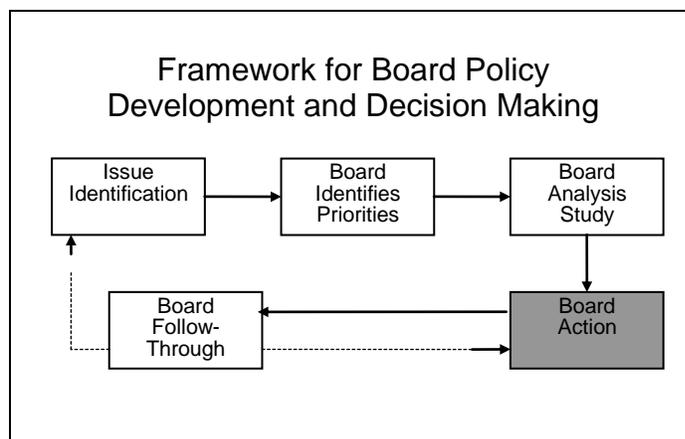


Iowa State Board of Education

Executive Summary

July 29, 2010



Agenda Item: Iowa Public Charter Schools: Renewal for Charter Status – Dubuque Community School District

Iowa Goal: All K-12 students will achieve at a high level.

Equity Impact Statement: Iowa public charter schools are required to be open to all students in accordance with Iowa’s nondiscrimination policies.

Presenter: Del Hoover, Deputy Division Administrator
Bureau of Accreditation and Improvement Services

Lynne Devaney, Associate Superintendent
Dubuque Community School District

Chris McCarron, Principal
Prescott Elementary Charter School

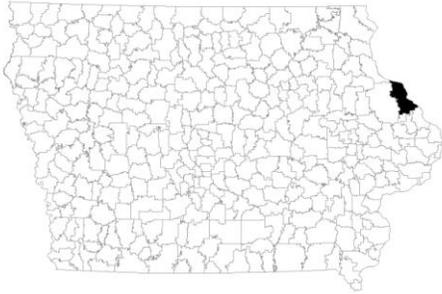
Attachments: 1

Recommendation: It is recommended the Prescott Elementary Charter School for Dubuque Community School District be approved through the end of the 2013-2014 school year. The Charter School shall work with the Department to refine measurable goals and align to newly emerging data systems at the Department.

Background: The Dubuque Community School District received a \$50,000 charter planning grant in 2005-2006. The school was approved for charter status in 2006-2007 and received a charter status grant of \$350,000.

PRESCOTT ELEMENTARY CHARTER SCHOOL

Renewal – May 2010



SCHOOL/DISTRICT INFORMATION

Prescott Elementary Charter School
1151 White Street
Dubuque, IA 52001
Administrator: Chris McCarron, Principal
October 2009 School BEDS Enrollment - 265

Dubuque Community School District
2300 Chaney Road
Dubuque, IA 52001
October 2009 District BEDS Enrollment – 10,578

MISSION OF CHARTER

The mission of Prescott Elementary Charter School, an Expeditionary Learning Charter School for the Arts, is to empower each child to achieve his/her potential and to become a strong contributing member of the community.

DESCRIPTION OF CHARTER

The Dubuque Charter School serves students in grades K-5 intertwining Expeditionary Learning Outward Bound, Iowa's Positive Behavior Support (PBS) Initiative, and a visual and performing arts-infused curriculum. Instruction is provided in traditional academic subjects through in-depth, challenging, thematic learning expeditions with a strong emphasis on the arts. The arts will be utilized to teach all academic subjects. Learning expeditions will include a strong service learning component that links student learning to real-world application.

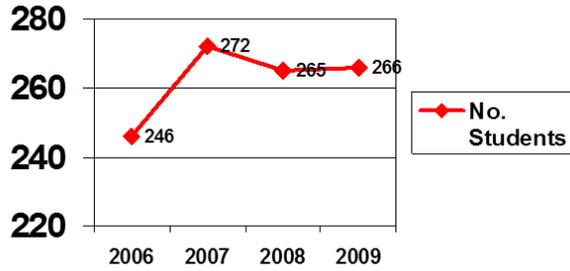
The school is the charter (school-wide charter).

CHARTER HISTORY

Received a charter planning grant in 2005-2006 - \$50,000
Received charter status in 2006-2007 and a charter status grant - \$350,000

Students Enrolled in Charter: 266, Preschool-5th grade

	PS	K	1	2	3	4	5
2009-2010	19	38	36	44	43	41	45



Financial Stability: This district does not have a negative unspent authorized budget.

Number of Teachers: 32 (FTE)

Qualifications: All teachers hold Iowa licenses.

Number of Administrators: 1 (FTE)

Qualifications: Administrator holds an Iowa license.

GOALS AND PROGRESS

GOAL 1: Increase student achievement in reading on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education.

PROGRESS: The percentage of full academic year (FAY) students proficient in grades 3-5 decreased the last two years as measured on the Iowa Test of Basic Skills (ITBS). (It is important to note that this data does not include the Iowa Alternative Assessment. The charter had students who took the Alternative Assessment for both of the last two years. All students who took the assessment scored “advanced.” Six students took the assessment this year.)

Grades 3-5 ITBS FAY Collapsed Data Per Annum Reading Proficiency
Scores for collapsed data is an approximate target based on individual grade level targets

	2006-2007		2007-2008		2008-2009		2009-2010	
	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient	# of FAY Students			
All Students	71	50.7	75	58.7	102	53.9	93	48.4
Female	29	72.4	47	59.6	56	57.1	45	53.3
Male	42	35.7	28	57.1	46	50	48	43.8
White	46	58.7	58	67.2	65	64.6	44	59.1
African American	19	36.8	14	28.6	32	34.4	33	33.3
Asian	2	50	0	NA	0	NA	0	NA
Hispanic	4	25	3	33.3	5	40	10	30
Low SES	58	46.6	33	50.9	83	49.4	80	43.5
Non-Low SES	13	69.2	55	80	19	73.7	13	76.9
IEP	12	25	20	60	17	47.1	23	26.1
Non-IEP	59	55.9	10	58.5	85	55.3	70	55.7

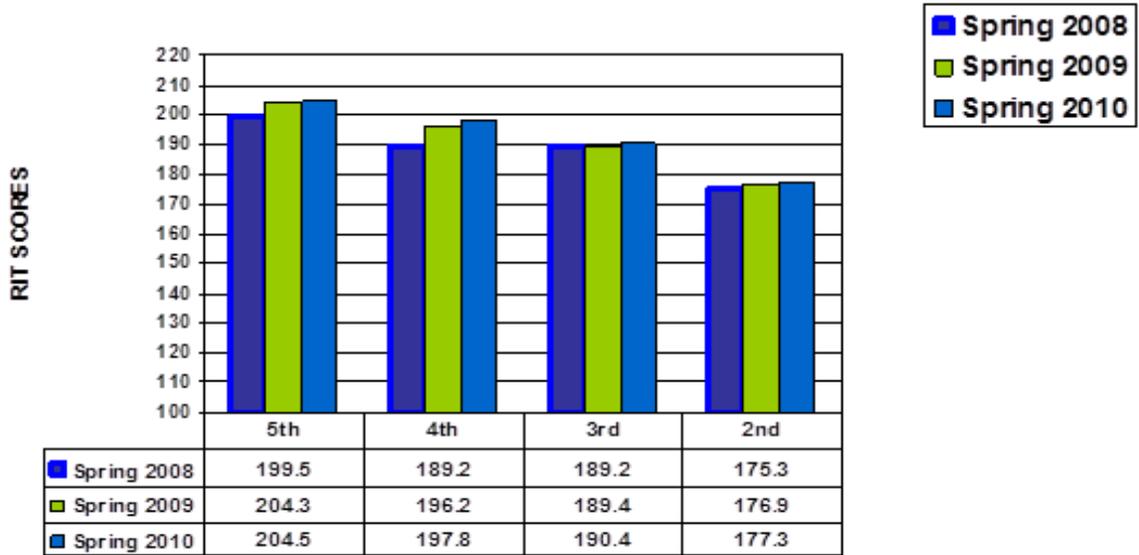
READING PROGRESS SINCE CHARTER INCEPTION

Fifty-two percent (52%) of the students in grades 3-5 in 2009-2010, have been at the charter school since its inception.

- 22/43 of the Fifth grade students—64% were proficient
- 21/43 of the Fourth grade students - 52% were proficient
- **23/44 of the Third grade students- 78% were proficient

** The third grade students are the first student to take the ITBS who have had the charter school design since they began school in kindergarten.

Prescott School: Measures of Academic Progress MAP RIT SCORES- Reading



SUMMARY OF THE MAP TEST

This year's spring MAP assessment had the highest scores for reading for all grade levels since the charter began. The only exception was that last year's fifth grade was higher than this year's. ALL special education students are included in this data.

OTHER NOTES REGARDING READING PROGRESS

- All students are involved in at least one guided reading group at their level. All students reading below grade level have reading interventions in place.
- Every Child Read strategies to improve reading comprehension have been implemented.
- A new research-based phonics program, Fountas and Pinnell, has been implemented in K-3.
- The instructional coach is demonstrating and working with new teachers to institute appropriate guided reading instruction.
- Special education, general education, and reading teachers are team-teaching to provide additional supports to struggling readers.

GOAL 2: Increase student achievement in math on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education.

PROGRESS: The percentage of FAY students proficient in grades 3-5 in the “all students” category increased by 8.7 percent over last year as measured on ITBS.

Grades 3-5 ITBS FAY Collapsed Data Per Annum Math Proficiency
Scores for collapsed data is an approximate target based on individual grade level targets

	2006-2007		2007-2008		2008-2009		2009-2010	
	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient
All Students	71	43.7	75	50	102	45.1	93	53.8
Female	29	44.8	47	43.5	56	37.5	45	55.6
Male	42	42.9	28	60.7	46	54.3	48	61.4
White	46	58.7	58	54.4	65	63.1	44	61.4
African American	19	21.1	14	28.6	32	9.4	33	42.4
Asian	2	0	0	NA	0	NA	0	NA
Hispanic	4	0	3	66.7	5	40	10	60
Low SES	58	39.7	55	44.4	83	41	80	50
Non-Low SES	13	61.5	20	65	19	63.2	13	76.9
IEP	12	25	10	50	17	41.2	23	30.4
Non-IEP	59	47.5	65	50	85	45.9	70	61.4

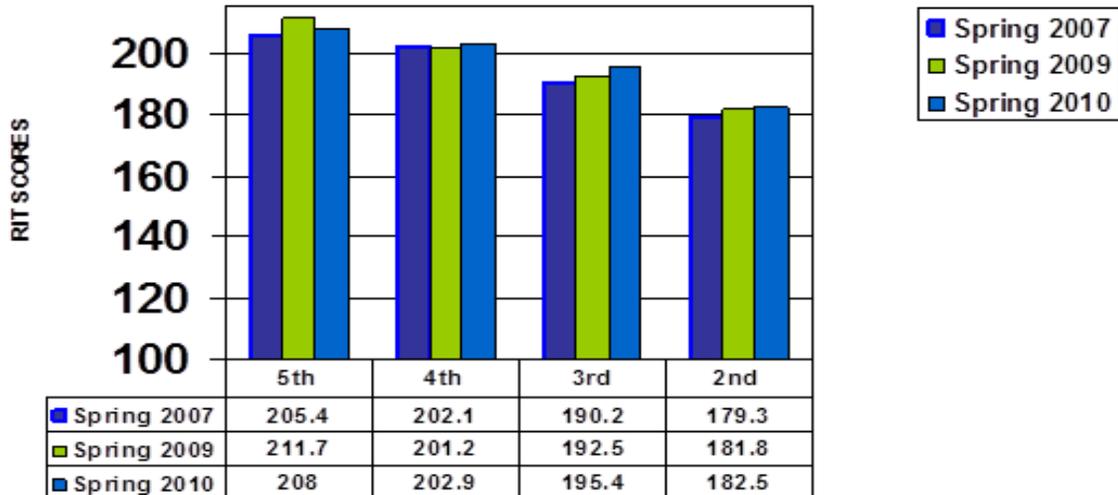
MATH PROGRESS SINCE CHARTER INCEPTION

Fifty-two percent (52%) of the students in grades 3-5 in 2009-2010, have been at the charter school since its inception.

- 13/43 of the Fifth grade students—59% were proficient
- 21/43 of the Fourth grade students - 48% were proficient
- **23/44 of the Third grade students- 74% were proficient

** The third grade students are the first student to take the ITBS who have had the charter school design since they began school in kindergarten.

Prescott School: Measures of Academic Performance
MAP RIT SCORES- Math



SUMMARY OF THE MAP TEST

This year’s spring MAP assessment had the highest scores for math for all grade levels since the charter began. The only exception was that last year’s fifth grade scores were higher than this year’s scores. ALL special education students are included in this data.

OTHER NOTES REGARDING MATH PROGRESS

- All teachers are using a common lesson plan structure for their math instruction. The “launch,” “explore,” and “summarize” components are identifiable in teachers’ lesson plans.
- Special education teachers and general education teachers are team-teaching or co-teaching when special education students are not in an alternative math program to offer additional supports as needed.
- Guided math groups are in place at each level.
- Students who are performing below grade level have math interventions in place.
- The teachers are using learning targets that link with standards and benchmarks to clearly define the purpose of the instruction for both teacher and student.
- All teachers have implemented CGI- Cognitively Guided Math Instruction.

GOAL 3: Increase student achievement in science on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education.

PROGRESS: The percentage of FAY students proficient in grades 3-5 in the “all students” category increased by 10.1 percent over last year as measured on ITBS.

Grades 3-5 ITBS FAY Collapsed Data Per Annum Science Proficiency
Scores for collapsed data is an approximate target based on individual grade level targets

	2006-2007		2007-2008		2008-2009		2009-2010	
	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient
All Students	71	43.7	75	52.1	102	49	93	59.1
Female	29	51.7	47	54.3	56	48.2	45	57.8
Male	42	38.1	28	48.1	46	50	48	60.4
White	46	58.7	58	55.4	65	64.6	44	63.6
African American	19	15.8	14	28.6	32	21.9	33	57.6
Asian	2	0	0	NA	0	NA	0	NA
Hispanic	4	25	3	100	5	20	10	40
Low SES	58	36.2	55	45.3	83	42.2	80	58.8
Non-Low SES	76.9	61.5	20	70	19	78.9	13	61.5
IEP	12	50	10	70	17	41.2	23	47.8
Non-IEP	59	42.4	65	49.2	85	50.6	70	62.9

PROGRESS SINCE CHARTER INCEPTION

Of the fifth graders who have been at Prescott since the start of the charter school in 2006, the average National Grade Equivalent of these students has improved 2.9 years.

- 3rd Grade (2006-2007): 3.4
- 4th Grade (2007-2008): 4.3
- 5th Grade (2008-2009): 6.3

OTHER NOTES REGARDING SCIENCE PROGRESS

- All learning expeditions were aligned with the science and social studies standards and benchmarks.
- Alignment was reviewed of the expeditions in K-5 to monitor duplication of instruction and appropriate emphasis of the standards.
- Students were taken out into the community and/or community experts were brought into the classroom for almost every expedition to help students to connect science to the real world around them.

GOAL 4: Increase student achievement in social studies on an annual basis.

PROGRESS: The percentage of FAY students proficient in grades 3-5 in the “all students” category increased by 16.2 % since the charter opened.

Grades 3-5 ITBS FAY Collapsed Data Per Annum Social Studies Proficiency
Scores for collapsed data is an approximate target based on individual grade level targets

	2006-2007		2007-2008		2008-2009		2009-2010	
	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient
All Students	71	40.8	75	44	102	57.8	93	57
Female	29	41.4	47	44.7	56	57.1	45	60
Male	42	40.5	28	42.9	46	58.7	48	54.2
White	46	50	58	46.6	65	67.7	44	70.5
African American	19	21.1	14	21.4	32	40.6	33	42.4
Asian	2	50	0	0	0	NA	0	NA
Hispanic	4	25	3	100	5	40.0	10	40
Low SES	58	32.6	55	36.4	83	51.8	80	53.8
Non-Low SES	13	61.5	20	65	19	84.2	13	76.9
IEP	12	33.3	10	60	17	41.2	23	39.1
Non-IEP	59	42.4	65	41.5	85	61.2	70	62.9

OTHER NOTES REGARDING SOCIAL STUDIES PROGRESS

- All expeditions from last year were revised to ensure social studies standards and benchmarks are being addressed.
- Staff development was provided in a variety of instructional protocols which focused on increasing student engagement and monitored implementation of the protocols through lesson plans.
- Each grade level team participated in three (3) half-day collaborative planning sessions to refine the learning expeditions throughout the year. Special education teachers participated in the planning sessions.

GOAL 5: Increase student involvement with and staff implementation of the Expeditionary Learning Core Practices and Design Principles.

PROGRESS: See following chart for detailed scores on the Implementation Review.

- Thirteen out of sixteen areas received a score of “3” which indicates most components for this are have been implemented with high quality last year and six of sixteen received that score in 2009. All other scores were a “2” which indicates that many of the components have been implemented. The decline may be due to the fact that five of twelve classroom teachers were in their first year of teaching. Three (3) of these teachers were new to the profession.

Other progress toward this goal:

- A curriculum map for all grade level expeditions has been created.
- Professional development has been provided in a variety of areas and instructional protocols focused on increasing student engagement and monitored implementation.
- Each grade level team has participated in three (3) half-day collaborative planning sessions to refine the learning expeditions throughout the year.

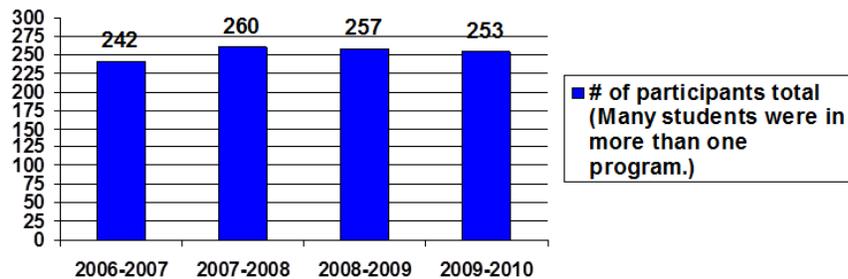
EXPEDITIONARY LEARNING OUTWARD BOUND IMPLEMENTATION REVIEW: PRESCOTT				
Scale: 0-4 (0=no implementation; 4=implementation at high level)				
	School Score in 2006	School Score in 2007	School Score in 2008	School Score in 2009
Learning Expectations				
Compelling topics	3	3	3	2
Linked projects and products	2	3	3	2
Fieldwork, service, experts	2	2	3	2
Producing and presenting high quality student work	2	3	3	2
Frequency of learning expeditions	2	3	No longer on assessment	No longer on assessment
Quality/frequency of learning experiences outside the expedition	2	2	No longer on assessment	No longer on assessment
Active Pedagogy				
Lesson design	2	3	3	2
Use of effective practices	2	3	3	2
Teaching reading through the disciplines	2	3	3	2
Teaching writing through the disciplines	2	3	3	2
Teaching literacy through the disciplines	3	3	No longer on assessment	No longer on assessment
NEW 2008 Teaching inquiry-based math			2	2
NEW 2008 Effective assessment practices			3	2
School Culture and Character				

Culture and character in the classroom	3	3	3	3
Fostering student character and creating school culture	3	3	3	3
Building a professional learning community	3	3	3	3
Leadership and School Improvement				
Leadership and school improvement	3	2	3	3
Structures				
School structures	3	3	2	3
NEW 2008 Effective grading and reporting structures			2	3

GOAL 6: Increase student participation and positive perceptions regarding the visual and performing arts.

PROGRESS: The number of students participating in arts programming has increased since the beginning of the charter. Prior to the charter school opening, there were no after-school programs in the arts.

Student Participation in Arts Programming



EXAMPLES OF PARTICIPATING IN VISUAL AND PERFORMING ARTS

- Partnerships with the Dubuque Colts Drum and Bugle Corps, The Dubuque Arts Center, St. Luke’s Church, and the Prudential Foundation have made these programs possible at no cost to the students or their families.
- Empty Bowl Project: A focus on the arts and service. Students created clay bowls for a soup supper. Participants bought tickets and all money raised went to a local church for their free community meal.
- Paper Dress Show: Each year as part of the 4th grade expedition on the human body, our students hosted a Paper Dress Show. Students designed paper dresses to model on a runway during a fashion show. This has become an annual event for the last three years. Now the entire school district is invited to participate.
- Mud Puppies: Each year we offer an after-school program called Mud Puppies for experiences in working with clay and three-dimensional art. The classes were taped and shown on our local television channel. Projects completed in this class have won national competitions.
- Prescott PanrhythmiXs: This is the school’s steel drum band. This group is sponsored by the Dubuque Drum and Bugle Corps. Students perform at various community events and were invited to perform at the National Expeditionary Learning Conference. Students who left

Prescott and went to the middle school wanted to continue with a steel drum. We have now started a middle-school steel drum band call Pandemonium.

SUMMARY OF CHANGES FOR THE PRESCOTT CHARTER SCHOOL

General statement: Prescott's demographics have changed over the course of the first four years of the charter school. There has been an increase in the percentage of students in each of the follow demographics:

- in poverty 80%-90%
- identified for special education 16%-26%
- diversity 29%-52%
- mobility 25%-36%

In addition, there has been a high mobility of staff at Prescott. Of the thirty-one (31) current teachers at Prescott, only six (6) teachers have been at Prescott for the full four (4) years of charter implementation. Many factors have attributed to this:

- Some teachers transferred out of Prescott after the first year of implementation of the charter to return to a more traditional school.
- A new school opened in the district, drawing some staff.
- District budget cuts have caused staff reductions.
- Personal reasons.

There have been teachers hired in the last two to three years who have selected the charter design and are building their leadership in and commitment to the charter design. This may decrease the mobility rate.

For the present:

- The preliminary data indicates a slight increase in almost all performance indicators.
- Prescott has implemented the charter school instructional design.
- The Charter School Advisory Council, The Dubuque Community School Board, and Prescott Staff have all voted in favor of continuing the instructional design.
- An additional section of kindergarten has been added because of the demands for enrollment into the school.
- There are waiting lists for the charter school in grades 1, 2, and 3. Kindergarten and grades 4 and 5 are nearly full.

	Department of Education	Department of Education
GOAL 1: Increase student achievement in reading on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education.	The ITBS data are mixed when comparing from 2006-2007 to 2009-2010. If making a comparison using the “all students” category, achievement has slightly dropped 2.3% for Full Academic Year (FAY) students. When examining the disaggregated achievement data, five of ten subgroups have an average increased achievement of 4.46%, four of ten subgroups have an average decreased achievement of - 6.47%, and one subgroup is considered too small for reporting out to the public. Measures of Academic Progress (MAP) for Reading indicate increases in achievement.	Generally Met
GOAL 2: Increase student achievement in math on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education.	FAY ITBS mathematics student achievement data indicate all subgroups have increased student achievement from 2006-2007 to 2009-2010. For the “all students” category, the percent of increase is 10.1%. Measures of Academic Progress (MAP) for Mathematics indicate increases in achievement.	Met
GOAL 3: : Increase student achievement in science on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education.	FAY ITBS science student achievement data indicate that seven of ten subgroups have increased student achievement from 2006-2007 to 2009-2010. One subgroup decreased slightly (2.2%), one subgroup had no change, and one subgroup is considered too small for reporting out to the public. For the “all students” category, the percent of increase is 15.4%.	Met
GOAL 4: Increase student achievement in social studies on an annual basis.	FAY ITBS science student achievement data indicate that nine of ten subgroups have increased student achievement form 2006-2007 to 2009-2010. One subgroup is considered too small for reporting out to the public. For the “all students” category, the percent of increase is 16.2%	Met
GOAL 5: Increase student involvement with and staff implementation of the Expeditionary Learning Core Practices and Design Principles.	The data are mixed when making comparisons from year-to-year. Generally, increases are noted from 2006-2007 to 2009-2010. An increase in staff turn-over may be creating an “implementation dip”.	Generally Met

	Department of Education	Department of Education
GOAL 6: Increase student participation and positive perceptions regarding the visual and performing arts.	The data are mixed when making comparisons from year-to-year. An increase is noted from 2006-2007 to 2008-2009. A participation drop of 1.6% occurred from 2008-2009 to 2009-2010.	Generally Met
Improve student learning §256F.1(3)"a"	Reading – mixed Mathematics – yes Science – yes Social Studies - yes	Generally Met
Increase learning opportunities for students §256F.1(3)"b"	The Dubuque Charter School serves students in grades K-5 intertwining Expeditionary Learning Outward Bound, Iowa's Positive Behavior Support (PBS) Initiative, and a visual and performing arts-infused curriculum. Instruction is provided in traditional academic subjects through in-depth, challenging, thematic learning expeditions with a strong emphasis on the arts. The arts will be utilized to teach all academic subjects. Learning expeditions will include a strong service learning component that links student learning to real-world application.	Met
Encourage the use of different and innovative methods of teaching §256F.1(3)"c"	Innovations include expeditionary learning and a visual and performing art-infused curriculum.	Met
Require the measurement of learning outcomes and create different and innovative forms of measuring outcomes §256F.1(3)"d" Establish new forms of accountability for schools §256F.1(3)"e"	To objectively measure the increase in active student engagement, Linda Munger, who was the external evaluator for Prescott's Charter School, uses the T4S Class Observation Protocol. She systematically moved throughout the school and observed in every classroom in proportion to all classes. Each class was observed for a short time period, typically one to three (1-3) minutes. Each observation was recorded anonymously. Over 150 observations were made on each assessment period. Active student engagement has increased from 11.21% to 47.1 %	Met

	Department of Education	Department of Education
Create new professional opportunities for teachers and other educators, including the opportunity to be responsible for the learning program at the school site §256F.1(3)“f”	The charter school has provided professional development in the following areas: <ul style="list-style-type: none"> • Active Student Engagement • Expeditionary Learning • Cognitively Guided Instruction • Every Child Reads • Assessment of Learning 	Met

Recommendation:

It is recommended that the Prescott Elementary Charter School be approved through the end of the 2013-2014 school year. The Charter School shall engage in continuous improvement with the Department to refine measurable goals and to align itself to newly emerging data systems at the Department.