

King's Academy

Programmatic Profile and Educational Performance

2014–15 School Year

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EXECUTIVE SUMMARY
for
King's Academy
2014–15

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

I. CONTRACT COMPLIANCE SUMMARY

King's Academy met all but one of the educational provisions specified in its contract with the City of Milwaukee.

- Not all instructional staff held Wisconsin Department of Public Instruction (DPI) licenses or permits to teach. At the end of the year, the eighth-grade teacher did not hold a DPI license or permit.

II. EDUCATIONAL PERFORMANCE

A. Local Measures

1. Primary Measures of Academic Progress

The CSRC requires the school to 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:

- Just over half (53.7%) of the 54 students who were at or above the national average (i.e., normative mean) for their grade level at the time of the fall Measures of Academic Progress (MAP) reading test remained at or above the national average at the time of the spring test, falling short of the school's goal of 70.0%.
- Less than half (43.4%) of the 76 students below the national average (i.e., normative mean) for their grade level on the fall MAP reading test reached the average for their current grade level or at least met the national averages for the functional grade level at which they tested in the fall, falling short of the school's goal of 60.0%.

In math:

- Just over half (54.5%) of the 22 students at or above the national average (i.e., normative mean) for their grade level at the time of the fall MAP math test remained at or above the national average on the spring test, not meeting the school's goal of 75.0%.
- More than half (61.1%) of the 108 students below the national average (i.e., normative mean) for their grade level on the fall MAP math test reached the average for their current grade level or at least met the national averages for the functional grade level at which they tested in the fall, exceeding the school's goal of 60.0%.

In writing:

- Of 96 students with fall and spring writing samples, only 17 (17.7%) improved by at least one score (point), falling short of the school's goal of 80.0%.

In special education:

- Approximately 88.2% of the special education students met at least 60.0% of their IEP goals at the time of their annual review, near the school's goal of 100.0% of the students.

2. Secondary Measures of Academic Progress

- Average student attendance was 91.3%, falling just short of the school's goal of 93.0%.

Parents of 152 (93.3%) of the 163 students enrolled all year attended at least one of the two parent conferences, exceeding the school's goal of 90.0%.

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

King's Academy administered all required standardized tests noted in their contract with the City of Milwaukee. However, data regarding year-to-year academic achievement on the DPI standardized tests are not available this year due to the discontinuance of the WKCE as well as the first year of application of the PALS to second graders and the Badger Exam to third through eighth graders.

C. Scorecard

This year King's Academy scored 68.8% (D+) on the CSRC scorecard, placing the school in the poor/struggling category for the fifth year in a row.

III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT AND CONDITIONS OF PROBATION

The school addressed the 2013–14 recommendations for school improvement. See Section II. D.8. for full details. Of note is the recommendation to consider hiring an RTI (Response to Intervention) coordinator. The school did not hire an RTI coordinator; however, the school hired an additional paraprofessional in March 2015 to work with struggling students.

The CSRC placed King’s Academy on probation at its December 16, 2014, meeting, with six specific conditions. The conditions of probation are stated in the CSRC’s letter to the school’s leadership dated January 6, 2015. A copy of the letter is included in Appendix G. The extent to which King’s Academy has met the conditions is included in detail in Section II. D.8.

The school met the following conditions:

- Improve the stability of the school’s leadership by maintaining at least 80% of current administrative and board leadership through the 2014–15 academic year.
- Increase the total points earned for engagement indicators on the scorecard in 2014–15.
- Submit a written explanation, including specific actions taken, to CRC by January 30, 2015, addressing the progress the school has made toward the recommendations for school improvement listed in the 2013–14 Programmatic Profile and Educational Performance report.

The school did not meet the following conditions of probation:

- Condition: Increase the total points earned for local measures on the scorecard in 2014–15. Total points earned in 2013–14 for all local measures was 9.3, or 62.0% of the possible 15 points.
Response: During 2014–15 the school earned 8.1 (54.0%) points of the possible 15 local measure points, a decrease of 1.2 points over the prior year.
- Condition: Ensure that all instructional staff hold Wisconsin DPI licenses or permits for each year of operation.
Response: The eighth-grade teacher employed by the school from August 2014 to the end of the 2014–15 school year did not hold a DPI license or permit. This condition has not been met.

One condition was not possible to measure:

- Meet the CSRC expectation that at least 75.0% of the first graders who met the summed score benchmark on the PALS in the spring of 2014 will remain at or above the second grade summed score benchmark in the spring of 2015.

Response: Less than 10 students completed the PALS spring assessment in 2014 as first graders and in 2014–15 as second graders. To protect student identity, CRC does not report results for fewer than 10 students.

After reviewing the information in this report, and in consultation with the principal during the end-of-school interview on May 18, 2015, CRC recommends that the focus of activities for the 2015–16 school year include the following:

- During the summer of 2015, develop a school culture plan. Involve the academic dean, lead teachers, and parent representatives. Focus on behavioral expectations, incentives, and rewards, as well as consequences for chronic suspensions or referrals to the office.
- Develop and publish a policy regarding in-school suspensions.
- Using MAP data, develop specific plans for documenting, tracking, and meeting the individual needs of students above and below grade level norms in reading and math. This must occur throughout the year to inform teaching strategies and interventions that will impact student academic progress.
- Develop and implement a writing program that will result in significant improvement in the writing local measures.
- Make the financial commitment to hire experienced teachers who have DPI licenses or permits, and decrease the necessity of using multiple substitute teachers.

IV. RECOMMENDATIONS FROM CRC

Because of the school's five-year problematic/struggling status on the CSRC multiple measure scorecard; the school's consistently poor results in the reading, math, and writing local measures; as well as the school's inability to ensure that all teachers have DPI licenses or permits, CRC recommends that King's Academy continue probationary status until all of the contractual and probationary criteria are met. In addition, CRC recommends that the CSRC consider rescinding the school's contract after its sixth year of operation, in June of 2016.

I. INTRODUCTION

This is the fifth annual program monitoring report to address educational outcomes for King's Academy, one of 10 schools chartered by the City of Milwaukee for the academic year 2014–15. This report focuses on the educational component of the monitoring program undertaken by the City of Milwaukee Charter School Review Committee (CSRC) and was prepared as a result of a contract between the CSRC and the Children's Research Center (CRC).¹

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

1. CRC staff assisted the school in developing its student learning memorandum (or "learning memo").
2. In the fall, CRC staff visited the school to conduct a structured interview with the director of education, the principal, and other members of the administrative team. CRC staff made subsequent visits to the school to clarify the data requirements and the data submission process. During the year, additional site visits were made to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations. At the end of the school year, a structured interview was conducted with the director of education and the principal to review the year and develop recommendations for school improvement.
3. CRC staff and the CSRC chair attended a meeting of the board of directors of this school to improve communications regarding the roles of CSRC and CRC and expectations regarding board member involvement.
4. 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 with the results compiled into this annual report.

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

II. PROGRAMMATIC PROFILE

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

Phone Number: (414) 371-9100

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

Principal: Ms. Erika Lynn Whitehead

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

A. Board of Directors

As of November 2014, the school's board of directors had 10 members. The board structure included a chair, a finance chair, a human resources chair, a marketing chair, and an educational chair. One member is listed as a co-chair, strategic planning/fund development. Remaining members serve on one or more of the board committees.

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

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

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.²

2. Description of Educational Programs and Curriculum

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

² See the King's Academy 2014–15 *Parent/Student Handbook*.

The primary educational model at King’s Academy 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. The school uses a core curriculum published by Houghton Mifflin Harcourt, along with other supplementary materials. This program is aligned with the Common Core State Standards 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 and 30 minutes of reading-skill building; Title I, reading intervention, and the KAEDS program (King’s Academy Extended Day Program) also are offered. The math block includes 45 minutes of math instruction, followed by an additional 30 minutes of math skills and practice, plus Title I, math intervention, and the KAEDS 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.³

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 at no charge.⁴

³ See page 16 of the 2014–15 *Parent/Student Handbook*.

⁴ See pages 12–23 and 18–19 of the 2014–15 *Parent/Student Handbook*.

C. Student Population

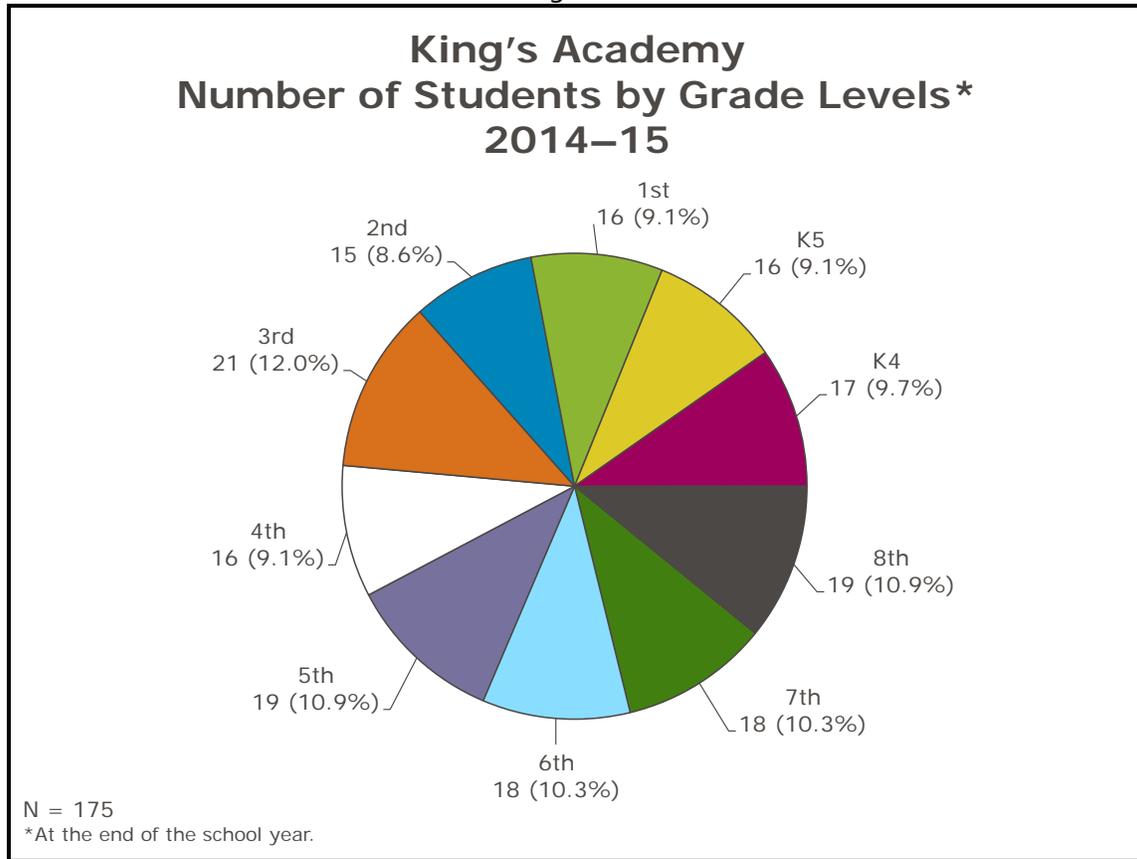
At the beginning of the year, 199 students in K4 through eighth grade were enrolled in King's Academy.⁵ After the school year started, 18 students enrolled. Of all students who were enrolled at King's Academy at any time during the year (including those who enrolled after the start of the year), 42 (19.4%) students withdrew from the school prior to the end of the year. Reasons for withdrawal included dissatisfaction with academic offerings (16 students), moved out of the city (nine students), transportation problems (five students), moved out of the proximate neighborhood (two students), sibling(s) transferred (one student), and other (one student who tragically passed away). Of the 199 students who started the year at the school, 163 remained enrolled at the end of the year; this is a retention rate of 81.9%.

At the end of the year, 175 students were enrolled at King's Academy.

- Most (169, or 96.6%) of the students were African American and six (3.4%) students were of an "other" race/ethnicity.
- Gender distribution was nearly equal, with 88 (50.3%) female students and 87 (49.7%) male students enrolled.
- Twenty-five (14.3%) students had special education needs. Nine students had other health impairments (OHI), eight had specific learning disabilities (SLD), three had SLD and speech and language (SL) impairments, three had OHI and SL, and two had a cognitive disability (CD) with OHI and SL.
- Most students (146, or 83.4%) were eligible for free or reduced lunch prices (144 [82.3%] students were eligible for free and two [1.1%] for reduced lunch prices). The remaining 29 (16.6%) were not eligible.
- The largest grade level was third, with 21 students. The most common class size was 16 students (Figure 1).

⁵ Enrolled as of September 19, 2014.

Figure 1



On the last day of the 2013–14 academic year, 173 students attending King’s Academy were eligible for continued enrollment at the school this past academic year (i.e., they did not graduate). Of these, 129 were enrolled in the school on the third Friday in September 2014. This represents a return rate of 74.6%.

D. School Structure

1. Areas of Instruction

According to the school’s report card system, King’s Academy offers classroom-based instruction for K4 students in the areas of language development and communication, cognition and general knowledge, mathematical thinking, social studies, science, health, and physical development.

K5 students study reading, English/language arts, music, math, social studies, scientific thinking, health, and physical development. Elementary students (first through fifth grades) study reading, English/language arts, social studies, science, math, music, art and physical education. Middle school students study reading comprehension, mathematics, English/language arts, social studies, science, physical education, art, and music. Physical education is provided by a physical education teacher. Special education programming was provided to students identified as needing an Individual Education Program (IEP). Students at the K4 and K5 levels also are also graded on issues related to personal or social development (referred to as “character counts”).

Technology is integrated into all curricular areas. The school also has a library/multimedia center. The center is used not only to support the curriculum, but to equip the students to think critically about, and express themselves through, the media that define them. The center houses diverse curriculum and various multimedia material such as magazines, audiovisuals, fiction, nonfiction, reference, and professional materials. Library skills are integrated into the instructional program.⁶

In addition to DPI assessment requirements, the students were assessed using the Measures of Academic Performance (MAP) assessments three times during the year. Teachers used additional time to re-teach to reach mastery.

Kohl’s Cares granted funds to King’s Academy this year for three field trips: Discovery World, Milwaukee County Zoo, and the Milwaukee Art Museum. The school also established a partnership with Boerner Botanical Gardens. Third- and fourth-grade students participated in their Plant Hope program, taking four field trips to the gardens over the course of the school year.

⁶ The school does not employ a librarian.

2. Classrooms

The school was organized into three parts: kindergarten (K4–K5), elementary (first through fifth grades), and middle school (sixth through eighth grades). Middle school students changed rooms for some of their classes. The school has 10 classrooms, one for each grade level. An additional classroom was used as a special education resource room. The K4 through first-grade classrooms had approximately 16 students each, and the second- through eighth-grade classrooms had approximately 18 students each. The school building also holds a cafeteria, a library, and a gymnasium.

3. Teacher Information

During the year each of the 10 classrooms in the school was headed by a classroom teacher or permanent substitute teacher. This year, additional instructional staff positions included a special education teacher, a speech pathologist, a physical education teacher, a part-time psychologist, a diagnostic teacher, and a social worker. Administrative personnel included the principal and an assessment coordinator, as well as office staff.

At the beginning of the year, the school employed four paraprofessionals—one each for help in the K4, K5, and first-grade classrooms. Another paraprofessional helped in the resource room. In March, an additional paraprofessional position was added to assist with struggling students.

At the end of the 2013–14 school year, 10 classroom teachers and five other instructional staff⁷ were eligible to return to the school in the fall of 2014. Of these, seven classroom teachers (70.0%) and all five other instructional staff (100.0%) returned for an overall instructional staff return rate of 80.0% (12 of 15). This compares with a 42.9% return rate for the fall of 2013.

⁷ In 2013–14 the assessment coordinator was considered instructional staff. Clarification of roles with DPI indicated that the assessment coordinator is not instructional staff for licensing purposes.

Ten classroom teachers began the year. Two of these teachers⁸ were asked to leave. Of the eight classroom teachers eligible to remain all year, six remained, for a classroom teacher retention rate of 75.0%. The year began with five other instructional staff, all (100.0%) of whom remained for the entire school year. Thus the overall teacher/instructional staff retention rate was 84.6% (11 of 13 eligible staff).

During the year the school employed a total of 17 instructional staff, including 11 classroom teachers and six additional instructional staff. A permanent seventh-grade teacher was hired in March 2015. A part-time gym teacher was hired shortly after the beginning of the year and left in November 2014. This position was not filled.

Because of difficulty filling classroom teacher positions with qualified staff, the school contracted with Parallel Employment for long-term substitute services. Throughout the year, seven substitute teachers were supplied by Parallel. Four substitute teachers left and were replaced for various reasons not in King's control.

All instructional staff employed by the school at the end of the year, except for the eighth-grade teacher, held current DPI licenses or permits.⁹

The average number of years' experience at the school for the seven classroom teachers who were there at the end of the year was 1.6 years,¹⁰ the average for the five other instructional staff remaining at the end of the year was 2.7 years. The average length of experience for the entire instructional staff at King's was two years.

⁸ A third-grade teacher and a sixth-grade teacher were asked to leave during the school year. Two others, a fifth-grade and a seventh-grade teacher, resigned.

⁹ This teacher was hired in August 2014. As of the date of this report, the teacher's license status on the DPI website is "new application." The DPI website has no date of the most recent application payment received.

¹⁰ Five of the teachers completed their second year of teaching at the school, one her first year, and another was there just under one-half year.

The school held staff development meetings prior to and during the school year. A list of the meeting dates and topics covered follows.

Date	Topic
8/11/14	Welcome to King's Academy; Establishing Norms
8/12/14	History, Mission, and Vision; Rules, Expectations, and Procedures; School Culture, Climate, and Community; Classroom Management
8/13/14	Establishing Norms; Teacher Collaboration
8/14/14	Assessment Data; Data Boards
8/15/15	Grade Level Data Meetings With the Principal; Team Building
8/18/14	Technology in Education; Teacher Collaboration
8/19/14	Special Education; Culturally Relevant Teaching
8/20/14	Teacher Collaboration; Independent Work Time
8/21/14	School-Wide Systems: Policies and Procedures; School-Wide Discipline
8/22/14	Teacher Collaboration; Independent Work Time
8/26/14	Silent Sustained Reading
9/9/14	Interim Assessments
9/23/14	Lesson Planning
10/3/14	MAP Data Goal Setting; Lesson Planning; Data Boards
10/28/14	Positive Framing and Narration; Building Positive Relationships With Our Students
1/6/15	School-Wide Discipline
1/13/15	Literacy Strategies (<i>teacher led</i>)
1/23/15	Compass Learning (half-day); Records Day (half-day)
1/27/15	NWEA MAP Data: Achievement Status and Growth Reports
2/24/15	MAP Data Goal Setting: Action Plans for Improvement; Class Breakdown Report and Class Reports
2/27/15	Grade Level Data and Planning Meetings; Badger Assessment Introduction
3/10/15	Literacy Strategies (<i>teacher-led</i>); Leadership
4/28/15	Data-Driven Decisions
5/26/15	Records Day
6/9/15	Data Discussion: A Year in Review

Each staff member is evaluated based on informal classroom walk-throughs and formal mid-year and end-of-the-year evaluations. Performance evaluation is described in the 2014–15 *King's Staff Handbook*. Informal and formal classroom observations can be conducted by the principal as a

component of 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 to help improve overall job performance.

4. Hours of Instruction/School Calendar

The regular school day for all students began at 7:40 a.m. and ended at 3:00 p.m. The before-school program began at 7:00 a.m., and afterschool care was provided until 5:30 p.m. The first day of school was August 27, 2014, and the last day of school for student attendance was June 10, 2015, based on the parent/student calendar provided by the school's leadership.

5. Parent and Family Involvement

The King's Academy 2014–15 *Parent/Student Handbook* states that direct communication between parents and teachers promotes understanding. Problems can be solved for the benefit of all when brought to the appropriate source and discussed with the people involved. Parent rights and responsibilities are stated in the handbook.

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

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

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

Parent-teacher conferences were scheduled twice during the year, in October and March. Telephone conferences were accepted as a replacement for in-person conferences and documented on a form.

6. Waiting List

On September 2, 2014, school leadership reported a waiting list of 22 students across all grades. As of May 18, 2015, the school did not have a waiting list for the upcoming fall.

7. Disciplinary Policy

The school's 2014–15 *Parent/Student Handbook* explains the disciplinary policy, including parent and student rights, responsibilities, and expectations; levels of disciplinary actions; prohibited items and activities; bullying; and harassment. Transportation expectations and rules, as well as transportation disciplinary procedures, also are included. The levels of disciplinary action are as follows:

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

The handbook includes a chart with examples and explanations of behavior violations and the minimum and maximum level of disciplinary action. While the school's stated disciplinary policies and procedures do not include a formal in-school suspension policy, the school used in-school suspensions when a student needed to be placed out of the classroom.

8. Activities for Continuous School Improvement and Conditions of Probation

The following describes King's Academy's responses to the activities recommended in the programmatic profile and educational performance report for the 2013–14 academic year.¹¹

- Recommendation: In September conduct a data conference with individual teachers using student MAP test results from the spring of 2014.

Response: The principal instituted an administrator's weekly schedule that includes weekly one-on-one meetings with each teacher, two monthly meetings with the paraprofessional team, and three hours of classroom observation each day. The principal facilitated a whole-staff professional development session on August 14, 2014, using school-wide MAP data from the spring of 2014. Discussion included an understanding of assessment data, what is seen, what do we know, what do we assume, and how do we improve.

This review resulted in the creation of school-wide student achievement and attainment goals in reading and math.

Additionally, lead teachers facilitated grade-level data meetings on August 14, 2014, using the spring of 2014 MAP data. Topics included setting a foundation for true data-driven instruction, homework expectations, grading expectations, and increasing student motivation. The grade-level teams then report out to the principal.

Subsequent professional development and data meetings were held throughout the year. Participants included the principal, teaching staff, and leadership coaches from *Schools That Can Milwaukee*.

- Recommendation: Utilize more coaching and mentoring of teachers by matching returning teachers with new teachers.

Response: Four teachers were selected to serve on the Instructional Leadership Team (ILT), which met every Monday. The ILT members serve as the leaders/mentors of the grade-level teams and function as a liaison between teachers and administration.

¹¹ This information is taken from the school's mid-year report to the CSRC as well as the end-of-the-school-year interview with CRC staff.

- Recommendation: Investigate the cost and probability of hiring outside coaches or mentors for the teachers.

Response: The school reported mid-year that the board of directors approved funding for an academic dean/coach position. At that time the school reported vetting a prospective and promising candidate with experience in data-driven instruction and increasing student achievement. At the beginning of April, the school hired an academic dean to consult with the school 30 hours each month.

- Recommendation: Develop ways to reach parents regarding support of their children's education.

Response: An open house and meet-the-principal night was held August 20, 2014. The principal maintains an open-door policy for all parents and offers parents her personal cell phone number. The principal sends weekly updates to parents via email and attends the Parent Advisory Board meetings every first Monday of the month and PTO meetings every second Tuesday of each month.

Other parent activities were held throughout the year (report card pick-up, mid-year honors and awards night, Black history month showcase). The school also purchased *PowerSchool*, a student information system that gives parents access to the parent portal where they can monitor student progress and communicate with teachers.

- Recommendation: Encourage and train parents to use Compass Learning at home.

Response: During two fifth-grade parent meetings (September and December) and a middle school parent meeting, the principal shared information regarding online access to the Common Core State Standards, Compass Learning, and Khan Academy (a free Internet educational learning resource). Student Compass Learning logins are shared with all parents. Parents are encouraged to have students use Compass Learning at home. The principal receives weekly Compass Learning utilization reports detailing grade-level usage (minutes on task). The school did not provide direct training opportunities for parents.

- Recommendation: Investigate the cost and probability of hiring an RTI coordinator.

Response: An RTI coordinator was not hired. A paraprofessional was hired in March 2015 to assist with the students who needed help. That person floated to different classes in the morning and in the afternoons worked with the five lowest-functioning students in K4 through eighth grade. The paraprofessional provided 30 minutes three times per week of reading support and 30 minutes twice a week of math support.

- Recommendation: Improve the school's systems and procedures for managing database or spreadsheet records as required by CRC, e.g., regarding data that needs to be reported for all special education students and for attendance.

Response: The school reported all information to CRC in a timely and organized fashion at the end of the school year. In May, the principal reported that the school has completed the implementation of PowerSchool and staff will be trained shortly.

Additional Probationary Conditions Required by the CSRC

The CSRC placed King's Academy on probation at its December 16, 2014, meeting. The conditions of probation are stated in the CSRC's letter to the school's leadership dated January 6, 2015. A copy of the letter is included in Appendix G. The extent to which King's Academy has met the conditions follows:

- Condition: Improve the stability of the school's leadership by maintaining at least 80.0% of current administrative and board leadership through the 2014–15 academic year.

Response: The school's principal has remained for the entire 2014–15 academic year; the board of directors membership has remained the same with the addition of one new director during the year. The size of the board increased from nine to 10 members. This condition has been met for the 2014–15 school year.

- Condition: Increase the total points earned for engagement indicators on the scorecard in 2014–15. The total points earned in 2013–14 for these indicators was 19, or 76.0% of the possible 25 points in this area.

Response: During 2014–15 the school earned 20.6 (82.4%) points of the possible 25 points on the engagement section on the scorecard, an increase of 1.6 points over the prior year. This condition has been met.

- Condition: Increase the total points earned for local measures on the scorecard in 2014–15. Total points earned in 2013–14 for all local measures was 9.3, or 62.0% of the possible 15 points.

Response: During 2014–15 the school earned 8.1 (54.0%) of the possible 15 points, a decrease of 1.2 points from the prior year. This condition has not been met.

- Condition: Meet the CSRC expectation that at least 75.0% of the first graders who met the summed score benchmark on the PALS in the spring of 2014 will remain at or above the second grade summed score benchmark in the spring of 2015.

Response: Less than 10 students completed the PALS spring assessment in 2014 as first graders and in 2014–15 as second graders. To protect student identity, CRC does

not report results for fewer than 10 students. The extent to which this condition was met could not be measured.

- Condition: Ensure that all instructional staff hold Wisconsin DPI licenses or permits for each year of operation.

Response: The eighth-grade teacher employed by the school for the entire school year did not hold a DPI license or permit. This condition has not been met.

- Condition: Submit a written explanation, including specific actions taken, to CRC by January 30, 2015, addressing the progress the school has made toward the recommendations for school improvement listed in the 2013–14 Programmatic Profile and Educational Performance report.

Response: The school submitted the report to the CRC. CRC staff forwarded the report to the CSRC, and it was discussed at a subsequent CSRC meeting. This condition was met.

After reviewing the information in this report, and in consultation with the principal during the end-of-school interview on May 18, 2015, CRC recommends that the focus of activities for the 2015–16 school year include the following.

- During the summer of 2015, develop a school culture plan. Involve the academic dean, lead teachers, and parent representatives. Focus on behavioral expectations, incentives, and rewards, as well as consequences for chronic suspensions or referrals to the office.
- Develop and publish a policy regarding in-school suspensions.
- Using MAP data, develop specific plans for documenting, tracking, and meeting the individual needs of students above and below grade level norms in reading and math. This must occur throughout the year to inform teaching strategies and interventions.
- Develop and implement a writing program that will result in significant improvement in the local measures for writing.
- Make the financial commitment to hire experienced teachers with DPI licenses or permits and decrease the necessity of using multiple substitute teachers.

9. Graduation and High School Information

School staff informed parents about high school admission information such as early admissions through the weekly updates sent by the principal. This year, the eighth-grade girls visited St. Joan Antida, an all-girls high school. St. Joan representatives also came to King's Academy. The students' high school admission letters were posted for all to see. This year, 18 eighth-grade students graduated from King's Academy. At the time of this report, the school reported that four students plan to attend Milwaukee Lutheran High School, and two students each plan to attend St. Joan Antida and Wauwatosa West High School. Carmen, Dominican, Marquette University, Messmer, Pulaski, Riverside University, Rufus King, and St. Francis high schools all have one King's Academy graduate registered for the fall. Two students remained undecided.

III. EDUCATIONAL PERFORMANCE

To monitor the performance of King's Academy as it relates to the CSRC contract, a variety of qualitative and quantitative information has been collected at specified intervals during the past several academic years. This year, the school established attendance and parent participation goals as well as goals related to special education student records. In addition, the school identified local and standardized measures of academic performance to monitor student progress.

This year, the local assessment measures included student progress in reading; mathematics; writing skills; and for special education students, IEP progress. The standardized assessment measures used were the Phonological Awareness Literacy Screening (PALS) and the Badger Exam.¹²

¹² The Badger Exam is a Smarter Balanced test aligned with Common Core State Standards.

A. Attendance

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

Attendance data were available for 217 students enrolled during the year. The attendance rate this year was 91.3%, falling short of the school's attendance goal.¹³ When excused absences were included, the attendance rate rose to 93.1%.

This year, 63 students in grade levels ranging from K4 to eighth grade were in out-of-school suspension, and 57 students from all grade levels were in in-school suspension at least once. The 63 students spent, on average, 3.2 days out of school on suspension, and the 57 students spent an average of 1.7 days in school on suspension.¹⁴

B. Parent Participation

At the beginning of the academic year, the school set a goal that at least 90.0% of parents would attend at least one of two formal parent conferences. Phone conferences were documented and counted as attending. Parents of 152 (93.3%) of the 163 students enrolled all year attended at least one of the two conferences, exceeding the school's goal.

¹³ 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.

¹⁴ The school does not have an official in-school suspension policy. Students were removed from class for disciplinary issues that warranted removal from class, but did not warrant out-of-school suspension.

C. Special Education Needs

King's Academy set a goal to develop and maintain records for all special education students this year. The school's data on special education were provided in a timely manner and indicated that IEPs were completed for all 25 students with special education needs. CRC conducted a review of a representative number of files during the year; those files demonstrated that students had current evaluations indicating their eligibility for special education services, IEPs were reviewed in a timely manner, and parents were invited to develop and be involved in their children's IEPs.

D. Local Measures of Educational Performance

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

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

MAP is a series of tests that measure student skills in reading, math, and language usage. The test yields an RIT (Rasch Unit) scale that shows student understanding, regardless of grade level, which allows easy comparison of students' progress from the beginning of the year to the end of year and/or

from one year to the next. Results provide educators with information necessary to build curriculum to meet their students' needs.

Student progress can be measured by comparing each student's performance to nationally normed scores for his/her grade level. In 2008 and 2011, the Northwest Evaluation Association (NWEA) conducted a norming study using data from school districts all over the country.¹⁵ The association calculated a normative mean, or national average, score for the fall, winter, and spring administrations of each MAP test for each grade level. For example, on a national level, fifth-grade students scored, on average, 207 RIT points on the fall MAP reading test and 212 points on the spring MAP reading test, for an overall improvement of five points. On the math test, fifth graders scored, on average, 213 points on the fall test and 221 points on the spring test, for an overall improvement of eight points.¹⁶ Using these national averages, teachers and parents can determine whether students are above, at, or below the national average score for all students in the same grade level at each test administration. For example, if a third grader scored 175 points at the beginning of the year, he/she was functioning below the national average for his/her grade level; the student was functioning within the range of a first or second grader. National average scores for each grade level are presented in Table 1.¹⁷

¹⁵ King's Academy used the Common Core-aligned version of MAP. Because the 2011 norms are carefully constructed to be independent of any specific test, the 2011 norms apply to NWEA Common Core-aligned MAP tests.

¹⁶ Scores are rounded to the nearest whole number for analysis.

¹⁷ <http://www.nwea.org/support/article/normative-data-2011>

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

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

Progress for students at or above grade-level national average in the fall of 2014 was measured by determining whether the student was able to again score at or above the grade-level national average at the time of the spring test (basically, this examination indicates if students who are functioning at or above grade level improved, on average, the same as their national counterparts).

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

1. Reading Performance Based on Measures of Academic Progress

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

Both the fall and spring MAP reading tests were completed by 130 first- through eighth-grade students.¹⁸ At the time of the fall test, 54 (41.5%) students were at or above the national average (i.e., normative mean) for their grade level (Table 2). Progress for students at or above the average as well as those below is described below.

Table 2					
King’s Academy					
Local Measures of Academic Progress: MAP Reading Assessment					
Student Scores Relative to the National Average					
Fall 2014					
Grade Level	N	Students at or Above National Average (Normative Mean) Fall 2014		Students Below National Average (Normative Mean) Fall 2014	
		N	%	N	%
1st	16	12	75.0%	4	25.0%
2nd	14	5	35.7%	9	64.3%
3rd	17	5	29.4%	12	70.6%
4th	15	3	20.0%	12	80.0%
5th	17	7	41.2%	10	58.8%
6th	16	7	43.8%	9	56.3%
7th	16	4	25.0%	12	75.0%
8th	19	11	57.9%	8	42.1%
Total	130	54	41.5%	76	58.5%

¹⁸ The reading tests also were administered to an additional 15 K5 students (eight of whom were above the national average), but these students are not included in the school’s local measure goal.

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

Of the 54 students at or above the normative average for their grade level on the fall test, 29 (53.7%) remained at or above the normative mean on the spring test (Table 3), falling short of the school’s goal of 75.0%. To protect student identity, CRC does not report results for fewer than 10 students; therefore, grade-level results were not included for some grade levels.

Table 3			
King’s Academy			
Local Measures of Academic Progress: MAP Reading Assessment			
Progress for Students at or Above the National Average in Fall 2014			
Fall 2014 to Spring 2015			
Grade Level	Students at or Above National Average Fall 2014	Students Maintained at or Above National Average Spring 2015	
		N	%
1st	12	5	41.7%
2nd	5	Cannot report due to <i>n</i> size	
3rd	5	Cannot report due to <i>n</i> size	
4th	3	Cannot report due to <i>n</i> size	
5th	7	Cannot report due to <i>n</i> size	
6th	7	Cannot report due to <i>n</i> size	
7th	4	Cannot report due to <i>n</i> size	
8th	11	7	63.6%
Total	54	29	53.7%

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

On the fall test, 76 students scored less than the national average for their current grade level. By the time of the spring test, three (3.9%) had reached the national average reading score for their current grade level, and 30 (41.1%) had reached the spring national average reading score for their

functional grade level. This represents a total growth rate of 43.4% for first- through eighth-grade students, falling short of the school’s goal of 60.0% (Table 4).

Table 4							
King’s Academy							
Local Measures of Academic Progress: MAP Reading Assessment							
Progress for Students Below the National Average in Fall 2013							
Fall 2014 to Spring 2015							
Grade Level	Students Below National Average on MAP Reading Test Fall 2014	Students Who Reached National Average for Their Current Grade Level Spring 2014		Students Who Did Not Reach Grade Level Average in Spring but Met the National Average for the Functional Grade Level Tested at in Fall 2014		Overall Progress of Students Below National Average on Fall 2014 MAP Reading Test	
	N	N	%	N	%	N	%
1st	4	Cannot report due to <i>n</i> size					
2nd	9	Cannot report due to <i>n</i> size					
3rd	12	0	0.0%	5	41.7%	5	41.7%
4th	12	0	0.0%	6	50.0%	6	50.0%
5th	10	1	10.0%	2	20.0%	3	30.0%
6th	9	Cannot report due to <i>n</i> size					
7th	12	0	0.0%	3	25.0%	3	25.0%
8th	8	Cannot report due to <i>n</i> size					
Total	76	3	3.9%	30	39.5%	33	43.4%

Overall, 62 (47.7%) of 130 students met their local measure goals in reading.¹⁹

2. Math Performance Based on Measures of Academic Progress

The school’s goal for MAP math results was for at least 75.0% of the students who scored at or above the national average for their current grade in the fall would remain at or above in the spring.

¹⁹ Calculation for the scorecard was determined by adding the number of students who maintained at or above the national average for their grade level in the spring as well as those students tested below the national average in the fall who either met their national average on the spring test or met the national average for the functional grade level tested at in the fall.

For students scoring below their grade level in the fall, at least 60.0% would reach either the national average for their current grade or the national average for their functional grade at which they tested in the fall. The following sections describe results of the MAP tests for students at King’s Academy.

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

Both the fall and spring MAP math tests were completed by 130 first- through eighth-grade students.²⁰ At the time of the fall test, 22 (16.9%) students were at or above the national average for their current grade level (Table 5). Progress for students at or above the average as well as those below is described below.

Table 5					
King’s Academy					
Local Measures of Academic Progress: MAP Math Assessment					
Student Scores Relative to National Average					
Fall 2014					
Grade Level	N	Students at or Above National Average Fall 2014		Students Below National Average Fall 2014	
		N	%	N	%
1st	16	3	18.8%	13	81.3%
2nd	14	4	28.6%	10	71.4%
3rd	17	1	5.9%	16	94.1%
4th	15	1	6.7%	14	93.3%
5th	17	2	11.8%	15	88.2%
6th	16	4	25.0%	12	75.0%
7th	16	2	12.5%	14	87.5%
8th	19	5	26.3%	14	73.7%
Total	130	22	16.9%	108	83.1%

²⁰ The math tests also were administered to 14 K5 students (four of whom were above the national average), but these students are not included in the school’s local measures goal.

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

Of the 22 students at or above the normative average for their grade level on the fall test, 12 (54.5%) remained at or above the normative mean for their current grade level or above on the spring test, falling short of the school’s goal of 75.0%. To protect student identity, CRC does not report results for fewer than 10 students; therefore, results are not presented by grade level.

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

On the fall test, 108 students scored less than the national average for their current grade level. By the time of the spring test, 10 (9.3%) had reached the national math score for their current grade level, and 56 (51.9%) had reached the national math score for the functional grade level at which they tested in the fall. This represents an overall growth rate of 61.1%, exceeding the school’s goal of 60.0%.

Table 6 King’s Academy Local Measures of Academic Progress: MAP Math Assessment Progress for Students Below the National Average in Fall 2013 Fall 2014 to Spring 2015							
Grade Level	Students Below National Average on MAP Math Test Fall 2014	Students Who Reached National Average for Their Current Grade Level Spring 2015		Students Who Did Not Reach Grade Level-Average in Spring but Met the National Average for the Functional Grade Level Tested at in Fall 2014		Overall Progress of Students Below National Average on Fall 2014 MAP Math Test	
	N	N	%	N	%	N	%
1st	13	3	23.1%	10	76.9%	13	100.0%
2nd	10	1	10.0%	8	80.0%	9	90.0%
3rd	16	2	12.5%	9	56.3%	11	68.8%
4th	14	1	7.1%	5	35.7%	6	42.9%
5th	15	2	13.3%	4	26.7%	6	40.0%

Table 6 King's Academy Local Measures of Academic Progress: MAP Math Assessment Progress for Students Below the National Average in Fall 2013 Fall 2014 to Spring 2015							
Grade Level	Students Below National Average on MAP Math Test Fall 2014	Students Who Reached National Average for Their Current Grade Level Spring 2015		Students Who Did Not Reach Grade Level-Average in Spring but Met the National Average for the Functional Grade Level Tested at in Fall 2014		Overall Progress of Students Below National Average on Fall 2014 MAP Math Test	
	N	N	%	N	%	N	%
6th	12	1	8.3%	7	58.3%	8	66.7%
7th	14	0	0.0%	7	50.0%	7	50.0%
8th	14	0	0.0%	6	42.9%	6	42.9%
Total	108	10	9.3%	56	51.9%	66	61.1%

Overall, 78 (60.0%) of 130 students met their local measure goals in math.²¹

3. Writing Performance Based on Lucy Calkin's Rubrics for Writing

King's Academy assessed student writing skills using Lucy Calkin's Rubrics for Writing model. Students in first through eighth grades completed writing samples in the fall and spring of the school year. Writing prompts were the same for both samples and based on grade-level topics with a focus on structure, development, and language conventions. Students received a total scaled score based on how they performed on each of the specific topics. The school's goal was for 80.0% of students who completed a fall writing sample to improve by at least one score on the spring writing sample.

In the fall of 2013, 113 students completed a writing sample; 96 of those students also completed a spring writing sample. Of the 96 students, 17 (17.7%) improved by at least one score on

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

the spring writing sample (Table 7). This fails to meet the school’s internal goal of 80.0%. The rubric includes a scaled score range from 1.0 to 4.0. Changes in scores for King’s Academy students ranged from a decrease of 1.4 points from the fall to spring to improving 2.0 points from the fall to the spring.

Table 7			
King’s Academy			
Local Measures of Academic Achievement: Lucy Calkin’s Rubrics for Writing			
2014–15			
Grade	N	Met Writing Goal	
		N	%
1st	16	0	0.0%
2nd	13	6	46.2%
3rd	12	4	33.3%
4th	15	2	13.3%
5th	5	Cannot report due to <i>n</i> size	
6th	9	Cannot report due to <i>n</i> size	
7th	12	2	16.7%
8th	14	3	21.4%
Total	96	17	17.7%

4. IEP Progress for Special Education Students

The school also set a goal that all students with IEPs who were enrolled at King’s Academy for the full year of IEP service would meet at least 60.0% of their IEP goals at the time of their annual review or re-evaluation. At the end of the school year, 25 students with special education needs were enrolled. IEPs were created for all 25 students. Of the 25 students, 18 were enrolled at King’s Academy and received special education services during 2013–14; the school was responsible for reviewing and tracking IEP goal progress for these students. Students had between two and six goals. Nearly all (15,

or 88.2%) of the 17 students met at least 60.0% of their IEP goals during the 2014–15 school year.²² The school was close to reaching its goal relating to special education students.

E. External Standardized Measures of Educational Performance

In 2014–15, DPI required that all schools administer PALS assessments to K4 through second graders, the Badger Exam to third through eighth graders, and the WKCE science and social studies tests to fourth- and eighth-grade students.²³ These tests and results are described in the following sections.

1. PALS for K4 Through Second Graders

Beginning in 2014–15, DPI required that all students in K4 through second grade take the PALS assessment in the fall and spring of the school year. PALS aligns with both the Common Core English standards and the Wisconsin Model Early Learning Standards.

There are three versions of the PALS assessment: the PALS-PreK for K4 students, the PALS-K for K5 students, and the PALS 1–3 for students in first through third grades.²⁴ The PALS-PreK includes five required tasks (name writing, uppercase alphabet recognition, beginning sound awareness, print and word awareness, and rhyme awareness). There are two additional tasks (lowercase alphabet recognition and letter sounds) that students complete only if they reach a high enough score on the uppercase alphabet task. Finally, there is one optional task (nursery rhyme awareness) that schools can

²² Data were missing for one student regarding the number of goals met on his previous IEP and therefore was excluded from the analysis.

²³ Per the contract with CSRC, the school will administer all tests required by DPI within the timeframe specified by DPI; this includes the PALS. The timeframe for the fall PALS assessment was October 13 to November 7, 2014, for K4 and K5 students and September 15 to October 10, 2014, for first graders. The spring testing window was April 27 to May 22, 2015, for all grade levels. The timeframe for the Badger Exam was April 13 to May 23, 2015. The timeframe for the WKCE science and social studies tests were October 27 to November 27, 2014.

²⁴ Although the PALS 1–3 can be used for students in third grade, DPI only requires the test for K4 through second graders; third-grade students are tested using the Badger Exam.

choose to administer or not. Because this latter task is optional, CRC will not report data on nursery rhyme awareness.

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

For the PALS-K and PALS 1–3, specific task scores are summed for an overall summed score. For the PALS 1–3, the fall and spring summed scores are calculated using different task combinations. The summed score is then compared to benchmarks set for each grade level and test administration. Reaching or surpassing the benchmark is not an indicator that the student is reading at grade level; the benchmark simply helps teachers identify which students may have difficulty learning to read. For example, if the student’s summed score is below the designated benchmark for their grade level and test administration, the student is identified as requiring additional instruction to master basic literacy skills.²⁵ Students who are at or above the benchmark have the basic skills required to, with targeted instruction, continue learning to read without intervention. Teachers may use PALS assessment results to help plan classroom reading and spelling instruction according to student needs.

There is no similar summed score or set benchmarks for the PALS-PreK. Because students enter K4 with different levels of exposure to books, letters, and sounds, the purpose of the PALS-PreK is to learn students’ abilities as they enter K4 in the fall. In the spring, developmental ranges for each

²⁵ Information retrieved from <http://www.palswisconsin.info>

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

a. *PALS-PreK*

There were 20 K4 students who completed the PALS-PreK in the fall and 17 who completed the spring assessment; 17 students completed both. Although the spring developmental ranges relate to expected age-level development by the time of the spring semester, CRC applied the ranges to both test administrations to see if more students were at or above the range for each test by the spring administration. The number of students at or above the developmental range increased for each task from fall to spring (Table 8). By the time of the spring assessment, all 17 (100.0%) students who completed both tests were at or above the developmental range for five or more tasks; 16 (94.1%) were at or above the range for all seven tasks (not shown).

Table 8				
King's Academy				
PALS-PreK for K4 Students				
Students at or Above the Spring Developmental Range				
2014-15				
(N = 17)				
Task	Fall		Spring	
	N	%	N	%
Name writing	15	88.2%	16	94.1%
Uppercase alphabet recognition	16	94.1%	17	100.0%
Lowercase alphabet recognition	14*	93.3%	17	100.0%
Letter sounds	12*	80.0%	17	100.0%
Beginning sound awareness	14	82.4%	17	100.0%
Print and word awareness	11	64.7%	17	100.0%
Rhyme awareness	10	58.8%	16	94.1%

*Of the 17 students, 15 qualified to complete the lowercase and letter sound tasks in the fall, based on their performance on uppercase alphabet recognition.

b. PALS-K and PALS 1-3

As mentioned above, each of these tests has a summed score benchmark for the fall and spring (Table 9). The fall and spring summed score benchmarks are calculated using different task combinations. Therefore, the spring benchmark may be lower than the fall benchmark. Additionally, student benchmark status is only a measure of whether the student is where he/she should be developmentally to continue becoming a successful reader; results from fall to spring should not be used as a measure of individual student progress.

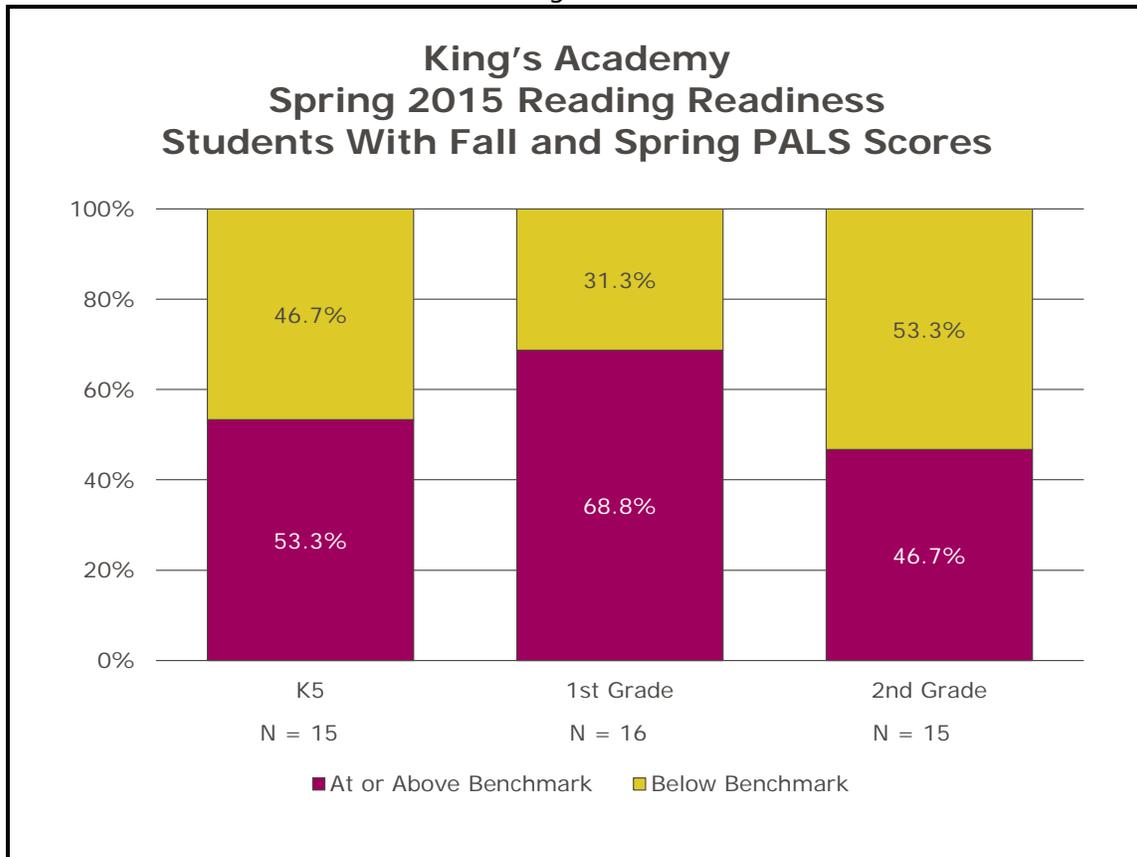
Table 9		
King's Academy		
PALS-K and PALS 1-3 Summed Score Benchmarks		
PALS Assessment	Fall Benchmark	Spring Benchmark
PALS-K	28	81
PALS – 1st Grade	39	35
PALS – 2nd Grade	35	54

CRC first examined reading readiness for any student who completed the fall or spring tests. For each grade level, a larger percentage of students who completed the fall test were at the fall benchmark compared to the percentage of students who completed the spring test (Table 10).

Table 10			
King's Academy			
Reading Readiness for K5 and 1st Graders			
Fall 2014 and Spring 2015			
Grade Level and Test Period	N	Students at Or Above Benchmark	
		N	%
K5			
Fall	21	18	85.7%
Spring	16	9	56.3%
1st Grade			
Fall	19	17	89.5%
Spring	17	11	64.7%
2nd Grade			
Fall	17	12	70.6%
Spring	16	7	43.8%

Next, CRC looked at spring benchmark status for students who had completed both the fall and spring assessments: 15 K5 students, 16 first graders, and 15 second graders. At the time of the spring assessment, 53.3% of K5 students, 68.8% of first graders, and 46.7% of second graders were at or above the spring summed score benchmark for their grade level (Figure 2).

Figure 2



2. Badger Exam for Third Through Eighth Graders²⁶

The Badger Exam is Wisconsin’s Common Core State Standards assessment. The assessment was developed by the Smarter Balanced Consortium, one of two national, state-led consortia tasked with developing “next-generation” assessments aligned to the Common Core State Standards for English/language arts and math. The Consortium was awarded federal funding in 2010 to develop the new assessment by the 2014–15 school year. The Badger Exam replaces the English, reading, and language arts sections of the Wisconsin Knowledge and Concepts Exam, which had previously been used to measure student progress on Wisconsin model academic standards in those areas. The Badger Exam includes a summative assessment which measures student progress on Common Core content as well as progress toward college and career readiness. It includes sections for English/language arts and math.

The Badger Exam is administered on computers and is a computer-adaptive test, which means that, based on student responses, it adjusts the difficulty of questions as the student moves through the items. The benefit of these adaptive tests is that they give students, teachers, and parents better information about which skills the student has mastered.²⁷

Each student receives a four-digit scale score from 2000 to 3000 for each of the English/language arts and math assessments. The scale scores represent a continuous vertical scale that increases across grade levels. The scale score demonstrates student current achievement and can be used to track growth over time.²⁸ Based on initial field test results, the Smarter Balanced Consortium developed achievement levels. Based on each student’s scale scores, each will be placed into an achievement level ranging from one to four (1 = below basic; 2 = basic; 3 = proficient;

²⁶ Information taken from the Wisconsin Department of Public Instruction and Smarter Balanced websites. For more information, visit <http://oea.dpi.wi.gov> and <http://www.smarterbalanced.org>.

²⁷ The adaptive components of the Badger Exam were not ready for the 2014–15 school year. All students completed the same set of questions for both the English/language arts and math tests.

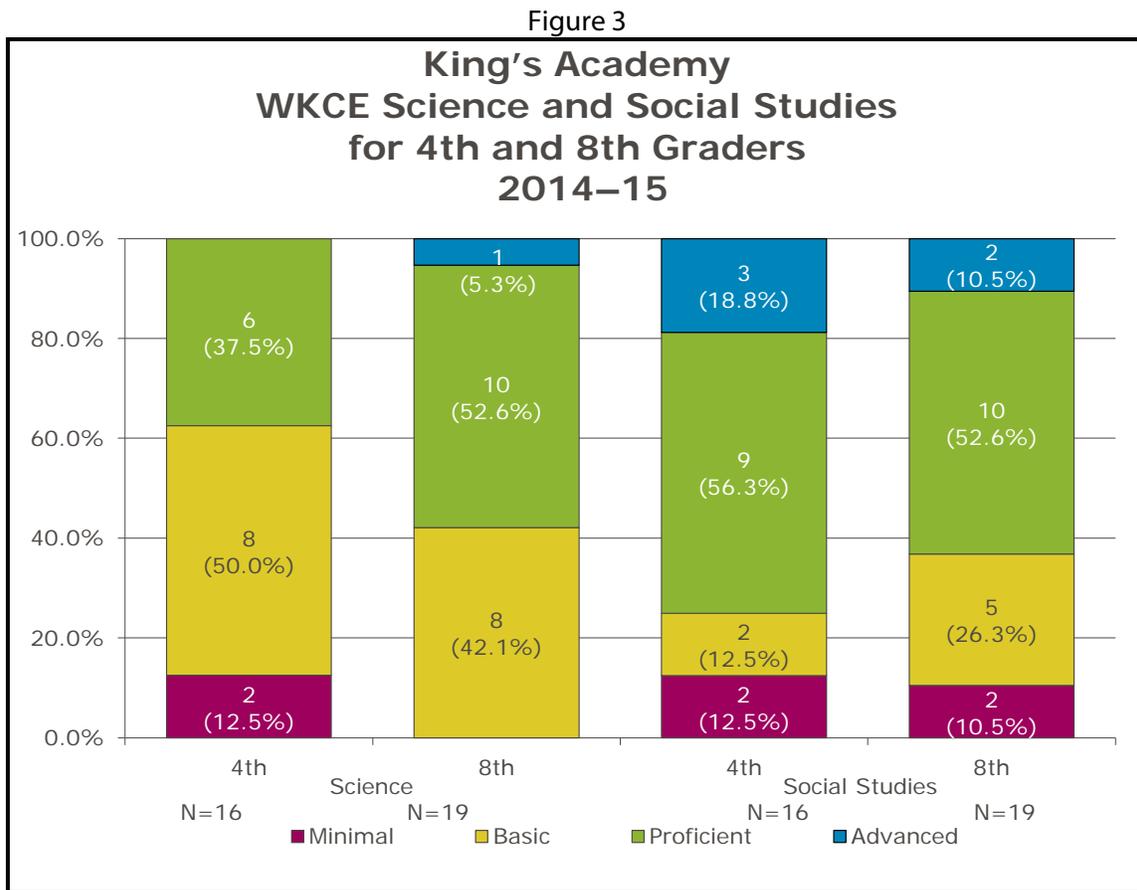
²⁸ <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/11/Interpretation-and-Use-of-Scores.pdf>

4 = advanced) that describes their knowledge and skills in that area. Classification into such achievement levels is a federal requirement under the No Child Left Behind Act.

The Badger Exam was first administered in the spring during the last eight weeks of the 2014–15 school year. DPI has embargoed Badger Exam results until September or October 2015. This means that, although schools and districts may share individual student test results with parents, they are not allowed to release summary test results until the embargo is lifted. Due to the embargo, Badger Exam results will not be included in the 2014–15 monitoring reports until such time as the embargo is lifted. At that time, results will be shown in an appendix of this report or in a separate addendum. Additionally, it is important to note that even after Badger Exam results are made available to the public, they will not be used by the CSRC this year to evaluate school performance or progress.

3. WKCE Science and Social Studies Assessments for Fourth and Eighth Graders

Although the WKCE English, reading, and math tests were replaced by the Badger Exam, students in the fourth, eighth, and tenth grades are still required to take the WKCE science and social studies assessments to measure student progress in these subjects. The results for each of the assessments for the fourth and eighth grades are shown in Figure 3.



F. Multiple-Year Student Progress

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. Year-to-year progress/performance expectations apply to all students with scores in consecutive years. In the fall of 2013, students in K4 through second grade began taking the PALS

reading assessment. The PALS summed score benchmark is intended to show teachers which students require additional reading assistance, not to be used as an indicator that the student is reading at grade level. Additionally, there are three versions of the test (the PALS PreK, PALS, and PALS 1–3), which include different formats, sections, and scoring. For these reasons, an examination of PALS results from one test to another provides neither a valid nor a reliable measure of student progress. Therefore, CRC examined results for students who were in the first grade in 2014 and second grade in 2015 who had taken the PALS 1–3 during two consecutive years. The CSRC’s proposed performance expectation is that at least 75.0% of students who were at or above the summed score benchmark in first grade will remain at or above the summed score benchmark as second graders in the subsequent school year. This year, year-to-year reading readiness will be used as baseline data to confirm that expectation.

Prior to this year, the WKCE was used to measure year-to-year progress for students in grades four through eight. Since this is the first year the Badger Exam was administered, 2014–15 results will be used as baseline data to measure student progress from 2014–15 to 2015–16; results will be available at that time.

1. Year-to-Year Reading Readiness for Students

There were less than ten students who completed both the PALS spring assessment in 2014 as first graders and in 2015 as second graders. To protect student identity, CRC does not report results for fewer than 10 students.

2. Fourth- Through Eighth-Grade Badger Exam

This is the first year that the Badger Exam was administered. Year-to-year results will not be available until the next school year.

G. CSRC School Scorecard

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

In 2014, CSRC approved a new scoring system in order to make the scorecard percentages more meaningful and provide schools with greater opportunities to exhibit improvement. The new scoring system is based on the following scale.

A	93.4–100%	C	73.3–76.5%
A–	90.0–93.3%	C–	70.0–73.2%
B+	86.6–89.9%	D+	66.6–69.9%
B	83.3–86.5%	D	63.3–66.5%
B–	80.0–83.2%	D–	60.0–63.2%
C+	76.6–79.9%	F	0.0–59.9%

The percentage score is still translated into a school status level as in previous years, with small changes to the status level cut scores. The previous and newly adopted cut scores are shown in Table 11.

Table 11		
City of Milwaukee		
Educational Performance Rating Scale for Charter Schools		
School Status	Scorecard Total %	
	Previous	Scale Adopted 8/12/14
High Performing/Exemplary	100–85%	83.3–100% (B to A)
Promising/Good	84–70%	70.0–83.2% (C– to B–)
Problematic/Struggling	69–55%	60.0–69.9% (D– to D+)
Poor/Failing	54% or less	0.0–59.9% (F)

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

The CSRC also approved a new pilot scorecard that will be tested this year. The pilot scorecard includes new measures that reflect changes to the standardized tests during the past couple of years (the Stanford Diagnostic Reading Test [SDRT] to PALS and WKCE to the Badger Exam).²⁹ The pilot scorecard also includes changes to the maximum point values for some of the measures. For example, local measure results are each worth a maximum of 3.75 points on the 2014–15 scorecard, but are

²⁹ The SDRT was administered to students in grades 1–3 up through the 2012–13 school year; it was discontinued in 2013–14 and replaced with the PALS reading assessment.

worth a maximum of 6.25 points on the pilot scorecard. Other point changes were made to some of the standardized test measures (full versions of both the 2014–15 and pilot scorecards are available in the appendices of this report). The primary reason for these changes was to make both the high school and elementary scorecards have the same values awarded to a single standard test. For the elementary scorecard, that is the Badger Exam and for the high schools, the ASPIRE/ACT series. This revision resulted in additional weight being given to students' annual academic progress as measured by a school's local measures.

This year, CRC calculated the King's Academy scorecard using both the 2014–15 and the pilot scorecard versions. The score based on the 2014–15 scorecard will be used to determine the school's rating for the 2014–15 school year. Because the pilot scorecard includes the results of the Badger Exam, CRC will not include pilot scorecard results until the DPI Badger Exam embargo is lifted. At that time, the pilot scorecard will be added to the appendix of this report or will be reproduced in a separate addendum. Pilot scorecard results will be used as baseline information for comparison with 2015–16 results, if applicable. King's Academy scored 68.8% (D+) on the scorecard, which again places the school at the problematic/struggling level. This compares with scores of 67.0% (in the Problematic/Struggling range) for the 2013–14 school year, 68.8% in 2012–13, 67.5% in 2011–12, and 62.2% in 2010–11.³⁰ See Appendix D for school scorecard information.

H. DPI School Report Card

DPI did not produce report cards for any schools for the 2014–15 school year.³¹

³⁰ Note that the 2014–15 scorecard includes PALS results; this differs from previous years. Additionally, due to the shift in standardized tests, WKCE results were not available this year, so the scorecard percentage is based on the measures that were available at the time of this report.

³¹ In May 2015, the Wisconsin legislature passed SB 67, which prohibits DPI from issuing school accountability reports for the 2014–15 school year.

IV. SUMMARY AND RECOMMENDATIONS

This report covers the fifth year of operation of King's Academy as a City of Milwaukee charter school. King's Academy met all but one of the educational provisions specified in its contract with the City of Milwaukee.

- The school did not meet the requirement that all instructional staff held DPI licenses or permits to teach. This year, the eighth-grade teacher employed by the school the entire year did not hold a DPI license or permit.

Regarding the school's status on the CSRC scorecard, for the fifth year in a row, King's Academy's scorecard level remained at Problematic/Struggling. This year, King's achieved 68.8% of the possible scorecard points, compared to 67.0% on the 2013–14 scorecard, 68.8% for 2012–13, 67.5% for 2011–12, and 62.2% for 2010–11.

Regarding the school's performance on the conditions of probations, the school failed to meet two condition of probation:

- Increase the total points earned for local measures on the scorecard in 2014–15.
- Ensure that all instructional staff hold Wisconsin DPI licenses or permits for each year of operation.

Because of the school's five-year problematic/struggling status on the multiple measure scorecard; the school's consistently poor results in the reading, math, and writing local measures; as well as the school's inability to ensure that all teachers have a DPI license or permit, CRC recommends that King's Academy continue probationary status until all of the contractual and probationary criteria are met. In addition, CRC recommends that the CSRC consider rescinding the school's contract after its sixth year of operation, in June of 2016.

Appendix A

Contract Compliance Chart

Table A
King's Academy
Overview of Compliance for Education-Related Contract Provisions
2014–15

Section of Contract	Education-Related Contract Provision	Report Page Number(s)	Contract Provisions Met or Not Met?
Section I, B	Description of educational program; student population served.	pp. 3–6	Met
Section I, V	Charter school shall operate under the days and hours indicated in the calendar for the 2014–15 school year and provide CSRC with a school year calendar prior to the conclusion of the preceding school year.	p. 11	Met
Section I, C	Educational methods.	p. 3	Met
Section I, D	Administration of required standardized tests.	pp. 29–37	Met
Section I, D	Academic criterion #1: Maintain local measures showing pupil growth in demonstrating curricular goals in reading, writing, math, and special education goals.	pp. 19–29	Met
Section I, D and subsequent memos from CSRC	Academic criterion #2: Year-to-year achievement measures. Year-to-year results were not available this year.	Not applicable	Not applicable
Section I, D	Academic criterion #3: Year-to-year achievement measures: Progress for students below grade level or proficiency level was not available this year.	Not applicable	Not applicable
Section I, E	Parental involvement.	pp. 11–12	Met
Section I, F	Instructional staff hold a DPI license or permit to teach.	pp. 8–9	Not Met*
Section I, I	Pupil database information.	pp. 5–8	Met
Section I, K	Disciplinary procedures.	pp. 12–13	Met

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

Appendix B

Student Learning Memorandum

Student Learning Memorandum for King's Academy

To: Children's Research Center and Charter School Review Committee
From: King's Academy
Re: Learning Memo for the 2014–15 Academic Year
Date: December 1, 2014

Note: This memorandum of understanding includes the *minimum* measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC) to monitor and report students' academic progress. These outcomes have been defined by the leadership and/or staff at the school in consultation with staff from the Children's Research Center (CRC) and the CSRC. The school will record student data in Headmaster and/or Excel spreadsheets and provide the data to CRC, the educational monitoring agent contracted by the CSRC. Additionally, paper test printouts or data directly from the test publisher will be provided to CRC for all standardized tests. All required elements related to the outcomes below are described in the Data Requirements section of this memo. CRC requests electronic submission of year-end data on the fifth working day following the last day of student attendance for the academic year, or June 16, 2015.

Enrollment

The school will record enrollment dates for every student. Upon admission, individual student information and actual enrollment date will be added to the school's database. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Termination/Withdrawal

The exit date and reason for every student leaving the school will be determined and recorded in the school's database. A specific reason(s) for each expulsion is required for each student. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Attendance

The school will maintain appropriate attendance records. The school will maintain an average daily attendance rate of 93%. King's Academy considers a student present if the student attends any time during the day. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Parent/Guardian Participation

Parents of at least 90% of students enrolled from the third Friday of September through the fourth parent conference date will attend at least one of two formal parent conferences. Phone conferences, home visits, and alternative meeting times will be counted as attending. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Special Education Needs Students

The school will maintain updated records on all students who received special education services at the school, including students who were evaluated but not eligible for services. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Academic Achievement: Local Measures³²

Reading and Mathematics, First Through Eighth Grades

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

Reading

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

Math

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

Writing, First Through Eighth Grades

Using the Lucy Calkin's Rubrics for Writing, 80% of students who completed a writing sample between October 31 and November 15, 2014, will improve by one score on a writing sample taken between May 15 and 31, 2015.³³ The prompt for both writing samples will be comparable and based on grade-level topics. The genre for first through fourth grades will be reflective narrative; for fifth through eighth grades, it will be persuasive.³⁴

Special Education, K4 Through Eighth Grades

All students with active individualized education programs (IEPs) who have been enrolled at King's Academy for a full year of IEP services will meet at least 60% of their IEP goals at the time of their

³² Local measures of academic achievement are classroom- or school-level measures that monitor student progress throughout the year (formative assessment) and can be summarized at the end of the year (summative assessment) to demonstrate academic growth. They are reflective of each school's unique philosophy and curriculum. The CSRC requires local measures of academic achievement in the areas of literacy, mathematics, writing, and IEP goals.

³³ Students who score 4s in both the fall and spring will be counted as having met this goal.

³⁴ Writing genres include expository, descriptive, persuasive, and narrative.

annual review or reevaluation. Progress will be demonstrated by reporting the number of goals on the IEP and the number of goals 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 Phonological Awareness Literacy Screening for K4 Through Second-Grade Students³⁵

The Phonological Awareness Literacy Screening (PALS) will be administered to all K4 through second-grade students in the fall and spring of each school year within the timeframe required by the Wisconsin Department of Public Instruction (DPI).

Smarter Balanced for Third- Through Eighth-Grade Students

The Smarter Balanced assessment will be administered on an annual basis in the timeframe identified by DPI (i.e., spring of 2015). The English/language arts assessment will provide each student with a proficiency level via a scale score in reading, and the math assessment will provide each student with a proficiency level via a scale score in math. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Wisconsin Knowledge and Concepts Examination for Fourth- and Eighth-Grade Students

The Wisconsin Knowledge and Concepts Examination (WKCE) science and social studies assessments will be administered to fourth- and eighth-grade students in the fall timeframe identified by DPI. Specific data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Year-to-Year Achievement:³⁶

1. CRC will begin reporting Smarter Balanced assessment results in the 2014–15 annual school reports. The 2015 spring data will be baseline data, used by the CSRC to set expectations for performance in subsequent years. If possible, beginning in the 2015–16 school year, CRC will also report year-to-year progress for students who completed the assessments in consecutive school years at the same school. When year-to-year data are available, CSRC will set its expectations for student progress, which will be effective for all subsequent years.
2. CRC will report PALS results in the 2014–15 annual school reports. The 2014 spring data will be used as baseline data. The CSRC expectation for students maintaining reading readiness is:

At least 75% of the first graders that met the summed score benchmark in the spring will remain at or above the second-grade summed score benchmark in the spring of the subsequent year.

³⁵ Students who meet the summed score benchmark have achieved a level of minimum competency and can be expected to show growth given regular classroom literacy instruction. This does not guarantee that the student is at grade level. (Information taken from DPI website.)

³⁶ The CSRC will not have year-to-year achievement measurements for students in K4 and K5.

Learning Memo Data Requirements

CRC developed the data requirements to clarify the data collection and submission process related to each of the outcomes stated in the school's learning memo for the 2014–15 academic year. Additionally, important principles applicable to all data collection must be followed.

1. CRC requires an enrollment document that **includes any student enrolled at any time during the school year**. This includes students who enroll after the first day of school and students who withdraw before the end of the school year.
2. Each student's unique WSN and name must be included in each data file.
3. CRC requires individual student data for each measure. Aggregate data (e.g., 14 students scored 75%, or the attendance rate was 92%) will not be accepted as an alternative to individual student records.
4. Data formatting requirements include the following.
 - Each item listed in the grid below represents a required data element and should be presented as a separate column in the data spreadsheet (e.g., Excel).
 - Each column in the spreadsheet must have a clear, understandable heading.
 - Shading and other formatting to denote benchmarks, proficiency levels, or other data-related elements cannot be used in place of actual data. CRC uses these data spreadsheets to calculate student performance on each measure. Shading and other similar formatting cannot be read into the statistical program used by CRC.
 - Codes entered into the data (e.g., F, R, and P for lunch status) must be spelled out, even if their meanings seem obvious.
5. Consider using an additional "comments" column in the spreadsheet to provide details or explanations about the data in that sheet or for specific students.

End-of-the-year data is due no later than the fifth working day after the end of the second semester, or June 16, 2015.

Staff person(s) responsible for year-end data submission to CRC: Shannon McCoy

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
Enrollment and Termination	<p>The following data elements are required for each student enrolled at any time during the year.</p> <ul style="list-style-type: none"> • WSN • Local student ID • Student name • Grade • Gender • Race/ethnicity • Free/reduced lunch status (free, reduced, not eligible) • Enrollment date <ul style="list-style-type: none"> » If available, the first date the student ever attended the school (if student attended during a previous school year, then withdrew and reenrolled in a subsequent year, use the most recent enrollment date) » If first date ever is not available, first day student was enrolled for the current school year • Termination/withdrawal date, if applicable • Termination/withdrawal reason, if applicable (if the student was expelled, please provide reason). The school will use the following withdrawal codes: <ul style="list-style-type: none"> 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 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 	Spreadsheet designed by school	Denisse Westbrook
Attendance	<p>The following data elements are required for each student enrolled at any time during the year.</p> <ul style="list-style-type: none"> • WSN 	Spreadsheet designed by school	Shannon McCoy

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> • Student name • Number of days expected attendance • Number of days attended • Number of days excused absence • Number of days unexcused absence • Number of times out-of-school suspension • Number of days out-of-school suspension • Number of times in school on suspension • Number of days in school on suspension 		
Parent Participation	<p>The following data elements are required for each student enrolled at any time during the year.</p> <ul style="list-style-type: none"> • WSN • Student name • Attended conference 1 (Yes, No, or N/E [not enrolled at the time of the conference]) • Attended conference 2 (Yes, No, or N/E) • Attended conference 3 (Yes, No, or N/E) <p>Note that in-person conferences at the school, phone conferences, home visits, and alternative meeting times will be counted as attending.</p>	Spreadsheet designed by school	Shannon McCoy
Special Education Needs Students	<p>The following data elements are required for each student who received any special education services.</p> <ul style="list-style-type: none"> • WSN • Student name • Most recent eligibility assessment date (date the team met to determine eligibility; may be at this school or a previous school. If at a previous school and date is unknown, enter unknown.) • Special education need: If identified, special education need, e.g., ED, CD, LD, OHI, etc. • Student was enrolled in special education services at the school during the previous school year (i.e., this school was responsible 	Spreadsheet designed by school	Paress Huebner

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
	<p>for special education services for the student for a full IEP year). (Yes or No)</p> <ul style="list-style-type: none"> • Next eligibility reevaluation date (three-year reevaluation date to determine if child is still eligible for special education; may be during a subsequent school year) • Date of last annual IEP review (should be blank if the first IEP was completed for the student this year) • Beginning and end dates of the IEP that was reviewed • Was the parent invited to participate in the review? (Yes or No) • At the time of that review, how many goals were reviewed? If there was no review, enter N/A. • At the time of that review, how many goals were met? If there was no review, enter N/A. • Was a new IEP developed at the review? (Yes or No) • If a new IEP was not developed, provide a reason (e.g., parent refused services, student dismissed from special education services, etc.) • Beginning and end dates of the new IEP 		
<p>Academic Achievement: Local Measures</p> <p><i>Reading</i></p>	<p>Required data elements for each student:</p> <ul style="list-style-type: none"> • WSN • Student name • Grade level • Fall MAP reading RIT score • Spring MAP reading RIT score 	<p>Spreadsheet designed by school</p>	<p>Shannon McCoy</p>
<p>Academic Achievement: Local Measures</p> <p><i>Math</i></p>	<p>Required data elements for each student:</p> <ul style="list-style-type: none"> • WSN • Student name • Grade level • Fall MAP math RIT score • Spring MAP math RIT score 	<p>Spreadsheet designed by school</p>	<p>Shannon McCoy</p>
<p>Academic Achievement: Local Measures</p> <p><i>Writing</i></p>	<p>Required data elements for each student:</p> <ul style="list-style-type: none"> • WSN • Student name • Fall score for each trait 	<p>Spreadsheet designed by school</p>	<p>Shannon McCoy</p>

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> Spring score for each trait 		
Academic Achievement: Local Measures <i>IEP Goals</i>	See "Special Education Needs Students" section above.	Spreadsheet designed by school	Paress Huebner
Academic Achievement: Standardized Measures <i>PALS Pre-K</i>	For each K4 student, include the following: <ul style="list-style-type: none"> WSN Student name Fall score for each PALS PreK task (7 columns, 1 for each of the 5–7 tasks assessed) Spring score for each PALS PreK task (7 columns, 1 for each of the 5–7 tasks assessed) Provide the PALS test date(s) in an email or other document if the date is not included in the data sheet 	Spreadsheet; provide paper copies of the test publisher's printout	Shannon McCoy
Academic Achievement: Standardized Measures <i>PALS K and PALS 1 – 3</i>	For each K5, 1st-, and 2nd-grade student, include the following: <ul style="list-style-type: none"> WSN Student name Fall summed score Spring summed score Provide the PALS test date(s) in an email or other document if the date is not included in the data sheet 	Spreadsheet; provide paper copies of the test publisher's printout	Shannon McCoy
Academic Achievement: Standardized Measures <i>Smarter Balanced</i>	<u>NOTE THAT THESE REQUIREMENTS MAY CHANGE DURING THE YEAR. IF THEY DO, CRC WILL ALERT SCHOOLS TO THE UPDATED REQUIREMENTS.</u> Required data elements for each student: <ul style="list-style-type: none"> WSN Student name Proficiency level, scale score, and state percentile for Smarter Balanced English/language arts (ELA) assessment Proficiency level, scale score, and state percentile for Smarter Balanced math assessment 	Spreadsheet designed by the school or individual student data downloaded electronically from the test publisher. If downloaded, data must be in an analyzable format such as a delimited text file or Excel database. If results are in a spreadsheet designed by the school, also provide	Shannon McCoy

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> Provide the Smarter Balanced test date(s) in an email or other document if the date is not included in the data sheet 	paper copies of all students' Smarter Balanced scores.	
Academic Achievement: Standardized Measures <i>WKCE</i>	Required data elements for 4th and 8th graders: <ul style="list-style-type: none"> WSN Student name Social studies scale score Social studies proficiency level Science scale score Science proficiency level Provide the WKCE test date(s) in an email or other document if the date is not included in the data sheet 	Spreadsheet designed by the school; also provide paper copies of all students' WKCE scores.	Shannon McCoy

Appendix C

Trend Information

Table C1					
King's Academy Student Enrollment and Retention					
School Year	Number Enrolled at Start of School Year	Number Enrolled During Year	Number Withdrew	Number at End of School Year	Number and Rate Enrolled for Entire School Year
2010-11	193	17	29	181	168 (87.0%)
2011-12	215	6	21	200	195 (90.7%)
2012-13	185	20	17	188	171 (92.4%)
2013-14	191	14	12	193	180 (94.2%)
2014-15	199	18	42	175	163 (81.9%)

Table C2			
King's Academy Student Return Rates			
Year	Number Enrolled at End of Previous Year*	Number Enrolled at Start of This School Year	Student Return Rate
2011-12	164	130	79.3%
2012-13	176	123	69.9%
2013-14	171	124	72.5%
2014-15	173	129	74.6%

*Includes only students enrolled at the end of the previous year who were eligible for enrollment again the following year.

Table C3	
King's Academy Student Attendance	
School Year	Attendance Rate
2010-11	93.0%
2011-12	94.9%
2012-13	96.9%
2013-14	94.4%
2014-15	91.3%

Table C4	
King's Academy Parent/Guardian Participation Rate	
School Year	Parent/Guardian Participation Rate
2010–11	79.8%
2011–12	76.9%
2012–13	94.7%
2013–14	92.2%
2014–15	93.3%

Table C5					
King's Academy Teacher Retention					
Teacher Type	Number at Beginning of School Year	Number Started After School Year Began	Number Terminated Employment During the Year	Number at End of School Year Who Began the Year	Retention Rate: Rate Employed at School for Entire School Year
2010–11					
Classroom Teachers Only	10	0	0	10	100.0%
All Instructional Staff	14	5	1	13	92.9%
2011–12					
Classroom Teachers Only	10	1	2	8	80.0%
All Instructional Staff	18	2	3	15	83.3%
2012–13					
Classroom Teachers Only	10	3	3	8	80.0%
All Instructional Staff	18	3	3	16	88.9%
2013–14					
Classroom Teachers Only	10	2	2	8	80.0%
All Instructional Staff	18	4	4	14	77.8%
2014–15					
Classroom Teachers Only	10	2	2*	6	75.0%
All Instructional Staff	15	2	2*	11	84.6%

*Four teachers left during the year; two were asked to leave and two resigned. The retention rate does not include teachers or other instructional staff who are let go.

Table C6			
King's Academy Teacher Return Rate			
Teacher Type	Number at End of Prior School Year	Number* Returned at Beginning of Current School Year	Return Rate
2011–12			
Classroom Teachers Only	10	8	80.0%
All Instructional Staff	17	14	82.4%
2012–13			
Classroom Teachers Only	10	5	50.0%
All Instructional Staff	15	9	60.0%
2013–14			
Classroom Teachers Only	9	2	22.2%
All Instructional Staff	14	6	42.9%
2014–15			
Classroom Teachers Only	10	7	70.0%
All Instructional Staff	15	12	80.0%

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

Table C7	
King's Academy CSRC Scorecard Results	
School Year	Scorecard Results
2010–11	62.2%
2011–12	67.5%
2012–13	68.8%
2013–14	67.0%
2014–15*	68.8%

Appendix D

CSRC 2014–15 School Scorecard

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

r: 6/15

K5-8TH GRADE

STUDENT READING READINESS: GRADES 1-2		
• PALS—% 1st graders at or above spring summed score benchmark this year	(5.0)	
• PALS—% 2nd graders who maintained spring summed score benchmark two consecutive years	(5.0)	10%
STUDENT ACADEMIC PROGRESS: GRADES 3-8		
• WKCE reading—% maintained proficient and advanced	(7.5)	
• WKCE math—% maintained proficient and advanced	(7.5)	
• WKCE reading—% below proficient who progressed	(10.0)	35%
• WKCE math—% below proficient who progressed	(10.0)	
LOCAL MEASURES		
• % met reading	(3.75)	
• % met math	(3.75)	
• % met writing	(3.75)	15%
• % met special education	(3.75)	
STUDENT ACHIEVEMENT: GRADES 3-8		
• WKCE reading—% proficient or advanced	(7.5)	
• WKCE math—% proficient or advanced	(7.5)	15%
ENGAGEMENT		
• Student attendance	(5.0)	
• Student reenrollment	(5.0)	
• Student retention	(5.0)	25%
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, and 12		
• EXPLORE to Aspire—composite score at or above benchmark on EXPLORE and at or above on ACT Aspire	(5)	
• EXPLORE to Aspire—composite score below benchmark on EXPLORE but improved on ACT Aspire	(10)	30%
• Adequate credits to move from 9th to 10th grade	(5)	
• Adequate credits to move from 10th to 11th grade	(5)	
• DPI graduation rate	(5)	
POSTSECONDARY READINESS: GRADES 11 and 12		
• Postsecondary acceptance for graduates (college, university, technical school, military)	(10)	
• % of 11th/12th graders tested	(2.5)	15%
• % of graduates with ACT composite score of 21.25 or more	(2.5)	
LOCAL MEASURES		
• % met reading	(3.75)	
• % met math	(3.75)	
• % met writing	(3.75)	15%
• % met special education	(3.75)	
STUDENT ACHIEVEMENT: GRADE 10		
• WKCE reading—% proficient and advanced	(7.5)	
• WKCE math—% proficient and advanced	(7.5)	15%
ENGAGEMENT		
• Student attendance	(5.0)	
• Student reenrollment	(5.0)	
• Student retention	(5.0)	25%
• 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 will be reported as not available (N/A) on the scorecard. The total score will be calculated to reflect each school's denominator.

Beginning in 2014–15, the PALS replaced the SDRT as the standardized measure for students in first and second grades on the 2014–15 scorecard. As noted in the body of the report, the CSRC approved a pilot scorecard, which will be tested this year. However, because the new scorecard is still in the pilot stage, expectations for school performance will be based on the 2014–15 scorecard included in Table D.

Table D					
King's Academy Charter School Review Committee Scorecard 2014–15 School Year					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Reading Readiness : 1st and 2nd Grades^{37, 38}	% 1st graders at or above spring summed score benchmark this year	5.0	10.0%	68.8%	3.4
	% 2nd graders at or above spring summed score benchmark this year	5.0		46.7%	2.3
Student Academic Progress: 3rd – 8th Grades	WKCE reading: % maintained proficient and advanced	7.5	35.0%	N/A	N/A
	WKCE math: % maintained proficient and advanced	7.5		N/A	N/A
	WKCE reading: % below proficient who progressed	10		N/A	N/A
	WKCE math: % below proficient who progressed	10		N/A	N/A
Local Measures	% met reading	3.75	15.0%	47.7%	1.8
	% met math	3.75		60.0%	2.3
	% met writing	3.75		17.7%	0.7
	% met special education	3.75		88.2%	3.3
Student Achievement: 3rd – 8th Grades	WKCE reading: % proficient or advanced	7.5	15.0%	N/A	N/A
	WKCE math: % proficient or advanced	7.5		N/A	N/A
Engagement	Student attendance	5.0	25.0%	91.3%	4.6
	Student reenrollment	5.0		74.6%	3.7
	Student retention	5.0		81.9%	4.1
	Teacher retention rate	5.0		84.6%	4.2
	Teacher return rate	5.0		80.0%	4.0
TOTAL		50³⁹			34.4 (68.8%)

³⁷ The PALS replaced the SDRT as the standardized measure for students in grades 1 and 2.

³⁸ Includes students who completed both the fall and spring PALS.

³⁹ The WKCE reading and math tests were discontinued for the 2014–15 school year. Therefore, current and year-to-year results were not available. The maximum points possible for the WKCE scorecard measures were subtracted from the total possible points. The scorecard percent was calculated by dividing the number of points earned by the modified denominator.

Appendix E

2014–15 Badger Exam Results

Due to the DPI embargo of Badger Exam data, summary results cannot be reported at this time. As soon as the embargo is lifted later this year, results will be added to this appendix or to a separate addendum to this report.

Appendix F

CSRC PILOT School Scorecard

As described in the body of the report, CSRC approved a revised scorecard to be piloted in the 2014–15 monitoring reports. The pilot scorecard includes new measures that reflect changes to the standardized tests during the past couple of years (the Stanford Diagnostic Reading Test (SDRT) to PALS and WKCE to Badger Exam).⁴⁰ The pilot scorecard also includes changes to the maximum point values for some of the measures. For example, local measure results are each worth a maximum of 3.75 points on the 2014–15 scorecard, but are worth a maximum of 6.25 points on the pilot scorecard. Other point changes were made to some of the standardized test measures. The primary reason for these changes was to make both the high school and elementary scorecards have the same values awarded to a single standard test. For the elementary scorecard, that is the Badger Exam, and for the high schools, the ASPIRE/ACT series. This revision resulted in additional weight being given to students' annual academic progress as measured by a school's local measures. Score distribution for the elementary and high school pilot scorecards is shown below.

⁴⁰ The SDRT was administered to students in grades 1–3 up through the 2012–13 school year; it was discontinued in 2013–14 and replaced with the PALS reading assessment.

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

r: 6/15

K5-8TH GRADE

HIGH SCHOOL

STUDENT READING READINESS: GRADES 1-2		
• PALS—% 1st graders at or above spring summed score benchmark this year	(4.0)	10%
• PALS—% 2nd graders who maintained spring summed score benchmark two consecutive years	(6.0)	

STUDENT ACADEMIC PROGRESS: GRADES 3-8		
• Badger Exam reading—% maintained proficient	(5.0)	30%
• Badger Exam math—% maintained proficient	(5.0)	
• Badger Exam reading—% below proficient who progressed	(10.0)	
• Badger Exam math—% below proficient who progressed	(10.0)	

LOCAL MEASURES		
• % met reading	(6.25)	25%
• % met math	(6.25)	
• % met writing	(6.25)	
• % met special education	(6.25)	

STUDENT ACHIEVEMENT: GRADES 3-8		
• Badger Exam reading—% proficient or advanced	(5.0)	10%
• Badger Exam math—% proficient or advanced	(5.0)	

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

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, and 12		
• ACT Aspire - % 10th graders who were at or above the composite benchmark score two consecutive years	(5)	30%
• ACT Aspire - % 10th graders below the composite benchmark in 9th grade but progressed one point in 10th grade	(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)	

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

LOCAL MEASURES		
• % met reading	(5.0)	20%
• % met math	(5.0)	
• % met writing	(5.0)	
• % met special education	(5.0)	

STUDENT ACHIEVEMENT: Grades 9 and 10		
• ACT Aspire English—% students at or above spring benchmark	(5.0)	10%
• ACT Aspire math—% students at or above spring benchmark	(5.0)	

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

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

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

Appendix G

King's Academy Probation Letter



Charter School Review Committee

W. Martin Morics, CPA
City Comptroller, *Ex Officio*

Dr. Jeanette Mitchell
Chair

Kevin Ingram
Jill Newton Moore
Yovira Moroney
Michael Daun
Melanie Krei
Gayle Peay
Committee Members

January 6, 2015

Ms. Erika Lynn Whitehead, Principal
King's Academy
7798 N. 60th Street
Milwaukee, WI 53223

Mr. George P. Hinton
Chair of the Board of Directors
King's Academy
16745 Dane Court West
Brookfield, WI 53005

RE: King's Academy Probation

Dear Ms. Whitehead and Mr. Hinton,

On October 29, 2014, the Charter School Review Committee (CSRC) received and accepted the King's Academy 2013–14 *Programmatic Profile and Educational Performance* report from the Children's Research Center (CRC). That report included a recommendation that the CSRC consider placing King's Academy on probation with requirements to address concerns. The concerns included the school's annual scorecard results, particularly in the areas of student achievement on local measures and standardized year-to-year testing for students below proficiency, as well as the teacher return rate.

At its meeting on December 16, 2014, the CSRC considered the particular concerns and made the decision to place King's Academy on probation with specific conditions.

Specifically, the CSRC is concerned about the following issues:

- While showing growth, students have demonstrated insufficient local measure progress over the past four years in reading, math, and writing (see table below).

Percentage of Students Achieving Local Measure Goals				
	2010–11	2011–12	2012–13	2013–14
Reading	34.5%	48.8%	55.3%	63.4%
Mathematics	57.4%	41.7%	58.2%	69.7%
Writing	28.1%	65.0%	58.4%	50.0%

- Year-to-year progress for fourth- through eighth-grade students who were below proficiency on the Wisconsin Knowledge and Concepts Examination (WKCE) reading and math subtests the prior year have not consistently met the CSRC expectation that at least 60% of these students either progress one quartile or one proficiency level.

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

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

- The instructional staff return rate has declined over the past three years, from 82.4 % in the fall of 2011 to 60.0% in the fall of 2012 and 42.9% in the fall of 2013. Of all instructional staff, classroom teachers returned at a rate of 80.0% in the fall of 2011, 50.0% in the fall of 2012, and 22.2% in the fall of 2013.
- Student return rates have declined since the school's first year of operation, from 79.3% in the fall of 2011, to 69.9% in the fall of 2012, and back up slightly to 72.5% in the fall of 2013.

The CSRC is placing King's Academy on probation with the following conditions.

- Improve the stability of the school's leadership by maintaining at least 80% of current administrative and board leadership through the 2014–15 academic year. Current leadership consists of one principal and 9 members of the board of directors. The required improvement seems feasible if the school continues to maintain its relationship with external support organizations such as Partners Advancing Values in Education and Schools That Can Milwaukee.

- Increase total points earned for engagement indicators on the scorecard in 2014–15. The total points earned in 2013–14 for these indicators was 19, or 76.0% of the possible 25 points in this area.
- Increase total points earned for local measures on the scorecard in 2014–15. Total points earned in 2013–14 for all local measures was 9.3, or 62.0% of the possible 15 points.
- Meet the CSRC expectation that at least 75% of the first graders who met the summed score benchmark on the Phonological Awareness Literacy Screening in the spring will remain at or above the second-grade summed score benchmark in the spring of the subsequent year. In the spring of 2015, at least 75% of the second-grade students who met the benchmark in the spring of 2014 as first graders will be expected to again meet their benchmark.
- Ensure that all instructional staff hold Wisconsin Department of Public Instruction licenses or permits for each year of operation.
- Submit a written explanation, including specific actions taken, to CRC by January 30, 2015, addressing the progress the school has made toward the recommendations for school improvement listed in the 2013–14 *Programmatic Profile and Educational Performance* report. Specifically, this includes:
 - » Conducting a data conference with individual teachers in September, using student Measures of Academic Progress test results from the spring of 2014;
 - » Matching returning teachers with new teachers in order to promote coaching and mentoring of teachers;
 - » Investigating the cost and probability of hiring outside coaches or mentors for the teachers;
 - » Developing ways to reach parents regarding support of their children's education;
 - » Encouraging and training parents to use Compass Learning at home;
 - » Investigating the cost and probability of hiring a Response to Intervention coordinator; and
 - » Improving the school's systems and procedures for managing database or spreadsheet records as required by CRC, e.g., regarding data that needed to be reported for all special education students and for attendance.

The placement of King's Academy on probation will result in an increased level of CSRC monitoring. The cost of additional monitoring shall be borne by King's Academy.

At the end of the 2014–15 school year, the CSRC will review and assess the extent to which King’s Academy has addressed and improved the school’s overall engagement indicators, student academic progress, and stability of the school’s leadership. At that time, the CSRC will determine whether to continue the school’s probationary status, end the school’s probationary status, or not continue the school’s charter with the City of Milwaukee.

Sincerely,

Dr. Jeanette Mitchell
Chair, Charter School Review Committee