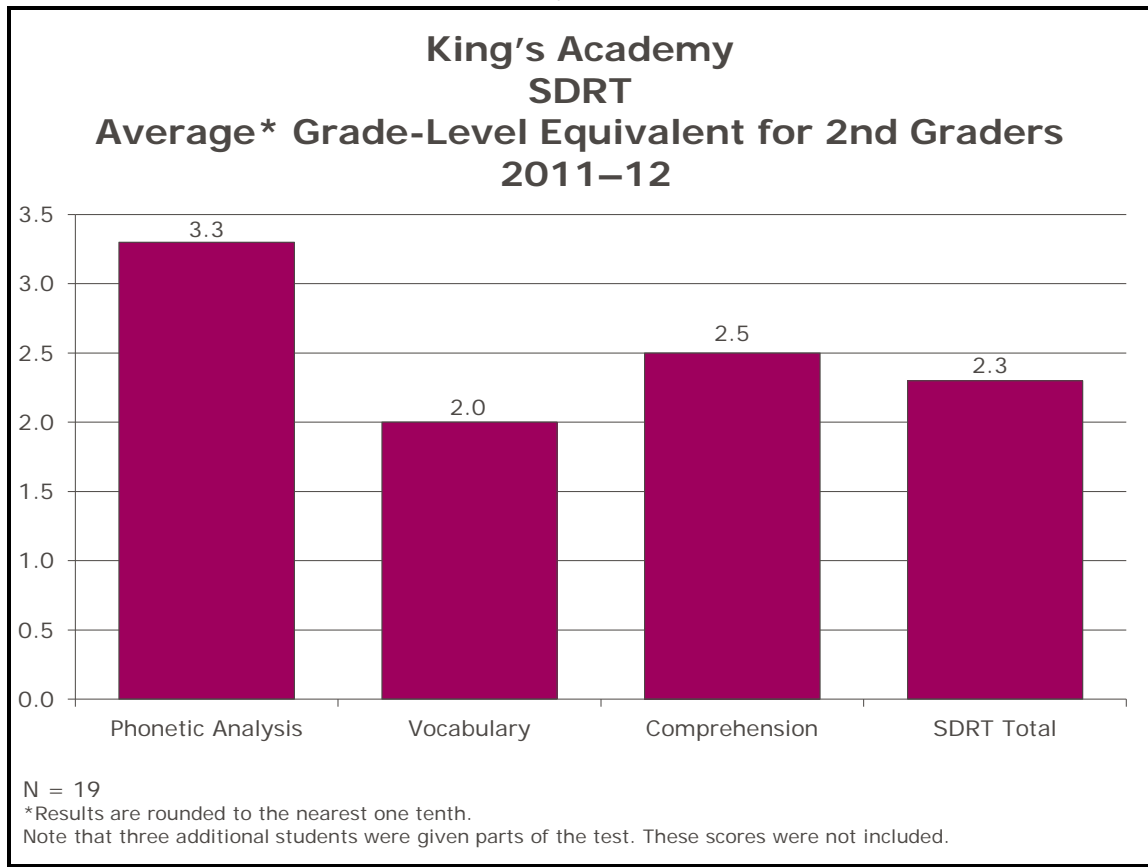


Table 11

King's Academy  
 SDRT  
 GLE Range for 2nd Graders  
 2011-12  
 (N = 19)

Area Tested	Lowest Grade Level Score	Highest Grade Level Score	Median GLE	Percentage at or Above GLE
Phonetic Analysis	K.9	10.9	2.2	68.4%
Vocabulary	K.5	3.6	1.7	47.4%
Comprehension	1.1	5.7	2.5	57.9%
<b>SDRT Total</b>	<b>K.9</b>	<b>4.1</b>	<b>2.1</b>	<b>52.6%</b>

Note that three additional students were given parts of the test. These scores were not included.

3. SDRT for Third Graders

Results from this year’s SDRT indicate that third graders were, on average, reading at fourth- and fifth-grade levels in the areas tested (Figure 4 and Table 12).

Figure 4

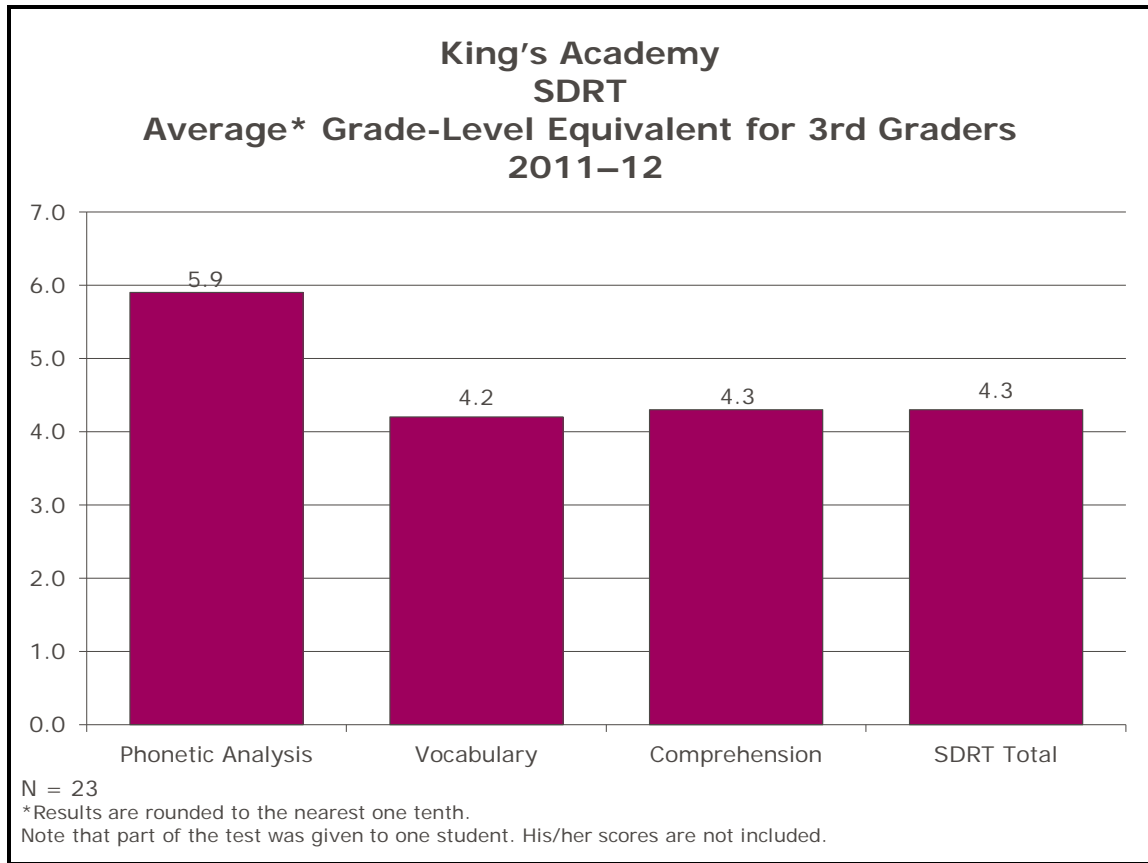


Table 12

Area Tested	Lowest Grade Level Score	Highest Grade Level Score	Median GLE	Percentage at or Above GLE
Phonetic Analysis	1.3	PHS*	3.8	56.5%
Vocabulary	K.9	PHS*	3.9	82.6%
Comprehension	1.1	PHS*	3.4	60.9%
<b>SDRT Total</b>	<b>1.3</b>	<b>PHS*</b>	<b>3.5</b>	<b>65.2%</b>

\*Post high school

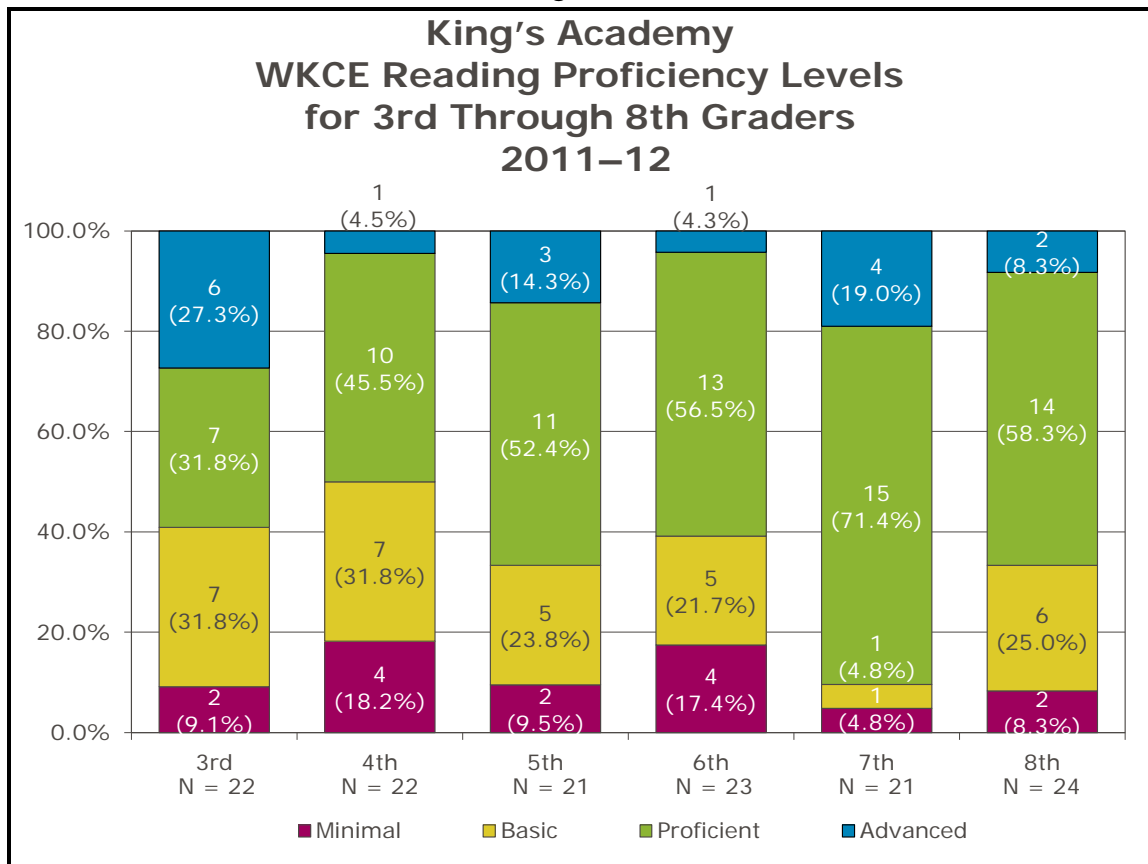


4. WKCE for Third Through Eighth Graders

a. *Reading*

Results for third grade indicate that six (27.3%) students were reading at an advanced level, and seven (31.8%) scored at the proficient level; one (4.5%) fourth-grade student scored advanced, and 10 (45.5%) were proficient; three (14.3%) fifth graders scored advanced, and 11 (52.4%) were proficient; one (4.3%) sixth-grade student scored at the advanced level, and 13 (56.5%) were proficient; four (19.0%) seventh graders were advanced, and 15 (71.4%) were proficient; and two (8.3%) eighth graders scored in the advanced category, and 14 (58.3%) were proficient in reading (Figure 5).<sup>25</sup>

Figure 5



<sup>25</sup> Overall, 65.4% of third- through eighth-grade students were proficient or advanced in reading.

On average, third-grade students scored in the 35th percentile statewide in reading, fourth-grade students scored in the 22nd percentile, fifth graders scored in the 30th percentile, sixth graders scored in the 23rd percentile, seventh graders scored in the 34th percentile, and eighth-grade students, on average, scored in the 26th percentile in reading (not shown).

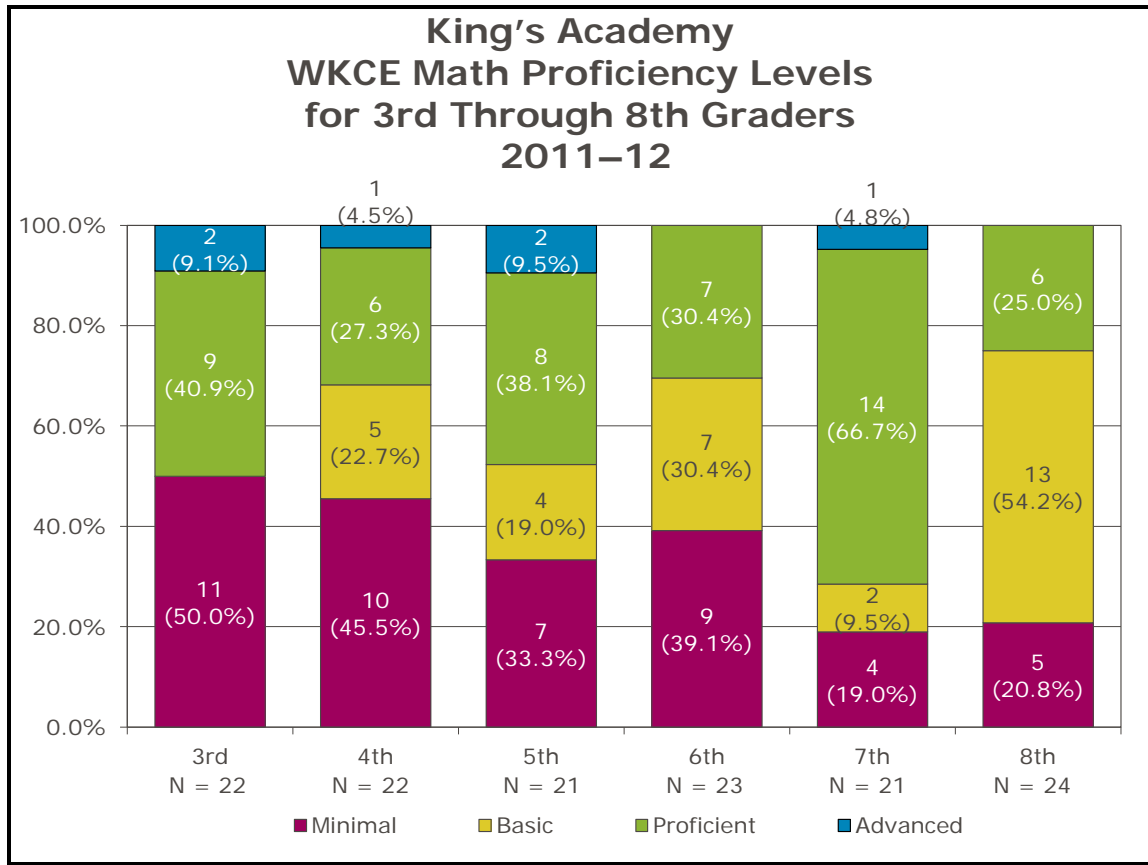
*b. Math*

In math, two (9.1%) third-grade students exhibited advanced skills, and nine (40.9%) scored proficient; one (4.5%) fourth grader scored in the advanced range, and six (27.3%) were proficient; two (9.5%) fifth-grade students were advanced, and eight (38.1%) were proficient in math; none of the sixth grade students were in the advanced range, and seven (30.4%) were proficient; one (4.8%) seventh grader was in the advanced range, and 14 (66.7%) were proficient; and none of the eighth graders were advanced, but six (25.0%) were proficient in math (Figure 6).<sup>26</sup>

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<sup>26</sup> Overall, 42.1% of third- through eighth-grade students were proficient or advanced in reading.

Figure 6

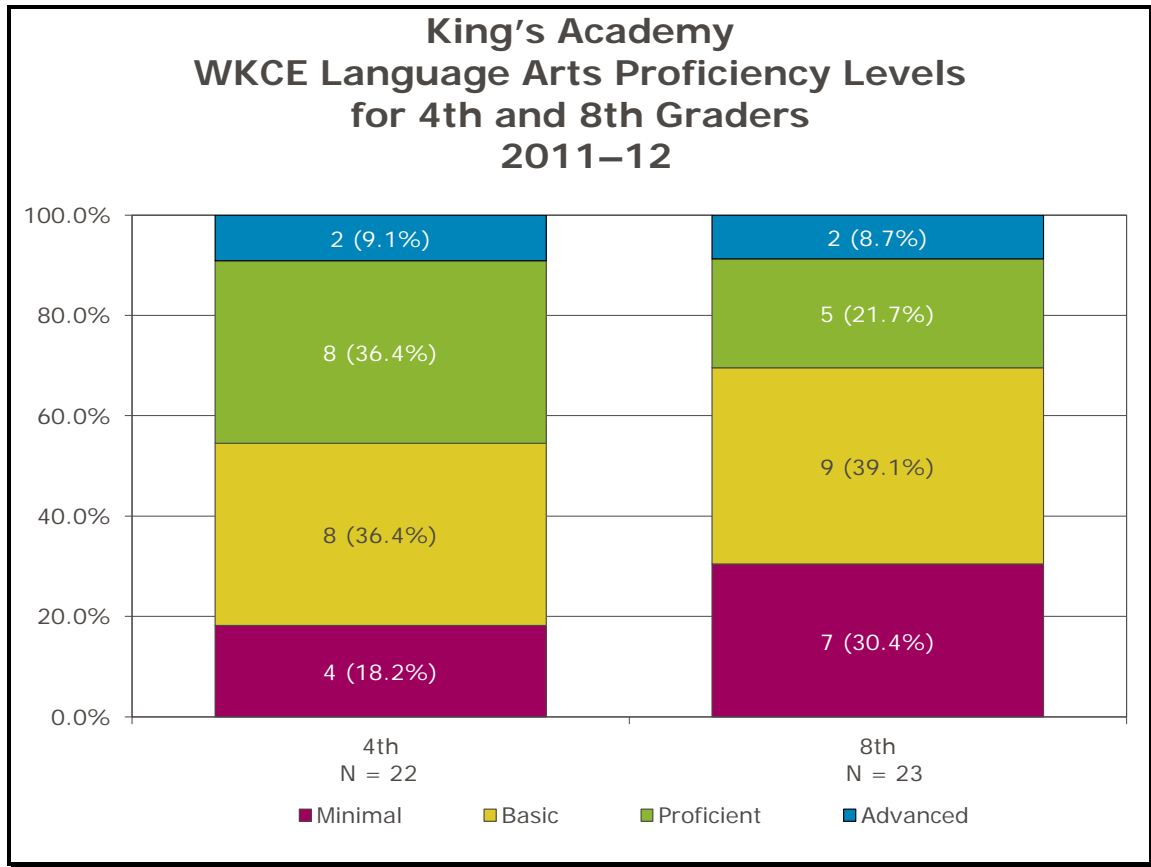


Third graders scored in the 25th percentile in math; fourth graders scored in the 20th percentile; fifth graders scored, on average, in the 24th percentile in math; sixth graders scored in the 17th percentile; seventh graders scored in the 31st percentile; and eighth-grade students scored, on average, in the 17th 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, two (9.1%) fourth graders exhibited advanced, and eight (36.4%) exhibited proficient language arts skills. Of 23 eighth-grade students, two (8.7%) were advanced, and five (21.7%) were proficient (Figure 7).

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 1.3 to 5.6 for fourth graders and from two to six for eighth graders. The median score for fourth-grade students was three, meaning half of the students scored at or below three, and half scored 3.0 to 5.6 on a scale of zero to nine; the median score for eighth-grade students was four.

## **F. Multiple-Year Student Progress**

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. The tests used to examine progress are the SDRT (reading only) and the WKCE (reading and math.)

The CSRC requires that multiple-year student progress in first through third grades be reported for all students tested in consecutive years. Progress for fourth through eighth graders is reported for students enrolled for a FAY, i.e., since September 17, 2010. The CSRC requires that progress for students who met proficiency expectations during the prior year be reported separately from those who did not.

Note that starting in the 2012–13 school year, Wisconsin is raising the benchmark scores needed for students to reach the proficient or advanced performance levels on the WKCE. These new college and career readiness proficiency levels are based on the National Assessment of Educational Progress (NAEP) standards.<sup>27</sup>

### **1. First Through Third Graders**

First- through third-grade reading progress was measured using the SDRT. Results from this test are stated in GLE. The CSRC expects at least 75% of the students who were at or above grade level the previous spring will maintain at or above grade-level status from spring to spring testing. The expectation for students with below-grade-level scores in the previous year is to advance more than one year GLE advancement.

#### **a. Overall**

There were 13 students enrolled at King’s Academy as first graders in 2010–11 who took the test in 2011–12 as second graders, and 13 students enrolled in 2010–11 as second graders who took

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<sup>27</sup> <http://dpi.state.wi.us/oea/pdf/highexp.pdf>

the test in 2011–12 as third graders. As illustrated in Table 13, the average advancement from first to second grade was 0.8 GLE, and second to third graders advanced an average of 1.7 GLE. Overall, these students advanced, on average, 1.2 GLE from 2010–11 to 2011–12. Seven (53.8%) of the second graders were at or above grade level, and 10 (76.9%) third graders were at or above grade level in 2010–11.

<b>Table 13</b>				
<b>King's Academy</b>				
<b>Average GLE Advancement in Reading</b>				
<b>Based on SDRT Total</b>				
<b>Grade (2010–11 to 2011–12)</b>	<b>Average GLE 2010–11</b>	<b>Average GLE 2011–12</b>	<b>Average GLE Advancement</b>	<b>Students at or Above Grade Level in 2010–11</b>
1st to 2nd (n = 13)	1.4	2.1	0.8	7 (53.8%)
2nd to 3rd (n = 13)	2.8	4.5	1.7	10 (76.9%)
<b>Total (N = 26)</b>	--	--	<b>1.2</b>	<b>17 (65.4%)</b>

It is possible to compare SDRT results over two academic years for third-grade students who took the SDRT in 2009–10 as first graders to scores they earned as third graders in 2011–12. Because this is only the second year of operation for King's Academy as a city charter, first- to third-grade progress could not be measured

*b. Students at or Above GLE*

At the time of the 2010–11 test, seven second graders and 10 third graders tested at or above grade level. Due to the small size of the second-grade cohort, grade-level results could not be included in this report. Nine (90.0%) of 10 third graders maintained grade level status during 2011–12 (Table 14). Overall, 82.4% of 17 students at or above grade level in 2010–11 maintained grade-level status in 2011–12; therefore, the school met the CSRC expectation related to this outcome.

<b>Table 14</b> <b>King's Academy</b> <b>Average GLE Advancement in Reading</b> <b>for Students at or Above GLE</b>		
<b>Grade</b> <b>(2010–11 to 2011–12)</b>	<b># Met Goal*</b>	<b>% Met Goal*</b>
1st to 2nd (n = 7)	Cannot report due to N size	Cannot report due to N size
2nd to 3rd (n = 10)	9	90.0%
<b>Total (N = 17)</b>	<b>14</b>	<b>82.4%</b>

\*Maintained GLE status in 2011–12.

c. *Students Below GLE*

The expectation for students who tested below grade level the prior year would, on average, improve by more than one grade level. There were nine second and third graders who 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 2010-11, progress could not be reported.

2. Third Through Eighth Graders

a. *Progress for Students Who Met Proficiency-Level Expectations*

The CSRC expects that at least 75.0% of the students who reached proficiency, i.e., proficient or advanced on the WKCE in 2010–11, will maintain their status of proficient or above in 2011–12. As illustrated, 91.8% of students met this expectation in reading, exceeding CSRC requirements, and 72.2% met this expectation in math, short of CSRC requirements (Tables 15a and 15b).

<b>Table 15a</b>			
<b>King's Academy</b>			
<b>Reading Proficiency-Level Progress</b>			
<b>for FAY Students Who Tested Proficient or Advanced in 2010-11</b>			
<b>Based on WKCE</b>			
<b>Grade</b>	<b>Students Proficient/Advanced in 2010-11</b>	<b>Students Maintained Proficient/Advanced in 2011-12</b>	
		<b>N</b>	<b>%</b>
3rd to 4th	6	Cannot report due to N size	
4th to 5th	12	11	91.7%
5th to 6th	6	Cannot report due to N size	
6th to 7th	11	10	90.9%
7th to 8th	14	14	100.0%
<b>Total</b>	<b>49</b>	<b>45</b>	<b>91.8%</b>

<b>Table 15b</b>			
<b>King's Academy</b>			
<b>Math Proficiency-Level Progress</b>			
<b>for FAY Students Proficient or Advanced in 2010-11</b>			
<b>Based on WKCE</b>			
<b>Grade</b>	<b>Students Proficient/Advanced in 2010-11</b>	<b>Students Maintained Proficient/Advanced in 2011-12</b>	
		<b>N</b>	<b>%</b>
3rd to 4th	5	Cannot report due to N size	
4th to 5th	8	Cannot report due to N size	
5th to 6th	6	Cannot report due to N size	
6th to 7th	9	Cannot report due to N size	
7th to 8th	8	Cannot report due to N size	
<b>Total</b>	<b>36</b>	<b>26</b>	<b>72.2%</b>



b. *Progress for Students Who Did Not Meet Proficiency-Level Expectations*

The CSRC expects at least 60% of students who scored minimal or basic on the 2010–11 test to progress at least one level, or, if they scored in the same level, to progress one or more quartiles within that level.<sup>28</sup>

As illustrated in Table 16a, 56.5% of FAY students who were below proficiency improved at least one proficiency level or advanced a quartile within their reading proficiency level. The school fell short of the goal and has therefore not met this expectation in reading.

<b>Table 16a</b>					
<b>King's Academy</b>					
<b>Reading Proficiency-Level Progress</b>					
<b>for FAY Students Minimal or Basic in 2010–11</b>					
<b>Based on WKCE</b>					
<b>Grade</b>	<b># Students Minimal/Basic in 2010–11</b>	<b># Students Who Advanced One Proficiency Level</b>	<b>If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level</b>	<b>Total Advancement</b>	
				<b>N</b>	<b>%</b>
3rd to 4th	8	Cannot report due to N size		Cannot report due to N size	
4th to 5th	0	NA	NA	NA	NA
5th to 6th	10	6	2	8	80.0%
6th to 7th	1	Cannot report due to N size		Cannot report due to N size	
7th to 8th	4	Cannot report due to N size		Cannot report due to N size	
<b>Total</b>	<b>23</b>	<b>10</b>	<b>3</b>	<b>13</b>	<b>56.5%</b>

Proficiency-level progress in math is shown in Table 16b. As illustrated, 41.7% of students who did not meet proficiency-level expectations, i.e., scored minimal or basic, in 2010–11, either advanced one proficiency level (n=10), or if they did not advance a level, improved at least one quartile within their level (n=5), falling short of the goal. Therefore, the school did not meet the CSRC expectation in math.

<sup>28</sup> To examine whether or not students who remained within the same level, e.g., minimal in one year and minimal in the next, CRC used the scale score thresholds used by the DPI to establish proficiency levels. The basic and minimal levels were then equally divided into quartiles, and CRC determined whether or not a student had progressed one or more quartiles.

<b>Table 16b</b>					
<b>King's Academy Math Proficiency-Level Progress for FAY Students Minimal or Basic in 2010-11</b>					
<b>Grade</b>	<b># Students Minimal/Basic in 2010-11</b>	<b># Students Who Advanced One Proficiency Level</b>	<b>If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level</b>	<b>Total Advancement</b>	
				<b>N</b>	<b>%</b>
3rd to 4th	9	Cannot report due to N size		Cannot report due to N size	
4th to 5th	4	Cannot report due to N size		Cannot report due to N size	
5th to 6th	10	3	3	6	60.0%
6th to 7th	3	Cannot report due to N size		Cannot report due to N size	
7th to 8th	10	3	1	4	40.0%
<b>Total</b>	<b>36</b>	<b>10</b>	<b>5</b>	<b>15</b>	<b>41.7%</b>

### **G. School Scorecard**

In the 2009–10 school year, the CSRC piloted a scorecard for each school that it charters. The scorecard includes multiple measures of student academic progress such as performance on standardized tests and local measures, as well as point-in-time academic achievement and engagement elements such as attendance and student and teacher retention and return. The score provides a summary indicator of school performance. In addition, the CSRC intends to examine scorecard results from all city-chartered schools over the past three years and establish policies that will guide decisions about contract renewal, probationary status, and school closure.

The school scored 67.5% on the scorecard this year. This compares to 62.2% on the school's 2010–11 scorecard. Please see Appendix D for school scorecard information.

### **H. Annual Review of the School's Adequate Yearly Progress**

Since passage of the No Child Left Behind Act (NCLB), school performance in Wisconsin has been measured by Adequate Yearly Progress (AYP). AYP consists of four objectives: test participation,

graduation rate or attendance rate, and achieving a designated proficiency rate on two academic indicators—reading and mathematics.

In July 2012, State Superintendent Tony Evers announced that Wisconsin's request for waivers from certain provisions of NCLB, including the AYP designation, was approved by the US Department of Education. AYP will be replaced with an alternate school progress indicator as part of a larger accountability system, developed by the Wisconsin DPI, that goes into effect in the 2012–13 school year. Therefore, there is no AYP determination for 2011–12 as the department transitions to the new accountability system. For more information please see the DPI website:

<http://dpi.wi.gov/oea/acct/accountability.html>.

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

Based on surveys and interviews, over half (61.7% of 107) of the parents indicated that the school's contribution to their child's learning was excellent, and 28% indicated that it was good. Most of the 10 teachers also rated the school's contribution to student learning as good (n=7) or fair (n=1).

When asked about satisfaction with student academic progress, 49.5% of the parents surveyed rated their child's academic progress as excellent and 35.5% as good. Four of the 10 teachers interviewed were very satisfied with the students' academic progress, three were somewhat satisfied, and three were somewhat dissatisfied. One of the board members interviewed was very satisfied, and the four others indicated they were somewhat satisfied with the students' academic progress.

#### **IV. SUMMARY AND RECOMMENDATIONS**

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

Based on current and past contract compliance and the scorecard results, CRC recommends that because this is only its second year of operation, King's Academy continue regular, annual academic monitoring and reporting.

## **Appendix A**

### **Contract Compliance Chart**

<b>King's Academy</b>			
<b>Overview of Compliance for Education-Related Contract Provisions 2011-12</b>			
<b>Section of Contract</b>	<b>Education-Related Contract Provision</b>	<b>Report Page Number</b>	<b>Contract Provisions Met or Not Met?</b>
Section I, B	Description of educational program; student population served.	pp. 2-7	Met
Section I, V	Charter school shall operate under the days and hours indicated in the calendar for the 2010-11 school year.	p. 10	Met
Section I, C	Educational methods.	pp. 3-5	Met
Section I, D	Administration of required standardized tests.	pp. 29-38	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.	pp. 17-29	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% will maintain at or above grade-level status.	a. pp. 39-40	a. Met
	b. 4th- through 8th-grade students proficient or advanced in reading: At least 75.0% maintain proficiency level.	b. pp. 40-41	b. Met
	c. 4th- through 8th-grade students proficient or advanced in mathematics: At least 75.0% maintain proficiency level.	c. pp. 40-41	c. Not met; 72.2%
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. p. 40	a. NA*
	b. 4th- through 8th-grade students below proficient level in reading: At least 60% will advance one level of proficiency or to the next quartile within the proficiency level range.	b. p. 42	b. Not met; 56.5%
	c. 4th- through 8th-grade students below proficient level in math: At least 60% will advance one level of proficiency or to the next quartile within the proficiency level range.	c. pp. 42-43	c. Not met; 41.7%
Section I, E	Parental involvement.	pp. 11-12	Met
Section I, F	Instructional staff hold a DPI license or permit to teach.	p. 8	Met
Section I, I	Pupil database information.	pp. 5-6	Met
Section I, K	Disciplinary procedures.	pp. 12-13	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:** Student Learning Memorandum for the 2011–12 School Year  
**Date:** October 10, 2011

The following procedures and outcomes will be used for the 2011–12 school year to monitor the education-related activities described in the school's contract with the City of Milwaukee. Data will be provided to 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, 2012.

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, local 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, local student ID, WSN, enrollment date, grade, gender, free/reduced lunch eligibility, race/ethnicity, 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, 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 (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 means based on the 2011 NWEA normative study.

All students who complete both the fall and spring reading and math MAP tests will increase their RIT scores by at least the difference in the normative mean score for the grade level average at which the student tested in the fall.

Progress for students at or above the normative mean for their current grade level as well as progress for students below the normative mean for their current grade level will be examined.

Although the expectation is that all students will increase their RIT scores by at least the difference in the normative mean score for the grade level at which they tested in the fall, the results will be used as baseline data for the development of future annual goals since this is the first year that Kings Academy is using the MAP.

#### Math (1–8):

Students will receive a grade level Saxon Math baseline test in the fall. Saxon Math publishes expected benchmarks for each grade level. At least 65% of the students who completed the Saxon Math baseline test by September 30, 2011, will achieve 70% or better of the Saxon Math grade-level benchmarks by the end of the year.



### Writing (1–8)

Using the 6 + 1 Traits of Writing, 65% of the students who completed a writing sample no later than October 30, 2011 will achieve an overall score of 3 or better on a writing sample taken between May 1 and 31, 2012. 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, persuasive.<sup>29</sup>

### 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 80% 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.

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 Wisconsin Department of Public Instruction. 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.

### 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 whose 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.)

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<sup>29</sup> Writing genres include expository, descriptive, persuasive, and narrative.

For current fourth through eighth graders meeting the 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 unique WSN ID number 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, 2012.

Staff persons responsible for year-end data submission: Lakisha Metcalf and Sylvia Summers

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

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	attendance <ul style="list-style-type: none"> <li>• Number of days attended</li> <li>• Number of days excused absence</li> <li>• Number of days unexcused absence</li> <li>• Number of days in-school suspension</li> <li>• Number of days out-of-school suspension</li> </ul>		
Enrollment, Termination/Withdrawal (K4–8)	For every student enrolled at any time during the year, include the following: <ul style="list-style-type: none"> <li>• WSN</li> <li>• Student name</li> <li>• Grade</li> <li>• Enrollment date</li> <li>• Withdrawal date (if applicable)</li> <li>• Withdrawal reason (if applicable, including if the student was expelled and why)</li> </ul> Note: These fields can be added to the student roster data file described above.	Headmaster	Shannon McCoy
Parent Participation (K4–8)	Create a column for each of the following. Include for all students enrolled at any time during the school year: <ul style="list-style-type: none"> <li>• WSN</li> <li>• Student name</li> <li>• Create one column labeled <u>conference 1</u>. In this column, indicate with a 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.</li> <li>• Create one column labeled <u>conference 2</u>. In this column, indicate with a Y or N whether a parent/guardian/adult attended the second conference. If the student</li> </ul>	Excel spreadsheet designed by the school	Lakisha Metcalf Sylvia Summers

<b>Learning Memo Section/Outcome</b>	<b>Data Description</b>	<b>Location of Data</b>	<b>Person(s) Responsible for Collecting Data</b>
	was not enrolled at the time of this conference, enter N/E.		
<p>Local Measures of Academic Progress</p> <p>Special Education Needs Students (Grades K4–8)</p>	<p>For each student who had or was assessed for special education services, include the following:</p> <ul style="list-style-type: none"> <li>• WSN</li> <li>• Student name</li> <li>• The special education need, e.g., ED, CD, LD, OHI, etc.</li> <li>• Eligibility assessment date</li> <li>• IEP completion date</li> <li>• Parent participation in IEP completion (Y/N)</li> <li>• IEP review completion date</li> <li>• IEP review results, e.g., continue in special education, no longer eligible for special education</li> <li>• Parent participation in IEP review (Y/N)</li> <li>• Number of goals on IEP</li> <li>• Number of goals met on IEP</li> </ul>	Headmaster or Excel spreadsheet designed by the school	<p>Loula Roberson</p> <p>Delores Jones</p>
<p>Academic Achievement: Local Measures</p> <p>MAP Reading and Math (Grades 1–8)</p>	<p>For each first- through eighth-grade student enrolled at any time during the year, provide the following:</p> <ul style="list-style-type: none"> <li>• WSN</li> <li>• Student name</li> <li>• Fall MAP reading RIT score</li> <li>• MAP reading target score</li> <li>• Spring MAP reading RIT score</li> <li>• Met MAP reading target (Y or N)</li> <li>• Fall MAP math RIT score</li> <li>• MAP math target score</li> <li>• Spring MAP math RIT score</li> <li>• Met MAP math target (Y or N)</li> </ul> <p>Note: If a student was not enrolled at the time of either test, enter NE.</p>	Excel spreadsheet designed by the school	<p>Sylvia Summers</p> <p>Madeline Neuworth</p> <p>Brenda Ushi</p>

<b>Learning Memo Section/Outcome</b>	<b>Data Description</b>	<b>Location of Data</b>	<b>Person(s) Responsible for Collecting Data</b>
<p>Local Measures of Academic Progress</p> <p>Saxon Math (Grades 1–8)</p>	<p>For all students enrolled at any time during the year, provide the following:</p> <ul style="list-style-type: none"> <li>• WSN</li> <li>• Student name</li> <li>• Fall test administration date</li> <li>• Fall baseline Saxon Math score</li> <li>• Spring test administration date</li> <li>• Percentage of benchmarks met by end of school year</li> </ul>	<p>Excel spreadsheet designed by the school</p>	<p>Sylvia Summers</p> <p>Shannon McCoy</p> <p>Brenda Ushi</p>
<p>Local Measures of Academic Progress</p> <p>Writing (Grades 1–8)</p>	<p>For all students enrolled at any time during the year, provide the following:</p> <ul style="list-style-type: none"> <li>• WSN</li> <li>• Student name</li> <li>• Fall test administration date</li> <li>• Fall writing sample score</li> <li>• Spring test administration date</li> <li>• Spring writing sample score</li> </ul>	<p>Excel spreadsheet designed by the school</p>	<p>Sylvia Summers</p>
<p>Academic Achievement: Standardized Measures</p> <p>SDRT (Grades 1–3)</p>	<p>Create a spreadsheet including all first- through third-grade students enrolled at any time during the school year. Include the following:</p> <ul style="list-style-type: none"> <li>• WSN</li> <li>• School student ID number</li> <li>• Student name</li> <li>• Grade</li> <li>• Phonetics scale score</li> <li>• Phonetics GLE</li> <li>• Vocabulary scale score</li> <li>• Vocabulary GLE</li> <li>• Comprehension scale score</li> <li>• Comprehension GLE</li> <li>• Total scale score</li> <li>• Total GLE</li> </ul> <p>Provide the test date(s) in an email or other document.</p>	<p>Excel spreadsheet designed by school and/or provide the electronic file supplied by the test publisher. Also, please provide copies of the paper print outs for each student.</p>	<p>Sylvia Summers</p> <p>Shannon McCoy</p>

<b>Learning Memo Section/Outcome</b>	<b>Data Description</b>	<b>Location of Data</b>	<b>Person(s) Responsible for Collecting Data</b>
<p>Academic Achievement: Standardized Measures</p> <p>WKCE (Grades 3–8)</p>	<p>For each third- through eighth-grade student enrolled at any time during the school year, include the following:</p> <ul style="list-style-type: none"> <li>• WSN</li> <li>• School student ID number</li> <li>• Student name</li> <li>• Grade</li> <li>• Scale scores for each WKCE test (i.e., math and reading for all grades, plus language, social studies, and science for fourth and eighth graders)</li> <li>• Proficiency level for each WKCE test</li> <li>• State percentile for each WKCE test</li> <li>• Writing prompt score for fourth through eighth graders</li> </ul> <p>Note: Enter N/E if the student was not enrolled at the time of the test. Enter N/A if the test did not apply for another reason.</p> <p>Provide the test date(s) in an email or other document.</p>	<p>Download from the Turnleaf website</p> <p>CRC encourages the school to download WKCE data from the Turnleaf website. This website contains the official WKCE scores used by DPI and improves data reliability.</p>	<p>Sylvia Summers</p>

## **Appendix C**

### **Trends**



<b>Table C1</b>					
<b>King's Academy Student Enrollment and Retention</b>					
<b>School Year</b>	<b>Number Enrolled at Start of School Year</b>	<b>Number Enrolled During Year</b>	<b>Number Withdrew</b>	<b>Number at End of School Year</b>	<b>Number and Rate Enrolled for Entire School Year</b>
2010-11	193	17	29	181	168 (87.0%)
2011-12	215	6	21	200	195 (90.7%)

<b>Table C2</b>			
<b>King's Academy Student Return Rates</b>			
<b>Year</b>	<b>Number Enrolled at End of Previous Year</b>	<b>Number Enrolled at Start of This School Year</b>	<b>Student Return Rate</b>
2011-12	164	130	79.3%

<b>Table C3</b>	
<b>King's Academy Student Attendance</b>	
<b>School Year</b>	<b>Attendance Rate</b>
2010-11	93.0%
2011-12	94.9%

<b>Table C4</b>	
<b>King's Academy Parent/Guardian Participation Rate</b>	
<b>School Year</b>	<b>Parent/Guardian Participation Rate</b>
2010-11	79.8%
2011-12	76.9%

<b>Table C5</b>		
<b>King's Academy SDRT Year-to-Year Progress Average Grade-Level Advancement Grades 1-3</b>		
<b>School Year</b>	<b>N</b>	<b>Average Grade-Level Advancement</b>
2011-12	30	1.2

<b>Table C6</b>		
<b>King's Academy WKCE Year-to-Year Progress Students Who Remained Proficient Grades 4–8</b>		
<b>School Year</b>	<b>Reading</b>	<b>Math</b>
2011–12	91.8%	72.2%

<b>Table C7</b>		
<b>King's Academy WKCE Year-to-Year Progress Students Who Were Minimal or Basic and Showed Improvement Grades 4–8</b>		
<b>School Year</b>	<b>Reading</b>	<b>Math</b>
2011–12	56.5%	41.7%

<b>Table C8</b>						
<b>King's Academy Teacher Retention</b>						
<b>Teacher Type</b>	<b>Year</b>	<b>Number at Beginning of School Year</b>	<b>Number Started After School Year Began</b>	<b>Number Terminated Employment During the Year</b>	<b>Number at End of School Year</b>	<b>Retention Rate: Number and Rate Employed at School for Entire School Year</b>
Classroom Teachers Only	2010–11	10	0	0	10	100.0%
All Instructional Staff	2010–11	14	5	1	18	92.9%
Classroom Teachers Only	2011–12	10	1	2	9	80.0%
All Instructional Staff	2011–12	18	2	3	17	83.3%

<b>Table C9</b>				
<b>King's Academy Teacher Return Rate*</b>				
<b>Teacher Type</b>	<b>Year</b>	<b>Number at End of Prior School Year</b>	<b>Number Returned at Beginning of Current School Year</b>	<b>Return Rate</b>
Classroom Teachers Only	2011-12	10	8	80.0%
All Instructional Staff	2011-12	7	6	82.4%

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

<b>Table C10</b>	
<b>King's Academy Scorecard</b>	
<b>School Year</b>	
2010-11	62.2%
2011-12	67.5%

**Appendix D**  
**CSRC Pilot Scorecard**

**K5-8TH GRADE**

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

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

<b>LOCAL MEASURES</b>		
• % met reading	(3.75)	<b>15%</b>
• % met math	(3.75)	
• % met writing	(3.75)	
• % met special education	(3.75)	

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

<b>ENGAGEMENT</b>		
• Student attendance	(5.0)	<b>25%</b>
• Student reenrollment	(5.0)	
• Student retention	(5.0)	
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

**HIGH SCHOOL**

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

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

<b>LOCAL MEASURES</b>		
• % met reading	(3.75)	<b>15%</b>
• % met math	(3.75)	
• % met writing	(3.75)	
• % met special education	(3.75)	

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

<b>ENGAGEMENT</b>		
• Student attendance	(5.0)	<b>25%</b>
• Student reenrollment	(5.0)	
• Student retention	(5.0)	
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

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

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

<b>King's Academy Charter School Review Committee Pilot Score Card 2011-12 School Year</b>					
<b>Area</b>	<b>Measure</b>	<b>Max. Points</b>	<b>% Total Score</b>	<b>Performance</b>	<b>Points Earned</b>
<b>Student Academic Progress 1st through 3rd Grades</b>	SDRT: % remained at or above GL	4	<b>10%</b>	82.4%	3.3
	SDRT: % below GL who improved more than 1 GL	NA (6)		NA	NA
<b>Student Academic Progress 3rd through 8th Grades</b>	WKCE reading: % maintained proficient and advanced	7.5	<b>35%</b>	91.8%	6.9
	WKCE math: % maintained proficient and advanced	7.5		72.2%	5.4
	WKCE reading: % below proficient who progressed	10		56.5%	5.7
	WKCE math: % below proficient who progressed	10		41.7%	4.2
<b>Local Measures</b>	% met reading	3.75	<b>15%</b>	48.8% <sup>30</sup>	1.8
	% met math	3.75		41.7% <sup>31</sup>	1.6
	% met writing	3.75		65.0%	2.4
	% met special education <sup>32</sup>	NA (3.75)		NA	NA
<b>Student Achievement 3rd through 8th Grades</b>	WKCE reading: % proficient or advanced	7.5	<b>15%</b>	65.4%	4.9
	WKCE math: % proficient or advanced	7.5		42.1%	3.2
<b>Engagement</b>	Student attendance	5	<b>25%</b>	94.9%	4.7
	Student reenrollment	5		79.3%	4.0
	Student retention	5		90.7%	4.5
	Teacher retention rate	5		83.3%	4.2
	Teacher return rate	5		82.4%	4.1
<b>TOTAL</b>		<b>90.25<sup>33</sup></b>			<b>60.9 (67.5%)</b>

<sup>30</sup> Percent is based on the number of students at or above the national average for their grade level on the fall MAP reading test who remained at or above the national average in the spring, and the number of students below the national average on the fall test who progressed from fall to spring.

<sup>31</sup> Percent is based on Saxon math results and MAP math test results (for MAP, the number of students at or above the national average for their grade level on the fall MAP math test who remained at or above the national average in the spring, and the number of students below the national average on the fall test who progressed from fall to spring).

<sup>32</sup> Due to the small number of special education students who were enrolled at King's Academy for two consecutive years, IEP goal progress could not be included in this report.

<sup>33</sup> 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**

### **Teacher Interviews**

## Teacher Interviews

In the spring of 2011, CRC interviewed 10 teachers regarding their reasons for teaching and overall satisfaction with the school. One teacher taught K5 through fourth, three taught fifth through eighth grades, and one teacher taught second through eighth grades. CRC also interviewed the special education teacher. Teachers were responsible for seven to 24 students at a given time. No teachers indicated that they share classroom responsibility with another teacher. One teacher had been teaching at the school for 12 years, one for seven years, two for six years, four for two years, one for one year, and one for six months. All teachers indicated that they routinely use data to make decisions in the classroom, and nine teachers indicated that school leadership used data to make school-wide decisions. One teacher indicated that the school did not use student data to make school-wide decisions. All teachers stated that their performance reviews occurred every semester. Eight of the 10 teachers indicated that they received informal feedback and suggestions monthly, one teacher received feedback each semester, and one teacher never received feedback. Four teachers were satisfied with the review process, five teachers were somewhat satisfied with the review process, and one teacher was somewhat dissatisfied with the process. Eight teachers interviewed reported that they had plans to continue teaching at the school, and two teachers indicated that they did not have plans to continue teaching at the school.

Teachers were asked to rate how important various reasons were for teaching at the school. Teachers rated students, general atmosphere, discipline, administrative leadership, parental involvement, colleagues, class size, and age/grade level of the students as somewhat important or very important for teaching at this school. See Table E1 for more details.



<b>Table E1</b>				
<b>Reasons for Teaching at King's Academy</b>				
<b>2011-12</b>				
<b>(N = 10)</b>				
<b>Reason</b>	<b>Importance</b>			
	<b>Very Important</b>	<b>Somewhat Important</b>	<b>Somewhat Unimportant</b>	<b>Not at All Important</b>
Location	4	2	1	3
Financial	4	5	1	0
Educational methodology	5	4	1	0
Age/grade level of students	4	5	0	1
Discipline	7	1	2	0
General atmosphere	8	1	1	0
Class size	5	5	0	0
Type of school	5	1	1	3
Parental involvement	6	3	1	0
Administrative leadership	7	2	1	0
Colleagues	6	3	0	1
Students	10	0	0	0

Teachers were asked whether any additional criteria influenced their decision to continue teaching at the school. One teacher each mentioned that the school was connected to his/her church; having a voice in a new school and developing the school; relationship with the church; and the resources and support provided as additional reasons for continuing to teach at the school. Six teachers did not offer additional reasons.

In terms of overall evaluation of the school, teachers were asked to rate the school's performance related to class size; materials and equipment; student assessment plan; shared leadership; professional support and development; and the school's progress toward becoming an excellent school. Teachers most often rated students' assessment plans, standardized tests, local measures, and professional support as good. Teachers most often rated shared leadership as fair. Two of the 10 teachers listed the school's progress toward becoming an excellent school as excellent, six teachers listed the school's progress as good, and two teachers reported the school's progress to be fair.

<b>Table E2</b>				
<b>King's Academy</b>				
<b>School Performance Rating</b>				
<b>2011-12</b>				
<b>(N = 10)</b>				
<b>Area</b>	<b>Rating</b>			
	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
1. Class size	4	4	1	1
2. Materials and equipment	4	3	3	0
3. Student assessment plan	1	8	1	0
3a. Local measures	1	7	2	0
3b. Standardized test	1	7	1	1
3c. Progress reports	2	4	4	0
4. Shared leadership, decision making, and accountability	0	3	6	1
5. Professional support	3	3	4	0
6. Professional development opportunities	3	4	2	1
7. Progress toward becoming an excellent school	2	6	2	0

On a satisfaction rating scale ranging from very satisfied to very dissatisfied, teacher response was generally mixed, but tended to be more in the satisfied range. Areas where teachers expressed the most satisfaction were with performance as a teacher, parent-teacher relationships, student/teacher ratio, parent involvement, opportunities for teacher involvement, and community/business involvement. Teachers reported some dissatisfaction with the school's adherence to the discipline policy. Table E3 lists all of the teachers' responses.

**Table E3**

**King's Academy  
Teacher Satisfaction  
2011-12  
(N = 10)**

Performance Measure	Response				
	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	No Opinion/ N/A
Program of instruction	4	4	2	0	0
Enrollment policy and procedure	1	4	2	0	3
Students' academic progress	4	3	3	0	0
Student teacher ratio	5	2	2	1	0
Discipline policy	3	4	2	1	0
Adherence to discipline policy	0	2	6	2	0
Instructional support	3	3	4	0	0
Parent-teacher relationships	5	5	0	0	0
Teacher collaboration to plan learning experiences	2	2	4	2	0
Parent involvement	1	7	2	0	0
Community/business involvement	0	6	0	0	4
Performance as a teacher	6	4	0	0	0
Principal's performance	4	5	1	0	0
Professional support staff performance	4	5	1	0	0
Opportunities for teacher involvement	0	6	2	1	1
Opportunities for continuing education	1	5	3	1	0
Frequency of staff meetings	2	3	4	1	0
Effectiveness of staff meetings	1	3	5	1	0

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

- Teachers/staff, i.e., support/collaboration (six teachers);
- General atmosphere (four teachers);
- Class size (four teachers);
- Building/layout (three teachers); and
- Opportunities for development (two teachers);
- Technology (two teachers); and

- Flexibility in lesson planning (two teachers).
- One teacher each said administration accepts suggestions, relationships with students, the curriculum, and the resources for teachers to use.

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

- Lack of elective classes (five teachers);
- Lack of sufficient prep time (five teachers);
- Discipline policy and follow-through (four teachers);
- Micro-management from administrators (two teachers); and
- Lack of teaching assistants (two teachers).
- One teacher each said more emphasis on the amount of time and resources needed to appropriately implement school improvement, inconsistent communication between administration and staff, too many staff meetings, staff move personal responsibilities outside school, lack of utilization of experience and skills, no librarian, and lack of support from the principal and administration.

When asked what barriers could affect their decision to remain at the school, two teachers said certification requirements, and two teachers said financial needs. One teacher each identified too many special education students for one teacher, if future growth does not meet expectations, communication issues, and failure to develop a clear disciplinary policy.

When asked to provide a suggestion to improve the school, two teachers suggested adding more elective classes such as art and music; two teachers suggested improving communication and follow-through from administration; and one teacher each said to add a study skills class for middle school students; clearly stated expectations and buy-in from staff and parents; provide more competitive salaries; consistent adherence to discipline policy; provide more prep time; and decrease bussing to promote parental involvement.

When asked for a suggestion to improve the classroom, four teachers mentioned adding additional support staff, including paraprofessionals, in the classroom. One teacher each said to add smartboards with Elmo, add another special education teacher, equip a science lab, decrease class size, isolate students by skill level, and increase planning time.

Teachers were also asked to rate the school's contribution to students' academic progress. On a scale of poor, fair, good, or excellent, two of the teachers rated the schools contribution as excellent. Seven teachers rated the school's contribution as good, and one teacher rated the school's contribution as fair.

## **Appendix F**

### **Parent Surveys/Interviews**

## Parent Surveys/Interviews

Parent opinions are qualitative in nature and provide a valuable measurement of school performance. To determine how parents heard about the school, why they elected to send their children to the school, parental involvement with the school, and an overall evaluation of the school, parents were provided with a survey during the March parent-teacher conferences. Parents were asked to complete the survey, place it in a sealed envelope, and return it to the school. CRC made at least two follow-up phone calls to parents who had not completed a survey. For families who had not submitted a survey, CRC completed the survey over the telephone or sent the parents/guardians a survey in the mail. All completed survey forms were forwarded to CRC for data entry.

At the time of this report, 107 family surveys, representing parents of 138 of 206 (66.9%) children, had been completed and submitted to CRC. Results are presented below.

Most parents (58.9%) heard about the school from friends or relatives. Others heard about the school through their church (28.9%), community center (2.8%), or private school (1.9%). Some (18.7%) parents heard about the school from other sources. See table F1 for more information.

<b>Table F1</b>			
<b>King's Academy</b>			
<b>How Parents Learned About the School</b>			
<b>2011-12</b>			
<b>(N =107)</b>			
<b>Method</b>	<b>Answer</b>		
	<b>Yes</b>	<b>No</b>	<b>No Response</b>
Newspaper	0	107	0
Private school	2	105	0
Community center	3	104	0
Church	31	76	0
Friends/relatives	63	44	0
TV/radio/internet	2	104	0
Other	20	87	0

Parents listed the following as other reasons they enrolled their children into the school.

- Returning students (two parents);
- Research (three parents); and
- Toured the school (two parents).
- One parent each said: neighborhood school, works in the school, and enrollment book.

Parents chose to send their children to King's Academy for a variety of reasons. Table F2 provides information relating to the various factors that influenced parents to consider enrolling their children

into King's Academy. Parents could rate each factor as ranging from being very important in their consideration to selecting the school to not at all important when choosing a school. Most parents (97.2%) rated school safety as being a very important reason for selecting this school. In addition, many parents (93.5%) indicated that the school's educational methodology and/or curriculum was very important to them when choosing this school. Please see Table F2 for complete information.

<b>Table F2</b>										
<b>King's Academy</b>										
<b>Parent Reasons for Choosing the School</b>										
<b>2011-12</b>										
<b>(N = 107)</b>										
<b>Factors</b>	<b>Response</b>									
	<b>Very Important</b>		<b>Somewhat Important</b>		<b>Somewhat Unimportant</b>		<b>Not at All Important</b>		<b>No Response</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Location	71	66.4%	26	24.3%	5	4.7%	5	4.7%	0	0.0%
Other children or relative already attending this school	34	31.8%	37	34.6%	4	3.7%	31	29.0%	1	0.9%
Educational methodology	100	93.5%	7	6.5%	0	0.0%	0	0.0%	0	0.0%
Range of grades in school	83	77.6%	19	17.8%	3	2.8%	1	0.9%	1	0.9%
Discipline	93	86.9%	13	12.1%	1	0.9%	0	0.0%	0	0.0%
General atmosphere	98	91.6%	7	6.5%	0	0.0%	0	0.0%	2	1.9%
Class size	92	86.0%	13	12.1%	1	0.9%	1	0.9%	0	0.0%
Recommendation of family and friends	47	43.9%	31	29.0%	11	10.3%	16	15.0%	2	1.9%
Opportunities for parental participation	78	72.9%	26	24.3%	1	0.9%	1	0.9%	1	0.9%
School safety	104	97.2%	2	1.9%	0	0.0%	1	0.9%	0	0.0%
Frustration with previous school	38	35.5%	25	23.4%	10	9.3%	29	27.1%	5	4.7%

Some parents (37 of 107, or 34.6%) identified other reasons for enrolling their children into the school. Reasons included close to home, positive recommendations, and liked the school's philosophy.

Parental involvement was utilized as an additional measure of satisfaction with the school. Parental involvement was measured by the number of contacts between the school and the parent(s) and parents' participation in educational activities in the home.

Parents and the school were in contact for a variety of reasons, including the children's academic performance and behavior, assisting in the classroom, or engaging in fundraising activities. For example, 38.3% of parents reported contact with the school five or more times regarding their child's behavior. Table F3 provides complete information relating to the type and frequency of parental contact with the school.

**Table F3**

**King's Academy  
Parent-School Contacts  
2011-12  
(N =107)**

Areas of Contact	Number of Contacts									
	0		1-2		3-4		5+		No Response	
	N	%	N	%	N	%	N	%	N	%
Your child(ren)'s academic performance	19	17.8%	20	18.7%	30	28.0%	35	32.7%	3	2.8%
The classes your child(ren) took	38	35.5%	22	20.6%	18	16.8%	22	20.6%	7	6.5%
Your child(ren)'s behavior	19	17.8%	26	24.3%	17	15.9%	41	38.3%	4	3.7%
Participating in fundraising	39	36.4%	38	35.5%	14	13.1%	8	7.5%	8	7.5%
Providing information for school records	31	29.0%	50	46.7%	12	11.2%	8	7.5%	6	5.6%
Helping in the classroom	47	43.9%	29	27.1%	16	15.0%	8	7.5%	7	6.5%
Other	16	15.0%	5	4.7%	0	0.0%	3	2.8%	83	77.6%

The second measure of parental participation was the extent to which parents engaged in educational activities while at home. During a typical week, 94.3% of 88 parents of younger children (K4 through fifth) worked on homework with their children; 98.8% of parents worked on arithmetic or math with their children; 95.5% of parents read to or with their children; 84.1% watched educational programs on television; and 72.8% participated in activities such as sports, library visits, or museum visits with their children. Parents of older children (sixth through eighth grades) engaged in similar activities during the week. For example, 94.0% of 50 parents monitored homework completion; 74.0% discussed their children's post-secondary plans with them; 80.0% watched educational programs on television; 74.0% participated in activities outside of school; and 78.0% discussed their children's progress toward graduating with them.

Parents were then asked to comment on what they liked best about the school. Responses were categorized by similarities. The school's curriculum and academics were mentioned by 15.0% of the parents, and 13.1% indicated that they liked the teachers/staff as well as the class sizes. Table F4 shows all parents responses.



<b>Table F4</b>		
<b>King's Academy</b>		
<b>Most Liked by Parents About the School</b>		
<b>2011–12</b>		
<b>(N=107)</b>		
<b>Response</b>	<b>N</b>	<b>%</b>
Curriculum/academics	16	15.0%
Class sizes	14	13.1%
Teachers/staff	14	13.1%
General atmosphere	7	6.5%
Communication	6	5.6%
Location of school	6	5.6%
Disciplinary measures	5	4.7%
Attention to students	4	3.7%
Other	21	19.6%
No response	14	13.1%

Other responses included class ratio, structure, uniforms, consistency, education value, field trips, open door policy, kids learning a lot, parental participation, quality, religious affiliation, clean, safety, and nothing.

Parents were then asked to comment on what they liked least about the school. Responses were categorized by similarities. Responses included communication (12.1%), teachers/staff (6.5%), and decrease in religious influence (4.7%). See Table F5 for additional information.

<b>Table F5</b>		
<b>King's Academy</b>		
<b>Least Liked by Parents About the School</b>		
<b>2011–12</b>		
<b>(N = 107)</b>		
<b>Response</b>	<b>N</b>	<b>%</b>
Communication	13	12.1%
Teachers/staff	7	6.5%
Decrease in religious influence	5	4.7%
Disciplinary measures	4	3.7%
Lack of afterschool activities	4	3.7%
Behavior	2	1.9%
No breakfast	2	1.9%
Uniforms	2	1.9%
Lack of patience	2	1.9%
Nothing	4	3.7%

<b>Table F5</b>		
<b>King's Academy Least Liked by Parents About the School 2011-12 (N = 107)</b>		
<b>Response</b>	<b>N</b>	<b>%</b>
Other	17	15.9%
No response	45	42.1%

Other responses included one class per grade, changed to a charter school, lack of diversity, lack of enjoyment, unnecessary phone calls, too much responsibility on principal, older child had issues, curriculum, no playground, no in-school nurse, no in-school suspension, loss of Spanish and music class, location, and issues with permission slips.

Parents were also asked to rate the school on various aspects including the program of instruction, the school's responsiveness, and progress reports provided to parents/guardians. Table F6 indicates that parents rated the school as good or excellent in most of the aspects of the academic environment. For example, most parents indicated that the program of instruction was excellent (42.1%) or good (43.0%) and that responsiveness to their concerns was excellent (57.9%) or good (21.5%). Where no response was indicated, the parent either had no knowledge or experience with that aspect or had no opinion.

<b>Table F6</b>										
<b>King's Academy Parental Satisfaction 2011-12 (N = 107)</b>										
<b>Area</b>	<b>Response</b>									
	<b>Excellent</b>		<b>Good</b>		<b>Fair</b>		<b>Poor</b>		<b>No Response</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Program of instruction	45	42.1%	46	43.0%	9	8.4%	1	0.9%	6	5.6%
Ease of enrollment	65	60.7%	35	32.7%	3	2.8%	1	0.9%	3	2.8%
Child's academic progress	53	49.5%	38	35.5%	14	13.1%	1	0.9%	1	0.9%
Student teacher ratio	63	58.9%	28	26.2%	12	11.2%	4	3.7%	0	0.0%
Discipline methods	45	42.1%	38	35.5%	18	16.8%	6	5.6%	0	0.0%
Parent-teacher relationships	58	54.2%	33	30.8%	12	11.2%	2	1.9%	2	1.9%
Communication regarding learning expectations	56	52.3%	27	25.2%	18	16.8%	4	3.7%	2	1.9%
Opportunities for parental involvement	57	53.3%	38	35.5%	9	8.4%	1	0.9%	2	1.9%
Teacher performance	61	57.0%	28	26.2%	16	15.0%	1	0.9%	1	0.9%
Principal performance	66	61.7%	30	28.0%	9	8.4%	2	1.9%	0	0.0%
Teacher/principal availability	58	54.2%	31	29.0%	14	13.1%	3	2.8%	1	0.9%

<b>Table F6</b>										
<b>King's Academy Parental Satisfaction 2011-12 (N = 107)</b>										
<b>Area</b>	<b>Response</b>									
	<b>Excellent</b>		<b>Good</b>		<b>Fair</b>		<b>Poor</b>		<b>No Response</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Responsiveness to concerns	62	57.9%	23	21.5%	14	13.1%	5	4.7%	3	2.8%
Progress reports for parents/guardians	50	46.7%	37	34.6%	10	9.3%	0	0.0%	10	9.3%

Parents were then asked to indicate their level of agreement with several statements about school staff. Results are summarized in Table F7.

<b>Table F7</b>												
<b>King's Academy Parental Rating of School Staff 2011-12 (N = 107)</b>												
<b>Statement</b>	<b>Response</b>											
	<b>Strongly Agree</b>		<b>Agree</b>		<b>Neutral</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>No Response</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
I am comfortable talking with staff	70	65.4%	25	23.4%	5	4.7%	4	3.7%	1	0.9%	2	1.9%
The staff welcomes suggestions from parents	56	52.3%	29	27.1%	15	14.0%	2	1.9%	3	2.8%	2	1.9%
The staff keeps me informed about my child(ren)'s performance	61	57.0%	26	24.3%	7	6.5%	6	5.6%	4	3.7%	3	2.8%
I am comfortable with how the staff handles discipline	50	46.7%	24	22.4%	17	15.9%	7	6.5%	7	6.5%	2	1.9%
I am satisfied with the number of adult staff available to work with the students	51	47.7%	35	32.7%	10	9.3%	5	4.7%	3	2.8%	3	2.8%
I am satisfied with the overall performance of the staff	52	48.6%	35	32.7%	11	10.3%	5	4.7%	2	1.9%	2	1.9%
The staff recognizes my child(ren)'s strengths and weaknesses	60	56.1%	31	29.0%	10	9.3%	2	1.9%	2	1.9%	2	1.9%

Lastly, parental satisfaction was evident in the following results:

- Many (94, or 87.9%) parents would recommend this school to other parents;
- Of the 107 surveyed parents, 74 (69.2%) will send their children to the school next year;
- When asked to rate the school's overall contribution to their child's learning, a majority (66, or 61.7%) of parents indicated excellent and 30 (28.0%) parents rated the school as good. Eight (7.5%) parents thought the school was fair, and one parent (0.9%) rated the school as poor. Two parents did not respond to the question.

## **Appendix G**

### **Student Interviews**

## Student Interviews

At the end of the school year, CRC staff asked 20 randomly selected students in seventh and eighth grades several questions about their school. All students reported that they used computers at their school, and most students (n=19) indicated that their teachers were helpful and regularly discussed planning for high school. Additionally, the majority of students (n=18) indicated that they felt safe in school, were learning new things on a daily basis, and that their reading ability had improved. In regard to academic reporting, nine students said that the marks they received on their classwork, homework, and report cards were fair. Eleven students indicated that they felt their marks were unfair. See Table G for additional information.

<b>Table G</b>			
<b>King's Academy Student Interview 2011-12 (N = 20)</b>			
<b>Question</b>	<b>Answer</b>		
	<b>Yes</b>	<b>No</b>	<b>No Response/ Don't Know/ N/A</b>
1. Do you like your school?	16	4	0
2. Are you learning new things every day?	18	1	1
3. Have you improved in reading?	18	2	0
4. Have you improved in math?	13	7	0
5. Do you use computers at school?	20	0	0
6. Is your school clean?	14	6	0
7. Do you like the school rules?	12	8	0
8. Do you think the school rules are fair?	12	7	1
9. Does your homework help you at school?	15	5	0
10. Do your teachers help you at school?	19	1	0
11. Do you like being in school?	13	6	1
12. Do you feel safe in school?	18	2	0
13. Do people work together in school?	17	3	0
14. Do you feel the marks you get on classwork, homework, and report cards are fair?	9	11	0
15. Do your teachers talk to your parents?	16	4	0
16. Does your school have afterschool activities?	18	2	0
17. Do your teachers talk with you about high school plans?	19	1	0

Students were then asked what they liked best and least about the school. Students liked the following aspects best:

- Teachers (five students);
- Students/staff (three students); and
- Basketball team/season (three students).

- One student each said that the school has a library, the field trips, learning with each other, the principal, they make learning interesting, transition to other classrooms, the uniforms, normal classes, and one student had no response.

When asked what they liked least, students responded as follows:

- Uniforms (six students);
- Rules (three students);
- Teachers (three students); and
- Students (two students).
- One student each said lunch, my class does not express how smart they are/could be, concern with discipline, should give the middle school more freedom, fifth grade is mixed with the middle school, and one student indicated that he/she could not think of anything.

## **Appendix H**

### **Board Member Interviews**



## Board Member Interviews

Board member opinions are qualitative in nature and provide valuable, although subjective, insight regarding school performance and organizational competency. King's Academy's board of directors consists of 10 members. One of the members is indicated as president. Five of the 10 members of the board participated in a phone interview conducted by CRC staff using a prepared interview guide. One of the board members has served on the board for 13 years, another for 11, another for 10, one for five and one for three years (note that the school had been in existence prior to being chartered by the City of Milwaukee). These board members represented experience as a professor at the Milwaukee Area Technical College, as former Milwaukee Public School teachers, as a founder of the school, a parent, a fundraiser, a registered nurse and social worker, and a manager in industry.

All five reported that they participated in strategic planning for the school. They also reported that the board receives a presentation on the school's annual academic performance report, receives and approves the school's annual budget, and reviews the school's annual financial audit.

<b>Table H</b>					
<b>King's Academy</b>					
<b>Board Member Interview Results</b>					
<b>2011-12</b>					
<b>(N = 5)</b>					
<b>Performance Measure</b>	<b>Response</b>				
	<b>Very Satisfied</b>	<b>Somewhat Satisfied</b>	<b>Somewhat Dissatisfied</b>	<b>Very Dissatisfied</b>	<b>Don't Know</b>
Program of instruction	1	4	0	0	0
Enrollment policy/procedures	4	1	0	0	0
The students' academic progress	1	4	0	0	0
Student/teacher ratio/class size	3	2	0	0	0
Discipline policy	2	2	0	0	1
Adherence to discipline policy	1	2	1	0	1
Instructional support	3	2	0	0	0
Parent involvement	0	4	1	0	0
Community/business involvement	1	3	0	0	1
Teacher performance	0	5	0	0	0
Principal's performance	4	1	0	0	0
Current role of the board of directors	1	4	0	0	0
Board of directors' performance	0	5	0	0	0
Financial resources to fulfill school's mission	1	4	0	0	0
Commitment of school's leadership	5	0	0	0	0
Safety of the educational environment	5	0	0	0	0

One board member rated the school overall as excellent, and the other four rated the school overall as good on a scale of excellent, good, fair, or poor.

When asked what they liked best about the school, the board members mentioned a number of different items:

- Leadership and teachers are committed and provide the best education possible;
- Location of the school and the fact that it is a safe environment for students;
- Academic progress of the students;
- Curriculum and that the school is not afraid to try new approaches;
- Small class size
- Commitment of parents who are involved; and
- Technology, hardware, and software used in the school.

Regarding dislikes, the board members mentioned the following issues:

- Lack of sufficient support from parents; need a student and parent mentoring program;
- Students who enter at later grades sometimes have behavior issues;
- Students who are not doing well in school; lagging behind;
- Report cards are not accurate;
- Delay in obtaining materials; and
- Board responsibilities and authority need clarification.

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

- Establish a student and parent mentoring program;
- Extend the school year to focus on math and reading;
- Review the chain of command;
- Provide more emphasis on basic education with books, pen, and paper; and
- Increase teacher support.