

Annual Report 2012-13

DECA PREP, Inc.

ODE Requirements:

1. **Performance standards by which the success of the school was evaluated by the sponsor during the 2012-13 school year:** The academic assessment component of DECA PREP's contract with the Fordham Foundation calls for NWEA's Measures of Academic Progress (MAP) and the state-mandated assessments. Both measures were analyzed and modifications to curriculum and pedagogy made for 2013-14 based on the results and the assessment of new students enrolled for the second year of DECA PREP's operation. Two other reading assessments were added to the battery of diagnostics used to determine student achievement.
2. **The method of measurement that was used by the sponsor to determine progress toward those goals during 2012-13:** In its initial year of operation, DECA PREP enrolled grades K, 1, 2, and 6 grades. Subsequently, for Ohio's report card purposes, DECA PREP was largely evaluated on two data points, sixth grade reading and math. The reading standard was met with 84.9% of the students meeting the state standard for passage; the math standard was not met with 56.2% of the students passing the state standard. For diagnostic purposes, DECA PREP also used MAP, Fountas and Pinnell benchmarking, and the Woodcock-Johnson Basic Reading Assessment. All data points have been monitored frequently to not only determine growth but also the rate of progress in acquiring literacy skills of fluency, comprehension, and writing. The use of MAP for K, 1 and 2 has proven to be of limited value due to the distraction of the computer-based assessment itself. Students appear to associate the test with game playing and do not appear to give full attention to test items. More practice taking computer-based assessments should address this concern.
3. **The school's activities toward and progress in meeting those contractually slated academic goals during 2012-13:** DECA PREP faculty was focused on developing literacy skills, using a balanced literacy approach. Embedded professional development strengthened the skills of teachers as they taught students specific strategies for fluency and comprehension. Students who needed additional instruction and time to achieve expected gains were included in *Super Saturday* morning instruction from October through May. Summer intervention was offered to students for six weeks, six hours per day. Small group reading intervention through science content was offered to sixth graders. Title I services were directed to struggling readers through small group instruction, using Level Literacy Intervention. Community volunteers augmented the program with additional one-to-one instruction for students who needed extension or more intensive intervention activities. Parents have been engaged as respected partners through monthly "parent academies" where dialogue about the teaching and learning process is focused by grade level.

In math, the Envision series was implemented. Soon, it became apparent that more professional development was needed to be able to use the technology provided with the print material. While student gains at the primary level met grade expectations in the primary grades, student performance in the sixth grade reflected improved skills but also remaining deficits in basic computations involving fractions, decimals, and percentages. Despite intensive intervention through Saturday sessions, the gains did not position students to meet the state standard in math.

4. **The school's financial status during 2012-13:** With the assistance of a RttT Innovation grant, a Public Charter School Start Up Grant, and private philanthropy, DECA PREP operated with total revenues of \$2,599,749 in its initial year and was able to end the fiscal year with a surplus of \$401,387. State Foundation payments were based on an ADM of 309 FTE students which is projected to grow to 384 in FY14. DECA PREP's first audit report will be completed in November 2013 and is expected to be without any management issues or findings. All fiscal reports were filed according to required deadlines, including Federal programs.

Fordham contract requirements:

1. **Made AYP:** no longer a calculation in Ohio's report card. DECA PREP's report card performance index and rating were limited to two data points (sixth grade reading and math). These narrow data do not give a summative evaluation of the performance of the school in its initial year. More illuminating is the progress in reading across all grade levels enrolled (according to benchmarking data which was used to determine children eligible to attend summer intervention and one data point for consideration for retention). Only one child needed to be retained in grades K-2 following the summer program. All other students (excluding students with IEPs) were on grade level for reading. This was remarkable, considering the data scatter for incoming students. MAP scores for grades 1 and 2 showed more variability. The individualized administration of the benchmarking has been reviewed by at least two assessors, checking for inter-rater reliability. Benchmarking scores align most closely with classroom performance and classroom-based performance assessments, as well.
2. **Outperforming comparable schools (home district average and state charter average):** DECA PREP's performance index, at 87.1, rated higher than any of the DPS elementary schools. Again, the limited nature of the data makes this a risky comparison to make.

DECA PREP	2013
Earned C or higher on performance index grade	Yes
Earned C or higher on performance indicator grade	No
Earned C or higher on overall value-added	No
Earned C or higher on gifted value-added	NA
Earned C or higher on disabled value-added	NA
Earned C or higher on lowest 20% value-added	Yes
Earned C or higher on AMO letter grade	No
Earned C or higher on K-3 Literacy Improvement	NA
Earned C or higher on overall letter grade	NA
Outperformed home district average	Yes
Outperformed state charter average	Yes