

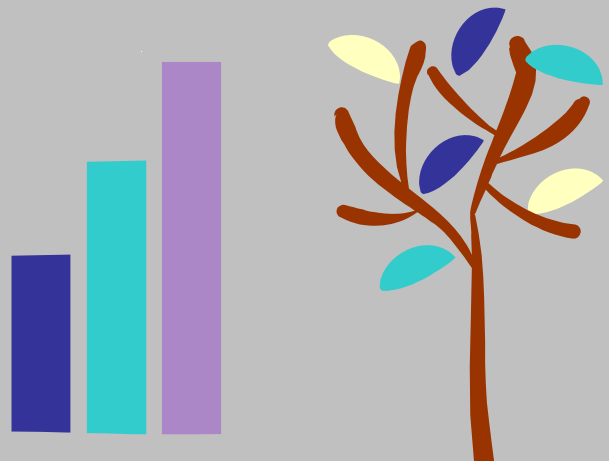
# King's Academy

## Programmatic Profile and Educational Performance

2010–11 School Year

Report Date: September 2011

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**EXECUTIVE SUMMARY**  
**for**  
**King's Academy**  
**2010–11**

This is the first 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 2010–11 academic year, King's Academy met all of its education-related contract provisions.

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. Secondary Measures of Academic Progress

- Average student attendance was 93.0%, exceeding the school's goal of 85%.
- Parents of 79.8% of 134 students enrolled for the year attended at least one family-teacher conference, exceeding the school's goal of 70.0%.

2. 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:

- Twenty-three (23.5%) of 98 students in K4 through eighth grade who were at the instructional or independent level for their current grade on the fall test tested at the instructional or independent level at the next grade level on the spring test, falling short of the school's goal of 70.0%.
- Seventeen (94.4%) of 18 K4 through eighth-grade students who tested below grade level in the fall of 2010 improved at least one grade level on the spring test, exceeding the school's goal of 70%.

In math:

- Eighty-one (57.4%) of 141 K5 through eighth-grade students achieved 70% or more of benchmarks on the spring test, falling short of the school’s goal that 65% of students would achieve at least 70% of the benchmarks.

In writing:

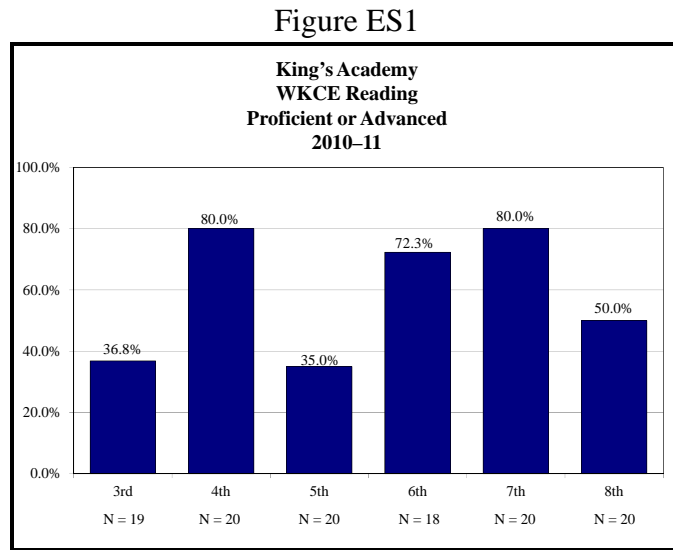
- Forty-one (28.1%) of 146 first through eighth-grade students with fall writing samples, earned a score of 3 or better on the spring sample, falling short of the school’s goal that 65% of students earn a 3 or higher.

King’s Academy administered all required standardized tests noted in its contract with the City of Milwaukee.

SDRT results indicated the following:

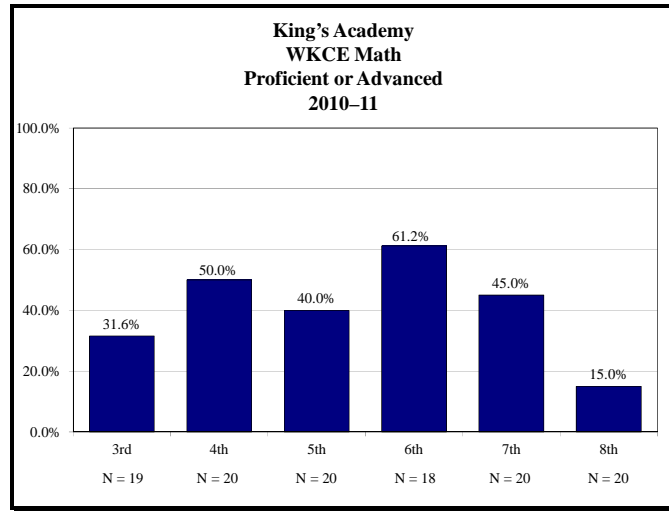
- Twenty first graders were, on average, reading at 1.4 GLE overall;
- Sixteen second graders were reading at 2.7 GLE; and
- Seventeen third graders were reading at 3.5 GLE overall.

WKCE results for third- through eighth-grade students are reflected in the following figures:



Overall, 69 (59.0%) of 117 students scored proficient or advanced in reading.

Figure ES2



Overall, 47 (40.2%) of 117 students scored proficient or advanced in math.

#### **B. Year-to-year Academic Achievement on Standardized Tests**

Because this is the first year of operation as a city-chartered school, there are no year-to-year scores to report.

#### **C. Adequate Yearly Progress**

Kings Academy met the expectations for all four of the adequate yearly progress (AYP) objectives: test participation, attendance, reading, and math. The school received a “satisfactory” status designation in all four objectives and the school’s improvement status is “satisfactory.”

### **IV. RECOMMENDATIONS**

After reviewing the information in this report and considering the information gathered during the administration interview in May 2011, CRC and the school jointly recommend that the focus of activities for the 2011–12 school year should be to continue to differentiate instruction based on students’ needs by conducting the following activities:

- Fully implement the Measures of Academic Progress (MAP) and use the data gathered to inform instruction in the classroom.
- Improve the data collection systems throughout the school.

## **I. INTRODUCTION**

This is the first 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 2010–11. 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 read case files for selected special education students to ensure that individualized education programs (IEPs) were up-to-date.
5. 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

Director of Education: Ms. Mondell Mayfield

### **A. Description and Philosophy of Educational Methodology**

#### **1. History and Philosophy<sup>2</sup>**

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.

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

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<sup>2</sup> See the King's Academy 2010–2011 *Parent /Student Handbook* and Book 2 of the King's Academy charter school application.



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.

## 2. Description of Educational Programs and Curriculum<sup>3</sup>

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

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<sup>3</sup> *Parent/Student Handbook*, p. 17.

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.

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 aftercare program.

## **B. Student Population**

At the beginning of the year, there were 193 students, ranging from K4 through eighth grade, enrolled in King's Academy.<sup>4</sup> Seventeen students enrolled after the school year started and 28 students withdrew from the school prior to the end of the year. Reasons for withdrawing included the following: 9 students moved away, 6 left because of behavioral problems,<sup>5</sup> 6 left due to domestic issues, 3 left due to transportation issues, 2 were expelled, 1 transferred to a different school, and 1 student left for unspecified reasons. Of the 193 students who started the year at the school, 168 remained enrolled at the end of the year. This is an 87.0% retention rate.

At the end of the year, there were 182 students enrolled at King's Academy. They can be described as follows:

- Most (174, or 95.6%) of the students were African American and 8 (4.4%) students were of an "other" race/ethnicity.
- There were 98 (53.8%) girls and 84 (46.2%) boys.

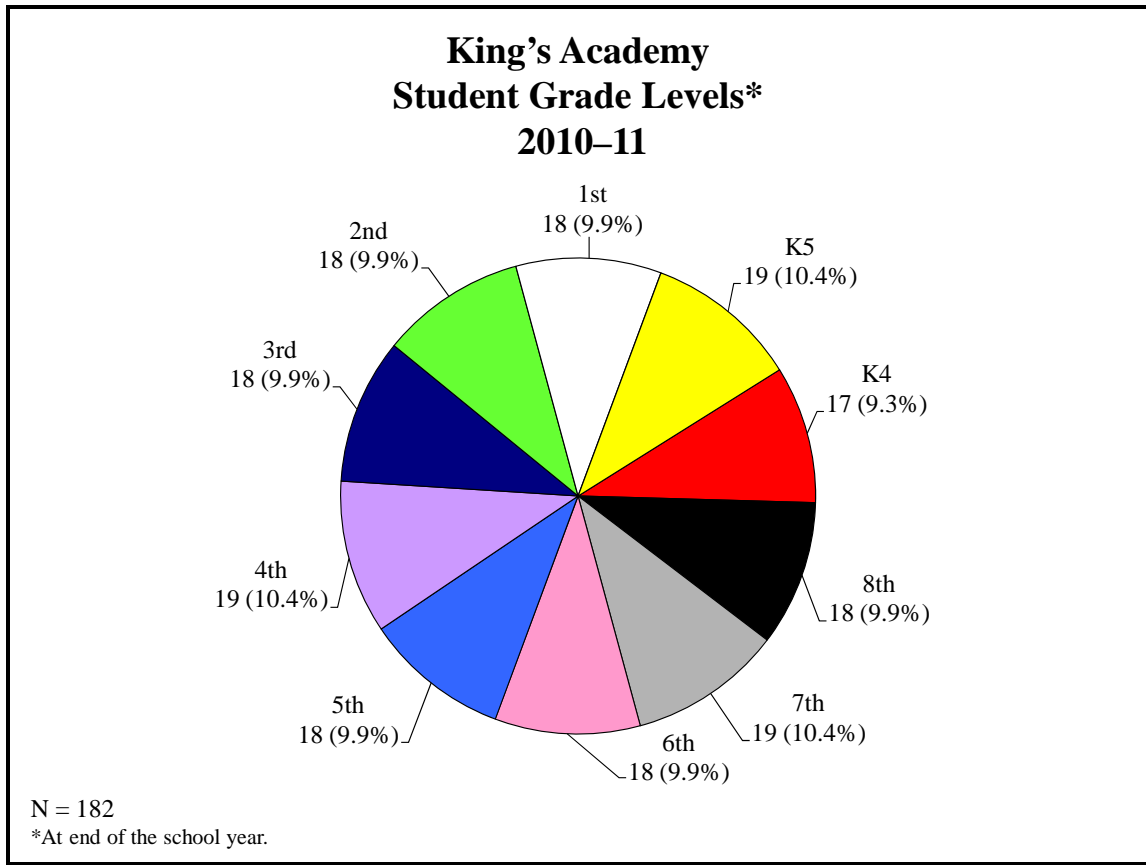
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<sup>4</sup> As of September 17, 2010.

<sup>5</sup> Three of these students were young students who were not ready for school, and three left to avoid expulsion.

- Thirteen (7.1%) had special education needs. Three students had other health impairments (OHI), 3 had learning disabilities (LD), 3 had special needs in speech/language (SP/L), 2 had other health impairments and speech/language needs (OHI/SP/L), 1 had cognitive disabilities (CD), and 1 had learning disabilities with speech and language (SP/L/LD).
- The largest grade levels were K5, fourth, and seventh, with 19 students in each grade. The number of students by grade level is illustrated in Figure 1.
- There were 166 (91.2%) students eligible for free or reduced lunch prices (154 [84.6%] students were eligible for free and 12 [6.6%] for reduced lunch prices). The remaining 16 (8.8%) were not eligible.

Figure 1



## **C. 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 to not only support the curriculum, but 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.

### **2. Classrooms**

The school has 10 classrooms, each with approximately 20 students. There is 1 classroom each for K4 through eighth grades. Each classroom is assigned a teacher who shares a teaching assistant with other teachers. The school building also has a library and a gymnasium.

### **3. Teacher Information**

Each of the 10 classrooms in the school is headed by a classroom teacher. Additional instructional staff includes a reading specialist (who is a certified elementary teacher), a special

education teacher,<sup>6</sup> a speech pathologist, a psychologist, a certified librarian who is also certified in reading, a gym teacher, and two Title I teachers (one for reading and one for math). The psychologist, the gym teacher, and the Title I math teacher were hired during the second semester. Administrative personnel include an instructional leader and the director of education, who is certified as a principal and elementary teacher.

There are four teaching assistants: one shared by the K4 and K5 teacher; one shared by the first- and second-grade teachers; one shared by third-grade teachers; and one shared by sixth-, seventh-, and eighth-grade teachers. In addition, high school and college students volunteer to help in classrooms at various times throughout the year.

During the year the school employed a total of 19 instructional staff, including 10 classroom teachers and 9 additional instructional staff. All of the 10 classroom teachers hold a valid DPI license or permit. All of the additional instructional staff and administrators hold valid DPI licenses.<sup>7</sup>

The 10 classroom teachers have taught at the school for an average of 1.9 years.<sup>8</sup> This was the first year of teaching at the school for 8 of the 10 teachers. It was the second year for one teacher and the ninth year for another. The average number of years of experience at this school for the additional instructional staff is 2.2, not including the first special education teacher, who was employed for only two months. The average length of experience at King's for the entire instructional staff is 2.0 years.

All 10 of the classroom teachers who began the year remained at the school the entire year, for a retention rate of 100.0%. Of the four instructional staff who began the year, one left

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<sup>6</sup> The original special education teacher was hired in September, and left and was replaced in November 2010.

<sup>7</sup> The gym teacher's license was a life license for grades 7 through 12. The special education teacher, who was at the school only two months, held a special education aide license and previous licenses in regular and special education.

<sup>8</sup> The school previously operated as a Milwaukee Parental Choice program (MPCP) school.

prior to the end of the year, for a retention rate of 75%. The overall retention rate for all instructional staff was 92.9%.

The school also held staff development meetings prior to the start of the school year. These meetings were held from 9:00 a.m. to 1:00 p.m. and covered the following topics:

- From August 9–11, 2010:
  - » What Is a Charter School?
  - » The Purpose and Role of the Learning Team
  - » Classroom Instruction That Works – Marzano Approach
  - » How to Give Effective Feedback to Your Students
  - » Classroom Management and Organization
  - » COMP: Classroom Organization and Management Program
  - » King’s Academy 2+ Reading and Math Program
  - » Literacy Across the Curriculum
  
- From August 16–18, 2010:
  - » Saxon Math
  - » Holt McDougal Reading, Language Arts & Literature
  - » Houghton Mifflin Harcourt Science and Social Studies
  
- From August 23–26:
  - » Charter School Response to Intervention
  
  - » Teacher schedules, instructional procedures, learning walks and walkthroughs;
  
  - » Teacher monitoring conferences, observations, and evaluations;
  
  - » Discipline policies and procedures, new incident referral and injury forms;
  
  - » New bussing and cafeteria procedures;
  
  - » Special programs; and
  
  - » Emotional intelligence.

A final meeting, called “Organization Day,” covered various administrative topics and culminated in a lunch meet-and-greet with members of the parent advisory board and the school board.

During the school year school staff participated in the meetings about the following topics:

- December 2010:
  - » 6+ Traits of Writing
  - » Independent (2R) Charter School Meeting
  - » Data Retreat
- January 2011:
  - » Data Retreat
- February 2011:
  - » Literacy Diversity Inservice
  - » Special education, fourth and fifth grades
  - » Title I, sixth through eighth grades
  - » Reading intervention, K4 through third grades
  - » Write Source Inservice
  - » Data Retreat
  - » Using Bloom’s Taxonomy with the Instructional Strategies
- March 2011:
  - » Literacy Across the Curriculum
- April 2011:
  - » Data Retreat Benchmark Assessment
  - » PI-34 CESA Training<sup>9</sup>

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<sup>9</sup> PI-34 is the State of Wisconsin’s regulation related to preparing and licensing educators. The requirements for a school district (and therefore for independent charter schools) include ongoing orientation and support seminars for the initial educator; a qualified, trained mentor for the initial educator; and designated administrator(s) to serve on the initial educator’s Professional Development Plan (PDP) teams. CESA is the Cooperative Educational Service Agency that provided the training.

- May 2011:
  - » Jerry Johns Intervention Assessment Training
  - » Measures of Academic Performance (MAP) Overview Part I
- June 2011:
  - » Data Retreat Benchmark Assessment
  - » Data Retreat Benchmark Assessment
  - » MAP Assessment Training Part II

According to the staff handbook/personnel manual included in the school's charter application, performance evaluations are conducted annually by an administrator. Examples of teacher, teacher assistant, and administrative leader evaluations are available in the charter application.

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

The regular school day for all students began at 8:00 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, 2010, and the last day of school was June 15, 2011.<sup>10</sup> There were 180 days that students were expected to attend this year. King's Academy has met the City 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 2010–11 *Parent/Student Handbook* states that direct communication between parents and teachers promotes understanding. Problems can be solved

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<sup>10</sup> Based on a calendar for the 2010–11 year provided by the school.



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 come to the scheduled conferences.

Parents were also invited to participate in National Young Readers Day, Career Day, the Science Fair, all field trips, and PTO fundraisers. The K4 parents could participate in Muffins with Moms, Donuts with Dads, and Pajama Day.

## 6. Waiting List

In September 2010 and again in May 2011, the school's leadership reported that the school had a waiting list of approximately 10 students for various grade levels.

## 7. Disciplinary Policy

The school's 2010–11 *Parent/Student Handbook* explains the discipline policy, including parents and student rights and expectations, the levels of disciplinary actions, prohibited items and activities, bullying, and harassment. There are also expectations regarding 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.

## 8. Graduation and High School Information

High school counseling was provided on an individual basis. The school welcomed high schools who were interested in coming to the school to recruit students. Parents were asked to submit a copy of the letters of acceptance from high schools.

This year, all 18 eighth-grade students graduated from Kings Academy.<sup>11</sup> The school reported that students would attend St. Joan Antida (3 students), Destiny High School (3), Milwaukee Lutheran High School (3), CEO Leadership Academy (2), Early View Academy (2), West Allis Central (1), Hope Christian Academy (1), Atlas Preparatory (1), Riverside High School (1), and James Madison High School (1).

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<sup>11</sup> Three of the students completed graduation requirements in the summer of 2011.

### **III. EDUCATIONAL PERFORMANCE**

To monitor King's Academy's activities 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 reading assessments based on the Jerry Johns Basic Reading Inventory (BRI) for K4 through eighth grade and Saxon math results for K5 through eighth grades. 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).

Attendance data were available for 207 of 210 students enrolled during the year. The attendance rate this year was 93.0%.<sup>12</sup> When excused absences were included, the attendance rate rose to 98.6%.

This year, 53 students were suspended at least once. Grade levels ranged from K4 to eighth grade. Forty-eight students spent, on average, 1.4 days out of school on suspension, and 13 students spent an average of 1.1 days in school and on suspension. (Note that some students were given in- and out-of-school suspensions during the year.)

At the beginning of the academic year, the school established a goal of maintaining an average attendance rate of 85.0%. Based on these calculations, the school exceeded its attendance goal.

## **B. Parent Participation**

At the beginning of the academic year, the school set a goal that at least 70% of the parents would attend at least one of two formal parent conferences. Phone, home visits, and alternative meeting times were counted as attending. This year, there were 168 students enrolled at the time of both conferences (i.e., for the year). Parents of 134 (79.8%) children attended at least one of the two conferences, exceeding the goal of 70%. In addition, parents of 68 (40.5%) children attended both parent conferences.

## **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 13 students with special education needs. All evaluations and initial IEPs were conducted during the current school year;

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<sup>12</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.

therefore, no annual IEP reviews at this school were possible. 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.

A description of the local measures developed by King's Academy and a discussion of outcomes follows.

## 1. Literacy

King's Academy administered the BRI to all K4 through eighth-grade students. BRI results are presented as both a grade level (readiness through eighth grade) and a reading level (frustration, frustration/instructional, instructional, instructional/independent, and independent) within the grade level. Students who initially tested at the frustration level were given the test two more times during the school year. Students who initially tested above the frustration level in September took the test one more time during the year. Student progress in reading comprehension was measured from the first test in September to the last test in May.

There were 121 King's Academy students who completed the BRI reading comprehension test in September 2010 and May 2011. At the time of the September test, 98 (81.0%) of the students were above the frustration reading level for their grade level or higher, 5 (4.1%) tested at the frustration reading level for their current grade, and 18 (14.9%) tested below their current grade level. The school had several goals related to reading progress. Goals and results are described below.

### *a. Students At or Above Grade Level*

This year, the school set a goal for students who tested at the independent or instructional level at their current grade level or higher on the fall test. The school expected that 70% of those students would test at the instructional or independent level at the next grade level at the time of the spring test.<sup>13</sup> Of the 98 students who were at the instructional or independent level for their current grade on the fall test, 23 (23.5%) tested at the instructional or independent level at the next grade level on the spring test, falling below the school's goal of 70%. Additionally, 1 (1.0%) student tested at frustration at the next grade level, 67 (68.4%) students maintained

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<sup>13</sup> Students who scored at the frustration/instructional, instructional, instructional/independent, or independent reading levels on the fall test were considered at the instructional or independent level.

instructional or independent reading level scores at their current grade levels, and scores for 7 (7.1%) students dropped to frustration at their current grade or fell below grade level at the time of the spring test (Table 1).

<b>Table 1</b>		
<b>Local Measures of Academic Progress: Basic Reading Inventory Progress From September 2010 to May 2011 Students at the Instructional or Independent Level for Their Current Grade Level or Higher in September 2010</b>		
<b>Progress at May 2011 Test</b>	<b>N</b>	<b>%</b>
<b>Total</b>	<b>98</b>	<b>100.0%</b>
<b>Met goal</b>	<b>23</b>	<b>23.5%</b>
Scored at the instructional or independent level at the next grade level	23	23.5%
<b>Goal not met</b>	<b>75</b>	<b>76.5%</b>
Scored at the frustration level at next grade level	1	1.0%
Maintained instructional or independent reading level at same grade level as fall test	67	68.4%
Decreased to frustration level of current grade level or fell below grade level	7	7.1%

*b. Students at Grade Level Frustration*

The reading comprehension goal for students who tested at the frustration level for their current grade at the time of the fall test was that 70% would achieve the independent level in their grade by the time of the spring test. There were only 5 students who tested at the frustration level for their current grade on the fall test. To protect student identity, CRC does not report results for fewer than 10 students. Therefore, test results for these 5 students are not included in this report.

*c. Students Below Grade Level*

The third goal related to reading progress was that 70% of the students who scored frustration, instructional, or independent at a grade level below his/her current grade at the fall

test would score frustration, instructional, or independent at the next grade level by the time of the May test. Of the 18 students who tested below grade level in the fall of 2010, 17 (94.4%) improved at least one grade level on the spring test, exceeding the school's goal of 70%. One (5.6%) student maintained the same grade level from the first to the third test (Table 2).

<b>Table 2</b> <b>Local Measures of Academic Progress: Basic Reading Inventory</b> <b>Progress From September 2010 to May 2011</b> <b>Students Below Grade Level in September 2010</b> <b>(N = 18)</b>		
<b>Progress at May 2011 Test</b>	<b>N</b>	<b>%</b>
<b>Goal met: Improved at least one grade level</b>	<b>17</b>	<b>94.4%</b>
Goal not met: Maintained grade level	1	5.6%

## 2. Math

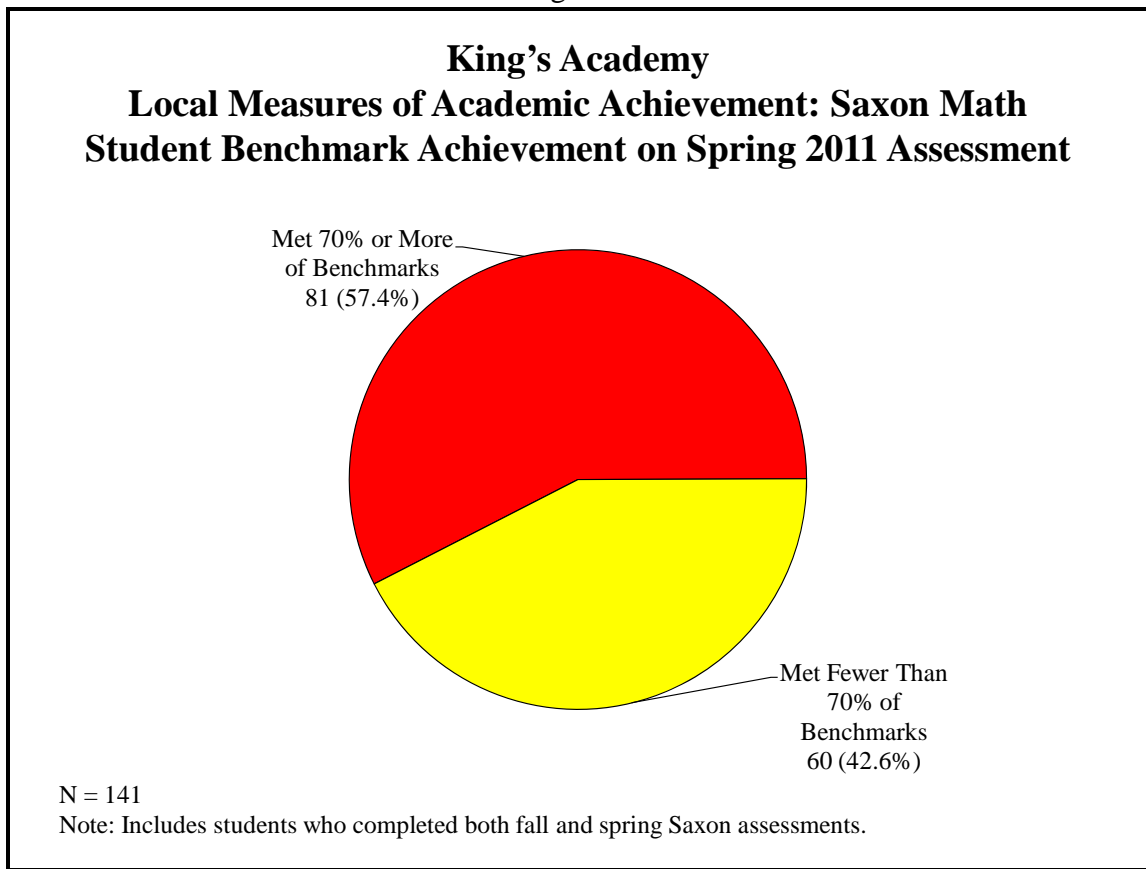
Students in grades K5 through 8 completed Saxon Math placement tests in the fall and the spring of the school year. The fall test was used as a baseline to determine students' skills at their grade level during the fall semester. The spring test measured student progress in gaining skills taught during the year. This year, the school set a goal that at least 65% of the students who completed both tests would achieve 70% or more of the Saxon benchmarks at the time of the spring test.<sup>14</sup>

<sup>14</sup> Saxon math benchmarks are items on the test. The score of each test is the number correct out of 100; therefore, students who received a score of 70 or better on the spring test met the benchmark goal.



There were 145 students who completed the fall math test and 149 students who completed the spring test; 141 completed both. Of the 141 students who completed the fall and spring tests, 81 (57.4%) met 70% or more of the benchmarks on the spring test, falling short of the school's goal that 65% of students would reach at least 70% of the benchmarks (Figure 2).

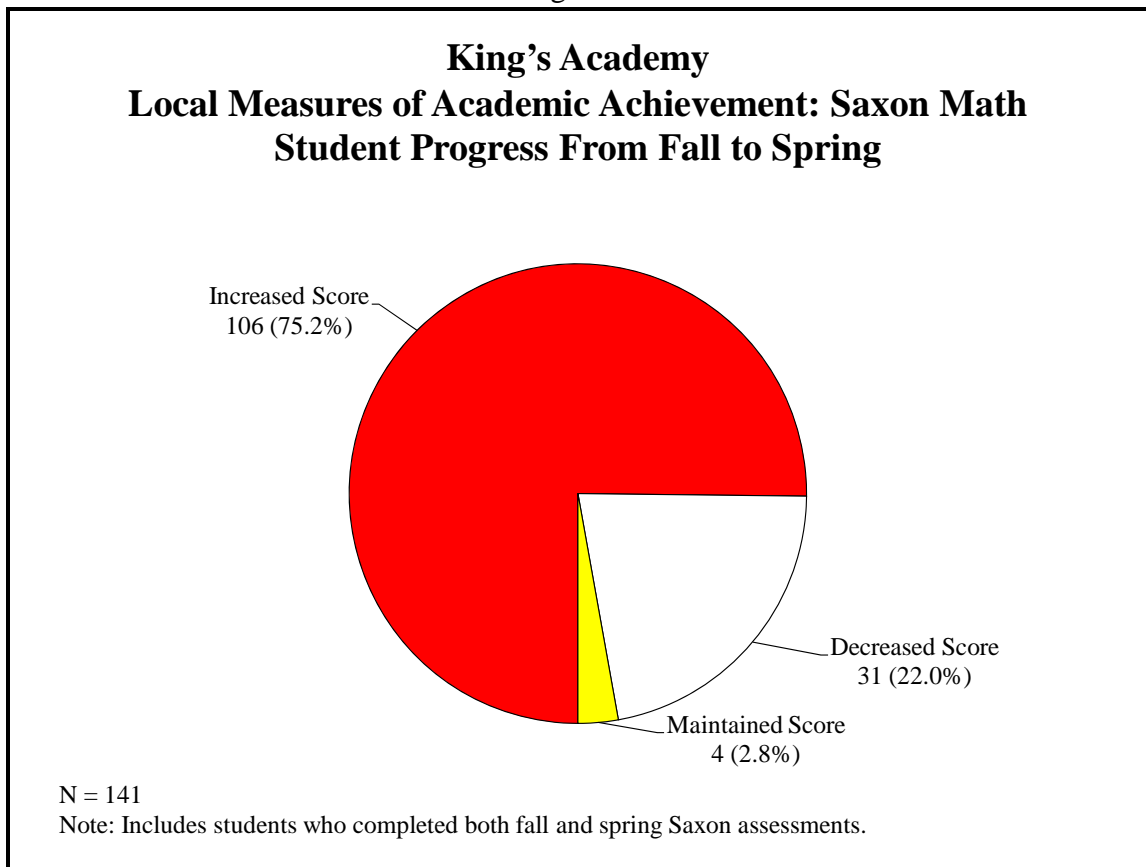
Figure 2



Although the school did not set a goal related to student progress from the fall to the spring, they provided scores for both tests. Results were used to examine change in student scores between tests.

As illustrated below, 106 (75.2%) students' scores increased from the fall to the spring test, 4 (2.8%) students maintained their scores, and scores for 31 (22.0%) students decreased from fall to spring (Figure 3). The maximum score increase was 58 points, the maximum decrease was 59 points, and the average change in scores from the fall to the spring was 11.2 points (not shown).<sup>15</sup>

Figure 3



### 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

<sup>15</sup> Note that the spring test included skills that were not on the fall test but that students should have learned during the school year.

same for both samples and were based on grade-level topics with a focus on the persuasive writing genre.<sup>16</sup> Students could score between 0 and 7 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 3 or better on the spring writing sample.

One hundred and fifty-two students completed a writing sample in the fall of 2010; 146 of those students also completed a spring writing sample. Of the 146 students, 41 (28.1%) earned a score of 3 or better on the spring sample(Table 3). This falls short of the school’s internal goal of 65%. The minimum score on the spring sample was 0.5, the maximum was 5.0, and the average score was 2.4 (not shown).

<b>Table 3</b>			
<b>King’s Academy</b>			
<b>Local Measures of Academic Achievement: 6+1 Traits of Writing</b>			
<b>2010–11</b>			
<b>Grade</b>	<b>N</b>	<b>Met Writing Goal</b>	
		<b>N</b>	<b>%</b>
K5	16	8	50.0%
1st	15	3	20.0%
2nd	16	1	6.3%
3rd	16	2	12.5%
4th	16	5	31.3%
5th	13	4	30.8%
6th	17	9	52.9%
7th	19	5	26.3%
8th	18	4	22.2%
<b>Total</b>	<b>146</b>	<b>41</b>	<b>28.1%</b>

<sup>16</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. Initial IEPs were developed for all 13 students with special education needs during the current school year; all 13 had at least one goal. Progress will be assessed at the time of the annual review during the 2011–12 academic year. Because the goals were new during 2010–11, insufficient time had elapsed for review. Therefore, IEP goal progress was not available for inclusion in this report.

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

The CSRC requires that the school 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>17</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 and provides a mechanism to measure student progress over multiple years. The SDRT was administered in April 2011 and the WKCE in October 2010.

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.

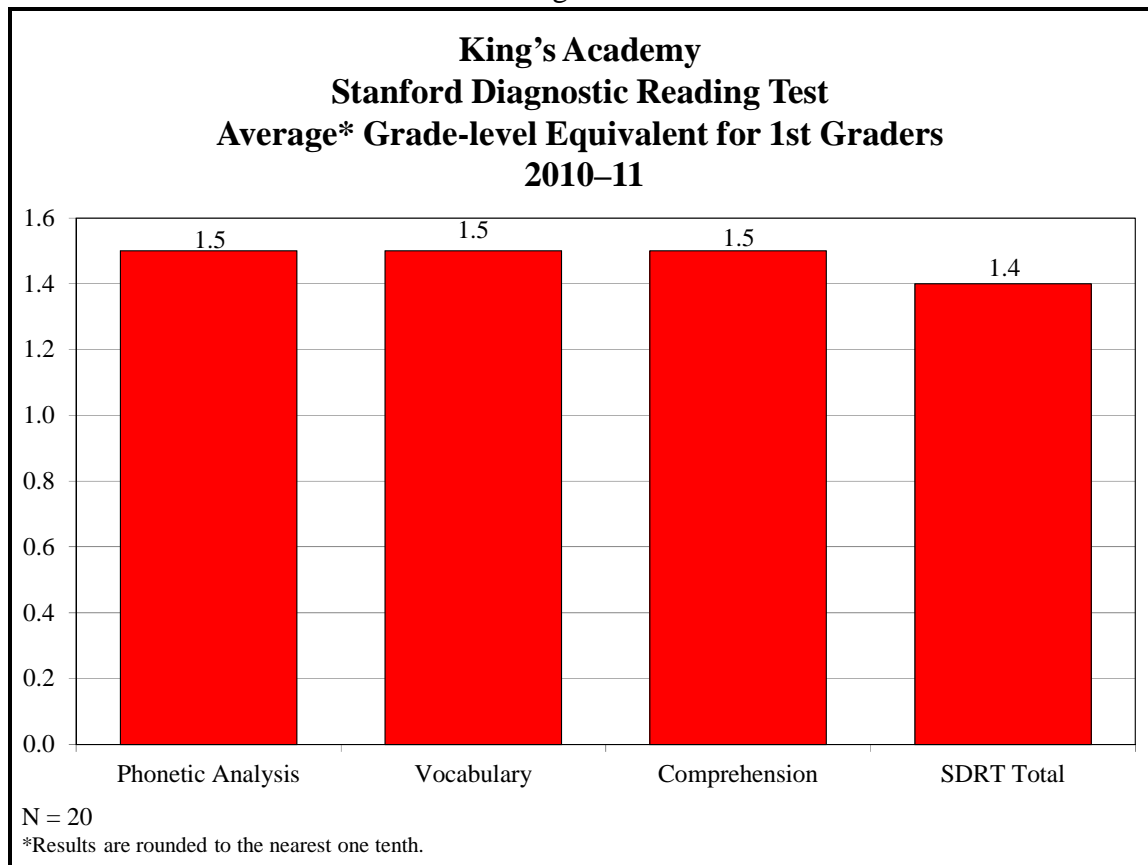
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<sup>17</sup> *Advanced*: Demonstrates in-depth understanding of academic knowledge and skills; *proficient*: demonstrates competency in the academic knowledge and skills; *basic*: demonstrates some academic knowledge and skills; and *minimal*: demonstrates very limited academic knowledge and skills.

1. SDRT for First Graders

The SDRT was administered to 20 first graders; results on this measure indicate that first graders were functioning at grade-level equivalents (GLEs) in all three areas tested (Figure 4).

Figure 4



The GLE range and median score for first graders are illustrated in Table 4.

<b>Table 4</b> <b>King's Academy</b> <b>Stanford Diagnostic Reading Test</b> <b>GLE Range for 1st Graders</b> <b>2010–11</b> <b>(N = 20)</b>				
<b>Area Tested</b>	<b>Lowest Grade Level Scored</b>	<b>Highest Grade Level Scored</b>	<b>Median GLE</b>	<b>Percentage At or Above GLE</b>
Phonetic Analysis	K.2	5.2	1.1	55.0%
Vocabulary	K.5	2.6	1.7	75.0%
Comprehension	K.6	2.9	1.5	80.0%
<b>SDRT Total</b>	<b>K.6</b>	<b>2.7</b>	<b>1.4</b>	<b>65.0%</b>

Note: Results are rounded to the nearest one tenth.

2. SDRT for Second Graders

Results for second graders are presented in Figure 5 and Table 5. As illustrated, second graders were, on average, reading from 2.3 to 4.2 GLE in the areas tested.

Figure 5

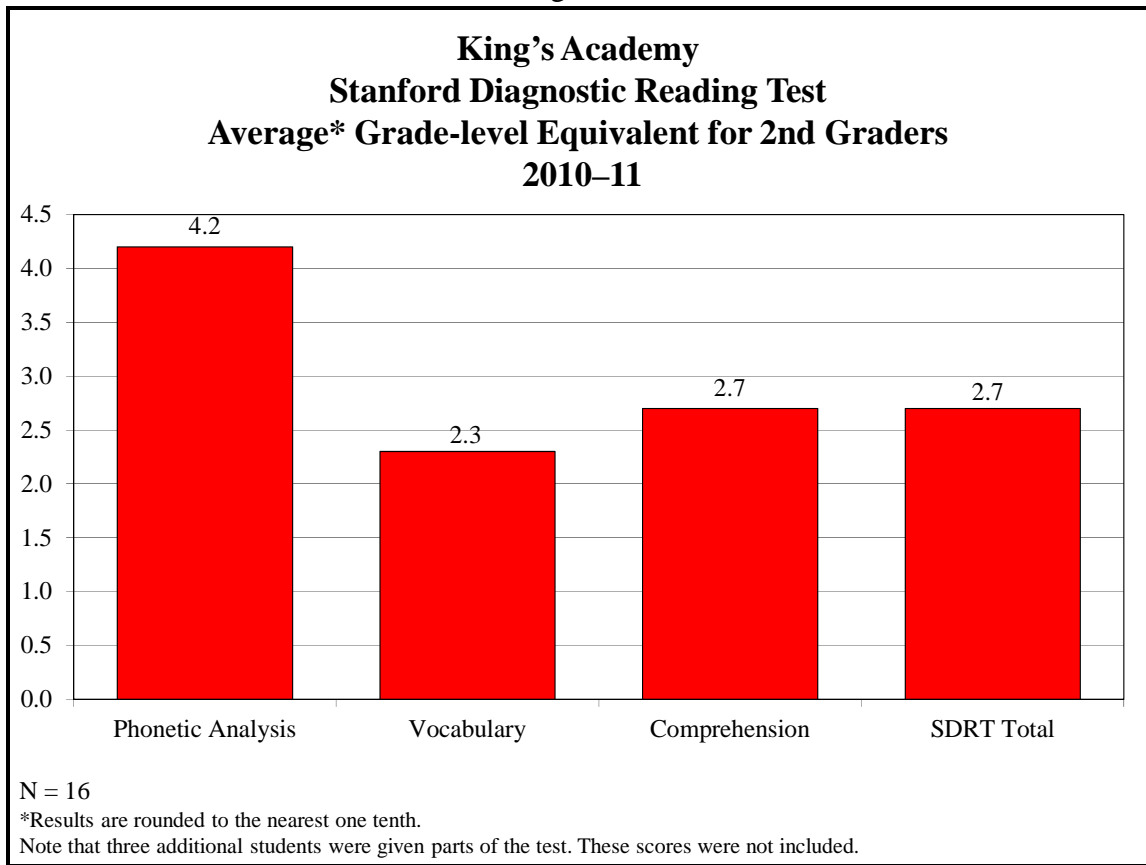


Table 5

**King's Academy  
Stanford Diagnostic Reading Test  
GLE Range for 2nd Graders  
2010–11  
(N = 16)**

Area Tested	Lowest Grade Level Score	Highest Grade Level Score	Median GLE	Percentage At or Above GLE
Phonetic Analysis	1.0	10.9	2.4	93.8%
Vocabulary	K.8	3.9	2.1	68.8%
Comprehension	K.5	5.7	2.6	75.0%
<b>SDRT Total</b>	<b>1.2</b>	<b>5.4</b>	<b>2.4</b>	<b>75.0%</b>

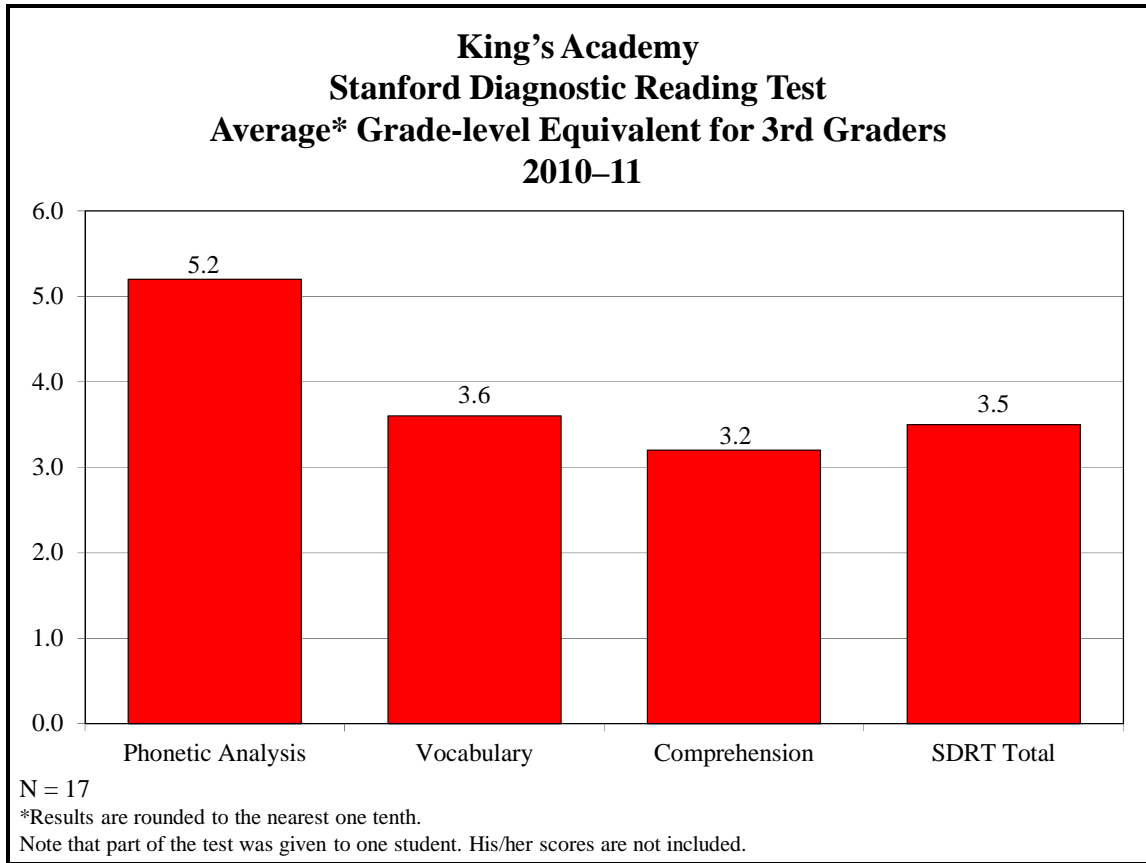
Note that three additional students were given parts of the test. These scores were not included.

3. Standardized Tests for Third Graders

a. *SDRT for Third Graders*

Results from this year's SDRT indicate that third graders were, on average, reading at third- to fifth-grade levels in the areas tested (see Figure 6 and Table 6).

Figure 6





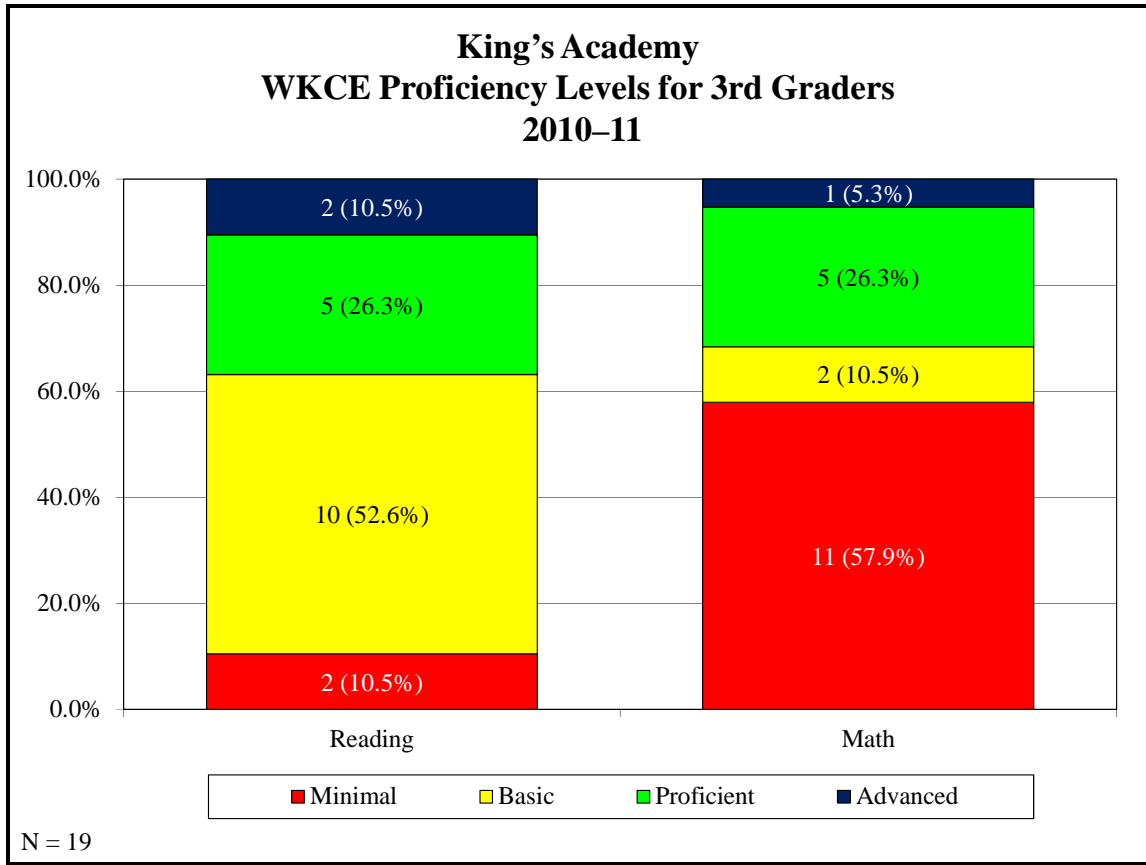
<b>Table 6</b> <b>King's Academy</b> <b>Stanford Diagnostic Reading Test</b> <b>GLE Range for 3rd Graders</b> <b>2010–11</b> <b>(N = 17)</b>				
<b>Area Tested</b>	<b>Lowest Grade Level Scored</b>	<b>Highest Grade Level Scored</b>	<b>Median GLE</b>	<b>Percentage At or Above GLE</b>
Phonetic Analysis	1.2	10.8	4.7	70.6%
Vocabulary	1.4	9.9	3.2	70.6%
Comprehension	1.5	5.5	2.7	41.2%
<b>SDRT Total</b>	<b>1.8</b>	<b>5.9</b>	<b>3.3</b>	<b>70.6%</b>

Note that part of the test was given to one additional student. His/her scores were not included.

*b. WKCE for Third Graders*

The WKCE was administered to 19 third graders. As illustrated in Figure 7, 2 (10.5%) third graders scored advanced, 5 (26.3%) scored proficient, 10 (52.6%) scored basic, and 2 (10.5%) scored in the minimal proficiency level in reading. In math, 1 (5.3%) student scored advanced, 5 (26.3%) scored proficient, 2 (10.5%) scored basic, and 11 (57.9%) students scored minimal proficiency.

Figure 7



On average, students scored in the 23rd percentile statewide in reading. This means that, on average, students scored higher than 23% of all third graders who took the WKCE this year. In math, students scored in the 20th percentile, on average.

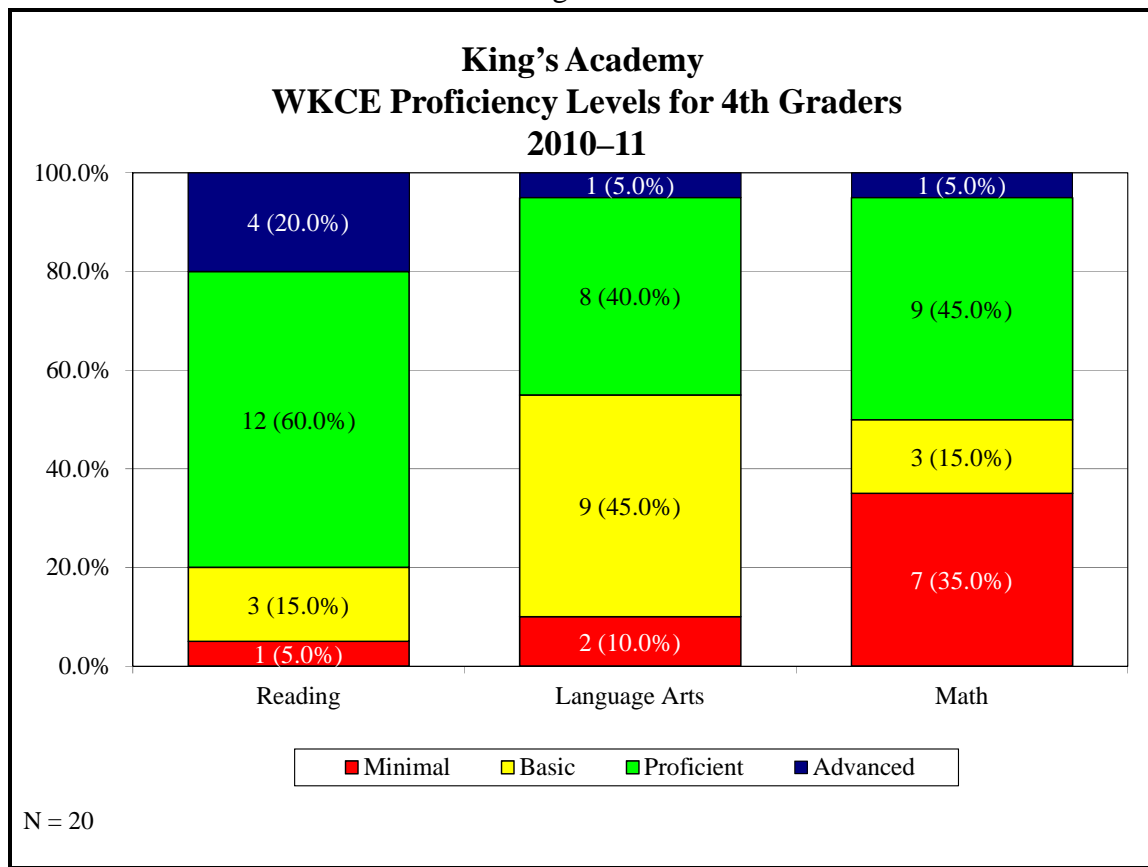
#### 4. WKCE for Fourth Graders

The WKCE for fourth graders consists of subtests in reading, math, language arts, science, and social studies. The CSRC requires that schools report student achievement on the WKCE in reading, language arts, and math for fourth graders.

The WKCE was administered to 20 fourth-grade students at King's Academy. This year, in reading, 4 (20.0%) fourth graders scored advanced, 12 (60.0%) scored proficient, 3 (15.0%) scored basic, and 1 (5.0%) fourth grader scored in the minimal category. In language arts,

1 (5.0%) student was advanced, 8 (40.0%) were proficient, 9 (45.0%) had basic skills, and 2 (10.0%) students exhibited minimal skills. In math, 1 (5.0%) student exhibited advanced skills, 9 (45.0%) students scored proficient, 3 (15.0%) scored basic, and 7 (35.0%) students exhibited minimal skills (Figure 8).

Figure 8



On average, students scored in the 35th percentile statewide in reading, and the 24th in math.

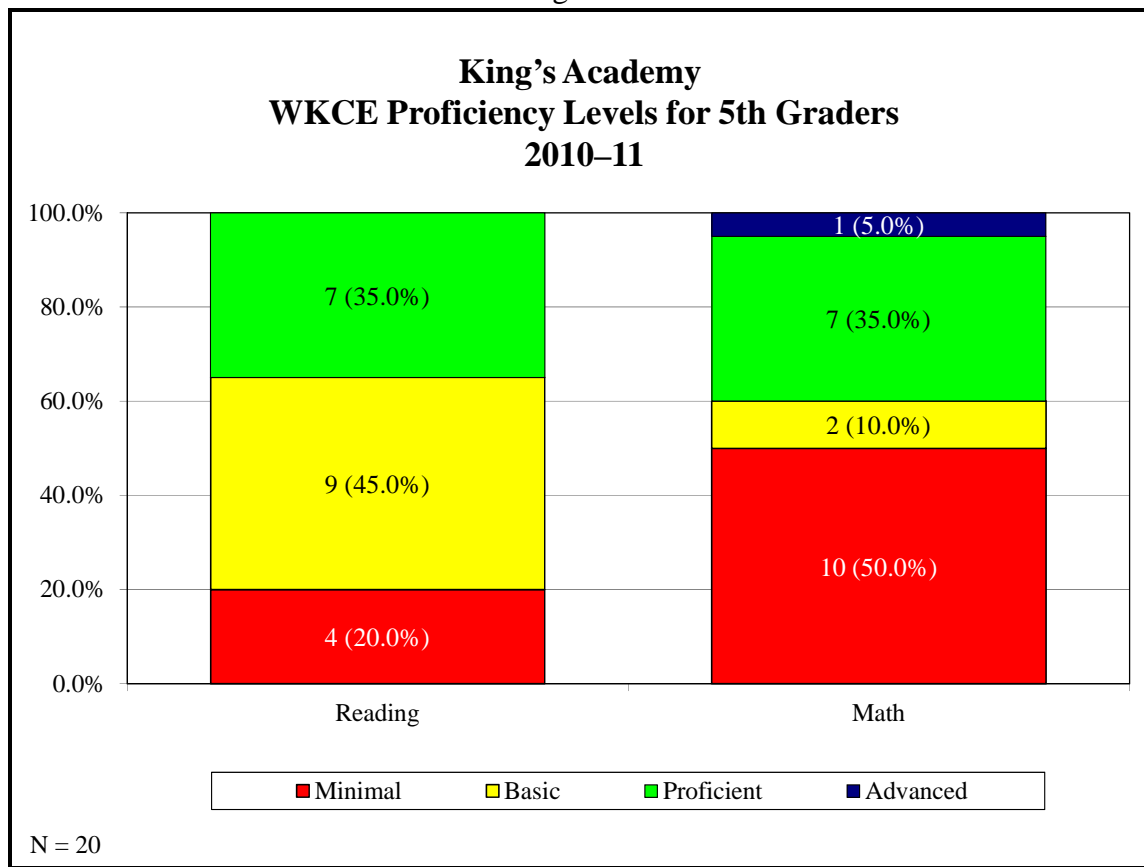
The final score from the WKCE is a writing score. The extended writing sample is evaluated using two holistic rubrics. A 6-point composition rubric evaluates students' ability to control purpose, organization, content development, sentence fluency, and word choice. A 3-point conventions rubric evaluates students' ability to manage punctuation, grammar,

capitalization, and spelling. Rubric scores are combined to produce a single score ranging from 0.0 to a maximum possible score of 9.0. King’s Academy’s fourth graders’ writing scores ranged from 4.0 to 7.0. The average score was 5.4. The median score was 5.5, meaning half of students scored at or below 5.5 and half scored 5.6 to 7.0.

5. WKCE for Fifth Graders

The WKCE reading and math subtests were given to 20 fifth-grade students. Reading results indicated that no fifth graders scored advanced, 7 (35.0%) were proficient, 9 (45.0%) scored basic, and 4 (20.0%) scored minimal. In math, 1 (5.0%) fifth grader scored advanced, 7 (35.0%) scored proficient, 2 (10.0%) scored basic, and 10 (50.0%) scored in the minimal proficiency level (Figure 9).

Figure 9

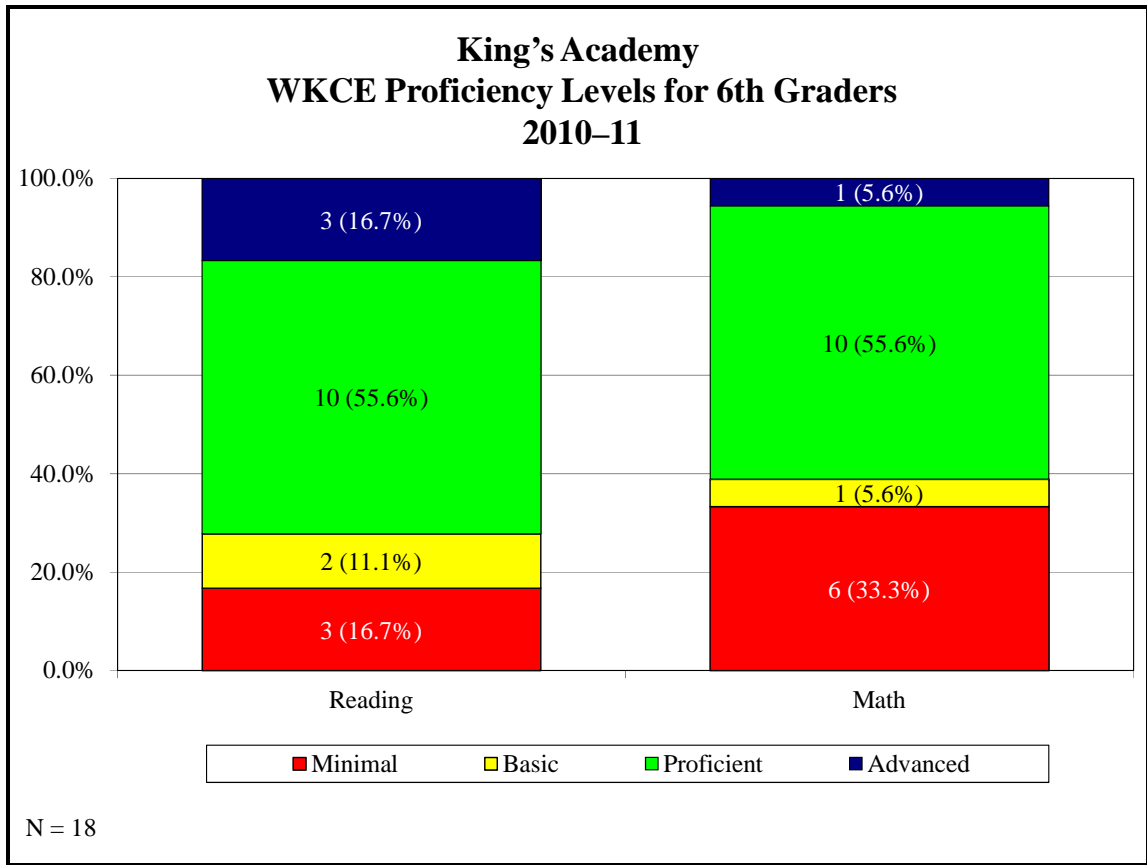


On average, students scored in the 17th percentile statewide in reading and the 20th percentile in math.

6. WKCE for Sixth Graders

Figure 10 illustrates proficiency levels for all sixth graders who took the WKCE. Three (16.7%) scored advanced, 10 (55.6%) scored proficient, 2 (11.1%) scored basic, and 3 (16.7%) students scored minimal in reading. One (5.6%) student scored advanced, 10 (55.6%) scored proficient, 1 (5.6%) scored basic, and 6 (33.3%) students scored minimal in math (Figure 10).

Figure 10

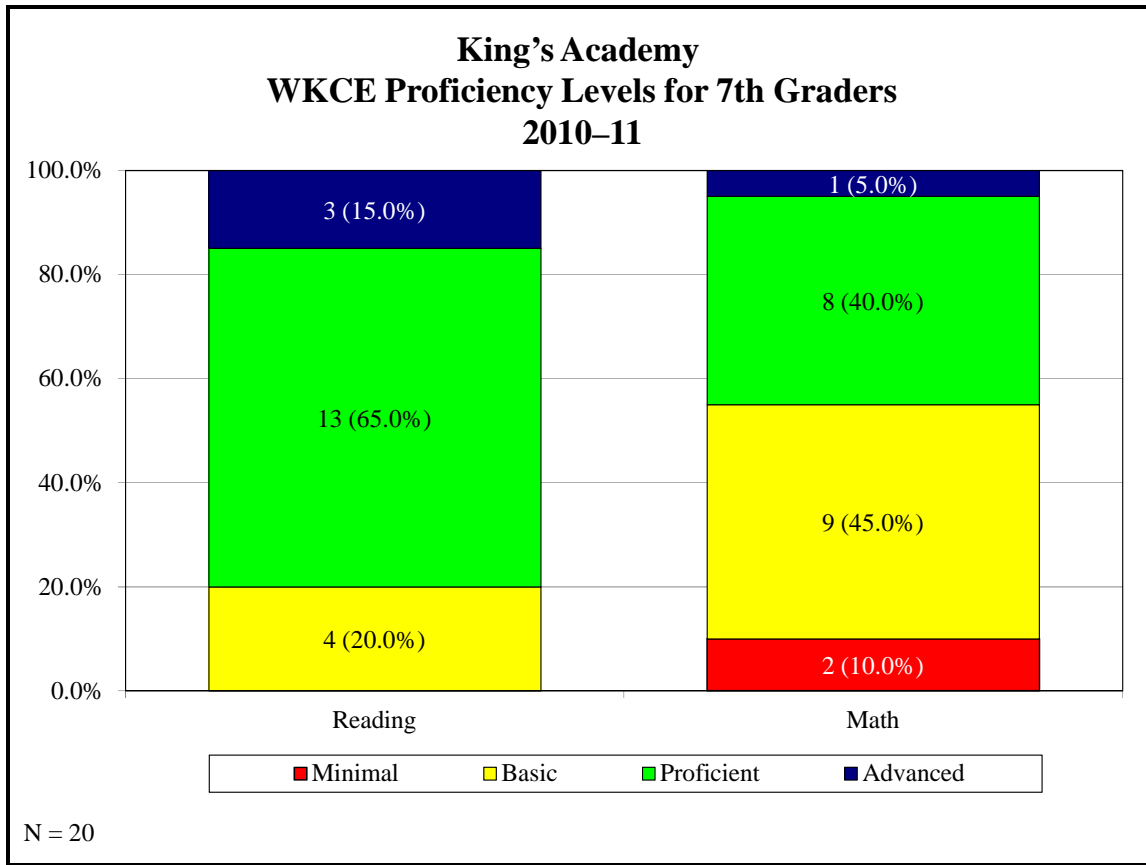


On average, students scored in the 31st percentile statewide in reading and the 26th in math.

7. WKCE for Seventh Graders

Figure 11 illustrates the proficiency levels from the seventh-grade WKCE, administered to 20 students. In reading, 3 (15.0%) seventh graders scored advanced, 13 (65.0%) scored proficient, and 4 (20.0%) scored at the basic level. In math, 1 (5.0%) seventh grader scored advanced, 8 (40.0%) scored proficient, 9 (45.0%) scored basic, and 2 (10.0%) seventh graders were at the minimal level.

Figure 11



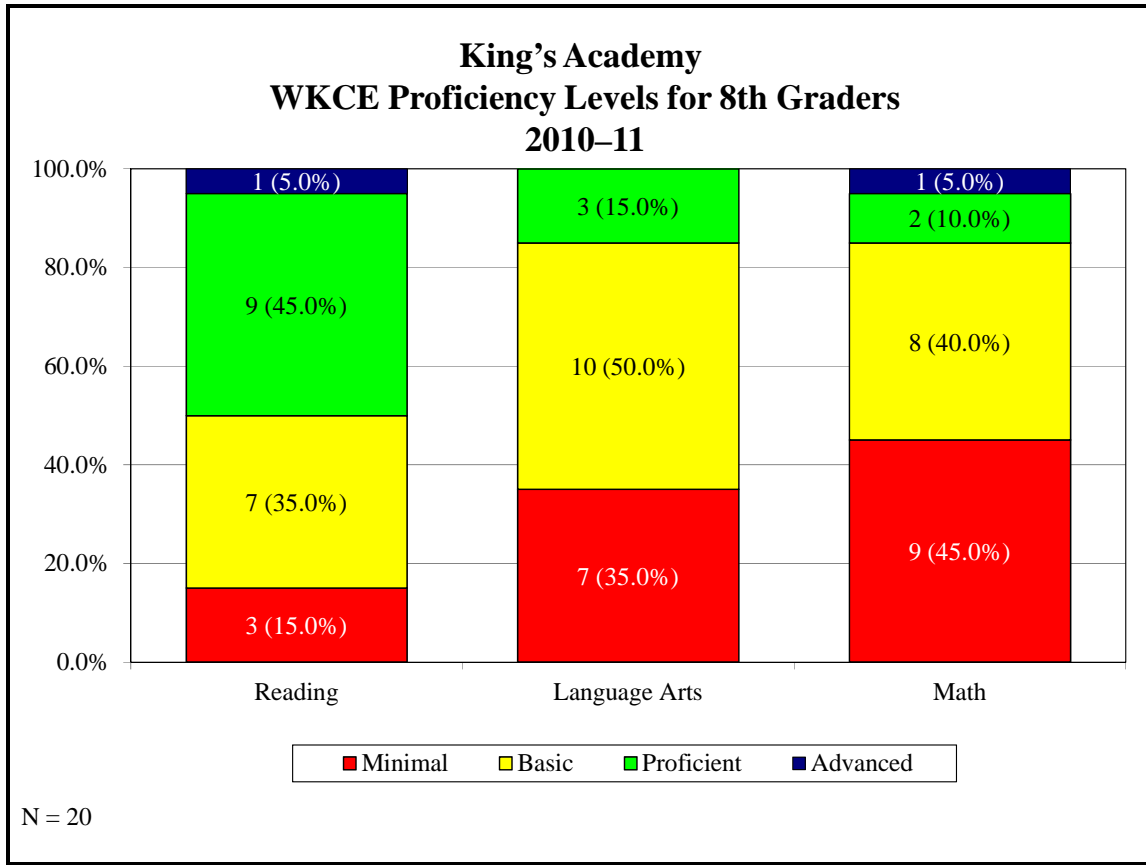
On average, students scored in the 29th percentile statewide in reading and the 22nd percentile in math.

8. WKCE for Eighth Graders

The eighth-grade test consists of reading, math, language arts, science, and social studies. The CSRC requires that results be reported in reading, math, and language arts.

This year, the test was administered to 20 students. One (5.0%) eighth grader scored advanced, 9 (45.0%) scored proficient, 7 (35.0%) scored basic, and 3 (15.0%) scored minimal in reading. In language arts, none of the students scored advanced, 3 (15.0%) students scored proficient, 10 (50.0%) scored basic, and 7 (35.0%) students were at the minimal level. In math, 1 (5.0%) student scored advanced, 2 (10.0%) scored proficient, 8 (40.0%) scored basic, and 9 (45.0%) students scored at the minimal level (Figure 12).

Figure 12



On average, eighth graders scored in the 18th percentile statewide in reading, and the 15th percentile in math.

Eighth graders are also assessed on an extended writing sample. The extended writing sample is assigned up to 3 points for punctuation, grammar, capitalization, and spelling, and up to 6 points for purpose, organization, content development, sentence fluency, and word choice. The maximum possible score is 9 points. This year, eighth graders' scores ranged from 3.0 to 6.0. The average score was 5.1, and the median score was 5.0.

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

Because this is the first year of operation for King's Academy, multiple-year student progress is not yet applicable.



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

### **1. Background Information**<sup>18</sup>

State and federal laws require the annual review of school performance to determine student academic achievement and progress. Annual review of performance required by the federal No Child Left Behind Act is based on the test participation of all students enrolled, a required academic indicator (either graduation or attendance rate), and the proficiency rate in reading and mathematics. Science achievement is also considered in some instances.

In Wisconsin, DPI releases an annual review of school performance for each chartered school with information about whether that school has met the criteria for each of the four required adequate yearly progress (AYP) objectives. If a school fails to make AYP for two consecutive years in the same objective, the school is designated as “identified for improvement.” Once designated as “identified for improvement,” the school must meet the annual review criteria for two consecutive years in the same objective to be removed from this designation.

The possible school status designations are as follows:

- “Satisfactory,” which means the school is not in improvement status.
- “School Identified for Improvement” (SIFI), which means the school has not met AYP for two consecutive years in the same objective.
- SIFI Levels 1–5, which means the school missed at least one of the AYP objectives and is subject to the state requirements and additional Title I sanctions assigned to that level.
- SIFI Levels 1–4 Improved, which means the school met AYP in the year tested but remains subject to sanctions due to the prior year. AYP must be met for two consecutive years in that objective to be removed from “improvement” status and returned to “satisfactory” status.

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<sup>18</sup> This information is taken from the DPI website, [www.dpi.state.wi.us/sifi/AYP\\_Summary](http://www.dpi.state.wi.us/sifi/AYP_Summary).

- Title I status, which identifies if Title I funds are directed to the school. If so, the schools are subject to federal sanctions.

## 2. Adequate Yearly Progress Review Summary

According to King's Academy's *Adequate Yearly Progress Review for 2010–11*, published on the DPI's website, King's Academy met the required AYP objectives: test participation, attendance, reading, and mathematics.<sup>19</sup> Attendance was a N/A for not applicable, because the school was not a public school the prior year and therefore DPI did not have attendance data for 2009–10.

The school received a “satisfactory” status for all four objectives and therefore met the AYP requirements. King's Academy's improvement status is “satisfactory.”

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<sup>19</sup> For a copy of King's Academy's annual review of school performance, see [www.dpi.state.wi.us/sifi/AYP\\_Summary](http://www.dpi.state.wi.us/sifi/AYP_Summary).

## **V. SUMMARY AND RECOMMENDATIONS**

### **A. Contract Compliance**

This report covers the first year that King's Academy has operated as a City of Milwaukee-chartered school. For the 2010–11 academic year, King's Academy has met its education-related contract provisions.

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.

### **B. Education-related Findings**

- Average student attendance was 93.0%, exceeding the school's goal of 85%.
- Parents of 79.8% of 134 students enrolled for the year attended at least one family-teacher conference, exceeding the school's goal of 70.0%.

### **C. Local Measure Results**

Results of local measures of academic progress indicated the following:

In reading:

- Twenty-three (23.5%) of 98 students in K4 through eighth grade who were at the instructional or independent level for their current grade on the fall test tested at the instructional or independent level at the next grade level on the spring test, falling short of the school's goal of 70.0%.
- Seventeen (94.4%) of 18 K4 through eighth-grade students who tested below grade level in the fall of 2010 improved at least one grade level on the spring test, exceeding the school's goal of 70%.

In math:

- Eighty-one (57.4%) of 141 K5 through eighth-grade students achieved 70% or more of benchmarks on the spring test, falling short of the school's goal that 65% of students would achieve at least 70% of the benchmarks.

In writing:

- Forty-one (28.1%) of 146 first through eighth-grade students with fall writing samples, earned a score of 3 or better on the spring sample, falling short of the school’s goal that 65.0% students earn a 3 or higher.

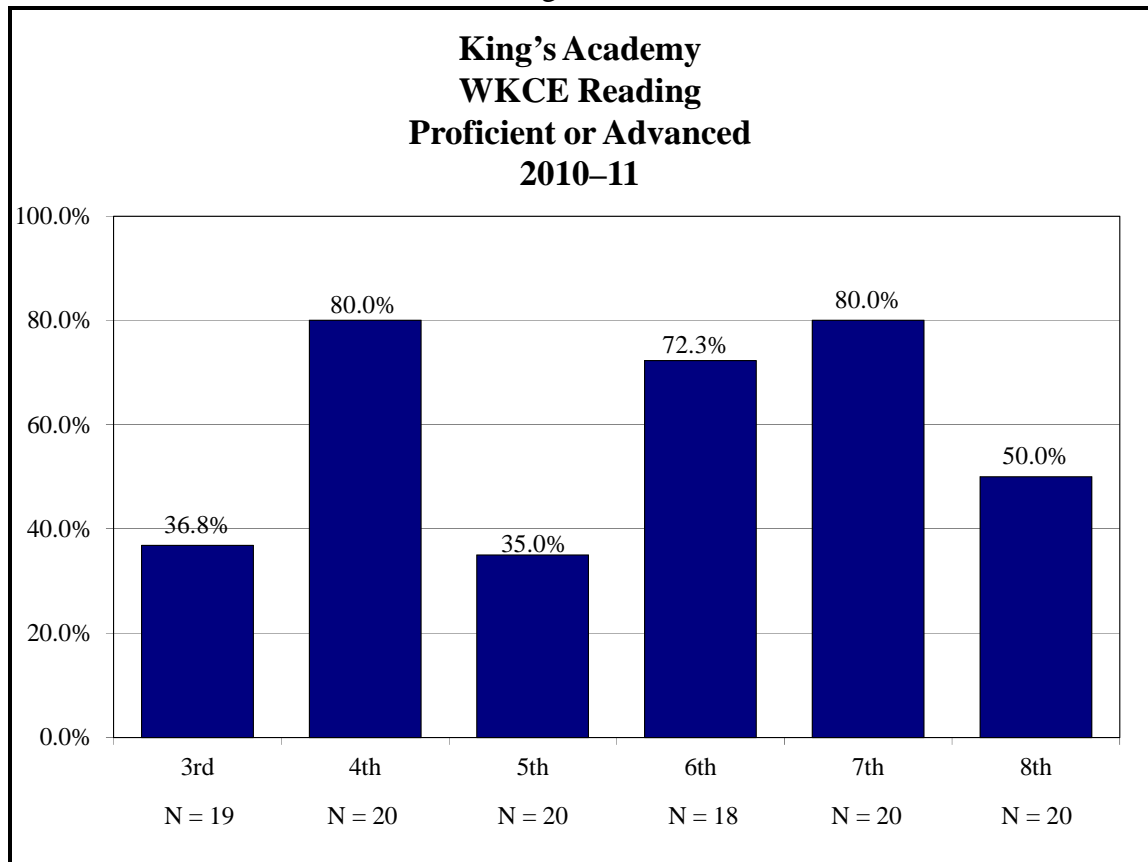
#### D. Standardized Test Results

The April 2011 SDRT results indicate the following:

- Twenty first graders were, on average, reading at 1.4 GLE overall;
- Sixteen second graders were reading at 2.7 GLE; and
- Seventeen third graders were reading at 3.5 GLE overall.

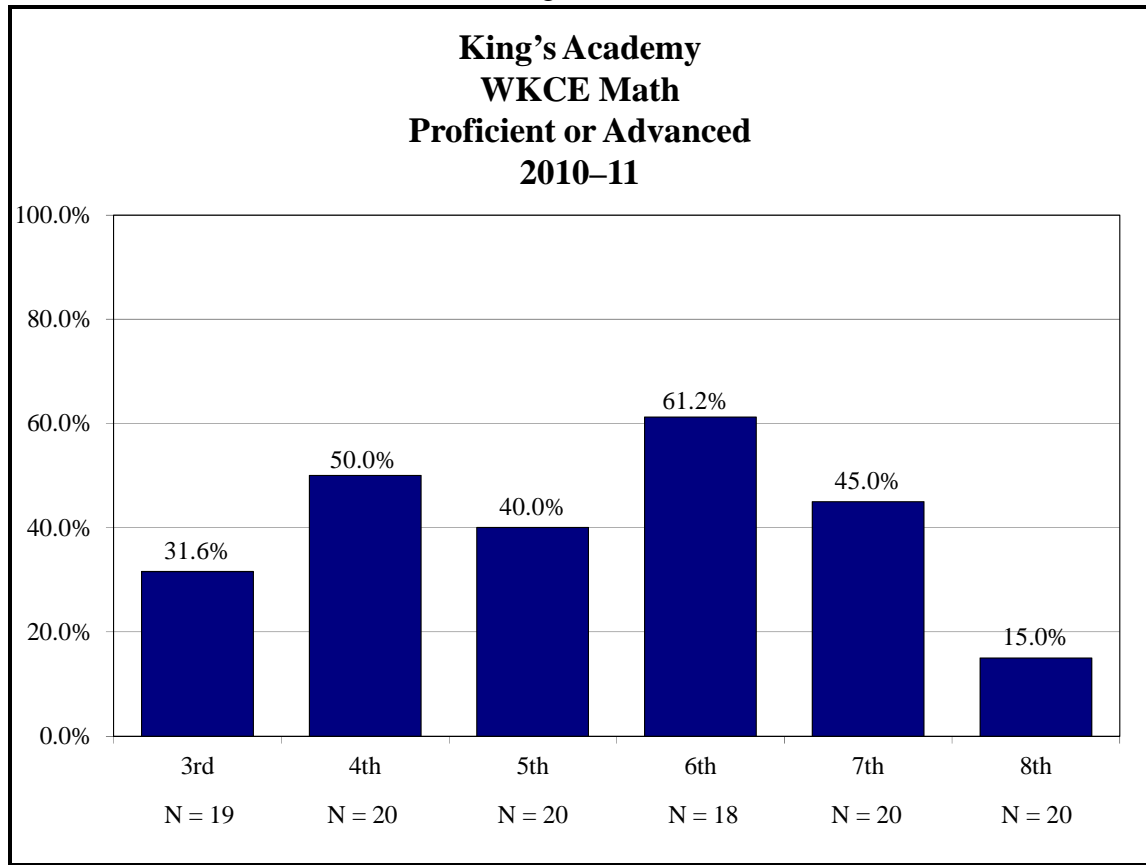
The WKCE reading and math results are summarized in Figures 13 and 14. Overall, 69 (59.0%) of 117 students scored proficient or advanced in reading (Figure 13).

Figure 13



Overall, 47 (40.2%) of 117 students scored proficient or advanced in math (Figure 14).

Figure 14



## E. Recommendations

After reviewing the information in this report and considering the information gathered during the administration interview in May 2011, CRC and the school jointly recommend that the focus of activities for the 2011–12 school year should be to continue to differentiate instruction based on students' needs by conducting the following activities:

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

Improve the data collection systems throughout the school.

## **Appendix A**

### **Contract Compliance Chart**

<b>King's Academy</b>			
<b>Overview of Compliance for Education-related Contract Provisions 2010–11</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. 2–5	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. 2–12	Met.
Section I, D	Administration of required standardized tests.	pp. 22–33	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. 15–22	Met.
Section I, D and subsequent memos from the CSRC	Academic criteria #2: Year-to-year achievement measure.		
	a. 2nd- and 3rd-grade students: advance average of 1.0 GLE in reading.	a. p. 34	a. N/A*
	b. 4th- to 8th-grade students proficient or advanced in reading: at least 75.0% maintain proficiency level.	b. p. 34	b. N/A*
	c. 4th- to 8th-grade students proficient or advanced in math: at least 75.0% maintain proficiency level.	c. p. 34	c. N/A*
Section I, D	Academic criteria #3:		
	a. 2nd- and 3rd-grade students with below grade-level 2009–10 scores in reading: advance more than 1.0 GLE in reading.	a. p. 34	a. N/A*
	b. 4th- to 8th-grade students below proficient level in 2009–10 reading test: increase the percentage of students who have advanced one level of proficiency or to the next quartile within the proficiency level range	b. p. 34	b. N/A*
	c. 4th- to 8th-grade students below proficient level in 2009–10 math test: increase the percentage of students who have advanced one level of proficiency or to the next quartile within their proficiency level range	c. p. 34	c. N/A*
Section I, E	Parental involvement.	pp. 10–11, 14	Met.
Section I, F	Instructional staff hold a DPI license or permit to teach.	p. 7	Met.**
Section I, I	Pupil database information.	pp. 4–5	Met.
Section I, K	Disciplinary procedures.	pp. 11–12	Met.

\*The year-to-year measures do not apply this year since it is King's Academy's first year of operation as a City of Milwaukee-chartered school.

\*\*This goal was substantially met. The gym teacher's life license covered students from seventh through twelfth grade.

## **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 2010–11 School Year  
**Date:** December 2, 2010

The following procedures and outcomes will be used for the 2010–11 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 20, 2011.

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 85%. Attendance will be reported as present, excused absence, unexcused absence, and include days spent 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 where the 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 70% 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**

#### Literacy (Reading, K4–8)

The Jerry Johns Reading Inventory will be administered to all K4 through eighth-grade students no later than September 30, 2010. The Jerry Johns Reading Inventory includes competency in sight words and reading comprehension. The inventory consists of a leveling at each grade level including frustration, instructional, and independent. The school plans to use the reading comprehension portion of the Jerry Johns as a local measure this year. The students who initially test at the frustration level in comprehension will be given the inventory three times this school year (September, between February 15 and March 15, and again after May 15). Students at the instructional or independent comprehension level, based on September test results, will be given the inventory twice this year, during the September and May/June windows.

Outcomes for reading comprehension:

1. By the end of the year, at least 70% of the students who were at the frustration level for their current grade in September 2010 will achieve the independent level at their current grade by the end-of-the-year test.
2. If a student scored frustration, instructional, or independent at a grade level below his/her current grade, the goal is that by the end of the year, 70% of these students will score at frustration, instructional, or independent level at the next grade level.
3. By the end of the year, at least 70% students who were at the independent or instructional level at their current grade or higher will test at instructional or instructional/independent at the next grade level.

### Math (K5–8)

All students receive a grade-level Saxon Math baseline test in the fall. Saxon Math publishes expected benchmarks for each grade level. At least 65%<sup>20</sup> of the students who complete the Saxon Math baseline test by September 30, 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, 2010 will achieve an overall score of 3 or better on a writing sample taken between May 1 and May 31, 2010. The prompt for both writing samples will be the same and will be based on grade-level topics with a focus on persuasive writing as the chosen genre.<sup>21</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 March 15 and April 15. Progress will be assessed based on the results of testing in reading in the second and subsequent years.

This is the school’s first year of operation as a city-chartered school. Year-to-year expectation measures will not apply.

Grades 3 Through 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.

Monitoring year-to-year progress will not be possible for the 2010–11 academic year because this is the school’s first year as a city-chartered school. However, for future years, the following goals may apply:

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<sup>20</sup> Since this is the school’s first year using the Saxon Math curriculum, this goal is an estimate and will be used as baseline information for goals in subsequent years.

<sup>21</sup> Writing genres include expository, descriptive, persuasive, and narrative.

- At least 75.0% of the students who were proficient or advanced in reading and/or math on the WKCE in 2010–11 will maintain their status of proficient or above in the subsequent year.
- Students who were minimal or basic in reading and/or math on the WKCE in 2010–11 will progress to a higher proficiency level or increase a quartile within their proficiency level.<sup>22</sup>

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<sup>22</sup> At this time, the CSRC is discussing the percentage to be used as a measure of expected progress from the fall 2010 test to the fall 2011 test for students at minimal or basic in reading and/or math.

## 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, there are important principles applicable to all data collection that 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 75.0%, or the attendance rate was 92.0%).

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 20, 2011.

Staff person 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
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	Lakisha Metcalf

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 absent</li> <li>• Number of days unexcused absent</li> <li>• Number of days in-school suspension</li> <li>• Number of days out-of-school suspension</li> </ul>		
Enrollment, Termination/Withdrawal	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	Lakisha Metcalf
Parent Participation	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

<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.		
Special Education Needs Students	<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	Loula Roberson and Sylvia Summers
Academic Achievement: Local Measures Reading	<p>For each 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>• Date fall test administration</li> <li>• Jerry Johns Reading Inventory score from September test administration. Indicate grade and level, e.g., grade 3, frustration, or grade 6, independent</li> <li>• For students at frustration level based on September scores, provide mid-year Jerry Johns Reading Inventory score. Include grade and level.</li> <li>• Date spring test administration</li> <li>• For all students, provide the Jerry Johns Reading Inventory score from the spring test administration.</li> </ul>	Excel spreadsheet designed by the school	Sylvia Summers

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	Indicate grade and level.		
Math	<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>	Excel spreadsheet designed by the school	Sylvia Summers
Writing	<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>	???	
Academic Achievement: Standardized Measures  SDRT	<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> </ul>	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.	Sylvia Summers



Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> <li>• Total GLE</li> </ul> <p>Provide the test date(s) in an email or other document.</p>		
<p>Academic Achievement: Standardized Measures</p> <p>WKCE</p>	<p>For each 3rd- through 8th-grade student enrolled at any time during the school year, include the following:</p> <ul style="list-style-type: none"> <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**

### **Summary Information**

<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 the End of School Year</b>	<b>Number and Rate Enrolled for Entire School Year</b>
2010–11*	193	17	29	181	168 (87.0%)

\*2010–11 was the King's Academy's first year of operation as a city-chartered school.

<b>Table C2</b>	
<b>King's Academy Student Attendance</b>	
<b>School Year</b>	<b>Attendance Rate</b>
2010–11*	93.0%

\*2010–11 was the King's Academy's first year of operation as a city-chartered school.

<b>Table C3</b>	
<b>King's Academy Parent/Guardian Participation Rate</b>	
<b>School Year</b>	<b>Parent/Guardian Participation Rate</b>
2010–11*	79.8%

\*2010–11 was the King's Academy's first year of operation as a city-chartered school.

<b>Table C4</b>		
<b>King's Academy Stanford Diagnostic Reading Test 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>
2010–11*	N/A	N/A

\*2010–11 was King's Academy's first year of operation as a city-chartered school.

<b>Table C5</b>		
<b>King's Academy WKCE Year-to-year Progress Students Who Remained Proficient or Showed Advancement Grades 4–8</b>		
<b>School Year</b>	<b>Reading</b>	<b>Math</b>
2010–11*	N/A	N/A

\*2010–11 was King's Academy's first year of operation as a city-chartered school.

<b>Table C6</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>
2010-11*	N/A	N/A

\*2010-11 was King's Academy's first year of operation as a city-chartered school.

<b>Table C7</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 the End of School Year</b>	<b>Retention Rate: Number and Rate Employed at the 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%

<b>Table C8</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	2010-11	N/A	N/A	N/A
All Instructional Staff	2010-11	N/A	N/A	N/A

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

<b>Table C9</b>		
<b>King's Academy Adequate Yearly Progress</b>		
<b>Year</b>	<b>Met</b>	<b>Improvement Status</b>
2010-11	Yes	Satisfactory

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

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

r: 4/11

**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 2010–11 School Year</b>					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
<b>Student Academic Progress Grades 1–3</b>	SDRT: % remained at or above GL	NA (4)	<b>10%</b>	--	--
	SDRT: % below GL who improved more than 1 GL	NA (6)		--	--
<b>Student Academic Progress Grades 3–8</b>	WKCE reading: % maintained proficient and advanced	NA (7.5)	<b>35%</b>	--	--
	WKCE math: % maintained proficient and advanced	NA (7.5)		--	--
	WKCE reading: % below proficient who progressed	NA (10)		--	--
	WKCE math: % below proficient who progressed	NA (10)		--	--
<b>Local Measures</b>	% met reading	3.75	<b>15%</b>	34.5%	1.3
	% met math	3.75		57.4%	2.2
	% met writing	3.75		28.1%	1.1
	% met special education	NA (3.75)		--	--
<b>Student Achievement Grades 3–8</b>	WKCE reading: % proficient or advanced	7.5	<b>15%</b>	59.0%	4.4
	WKCE math: % proficient or advanced	7.5		40.2%	3.0
<b>Engagement</b>	Student attendance	5	<b>25%</b>	93.0%	4.7
	Student reenrollment	NA (5)		--	--
	Student retention	5		87.0%	4.4
	Teacher retention rate	5		92.9%	4.6
	Teacher return rate	NA (5)		--	--
<b>TOTAL</b>		<b>41.3</b>			<b>25.7 (62.2%)</b>

Note: This is King's Academy's first year as a city-chartered school; therefore, the year-to-year results were not available. The percentage is based on the modified denominator, rather than 100 possible points. Teacher retention and return rates reflect teachers plus additional instructional staff.