

2015–2016 Programmatic Profile and Educational Performance

Report Date: October 2016



King's Academy

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This report includes text from King’s Academy student/parent handbook and/or staff handbook. CRC obtained permission from the school to use this text for the purposes of this report.

EXECUTIVE SUMMARY
for
King's Academy
2015–16

This is the sixth and final annual report on the operation of King's Academy as a City of Milwaukee charter school. The City of Milwaukee Charter School Review Committee (CSRC) accepted King's Academy's request to terminate its charter contract at the end of the 2015–16 school year.¹ This report is a result of intensive work undertaken by the CSRC, King's Academy staff, and the NCCD 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. At the end of the year, the eighth-grade teacher did not hold a Wisconsin Department of Public Instruction (DPI) license or permit to teach.

II. EDUCATIONAL PERFORMANCE

A. Local Measures

1. Primary Measures of Academic Progress

The CSRC requires the school to track student progress in reading, writing, math, 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.

Reading

- Just over two thirds (69.1%) of the 68 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%.
- Of the 87 students below the national average (i.e., normative mean) for their grade level on the fall MAP reading test, 54 (62.1%) 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%.
- Overall, 65.2% of students met the school's local measure in reading.

¹ As of the CSRC meeting on August 13, 2015.

Math

- Just over one third (34.2%) of the 38 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 65.0%.
- Less than half (44.8%) of the 116 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, not meeting the school's goal of 60.0%.
- Overall, 42.2% of students met the school's local measure goals in math.

Writing

Of 127 students with fall and spring writing samples, 52 (40.9%) improved by at least one score (i.e., point), falling short of the school's goal of 80.0%.

Special Education

None of the students enrolled in special education met at least 60.0% of their IEP goals at the time of their annual review; the school failed to meet its goal of 100.0% of special education students meeting 60.0% of their IEP goals.

2. Secondary Measures of Academic Progress

Average student attendance was 91.4%, falling just short of the school's goal of 93.0%. Parents of 164 (93.2%) of the 176 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 DPI standardized tests are not available this year due to the discontinuance of the Wisconsin Knowledge and Concepts Examination and the Badger Exam and the first year of application of the Wisconsin Forward Exam.

There were too few students at or above the Phonological Awareness Literacy Screening (PALS) benchmark in the spring of 2015 who were at the school in the spring of 2016 to report the percentage who were at or above benchmark for two consecutive years (as first and second graders).

C. Scorecard

This year, King's Academy scored 61.1 (D-) on the CSRC scorecard, placing the school in the problematic/struggling category. This compares with five prior years of falling within the same category.

III. SURVEY/INTERVIEW RESULTS

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

- A total of 54 parents, representing 53 (65.4%) of the school's 81 families, responded to the survey.
 - » Most (79.6%) parents would recommend this school to other parents.
 - » A majority (81.5%) of parents rated the school's overall contribution to their child's learning as excellent or good.
- Four of the nine board members participated in interviews.
 - » All rated the school as fair or good overall.
 - » When asked for one suggestion for improving the school, board members indicated a need to increase resources and find and maintain dedicated and capable staff.
- Six instructional staff participated in interviews.
 - » One indicated the school's progress toward becoming an excellent school as "excellent," four of the teachers indicated the school's progress as "good," and one as "fair."
 - » All six indicated that financial considerations and the educational methodology/curriculum approach and discipline were very important or somewhat important reasons for teaching at the school.
 - » Five of the six indicated that the general atmosphere and administrative leadership at the school were very important reasons for continuing to teach at the school.
- A total of 28 seventh and eighth graders completed online surveys.
 - » Of these, 18 indicated that they had improved their reading skills, and 20 agreed/strongly agreed that their math skills improved.

- » Only seven students either agreed or strongly agreed that they felt safe at school; 12 neither agreed nor disagreed, one student disagreed, and eight strongly disagreed.

IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT AND CONDITIONS OF PROBATION

The CSRC placed King’s Academy on probation at its December 16, 2014, meeting, with six specific conditions that are stated in the CSRC’s letter to the school’s leadership dated January 6, 2015. During the 2014–15 school year, the school met some of the conditions of probation and did not meet others. The school’s *2014–15 Programmatic Profile and Educational Performance* report laid out the following recommendations for school improvement for the 2015–16 school year.

- 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 local measures for writing.
- Make the financial commitment to hire experienced teachers who have DPI licenses or permits, and decrease the necessity of using multiple substitute teachers.

As seen in section D, part 8 (“Activities for Continuous School Improvement and Conditions of Probation”), the school addressed these recommended activities during the 2015–16 school year.

V. RECOMMENDATIONS FROM CRC

Because King’s Academy will no longer be chartered by the City of Milwaukee Common Council, there are no further recommendations.

I. INTRODUCTION

This is the sixth and final annual program monitoring report to address educational outcomes for King’s Academy, one of 10 schools chartered by the City of Milwaukee for academic year 2015–16. 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 NCCD Children’s Research Center (CRC).²

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

- CRC staff assisted the school in developing its student learning memorandum.
- 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.
- CRC staff and the CSRC chair attended a meeting of the board of directors of this school to improve communications regarding the roles of the CSRC and CRC and expectations regarding board member involvement.
- CRC staff conducted an online survey with seventh and eighth graders and interviewed teachers and members of the board of directors.
- CRC staff provided paper and online surveys to the parents of the students at King’s Academy. CRC made two attempts to conduct the survey via phone with parents who did not submit a survey.
- CRC staff read case files for selected special education students to ensure that individualized education programs (IEPs) were up to date.
- The school provided electronic and paper data to CRC. All academic and survey/interview data were compiled and analyzed at CRC, with the results compiled into this annual report.

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

II. PROGRAMMATIC PROFILE

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

Phone Number: (414) 371-9100

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

Principal as of July 2015: Jennie Dorsey

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 is housed in a facility on the northwest side of Milwaukee and serves K4 through eighth-grade students. The school was restructured and opened as a City of Milwaukee–chartered school in September 2010. Although the school's charter was renewed for two years at the City of Milwaukee Common Council Steering and Rules Committee meeting of June 11, 2015, the school board's president notified the CSRC of the school's request to terminate its charter contract with the city via a letter dated July 28, 2015. The CSRC subsequently approved the request to terminate the contract at the end of the 2015–16 school year.

A. Board of Directors

As of December 2015, the school's board of directors consisted of nine members. The board included a chair, a finance chair, a secretary, an education chair, two members who serve on the education committee, one member each on strategic planning and fund development committees, and one member who is on both the strategic planning and fund development 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.

Five of the King's Academy board members participated in the board interview; one did not complete the interview. The four members who completed the interview rated the school as fair or good overall. All five board members reported that they received a presentation on the school's annual academic performance report, received and approved the school's annual budget, and reviewed the school's annual financial audit. When asked for one suggestion for improving the school, board members indicated a need to increase resources and find and maintain dedicated and capable staff.

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 and has a philosophy 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.³

³ See the *2015–16 Parent/Student Handbook*.

2. Description of Educational Programs and Curriculum

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

King's Academy's primary educational model is an integrated literacy program across the curriculum. The integrated literacy program engages students in learning tasks that involve higher order thinking skills across all content areas. Houghton Mifflin Harcourt is used as the core curriculum along with other supplementary materials. This program is aligned with the Common Core State Standards as well as the state assessment. Additionally, King's Academy uses Singapore Math in K5 through eighth grade. It is also aligned to the Common Core State Standards. Homework is given for several purposes, drill, practice, for remedial work and special projects.⁴

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 afterschool program at no charge.⁵

⁴ See page 17 of the *2015–16 Parent/Student Handbook*.

⁵ See pages 12–21 of the *2015–16 Parent/Student Handbook*.

During the interview and survey process, board members, teachers, and parents were asked about the school's program of instruction. All four of the board members who completed the interview agreed that the program of instruction—including the curriculum, equipment, and building—is consistent with the school's mission. These four also rated the school as "fair" or "good" overall. Two of the six teachers interviewed rated the program of instruction as "excellent" or "good," two rated this area as "fair," and two as "poor." Of the 54 parents interviewed, 87.1% agreed or strongly agreed that their child is learning what is needed to succeed in later grades. In addition, 85.1% of parents rated the school's overall contribution to their child's learning as "excellent" or "good."

C. Student Population

As of September 18, 2015, 212 students in K4 through eighth grade were enrolled in King's Academy. Nine students enrolled after the school year started, and 42 students withdrew from the school prior to the end of the year.⁶ Reasons for withdrawal included transferred to another school (27 students), transferred or moved out-of-state (12 students), transferred to homeschooling (two students), and one unknown (withdrawal was listed as the reason). Of the 212 students who started the year at the school, 173 remained enrolled at the end of the year for a retention rate of 81.6%.⁷ At the end of the year, 179 students were enrolled at King's Academy.

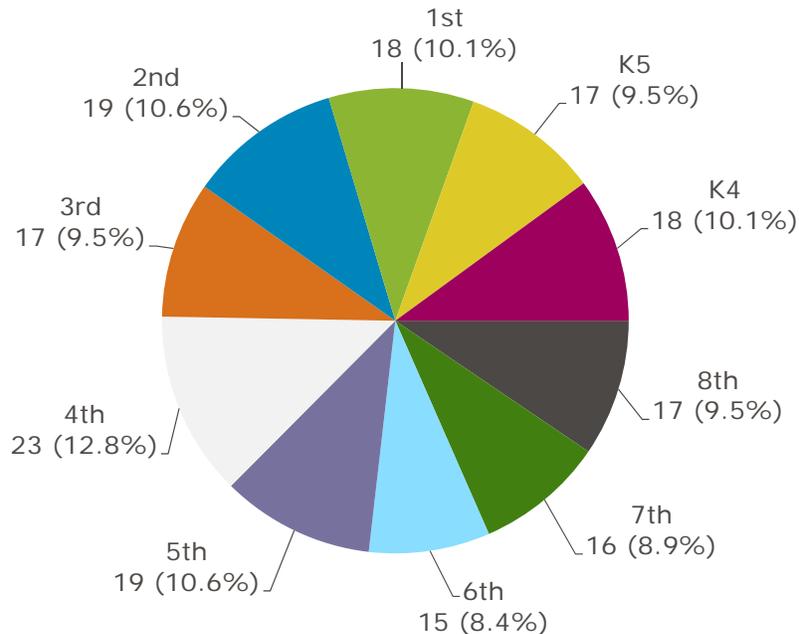
- Most (171, or 95.5%) of the students were African American, four (2.2%) were Hispanic, three (1.7%) were white, and one (0.6%) was of an "other" race/ethnicity.
- Gender distribution was nearly equal, with 91 (50.8%) female students and 88 (49.2%) male students enrolled.

⁶ This number excludes three students who withdrew before the third Friday of September, one of whom reenrolled two days later and finished the school year. One student withdrew, reenrolled, and then withdrew again; this student's withdrawals are only counted once.

⁷ Of the nine students who enrolled late, six withdrew.

- There were 12 (6.7%) students with special education needs. Five students had other health impairments (OHI), four had specific learning disabilities (SLD), one had SLD and speech and language (SL) impairments, one had OHI, SL, and a cognitive disability (CD), and one had an emotional/behavioral disorder (EBD) and OHI.
- All 179 students were eligible for free or reduced lunch prices.
- The largest grade level was fourth, with 23 students. The most common class size was 17 students (Figure 1).

Figure 1
King's Academy
Number of Students by Grade Levels*
2015–16



N = 179
 *At the end of the school year.

On the last day of the 2014–15 academic year, 157 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, 90 were enrolled in the school on the third Friday in September 2015. This represents a return rate of 57.3%.

A total of 28 seventh- and eighth-grade students completed an online survey at the end of the school year.

- Seven either strongly agreed or agreed with a statement that they felt safe in school, 12 neither agreed nor disagreed, one disagreed, and eight strongly disagreed.
- A total of 18 indicated their reading/writing skills have improved.
- There were 20 students who indicated their math skills have improved.
- Half of the students strongly disagreed with a statement that students respect each other and their different points of view.

When asked what they liked about the schools, responses included free time in class, the gym, and field trips.

D. School Structure

1. Areas of Instruction

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 through eighth-grade students study reading, English/language arts, music, math, social studies, scientific thinking, health, and physical development. Physical education is provided by a physical education teacher. Special education programming was provided to students identified as needing an IEP. K4 and K5 students 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 has a library/multimedia center that is used to support the curriculum and to equip the students to think critically about, and express themselves through, the media that define them. The center houses a diverse curriculum and various

multimedia material such as magazines and audiovisuals, as well as fiction, nonfiction, reference, and professional materials. Library skills are integrated into the instructional program.⁸

In addition to Wisconsin Department of Public Instruction (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.

2. Classrooms

The school started the year with 10 classrooms, one for each grade level and each with approximately 20 students. An additional classroom was used as a special education resource room. The school building also holds a cafeteria, a library, and a gymnasium.

3. Teacher Information

During the year, each classroom 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, a dean of students, and an office manager, as well as other office staff.

At the beginning of the year, the school employed four teaching assistants: one each for K4 and K5, one for first and second grades, and one for special education. At the end of the 2014–15 school year, six classroom teachers and five other instructional staff were eligible to return to the school in the fall of 2015. Of these, none of the classroom teachers returned (all resigned) and four of the other instructional staff returned for an overall return rate of 36.4%. This compares with compares with an 80.0% return rate for the fall of 2014.

⁸ The school does not employ a librarian.

A total of 10 classroom teachers began the 2015–16 school year. One was asked to leave and two left for medical reasons. Of the nine classroom teachers eligible to remain all year, seven remained, for a classroom teacher retention rate of 77.8%. The year began with six other instructional staff, all of whom remained for the entire school year. The overall teacher/instructional staff retention rate was 86.7% (13 of 15 eligible staff).

During the year, the school employed a total of 20 instructional staff, including 14 classroom teachers and six additional instructional staff. The school replaced the four teachers who left during the year (three who started the year and one math teacher hired mid-year) with two consecutive fifth-through eighth-grade math teachers, one full-time substitute for the K5 classroom, and one contracted substitute for fifth- through eighth-grade science. All instructional staff employed by the school at the end of the year, except for one fifth- through eighth-grade math teacher, held current DPI licenses or permits.⁹

The school held a week of staff development prior to the beginning of school in the fall of 2015. In addition to policies and procedures, topics covered during this week included creating a climate for success, Positive Behavioral Interventions and Supports (PBIS), Response to Interventions (Rti), PowerSchool training, and Compass Learning. The school also reported that during the 2015–16 school year, there were two professional development meetings devoted to review of each student’s MAP assessment data to improve teaching strategies and student learning.

Staff performance evaluation is described in the 2015–16 *King’s Academy 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

⁹ The school provided the file number and an expiration date of December 16, 2018, for a fifth- through eighth-grade math teacher who was hired in February 2016. However, the DPI website has no information about licensure for this person.

held for the purpose of providing feedback on strengths and weaknesses, self-appraisal opportunities, and resources to help improve overall job performance.

During the CRC interview process at the end of the year, teachers were asked about professional support and the performance review process. All six teachers interviewed rated professional support as excellent or good. Five of the six either agreed or strongly agreed that the school has a clear teacher performance assessment process and all six were satisfied with the school's teacher performance criteria. In addition, five of the six agreed that academic performance is an important part of teacher assessment.

Parents were asked about teacher performance in the survey process. Over three fourths (75.9%) of parents indicated that they were satisfied with the overall staff performance and 92.6% agreed or strongly agreed that they felt comfortable talking with the school's staff. See appendices E through H for all survey and interview results.

4. Hours of Instruction/School Calendar

The regular school day for all students began at 7:40 a.m. and ended at 3:00 p.m. The before-school program began at 7:00 a.m., and afterschool care was provided until 5:30 p.m. The first day of school was September 1, 2015, and the last day of school for student attendance was June 13, 2016, based on the parent/student calendar provided by the school's leadership.

5. Parent and Family Involvement

The *King's Academy 2015–16 Parent/Student Handbook* states that direct communication between parents and teachers promotes understanding and that 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. 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.

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.

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. This year, parent-teacher conferences were scheduled three times during the year: in October, March, and April. The April conferences were on an as-needed basis. Conferences via phone were accepted as a replacement for in-person conferences and documented on a form.

In the survey/interview process, parents and teachers were asked about parental involvement. Over 90% of the parents indicated that the staff keep them informed about their child's academic performance and 92.6% indicated that they are comfortable talking with staff. Four of the six teachers interviewed rated parent/teacher relationships as "good." Three of the teachers indicated that parental involvement was "excellent" to "good," while two rated this area as "fair" and one as "poor." Five teachers agreed that staff encourage all families to become involved in school activities.

6. Waiting List

On September 3, 2015, school leadership reported a waiting list of nine students: four for K4, one each for K5 and fifth grade, and three for seventh grade. Information regarding a waiting list for the fall of 2016, was not applicable for this charter school report.

7. Disciplinary Policy

The school's 2015–16 *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.

The school implemented PBIS this year.

Teachers and parents were asked about the discipline policy at King's Academy. All survey and interview results can be found in the appendices.

- All six teachers interviewed considered the discipline at the school as a very important or somewhat important reason for continuing to teach there.
- Three of the six teachers rated the school's adherence to discipline policy as "excellent" or "good" and the three others rated this area as "fair."
- Almost three quarters (72.2%) of parents indicated that they are comfortable with how the staff handles discipline.

- Nearly all (92.6%) of parents agreed that they are comfortable talking with staff.

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 2014–15 academic year.¹⁰

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

Response: The school hired a dean of students to help with school discipline and give academic support for teachers. During the summer professional development, staff developed a school culture plan of action. The school developed school-wide expectations using PBIS; formed PBIS and positive school culture committees during the year; held a student-led monthly assembly focusing on a character trait of the month; and provided more extracurricular activities for students, such as basketball, cheerleading, student council, Boy Scouts, and Pearls for Teen Girls. The school also used a school-wide six-step discipline process and positive incentives to improve behavior, attendance, etc.

- Recommendation: Develop and publish a policy regarding in-school suspensions. Utilize more coaching and mentoring of teachers by matching returning teachers with new teachers.

Response: The school did not use in-school suspensions. The school used a six-step behavior improvement process that included teachers using Restorative Justice, a buddy room system, and PBIS.

- Recommendation: 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.

Response: The school had two professional development sessions using current MAP data to improve teaching strategies and student learning. Staff tracked students' growth and teachers used data to provide individualized instruction for students who were below or above the Northwest Evaluation Association (NWEA) norms. Compass Learning time was built into the teaching schedule. The school reported that every classroom showed growth from fall to winter.

¹⁰ This information is taken from "Raising our Academic Rigor, 2015–16" (a handout provided to CRC by the school) and information provided at the end-of-year interview with CRC staff.

- Recommendation: Develop and implement a writing program that will result in significant improvement in the writing local measures.

Response: The school used the Write Source curriculum for writing. The writing local measure results increased from 17.7% during the 2014–15 school year to 40.9% for the 2015–16 school year.

- Recommendation: Make the financial commitment to hire experienced teachers who have DPI licenses or permits and decrease the necessity of using multiple substitute teachers.

Response: Interviews for open teaching positions are granted based on the teacher holding a current DPI teaching license or permit. The administration follows up with teachers throughout the year regarding licensure requirements.

9. Graduation and High School Information

School staff explained to the eighth-grade students at the beginning of the school year that the school's goal was 100.0% high school acceptance. King's Academy staff scheduled different high schools to come in and speak with the students about high school. The school also hosted a high school parent night in January where the high school guidance counselors spoke with students and parents about high school requirements and helped them fill out applications.

At the time of the end-of-year interview on June 14, 2016, the school administration reported that all but one of the 17 graduates had been accepted to high schools. The school provided copies of 11 acceptance letters from the following high schools: Seventh–Day Adventist School, Pius XI High School (two students), Carmen High School of Science and Technology (three students), Wisconsin Lutheran High School, St. Joan Antida High School, HOPE Christian High School, Destiny High School, and Messmer High School.

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, math, writing skills, and IEP progress (for special education students). The standardized assessment measures used were the Phonological Awareness Literacy Screening (PALS) and the Wisconsin Forward Exam.

A. Attendance

CRC examined student attendance in two ways. The first reflects the average time students attended school, and the second 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 91.4%, falling short of the school's attendance goal.¹¹ When excused absences were included, the attendance rate rose to 92.7%.

This year, 96 students in grade levels ranging from K4 to eighth grade were in out-of-school suspension at least once. The 63 students spent, on average, 4.6 days out of school on suspension.

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 164 (93.2%) of the 176 students enrolled from the third Friday of

¹¹ The 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.

September through the second parent conference attended at least one of the two conferences, exceeding the school's goal.

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 12 students with special education needs.¹² 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.

¹² Two students' special education status was discontinued.

The test yields a Rasch unit (RIT) scale score 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 a curriculum to meet student needs.

Student progress can be measured by comparing each student's performance to nationally normed scores for his/her grade level. In 2015, the NWEA conducted a norming study using data from school districts all over the country.¹³ The NWEA calculated a normative mean (i.e., 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 an average of 206 RIT points on the fall MAP reading test and 212 points on the spring MAP reading test, for an overall improvement of six points. On the math test, fifth graders scored, on average, 211 points on the fall test and 221 points on the spring test, for an overall improvement of 10 points.¹⁴ Using these national averages, teachers and parents can determine whether students are above, at, or below the national average score for all students in the same grade level at each test administration. For example, if a third grader scored 175 points at the beginning of the year, he/she was functioning below the national average for his/her grade level and within the range of a first or second grader. National average scores for each grade level are presented in Table 1.¹⁵

¹³ King's Academy used the Common Core-aligned version of MAP. Because the 2015 NWEA norms are carefully constructed to be independent of any specific test, the 2015 norms apply to Common Core-aligned MAP tests.

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

¹⁵ Information retrieved from <https://www.nwea.org/content/uploads/2015/06/2015-MAP-Normative-Data-AUG15.pdf>.

Table 1				
2015 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	141.0	158.1	140.0	159.1
1st	160.7	177.5	162.4	180.8
2nd	174.7	188.7	176.9	192.1
3rd	188.3	198.6	190.4	203.4
4th	198.2	205.9	201.9	213.5
5th	205.7	211.8	211.4	221.4
6th	211.0	215.8	217.6	225.3
7th	214.4	218.2	222.6	228.6
8th	217.2	220.1	226.3	230.9
9th	220.2	221.9	230.3	233.4
10th	220.4	221.2	230.1	232.4
11th	222.6	222.3	233.3	235.0

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 2015 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. This examination indicates whether 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 whether the student was able to achieve the national average score in the spring for the functional grade level at which he/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 155 K5 through eighth-grade students. At the time of the fall test, 68 (43.9%) students were at or above the national average (i.e., normative mean) for their grade level. Progress for students at or above the average as well as those below is described in Table 2.

Table 2					
King’s Academy					
Local Measures of Academic Progress: MAP Reading Assessment					
Student Scores Relative to the National Average					
Fall of 2015					
Grade Level	N	Students at or Above National Average (Normative Mean) Fall of 2015		Students Below National Average (Normative Mean) Fall of 2015	
		n	%	n	%
K5	16	9	53.6%	7	43.8%
1st	15	12	80.0%	3	20.0%
2nd	18	3	16.7%	15	83.3%
3rd	16	5	31.3%	11	68.8%
4th	23	10	43.5%	13	56.5%
5th	19	7	36.8%	12	63.2%
6th	15	6	40.0%	9	60.0%
7th	16	7	43.8%	9	56.3%
8th	17	9	52.9%	8	47.1%
Total	155	68	43.9%	87	56.1%

a. *Students at or Above National Average for Their Grade Level on the Fall MAP Reading Test*

Of the 68 students at or above the national average for their grade level on the fall test, 47 (69.1%) remained at or above the normative mean on the spring test (Table 3), falling short of the school’s goal of 70.0%. 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			
Grade Level	Students at or Above National Average Fall of 2015	Students Maintained at or Above National Average Spring of 2016	
		n	%
K5	9	Cannot report due to <i>n</i> size	
1st	12	8	66.7%
2nd	3	Cannot report due to <i>n</i> size	
3rd	5	Cannot report due to <i>n</i> size	
4th	10	5	50.0%
5th	7	Cannot report due to <i>n</i> size	
6th	6	Cannot report due to <i>n</i> size	
7th	7	Cannot report due to <i>n</i> size	
8th	9	Cannot report due to <i>n</i> size	
Total	68	47	69.1%

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

On the fall test, 87 students scored lower than the national average for their current grade level. By the time of the spring test, 18 (20.7%) had reached the national average reading score for their current grade level, and 36 (41.4%) had reached the spring national average reading score for their functional grade level. This represents a total growth rate of 62.1% for K5- through eighth-grade students, exceeding 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 of 2015 Fall of 2015 to Spring of 2016							
Grade Level	Students Below National Average on MAP Reading Test Fall of 2015	Students Who Reached National Average for Their Current Grade Level Spring of 2016		Students Who Did Not Reach Grade Level Average in Spring but Met the National Average for the Functional Grade Level Tested at in Fall of 2015		Overall Progress of Students Below National Average on Fall of 2015 MAP Reading Test	
	N	n	%	n	%	n	%
K5	7	Cannot report due to <i>n</i> size					
1st	3	Cannot report due to <i>n</i> size					
2nd	15	3	20.0%	9	60.0%	12	80.0%
3rd	11	4	36.4%	4	36.4%	8	72.7%
4th	13	2	15.4%	2	15.4%	4	30.8%
5th	12	3	25.0%	6	50.0%	9	75.0%
6th	9	Cannot report due to <i>n</i> size					
7th	9	Cannot report due to <i>n</i> size					
8th	8	Cannot report due to <i>n</i> size					
Total	87	18	20.7%	36	41.4%	54	62.1%

Overall, 101 (65.2%) of 155 students met their local measure goals in reading.¹⁶

2. Math Performance Based on Measures of Academic Progress

The school's goal for MAP math results was for at least 65.0% of the students who scored at or above the national average for their current grade in the fall would remain at or above in the spring. For students scoring below their grade level in the fall, at least 60.0% would reach either the national average for their current grade or the national average for their functional grade at which they tested

¹⁶ Calculation for the scorecard was determined by adding the number of students who maintained at or above the national average for their grade level in the spring as well as students who tested below the national average in the fall and either met the national average on the spring test or met the national average for the functional grade level tested at in the fall.

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 154 K5 through eighth-grade students. At the time of the fall test, 38 (24.7%) students were at or above the national average for their current grade level (Table 5).

Table 5					
King’s Academy					
Local Measures of Academic Progress: MAP Math Assessment					
Student Scores Relative to National Average					
Fall of 2015					
Grade Level	N	Students at or Above National Average Fall of 2015		Students Below National Average Fall of 2015	
		n	%	n	%
K5	16	2	12.5%	14	87.5%
1st	15	9	60.0%	6	40.0%
2nd	18	1	5.6%	17	94.4%
3rd	16	5	31.3%	11	68.8%
4th	23	7	30.4%	16	69.6%
5th	18	4	22.2%	14	77.8%
6th	15	2	13.3%	13	86.7%
7th	16	4	25.0%	12	75.0%
8th	17	4	23.5%	13	76.5%
Total	154	38	24.7%	116	75.3%

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

Of the 38 students at or above the national average for their grade level on the fall test, 13 (34.2%) remained at or above the normative mean for their current grade level on the spring test, falling short of the school’s goal of 65.0%. 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 for Their Grade Level on the Fall MAP Math Test*

On the fall test, 116 students scored less than the national average for their current grade level. By the time of the spring test, eight (6.9%) had reached the national math score for their current grade level, and 44 (37.9%) 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 44.8%, falling short of 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 of 2015							
Grade Level	Students Below National Average on MAP Math Test Fall of 2015	Students Who Reached National Average for Their Current Grade Level Spring of 2016		Students Who Did Not Reach Grade-Level Average in Spring of 2016 but Met the National Average for the Functional Grade Level		Overall Progress of Students Below National Average on Fall of 2015 MAP Math Test	
	N	n	%	n	%	n	%
K5	14	1	7.1%	0	0.0%	1	7.1%
1st	6	Cannot report due to <i>n</i> size					
2nd	17	1	5.9%	8	47.1%	9	52.9%
3rd	11	2	18.2%	5	45.5%	7	63.6%
4th	16	0	0.0%	11	68.8%	11	68.8%
5th	14	0	0.0%	5	35.7%	5	35.7%
6th	13	1	7.7%	3	23.1%	4	30.8%
7th	12	1	8.3%	3	25.0%	4	33.3%
8th	13	1	7.7%	5	38.5%	6	46.2%
Total	116	8	6.9%	44	37.9%	52	44.8%

Overall, 65 (42.2%) of 154 students met their local measure goals in math.¹⁷

¹⁷ Calculation for the scorecard was determined by adding the number of students who maintained at or above the national average for their grade level in the spring as well as those students 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.

3. Writing Performance Based on the Write Source Curriculum

King’s Academy assessed student writing skills using the Write Source curriculum, which includes the Six Traits of Writing, for first through eighth graders who completed writing samples in the fall and spring of the school year. The Six Traits of Writing include ideas, organization, voice, word choice, sentence fluency, and convections. Each trait is evaluated and assigned a score in the fall and again in the spring. These six scores were averaged and progress was measured by how much average score changed from fall to spring. The school’s goal was for 80.0% of students who completed a fall writing sample to improve by an overall average of at least one point on the spring writing sample.

In the fall of 2015, 132 students completed a writing sample; 127 of those students also completed a spring writing sample. Of these, 52 (40.9%) students improved by at least one score on the spring writing sample (Table 7). This fails to meet the school’s internal goal of 80.0%. Changes in scores for King’s Academy students ranged from a decrease of 1.5 points from the fall to spring to improving 3.0 points from the fall to the spring.

Table 7			
King’s Academy			
Local Measures of Academic Progress: Write Source Curriculum			
2015–16			
Grade	N	Met Writing Goal	
		n	%
1st	15	1	6.7%
2nd	16	13	81.3%
3rd	15	2	13.3%
4th	18	1	5.6%
5th	19	8	42.1%
6th	13	8	61.5%
7th	16	12	75.0%
8th	15	7	46.7%
Total	127	52	40.9%

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 reevaluation. At the end of the school year, 12 students with special education needs were enrolled. IEPs were reviewed for nine of these students, all of whom were receiving special education services for a full academic year at King's Academy.¹⁸ Students had two to six goals. None of the students met at least 60.0% of their IEP goals during the 2015–16 school year.

E. External Standardized Measures of Educational Performance

In 2015–16, DPI required that all schools administer PALS assessments to K4 through second-grade students and the Wisconsin Forward Exam to third through eighth graders.¹⁹ These tests and results are described in the following sections.

1. PALS

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.²⁰ The PALS-PreK includes five required tasks (name writing, uppercase alphabet recognition, beginning sound awareness, print and

¹⁸ Three students were new during the 2015–16 school year.

¹⁹ 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 12 to November 6, 2015, for K4 and K5 students and September 14 to October 9, 2015, for first and second graders. The spring testing window was April 25 to May 20, 2015, for all grade levels. The timeframe for the Forward Exam was March 28 to May 20, 2016.

²⁰ 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 Forward Exam.

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 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.²¹ 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.

²¹ Information retrieved from <http://www.palswisconsin.info>

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

a. *PALS-PreK*

There were 21 K4 students who completed the PALS-PreK in the fall and 18 who completed the spring assessment; 18 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, 14 (77.8%) students who completed both tests were at or above the developmental range for five or more tasks; 12 (66.7%) 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				
2015-16				
(N = 18)				
Task	Fall		Spring	
	n	%	n	%
Name writing	9	50.0%	18	100.0%
Uppercase alphabet recognition	8	44.4%	15	83.3%
Lowercase alphabet recognition*	6	100.0%	14	100.0%
Letter sounds*	4	66.7%	14	100.0%
Beginning sound awareness	10	55.6%	18	100.0%
Print and word awareness	4	22.2%	16	88.9%
Rhyme awareness	6	33.3%	15	83.3%

*Of the 18 students, six qualified to complete the lowercase and letter sound tasks in the fall and 14 qualified in the spring 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

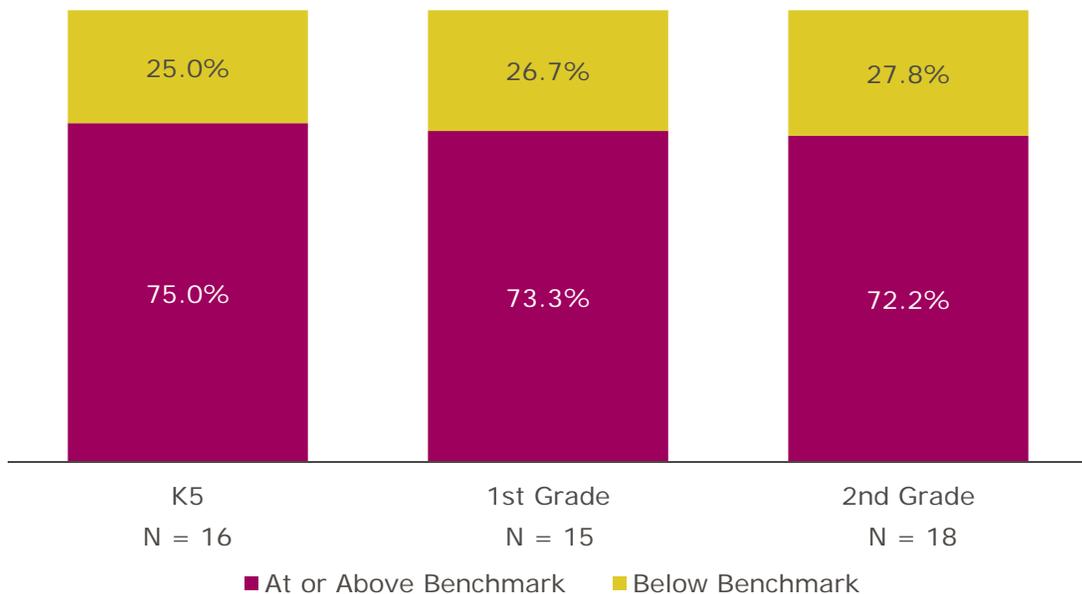
CRC first examined reading readiness for any student who completed the fall or spring tests. For each grade level, a larger percentage of students who completed the fall test were at the fall benchmark compared to the percentage of students who completed the spring test (Table 10).

Table 10			
King's Academy			
Reading Readiness for K5 and 1st Graders			
Fall of 2015 and Spring of 2016			
Grade Level and Test Period	N	Students at or Above Benchmark	
		n	%
K5			
Fall	18	18	100.0%
Spring	17	12	70.6%
1st Grade			
Fall	17	14	82.4%
Spring	18	12	66.7%
2nd Grade			
Fall	21	16	76.2%
Spring	19	14	73.7%

Next, CRC looked at spring benchmark status for students who completed both the fall and spring assessments: 16 K5 students, 15 first graders, and 18 second graders. At the time of the spring assessment, 75.0% of K5 students, 73.3% of first graders, and 72.2% of second graders were at or above the spring summed score benchmark for their grade level (Figure 2).

Figure 2

**King's Academy
Spring of 2016 Reading Readiness
Students With Fall and Spring PALS Scores**



2. Wisconsin Forward Exam for Third Through Eighth Graders

In the spring of 2016, the Wisconsin Forward Exam replaced the Badger Exam and the Wisconsin Knowledge and Concepts Examination (WKCE) as the state’s standardized test for English/language arts and math for third through eighth graders, science for fourth and eighth graders, and social studies for fourth, eighth, and tenth graders. The Forward Exam was administered

in the spring of the school year.²² The test is computerized but not adaptive based on student responses. The Forward Exam was developed and administered by the Data Recognition Center (DRC), a Minnesota-based company with a local office in Madison, Wisconsin. DRC will also be responsible for reporting results.

The Forward Exam is a summative assessment that provides information about what students know in each content area. Each student receives a score based on his/her performance in each subject tested. Scores are translated into one of four levels: advanced, proficient, basic, and below basic.

A total of 107 third through eighth graders completed the English/language arts and math assessments in the spring of 2016. Of all students enrolled in the school for the entire school year (i.e., third Friday of September until the Forward Exam in the spring), 16.8% were proficient or advanced in English/language arts and 6.5% were proficient in math (no students were advanced in math; not shown). Results by grade level are presented in figures 3 and 4.²³

²² The Wisconsin Forward Exam testing window was March 28 – May 20, 2016.

²³ This cohort of students differs from the cohort who were enrolled on the day of the assessment, which also includes students who enrolled during the school year. Among all 108 third through eighth graders enrolled on the day of the test, 16.6% were proficient or advanced in English/language arts and 6.5% were proficient in math.

Figure 3

King's Academy Forward Exam English/Language Arts Assessment 2015–16

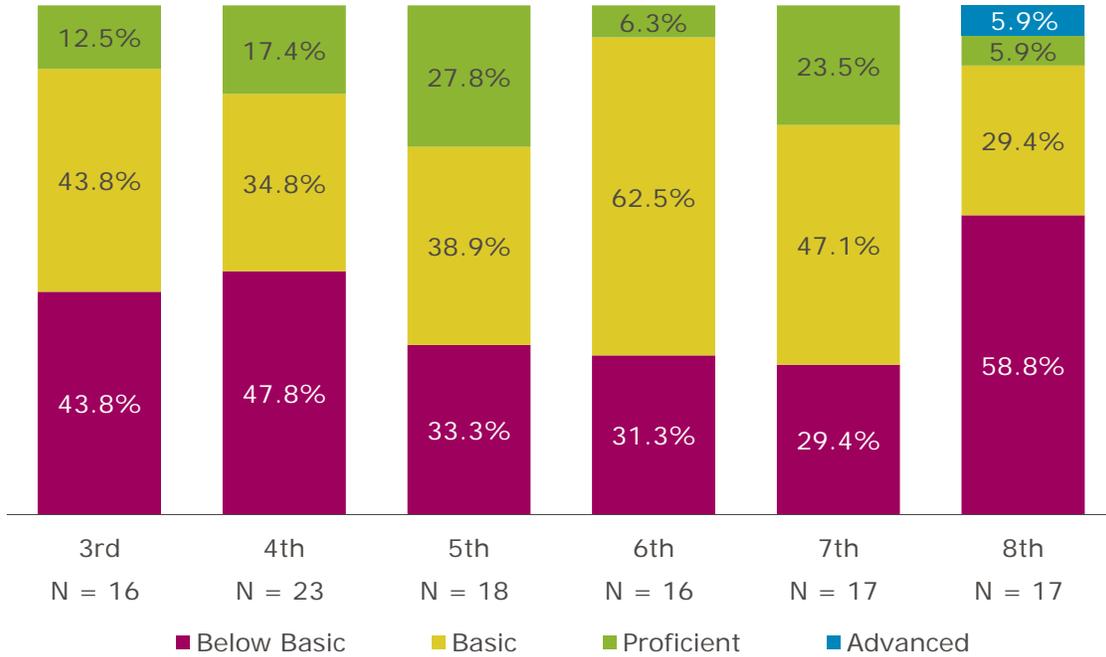
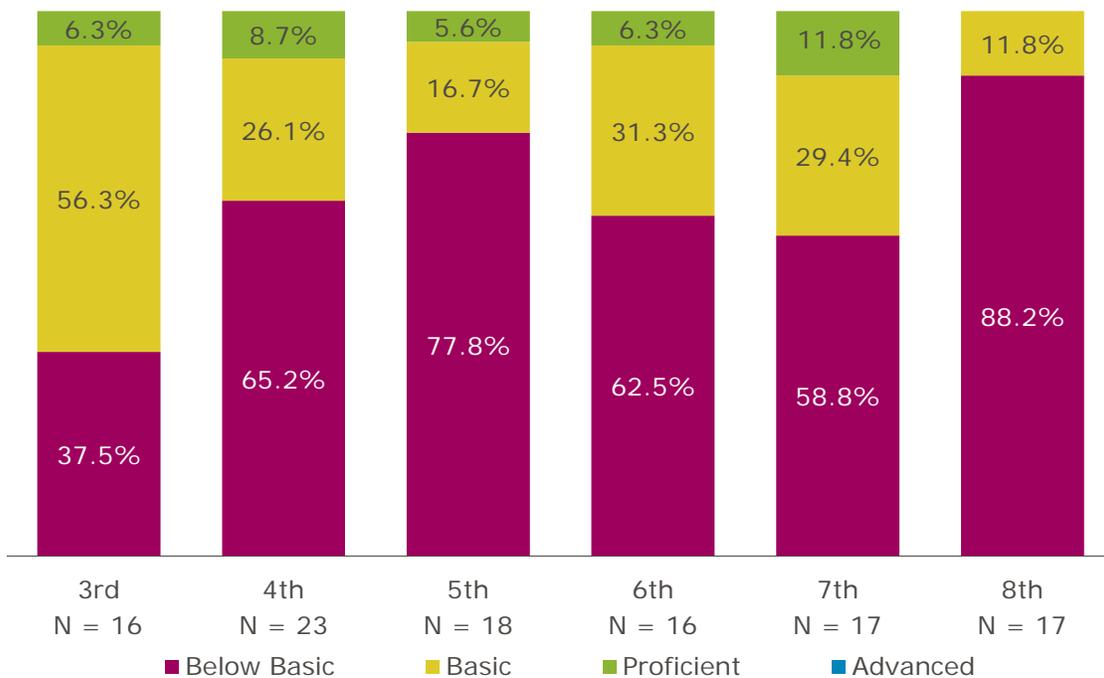


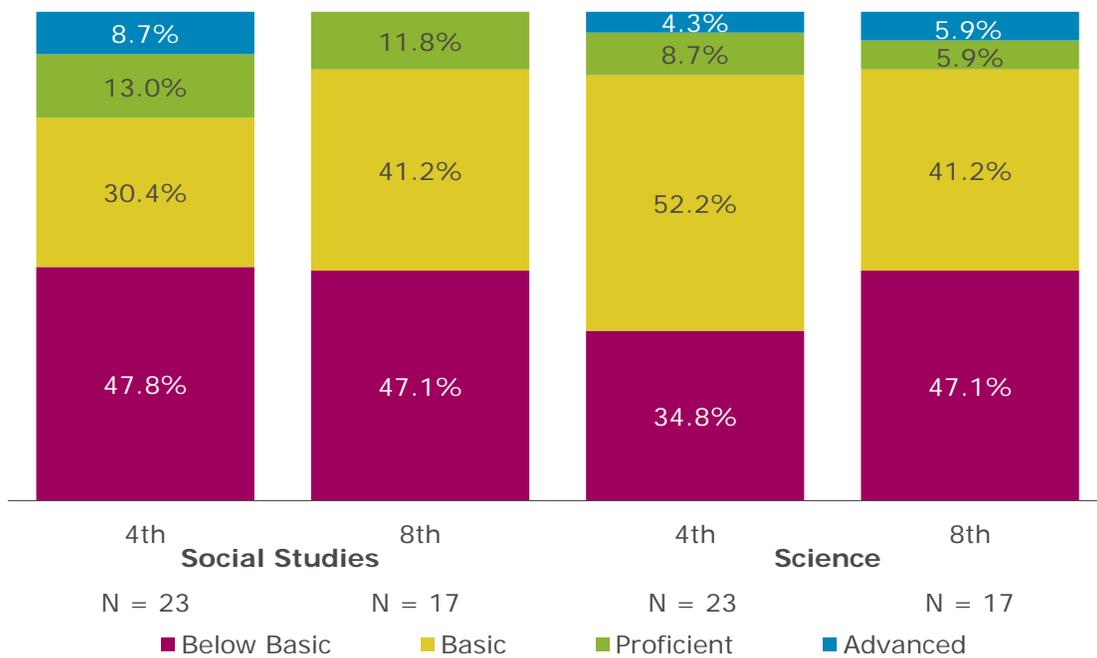
Figure 4

King's Academy Forward Exam Math Assessment 2015–16



Among 40 fourth and eighth graders who completed the social studies and science tests, 17.5% were proficient or advanced in social studies and 12.5% were proficient in science (not shown). Results by grade level are presented in Figure 5.

Figure 5
King's Academy
Forward Exam Social Studies and Science
Assessments
2015–16



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. 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-K, 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 first grade in 2014 and second grade in 2015 who had taken the PALS 1–3 during two consecutive years. The CSRC’s 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 fourth through eighth grades. Because this is the first year the Forward Exam was administered, 2015–16 results will be used as baseline data to measure student progress from 2015–16 to 2016–17; results will be available at that time.

1. Year-to-Year Reading Readiness for Students

A total of 10 students completed the PALS spring assessment in 2014–15 as first graders and in 2015–16 as second graders. Based on PALS results from the spring of 2015, seven students were at or above the spring of 2015 summed score benchmark as first graders. In order to protect student identity, CRC does not report results for fewer than 10 students; therefore, year-to-year reading readiness for the seven students at or above benchmark as first graders is not reported.

G. CSRC School Scorecard

In the 2009–10 school year, the CSRC piloted a scorecard for each school that it charters. The pilot ran for three years, and in the fall of 2012, the CSRC 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	93.4–100.0%	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	Total Scorecard Percentage	
	Prior to 2014	New Scale
High Performing/Exemplary	100.0% – 85.0%	83.3% – 100.0% (B to A)
Promising/Good	84.9% – 70.0%	70.0% – 83.2% (C– to B–)
Problematic/Struggling	69.9% – 55.0%	60.0% – 69.9% (D– to D+)
Poor/Failing	54.9% or less	0.0% – 59.9% (F)

The 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. The CSRC's expectation is that schools will achieve a rating of 70.0% (promising/good) or more; if a school falls under 70.0%, the CSRC will carefully review the school's performance and determine whether a probationary plan should be developed.

This year, CRC calculated the King's Academy scorecard results, which determine the school's rating for the 2015–16 school year. King's Academy scored 61.1% (D-) on the scorecard, which places the school in the problematic/struggling category. This compares with a score of 68.8% (in the problematic/struggling range) for the 2014–15 school year.²⁴ See Appendix D for school scorecard information.

H. DPI School Report Card

As of the date of this report, DPI has not published report cards for any schools for the 2015–16 school year.

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

CRC surveyed 54 parents.

- Over three quarters (87.1%) of parents agreed/strongly agreed that their child is learning what is needed to succeed in later grades.
- Almost all (90.7%) parents indicated that the staff keeps them informed about their child's academic performance.
- A total of 87.1% of parents agreed or strongly agreed that they and their child clearly understand the school's academic expectations.

²⁴ 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.

- A majority (81.5%) of parents rated the school's overall contribution to their child's learning as excellent or good.

Six teachers were interviewed.

- Five rated their students' academic progress as "good" and one as "fair."
- All six considered the educational methodology/curriculum approach at the school as important or very important reasons for continuing to teach at King's Academy.
- One rated the program of instruction as "excellent," one as "good," two as "fair," and two as "poor."

Of the 28 seventh and eighth graders surveyed, 18 agreed that their reading/writing skills had improved and 20 agreed that their math skills have improved.

Five board members were interviewed. Of the four who completed the interview:

- Three agreed that the students are making significant academic progress;
- One strongly agreed that the school is making progress toward becoming a high-performing school and two agreed with that statement; and
- On a scale of poor to excellent, four rated the school as "fair" or "good" overall.

IV. SUMMARY AND RECOMMENDATIONS

This report covers the sixth 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 hold 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, King's Academy has been at the problematic/struggling level for the past five years and this year, King's Academy fell to the poor/failing level at 57.1%.

Because King's Academy will no longer be chartered by the city of Milwaukee common council, there are no further recommendations.

Appendix A

Contract Compliance Chart

<p align="center">Table A</p> <p align="center">King's Academy</p> <p align="center">Overview of Compliance for Education-Related Contract Provisions</p> <p align="center">2015–16</p>			
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. 2–5	Met
Section I, V	Charter school shall operate under the days and hours indicated in the calendar for the 2015–16 school year and provide CSRC with a school year calendar prior to the conclusion of the preceding school year.	p. 10	Met
Section I, C	Educational methods.	pp. 2–5	Met
Section I, D	Administration of required standardized tests.	pp. 25–33	Met
Section I, D	<u>Academic criterion #1</u> : Maintain local measures showing pupil growth in demonstrating curricular goals in reading, writing, math, and special education goals.	pp. 16–25	Met
Section I, D and subsequent memos from CSRC	<u>Academic criterion #2</u> : Year-to-year achievement measures. Year-to-year results were not available or could not be reported due to <10 cohort size this year.	N/A	N/A
Section I, D	<u>Academic criterion #3</u> : Year-to-year achievement measures: Progress for students below grade level or proficiency level was not available this year.	N/A	N/A
Section I, E	Parental involvement.	pp. 10–11	Met
Section I, F	Instructional staff hold a DPI license or permit to teach.	p. 9	Not Met*
Section I, I	Pupil database information.	pp. 5–7	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: NCCD Children's Research Center and Charter School Review Committee
From: King's Academy
Re: Learning Memo for the 2015–16 Academic Year
Date: October 16, 2015

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 "Learning Memo 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 second 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 Measures²⁵

Reading and Mathematics, K5 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 2015 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.

Mathematics

- At least 65% 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.

²⁵ 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 individualized education program (IEP) goals.

Writing, First Through Eighth Grades

Using the *Write Source* curriculum, 80% of students who completed a writing sample between October 12 and 16, 2015, will improve by an overall average of one point on the writing sample taken between April 11 and 15, 2016.²⁶ The *Write Source* curriculum uses the Six Traits Writing Rubric, on which students can score a maximum of six points for each trait: ideas and content, organization, voice, word choice, sentence fluency, and conventions. Progress will be measured by comparing each student's average fall score with his/her average spring score. 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, and for fifth through eighth grades, persuasive.²⁷

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 annual review or reevaluation. 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 Students²⁸

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).

Year-to-Year Achievement²⁹

1. CRC will report results from the DPI-required standardized assessment.
2. Data from the 2015 spring PALS assessment will be used as baseline data. CSRC's expectation for students maintaining reading readiness is that at least 75% of students who were in first grade in the 2014–15 school year and met the summed score benchmark in the spring of 2015 will remain at or above the second-grade summed score benchmark in the spring of 2016.

²⁶ Students who score 4s in both the fall and spring will be counted as having met this goal.

²⁷ Writing genres include expository, descriptive, persuasive, and narrative.

²⁸ 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. Meeting this benchmark does not guarantee that the student is at grade level. (Information from DPI website.)

²⁹ CSRC will not have year-to-year achievement measurements for students in K4 and K5.

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
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%)
2015-16	212	9	42	179	173 (81.6%)

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%
2015-16	157	90	57.3%

*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
2011-12	94.9%
2012-13	96.9%
2013-14	94.4%
2014-15	91.3%
2015-16	91.4%

Table C4	
King's Academy Parent Participation Rate	
School Year	Parent Participation Rate
2011–12	76.9%
2012–13	94.7%
2013–14	92.2%
2014–15	93.3%
2015–16	93.2%

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
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%
2015–16					
Classroom Teachers Only	10	2	3*	7	77.8%
All Instructional Staff	16	2	3*	13	86.7%

*Three teachers left during the year; one was 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%
2015–16			
Classroom Teachers Only	6	0	0.0%
All Instructional Staff	11	4	36.4%

*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
2011–12	67.5%
2012–13	68.8%
2013–14	67.0%
2014–15*	68.8%
2015–16	61.1%

Appendix D

CSRC 2015–16 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)	15%
• % met math	(3.75)	
• % met writing	(3.75)	
• % met special education	(3.75)	
STUDENT ACHIEVEMENT: GRADES 3-8		
• WKCE reading—% proficient or advanced	(7.5)	15%
• WKCE math—% proficient or advanced	(7.5)	
ENGAGEMENT		
• Student attendance	(5.0)	25%
• Student reenrollment	(5.0)	
• Student retention	(5.0)	
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, and 12		
• EXPLORE to PLAN—composite score at or above benchmark on EXPLORE and at or above on PLAN	(5)	
• EXPLORE to PLAN—composite score below benchmark on EXPLORE but improved on PLAN	(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)	15%
• % of 11th/12th graders tested	(2.5)	
• % of graduates with ACT composite score of 21.25 or more	(2.5)	
LOCAL MEASURES		
• % met reading	(3.75)	15%
• % met math	(3.75)	
• % met writing	(3.75)	
• % met special education	(3.75)	
STUDENT ACHIEVEMENT: GRADE 10		
• WKCE reading—% proficient and advanced	(7.5)	15%
• WKCE math—% proficient and advanced	(7.5)	
ENGAGEMENT		
• Student attendance	(5.0)	25%
• Student reenrollment	(5.0)	
• Student retention	(5.0)	
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

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

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

Beginning with the 2014–15 scorecard, the PALS replaced the SDRT as the standardized measure for students in first and second grades. In 2014–15, DPI discontinued use of the WKCE; until a revised scorecard is adopted, measures related to the WKCE will not be scored.

Table D					
King's Academy					
Charter School Review Committee Scorecard					
2015–16 School Year					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Reading Readiness: 1st and 2nd Grades³⁰	% 1st graders at or above spring summed score benchmark this year	5.0	10.0%	85.7%	4.3
	% 2nd graders at or above remaining at or above summed score benchmark	5.0		NA	N/A*
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%	65.2%	2.4
	% met math	3.75		42.2%	1.6
	% met writing	3.75		40.9%	1.5
	% met special education	3.75		0.0%	0
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%	91.4%	4.6
	Student reenrollment	5.0		57.3%	2.9
	Student retention	5.0		81.6%	4.1
	Teacher retention rate	5.0		86.7%	4.3
	Teacher return rate	5.0		36.4%	1.8
TOTAL		45			27.5
K5–8TH GRADE SCORECARD PERCENTAGE					61.1%

*Teacher retention and return rates reflect all eligible instructional staff (classroom teachers plus other staff).

³⁰Fewer than 10 students were at or above the benchmark last year; therefore, YTY results could not be reported.

Appendix E

Teacher Interview Results

At the time of the teacher interviews, in May, 2016, there were six classroom teachers who had started the year and remained at the school at the time of the teacher interviews; others were substitutes or had been at the school a relatively short time. The interviews were scheduled on three different dates from three sessions from 3:15 – 4:15. The special education teacher was scheduled for the last date and unfortunately was absent that day.

Table E1					
King's Academy Teacher/Instruction Staff Assessment 2015-16 (N = 6)					
	Frequency				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	n	n	n	n	n
The school has a clear teacher performance assessment process	3	2	1	0	0
I am satisfied with my school's teacher performance assessment criteria	4	2	0	0	0
Student academic performance is an important part of teacher assessment	4	1	1	0	0

Table E2					
King's Academy Staff Assessment School Climate 2015-16 (N = 6)					
	Frequency				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	n	n	n	n	n
Adults who work in this school respect students and their different points of view	1	2	2	1	0
Staff at this school typically work well with one another	4	2	0	0	0
Staff at this school encourage all families to become involved in student activities	3	2	1	0	0

Table E3				
Reasons for Continuing to Teach at King's Academy 2015-16 (N = 6)				
Reason	Importance			
	Very Important	Somewhat Important	Somewhat Unimportant	Not at All Important
Financial considerations	2	4	0	0
Educational methodology/curriculum approach	2	4	0	0
Age/grade level of students	2	1	2	1
Discipline	4	2	0	0
General atmosphere	5	1	0	0
Class size	1	5	0	0
Administrative leadership	5	1	0	0
Colleagues	2	4	0	0
Students	4	2	0	0

Table E4				
King's Academy School Performance Rating 2015-16 (N = 6)				
Area	Rating			
	Excellent	Good	Fair	Poor
Class size/student-teacher ratio	3	3	0	0
Program of instruction	1	1	2	2
Shared leadership, decision making, and accountability	2	4	0	0
Professional support	3	3	0	0
Progress toward becoming a high-performing school	1	4	1	0
Your students' academic progress	0	5	1	0
Adherence to discipline policy	1	2	3	0
Instructional support	2	1	3	0
Parent/teacher relationships	0	4	2	0
Teacher collaboration to plan learning experiences	4	0	1	1
Parent involvement	1	2	2	1
Your performance as a teacher	5	1	0	0
Administrative staff's performance	4	2	0	0

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

- Collaboration between administration and teachers;
- Family-oriented environment; and
- Positive reinforcement for encouraging students.

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

- Poor communication between administration and teachers;
- Lack of programs and supplemental materials, e.g. music and computer classes; and
- Lack of support staff capable of adequately handling students' behavior issues in the classroom.

Additional comments:

- Since last year there has been an improvement in leadership and student academic progress; and
- The school is moving in a good direction.

Section F

Parent Survey Results

Parent opinions are qualitative in nature and provide a valuable measurement of school performance. To determine parent’s satisfaction with the school, parental involvement with the school, and an overall evaluation of the school, each school distributed paper surveys during spring parent-teacher conferences as well as offered the ability to complete the survey online. CRC made at least two follow-up phone calls to parents who had not completed a survey. If these parents were available and willing, CRC completed the survey over the telephone. Fifty-four (54) surveys, representing 53 (65.4%) of 81 King’s Academy families were completed and submitted to CRC.

Most parents either agreed or strongly agreed that they are comfortable talking with staff (92.6%) and that they are kept informed about their child’s academic progress (90.7%). Fewer parents agreed or strongly agreed with many of the other statements (Table F1).

Table F1												
King’s Academy												
Parent Satisfaction With School												
2015–16												
(N = 54)												
Factor	Response											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		No Response	
	n	%	n	%	n	%	n	%	n	%	n	%
I am comfortable talking with the staff	36	66.7%	14	25.9%	1	1.9%	2	3.7%	0	0.0%	1	1.9%
The staff keep me informed about my child’s academic performance	29	53.7%	20	37.0%	4	7.4%	0	0.0%	1	1.9%	0	0.0%
I am comfortable with how the staff handles discipline	27	50.0%	12	22.2%	7	13.0%	6	11.1%	2	3.7%	0	0.0%
I am satisfied with the overall performance of the staff	27	50.0%	14	25.9%	8	14.8%	2	3.7%	2	3.7%	1	1.9%
The staff recognize my child’s strengths and weaknesses	30	55.6%	17	31.5%	2	3.7%	1	1.9%	2	3.7%	2	3.7%
I feel welcome at my child’s school	35	64.8%	11	20.4%	6	11.1%	2	3.7%	0	0.0%	0	0.0%
The staff respond to my worries and concerns	29	53.7%	13	24.1%	7	13.0%	2	3.7%	2	3.7%	1	1.9%
My child and I clearly understand the school’s academic expectations	32	59.3%	15	27.8%	4	7.4%	1	1.9%	2	3.7%	0	0.0%
My child is learning what is needed to succeed in later grades or after high school graduation	30	55.6%	17	31.5%	5	9.3%	1	1.9%	0	0.0%	1	1.9%
My child is safe in school	32	59.3%	14	25.9%	6	11.1%	0	0.0%	2	3.7%	0	0.0%
People in this school treat each other with respect	22	40.7%	18	33.3%	9	16.7%	2	3.7%	3	5.6%	0	0.0%
The school offers a variety of courses and afterschool activities to keep my child interested	22	40.7%	15	27.8%	12	22.2%	4	7.4%	1	1.9%	0	0.0%

The second measure examined the extent to which parents engaged in educational activities while at home. During a typical week, most or many of the parents of younger children (K4 through fifth grades) worked on homework with their children (97.6%), read to their child(ren) (87.8%), work on arithmetic or math (82.9%), and encourage the use of phones, tablets, or computers for learning (82.9%).

Table F2								
King's Academy Parent Participation in Activities K4–5th Grade 2015–16 (N = 41)								
Activity	Response							
	Never		Monthly		Weekly		No Response	
	n	%	n	%	n	%	n	%
Read with or to your child(ren)	0	0.0%	5	12.2%	36	87.8%	0	0.0%
Encourage the use of phones, tablets, or computers for learning	0	0.0%	7	17.1%	34	82.9%	0	0.0%
Work on arithmetic or math	2	4.9%	3	7.3%	34	82.9%	2	4.9%
Work on homework	0	0.0%	0	0.0%	40	97.6%	1	2.4%
Participate together in activities outside of school	1	2.4%	12	29.3%	28	68.3%	0	0.0%

Parents of older children (grades sixth through eighth) engaged in similar activities during the week. For example, 93.3% of 15 parents monitored homework completion and 86.7% discussed their children's plans for education after graduation (Table F3)

Table F3						
King's Academy Parent Participation in Activities 6th – 8th Grade 2015–16 (N = 15)						
Activity	Response					
	Never		Monthly		Weekly	
	n	%	n	%	n	%
Monitor homework completion	0	0.0%	1	6.7%	14	93.3%
Encourage the use of phones, tablets, or computers to do research	0	0.0%	3	20.0%	12	80.0%
Participate together in activities outside of school	0	0.0%	3	20.0%	12	80.0%
Discuss with your child his/her progress toward graduation	0	0.0%	4	26.7%	11	73.3%
Discuss plans for education after graduation	0	0.0%	2	13.3%	13	86.7%

Parental satisfaction was also evident in the following results.

- Nearly four-fifths (79.6%) parents would recommend this school to other parents.
- Less than two thirds (59.3%) will send their child to the school next year. Eight (14.8%) parents said they will not send their child to the school next year, and 11 (20.4%) were not sure. The remaining 5.6% did not respond to the question.
- When asked to rate the school's overall contribution to their child's learning, a majority (81.5%) of parents rated the school's overall contribution to their child's learning as excellent or good.

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

- Staff and teachers
- Good communication and kept informed about what is going on with children;
- Individualized attention; and
- Child safety.

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

- Discipline policy
- Lack of activities

Appendix G

Student Survey Results

At the end of the school year, 28 seventh and eighth grade students completed an online survey about their school. The following tables indicate the students' responses.

Table G						
King's Academy Student Survey 2015-16 (N = 28)						
Question	Answer					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
I like my school.	1	4	13	3	7	0
My reading/writing skills have improved.	6	12	7	2	1	0
My math skills have improved.	7	13	3	1	3	1
I regularly use computers/tablets in my school work.	2	3	5	4	14	0
The school rules are fair.	1	6	4	4	13	0
The teachers at my school help me to succeed in school.	2	10	8	4	4	0
I like being in school.	5	8	6	2	7	0
I feel safe in school.	3	4	12	1	8	0
The marks I get on classwork, homework, and report cards are fair.	8	5	6	3	5	1
My school has afterschool activities.	0	12	5	2	8	1
My teachers talk with me about high school plans.	5	5	4	4	9	1
Students at my school respect each other and their different points of view.	0	4	4	5	14	1
Teachers at my school respect students.	0	4	7	5	12	0
Teachers at my school respect students' different points of view.	1	7	6	6	8	0

When asked what they liked best about the school, students said:

- Free time in class;
- The gym; and
- Field trips.

When asked what they liked least, students said:

- The teachers;
- Unfair rules and discipline; and
- Student behavior.

Appendix H

Board Interview Results

Board member opinions are qualitative in nature and provide valuable, although subjective, insight regarding school performance and organizational competency. King’s Academy’s board of directors consists of nine members: a chair, a finance committee chair, an education chair, a finance chair and a secretary. In addition two members are on the education committee, one member on strategic planning, one member on fund development and one member who is both on strategic planning and fund development. CRC staff conducted phone interviews using a prepared interview guide with five of the board members who agreed to participate.

The board members have served on the board for an average of just under eight years. The backgrounds of the board members included education, accounting and financial experience, law, and public housing.

One of the board members said he/she participates in strategic planning for the school. All five received a presentation on the school’s annual academic performance report, received and approved the school’s annual budget, and reviewed the school’s annual financial audit.

Four of the members reported that the board uses data to make decisions regarding the school (the fifth board member did not respond). On a scale of poor to excellent, four out of five board members rated the school as fair or good overall (the fifth board member did not respond).

Table H					
King’s Academy					
Board Member Interview Results					
2015–16					
(N = 4)³¹					
Performance Measure	Response				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teacher-student ratio/class size at this school is appropriate.	1	3	0	0	0
Program of instruction (includes curriculum, equipment, and building) is consistent with the school’s mission.	1	3	0	0	0
Students make significant academic progress at this school.	0	3	1	0	0
The administrator’s financial management is transparent and efficient.	2	2	0	0	0
This school is making progress toward becoming a high-performing school.	1	2	1	0	0
This school has strong linkages to the community, including businesses.	0	2	2	0	0
The administrative staff’s performance meets the board’s expectations.	0	3	1	0	0
The majority of the board of directors take their varied responsibilities seriously.	2	2	0	0	0
This school has the financial resources to fulfill its mission.	0	1	3	0	0
The environment of this school ensures the safety of its students and staff.	1	3	0	0	0

³¹ One board member did not complete the interview, but rather completed only a couple of the questions. This person’s results are not reported in this table.

When asked what they liked most about the school, the board members mentioned the following items:

- The new principal;
- Camaraderie between the board, teachers, and administrators; and
- Environment.

Regarding things they like least, the board members mentioned:

- Lack of improvement in students' test scores;
- Lack of resources/lack of clarity in how to find resources;
- Staff turnover; and
- Barriers to school growth.

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

- Increased resources;
- Find and maintain dedicated and capable staff; and
- Increased collaboration between teachers, parents, and the community.

Additional comments:

- Everyone is striving to do as much as possible with the limited resources.