



MPS Charter School Contract Review Team Comments and Renewal Recommendation

Name of Charter School: Kathryn T. Daniels University Preparatory Academy (KTD)
Date: December 4, 2017

The renewal recommendation is based on a thorough review and analysis of Information and data from the following:

- Charter School Performance Summary – Educational, Financial and Organizational Performance Standards
- Application for Renewal
- School Site Visit

Charter School Performance Summary

Educational Performance Rating:

Met the Standard	Did Not Meet the Standard
	X

Financial Performance Rating:

Met the Standard	Did Not Meet the Standard
X	

Organizational Performance Rating:

Met the Standard	Did Not Meet the Standard
	X

Summary Comments on Performance Ratings:

(Instructions: Provide summary comments and rationale for the performance ratings. Provide examples to support the ratings.)

Kathryn T. Daniels University Preparatory Academy (KTD) was established in fall 2011. The school received a two year contract renewal to begin in the fall of 2016. Due to the short-term renewal, the academic performance in the summary is based on the 2016-17 school year and compared to growth from the 2015-16 school year, which was the last year of previous contract term.

Educational Performance:

Based on KTD's academic and behavior data, KTD has seen little to no academic gains across all academic areas. The 2015-16 Forward English Language Arts (ELA) exam compared to the 2016-17 Forward ELA exam, showed a decrease in the number of students that were proficient. These same results are appearing in the universal screener as well there were only nine students in grades 2 through 8 that are proficient in the area of reading. According to the Forward for mathematics, there was a slight increase in proficiency from 2015-16 to 2016-17 school year. According to the universal screener, there are two students that are currently proficient in the area of math. In the areas of science and social studies, proficiency levels have increased slightly from 2015-16 to 2016-17 school year. The school's analysis of the academic performance in the response to the performance summary is incorrect and the school has provided supplemental information at the request of the Team. The school has attempted to put systems in place to support their deficits in reading and math, however, there has been limited success.

Due to the short term contract, it was mutually agreed to illustrate gap closure based on the average gap in fall 2016 compared to the average gap in the spring 2017 in both reading and math. KTD met both of these measures by narrowing the gap in reading by 5.5% and in math by 1.8%. The school has revised schedules to include intervention; however the school has not implemented with fidelity the specific academic supports students should receive during this time. In addition, KTD has created the opportunity for a Saturday Academy for students to attend; however there has been limited student participation and the school has not been able to provide evidence of progress of students who attend.

KTD has shown a decline in their attendance rate and have consistently not been able to meet this measure. During the 2015 review, KTD had a stability rate of less than 50%. Since then, the school has shown slight improvement as they increased to 62.4% in 2015-16 and 60.8% in 2016-17. The school has attempted to put systems in place to increase attendance and recruit and retain families.

Financial Performance:

KTD has continued to be in good financial standing. The financial audits have been unqualified each contract year and the budgets have indicated that there are no budget deficits or concerns.

Organizational Performance:

Despite having a consistent leader, the staff mobility has caused challenges with developing and implementing consistent and effective systems. As a result, the quality of the core instruction has demonstrated limited success.

There continues to be ongoing concerns with kitchen operations. As a result, there has been excessive oversight by MPS nutrition services.

KTD has struggled to meet the requirement for immunizations. They are working with parents by increasing communication to express importance of this requirement for health and safety of their students.

MPS Charter School Contract Review Team Comments and Renewal Recommendation

Application for Renewal:

Met the Standard	Did Not Meet the Standard
<p>The Application for Renewal provides <i>clear, concise and compelling information</i> in the areas of Educational, Financial and Organizational Performance. The school has:</p> <ul style="list-style-type: none"> - Included ample evidence of increased student achievement or shown continuous improvement; - Provided credible examples and documented evidence of its financial performance; and - Illustrated sufficiently and convincingly that it is organizationally sound. - The school's plans for continued success are clearly and effectively outlined with full details, descriptions, and explanations. 	<p>The Application for Renewal <i>does not provide clear, concise and compelling information</i> in the areas of Educational, Financial and Organizational Performance. The school did not satisfactorily address application components. Responses lack details. Descriptions and/or examples are underdeveloped.</p> <p>The school provided:</p> <ul style="list-style-type: none"> - Insufficient evidence of increased student achievement or continuous improvement; - Unclear examples and evidence of its financial performance; and - Inadequate evidence that it is organizationally sound. - The school's plans for continued success are unclear and not fully described or developed.

Met the Standard	Did Not Meet the Standard
	X

Summary Comments on the Application for Renewal:

(Instructions: Provide examples of strengths and weaknesses in the application for renewal.)

KTD's mission is to design a rigorous K-8 college preparatory program with highly skilled teachers and an unwavering commitment to utilize the most powerful instructional techniques and methodologies. Their vision is to create a rich learning environment that integrates the study of performing arts and technology in order to prepare future leaders for service in the urban community and beyond.

The application provided insufficient evidence of increased student achievement or continuous improvement. The school's original application submission included inaccurate data and analysis, as a result, the school was asked to revise. In the application, KTD reported the progress of showing "continuous" improvement based on narrowing the gap in both math and reading. Even though the school has shown some slight narrowing in the gap (5.5% in reading and 1.8% in math), the interpretation provided in the application was of a subgroup or different cohort of students and inaccurately represented the information. In addition, the school was asked to make additional revisions in the application.

The school reported in the application that they use a variety of technological resources (i.e. Achieve3000, ST Math and Odyssey), however there is evidence that the school is not implementing with fidelity. MPS noted the online implementation are inconsistently implemented by grade and schedule. There have been some changes to their schedule, since the last review with the addition of an intervention block in the afternoon and additional support through Saturday Academy. KTD provided subsequent information regarding the attendance at the Saturday Academy, however they have not been able to provide evidence of the content students receive and value added to students.

KTD has embedded more of the arts programs since the last review as supported by a Director of Fine Arts, drama teacher, dance teacher, and music teacher. They have also increased the number of after school

activities for students that include choir, drama, basketball and cheerleading.

The school's plans for continued success is insufficient in the application, based on academic and operational performance. This section of the application includes curriculum resources that are available to teachers and does not provide a detailed plan as to how they intend to improve teaching and learning in the core classes. The Team requested subsequent information from the school to assist in understanding the next steps in the schools' future. However, the subsequent information is questionable to support the future growth of the school, based on historical data and current practices.

KTD reported it has a partnership with a Marian Universities in hopes to improve the teaching and learning through professional development opportunities. KTD has failed to provide evidence of how KTD staff have engaged in these professional development opportunities. The partnership with Wisconsin Conservatory of Music has provided opportunities for students to enhance the fine arts experiences for students.

Overall, the school has struggled to provide quality education to its students based on the application for renewal.

School Site Visit:

Met the Standard	Did Not Meet the Standard
<p>Charter school site visit provided excellent further evidence that the school is meeting performance standards.</p> <ul style="list-style-type: none"> - School presentations clearly and effectively communicated information from its Application for Renewal. - School sufficiently addressed any issues/concerns raised by the MPS Charter School Contract Review Team members. - School (if appropriate) provided sufficient supplementary information to further clarify performance results and ratings. - Samples of student work and classroom visits reflect strongly and positively the school's teaching and learning practices. 	<p>Charter school site visit did not provide compelling evidence that the school is meeting performance standards.</p> <ul style="list-style-type: none"> - School presentations insufficiently communicated information from its Application for Renewal. - School did not adequately address issues/concerns raised by the MPS Charter School Contract Review Team members. - School did not provide ample supplementary information to clarify performance results and ratings. - Samples of student work and classroom visits did not necessarily positively reflect the school's teaching and learning practices.

Met the Standard	Did Not Meet the Standard
	X

Summary Comments on School Site Visit:

(Instructions: Provide comments regarding the school site visit.)

KTD's presentation indicated that the educational focus is to build a framework that integrates literacy across curriculum in core content areas and use of technology through blended learning. The school indicated that the instructional program enables students to reach specific, rigorous and measurable academic standards. The school strongly believes that all students deserve the opportunity to demonstrate excellence and can and will succeed when given the optimal support and guidance.

During the site visit to KTD, the school presented the same information that was in their application. The data presented was inaccurate and the Team requested subsequent information to reflect accurate information. The application and presentation described the variety of technology that they have access to, such as kindles, iPads, Smart Boards, and computers. However, based on the classroom visits and student testimony, there is limited indication of technology being utilized at this time. There was no evidence of a blended learning model or the gradual release of instruction that KTD indicated in the application.

The mission of KTD is create a rigorous college preparatory curriculum that engages students. Based on the classroom observations, the tasks were low level with no evidence of higher level thinking. The instruction was primarily teacher led with little to no student engagement. Some students complied with the teachers expectations, however there was no evidence of productive struggle or discourse in the classrooms. It was noted that there was a high number of students that were disengaged and off task, with no redirection by the teacher. It was unclear what the behavior expectations were in each classroom as there was no evidence of a common system that was utilized school wide. The tasks that students were asked to complete did not match the curriculum that was outlined in the application and the presentation. The learning objectives were posted, however they did not align to the learning. Observed instructional practices did not reflect high expectations for students.

The Review Team is concerned about the conditions of the facility for the health and safety of students. The Team has requested subsequent information as to how the school will immediately address these concerns. However, the school has provided inconsistent information.

Data quality continues to be an on-going concern as it relates to suspensions, attendance and incidents being appropriately documented in the student information system. KTD has not effectively created an environment conducive to learning that fosters student engagement.

KTD recognizes the struggle with recruiting and retaining highly qualified staff and has a partnership with Marion College for professional development as well as teacher certification program. The high turnover of staff has been a barrier in continuous professional development that carries over from one year to the next.

Parent testimony indicates that the school has a welcoming environment and the school leader provides support for families. The parents indicated that they are working to increase parental involvement. Some parents indicated that since their child attended KTD, they are excelling in academics and appreciate the fine arts component that they offer to students.

During the student focus group, the Team was able to hear from a variety of students' experiences at KTD. The students ranged in grades from second through eighth and the focus group had one to seven years of attending KTD. Students indicated that the fine arts programs and parties are the best features of the school. Students would like to have an art and dance teacher along with more teachers in the classroom to assist struggling students. In addition, the students would like to have a playground for the younger students and more days for gym. Students appreciate the middle school town hall meetings because they allow for discussion of the violence that occurs over the week and discuss problems. The sentiment from students is that they do not have the opportunity to access the technology that the school has indicated is available to them.

MPS Charter School Contract Review Team Comments and Renewal Recommendation

Renewal Recommendation by MPS Charter School Contract Review Team

The renewal recommendation for Kathryn T. Daniels University Preparatory Academy School is:

_____ Full-term Renewal – Term of Five Years

X

_____ Short-term Renewal – Term of ~~Three~~ Two Years

_____ Non-Renewal / Revocation

Renewal Recommendation Rationale:

Summary Comments:

(Instructions: Provide summary comments and rationale for the renewal recommendation. Provide examples to support the recommendation.)

Since the last renewal, Kathryn T. Daniels University Preparatory Academy has demonstrated some growth in the areas of narrowing the gap in both math and reading, increasing the stability rate, slightly increasing the percentage of contract measures met from the previous year, increased extra-curricular activities, and consistent leadership. However, there continues to be a number of concerns as it relates to the implementation of its educational program that includes, but not limited to, the following; data quality, facility conditions, core instruction, use of technology, mobility of staff, and implementation of research-based interventions.

Due to persistent concerns, MPS has provided a number of opportunities for support and on-going feedback to the school. KTD has started to take advantage of some opportunities offered this current school year. KTD's educational program was not compelling and lacked a vision for how to demonstrate academic gains. Based on the academic data, the school has shown slight growth in narrowing the achievement gap in the 2016-17 school year, however they have not demonstrated significant academic achievement. KTD has not demonstrated continued significant and sustained academic improvement in mathematics, English Language Arts, science, and social studies. KTD has not made sufficient progress towards attaining the educational goals and the academic and organizational performance criteria outlined in the contract.

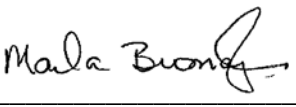
The concerns include, but are not limited to, the following: The core instruction needs to be strengthened and the school will need to provide evidence that teachers are utilizing the appropriate instructional resources to maximize the instructional time. Currently, the school has interventions scheduled during the regular school day and will need to provide the appropriate research-based interventions that are being implemented, as well as, identifying the students and the impact they are having on students. Due to inconsistencies in understanding and analyzing data, it is recommended that representatives from the school attend trainings to develop this area. In addition, the school would need to provide the meeting dates that the data will be discussed with Contracted School Services. KTD will need to develop and implement a ladder of behavioral management systems. There have been on-going data quality concerns that need to be reconciled. The school will need to repair and maintain a safe, clean and orderly facility. KTD experiences a high turnover of staff, therefore they will need to develop and implement a differentiated staff professional development plan. In order to support teacher and learning in the core instruction, the school needs to provide a schedule of classroom observations and the tool used to provide feedback. It is unclear as to the roles and responsibilities at the school. It is recommended that the school provide a description of the clearly defined roles and responsibilities for the staff.

The Charter School Review Team has reviewed the educational program along with the charter school renewal application, performance summary and additional data, and conducted a full day site visit where the school team provided additional information as well as testimony from both students and parents. The school provided

inadequate information and was asked to provide subsequent information that did not meet the requirements. Given the evidence outlined, the Review Team recommended a short-term renewal of two years, with conditions.

MPS Charter School Review Team Members: (List names and affiliation of all members)

Nuntiata Buck	MPS Curriculum and Instruction
Joan Butz	Community Volunteer
Irene Borenstein	MPS Specialized Service
Terry Falk	MPS Board of Directors
Lisa Haar	MPS School Performance Coordinator
Dorneesha Hill	Community Volunteer
Felecia Jasper-Mitchell	MPS Finance
Robert Latterman	MPS Assessment
Mark Sain	MPS Board of Directors
Bridget Schock	MPS Contracted School Services
Ceasar Stinson	MPS Office of Board Governance
Michelle Wade	MPS Curriculum and Instruction

Signature: 

Marla Bronaugh, Director, Office of Contracted School Services

Date: December 4, 2017