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**Charter School Review Committee
Academic Progress Report
2003-2004**

for

Steering and Rules Committee on:

- **Academy of Learning and Leadership**
- **Central City Cyberschool**
- **Darrell Lynn Hines Academy**
- **Downtown Montessori**

Data From Reports Issued by the Children’s Research Center

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Goal of This Presentation

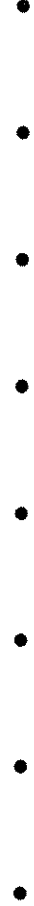
- School Accountability History
- Contrasting Academic Progress Indicators
- City of Milwaukee Charter School Academic Reports



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Meaningful Academic Accountability

- Measures the impact or effect schools have on their students.
- Identifies the students who are and are not making expected academic gains.

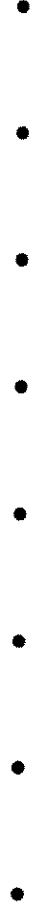


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State Annual Measurement Approach

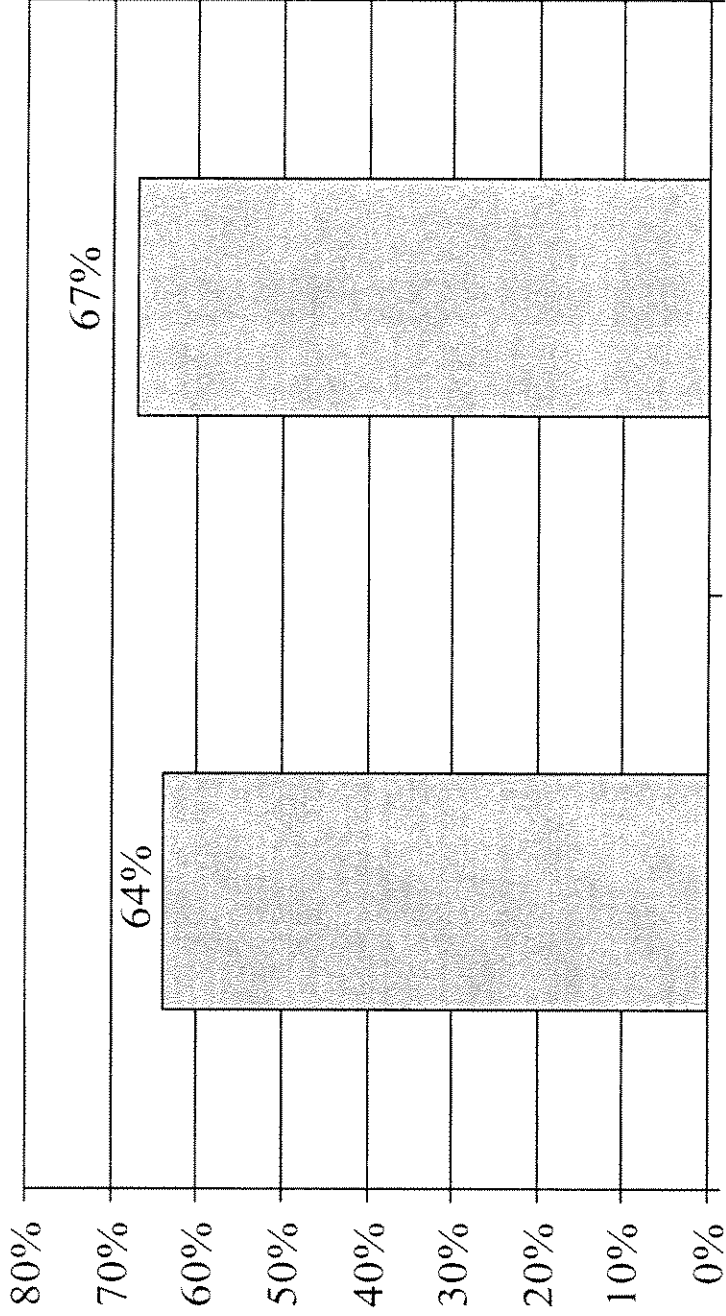
Example: Test 4th Graders Every Year
2002-2003 Test Students in 4th Grade
2003-2004 Test Students in 4th Grade

- Compares different groups of students.
- Many variables affect the outcome.
- Does not provide information about students' progress from year to year.



State Annual Measurement Approach

Grade 4 – READING*
Advanced + Proficient
All Students Trend Data



Nov. 2002

Nov. 2003

* Wisconsin Knowledge and Competency Exam/Wisconsin Alternative Assessment Combined: Milwaukee Public Schools' Fourth Graders.

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CSRC Value Added Approach

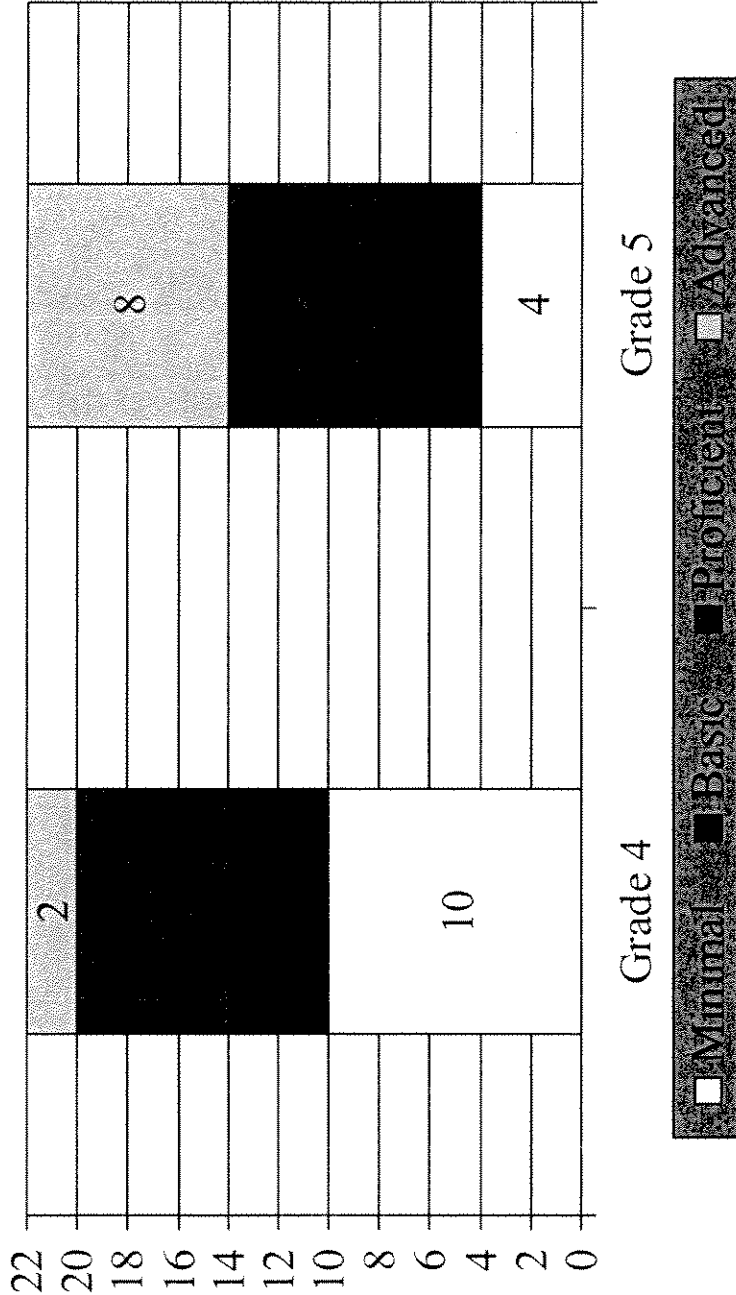
Example:

- 2002-2003 Test students in 4th grade
- 2003-2004 Test students in 5th grade and measure the progress of only those students enrolled and tested in the school in 4th grade.

- Tracks each student’s progress from year to year.
- Measures the “value added” by the instructional interactions at that school for those students.

CSRC Value Added Approach

WKCE/Terra Nova
 Reading Progress of 22 Students
 Grade 4 – Grade 5
 Number of Students at Advanced/Proficient Level



N = 22 students with comparison scores.

Note: Also tracks the students who did not maintain their proficiency level.

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**School Accountability
City of Milwaukee's CSRC 1998**

- Adopted High Academic Standards
- Authorized Schools That:
 - Had No Student Selection Criteria
 - Had Potential to be High Performing
- Used Value-Added Monitoring



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**School Accountability
Federal No Child Left Behind (NCLB) 2001
(Legislation Implemented by the U.S. Dept. of Education)**

- Formulates a Proficiency Standard
- Requires Standardized Testing
- Mandates States Adopt Academic Goals

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School Accountability Wisconsin NCLB Compliance 2002

- **Adopted Four Adequate Yearly Progress (AYP)
Objectives**
- **Require Standardized Tests Developed for
Wisconsin**
- **Annual Review of Every School's Progress**

Comparison of Monitoring Practices (Continued)

City of Milwaukee CSRC	Federal/Wisconsin NCLB
<p>Standardized Tests: Require annual testing of all students (grades 1-12)</p>	<p>Standardized Tests: Require annual testing of at least 95% of the students in the following grades: Now: Require testing of 4th, 8th, and 10th grade students; Fall 2005: Require testing of grades 3-8 & 10th</p>
<p>Academic Gains:</p> <p>Use Value-Added Assessment</p> <ul style="list-style-type: none"> • All students achieve one year growth in one year time reported in GLE • Below grade level students need to demonstrate a gain of more than one year 	<p>Academic Gains:</p> <p>Adequate Yearly Progress (AYP): Proficient or Advanced 2001-04 2004-07 2013-14</p> <p>Reading: 61.0% 67.5% 100% Math: 37.0% 47.5% 100%</p>

DPI Status
Adequate Yearly Progress Review Summary

	Downtown Montessori	Cyberschool	Darryl Lynn Hines	Academy of Learning and Leadership
I. Test Participation (95%)	N/A, Satisfactory	Yes, Satisfactory	Yes, Satisfactory	No FAY* Students
II. Other Academic Indicator (attendance: 84.9%)	Yes, Satisfactory	Yes, Satisfactory	Yes, Satisfactory	No FAY Students
III. Reading	N/A, Satisfactory	Yes, Level 2, Improved	Yes, Satisfactory	No FAY Students
IV. Math	N/A, Satisfactory	Yes, Level 2, Improved	Yes, Satisfactory	No FAY Students

* FAY = Full Academic Year: 3rd Friday, September 2002 – 3rd Friday, September 2003

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City of Milwaukee

- Higher Standards/Better Information
- Information Drives School Improvement Plans
- Greater Likelihood of Achieving Academic Excellence for All Students

**CSRC Academic Progress Reports: 2003-2004
Contract Compliance Summary: Percentage of
Educational Contract Provisions Met**

- Academy of Learning and Leadership (ALL): 88.8% (8 of 9)
- Central City Cyberschool: 72.7% (8 of 11)
- Darrell Lynn Hines Academy: 81.8% (9 of 11)
- Downtown Montessori : 100% (10 of 10)

**CSRC Academic Progress Reports: 2003-2004
Attendance and Retention Rates**

	Average Attendance Rate		Student Return Rate	
	02-03	03-04	(Fall of 02)	(Fall of 03)
ALL	N/A	90.0%	N/A	N/A*
Cyberschool	91.0%	92.8%	77.0%	77.4%
D.L. Hines	95.0%	95.0%	N/A*	81.0%
DM	93.1%	93.1%	73.7%	78.5%

N/A: School not in operation.

N/A*: Not applicable, no data from the prior year.



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CSRC Academic Progress Reports: 2003-2004
Local Measures

All schools met their Local Measures indicating students made satisfactory academic progress during the 2003-2004 school year.

See Section III-C or III- D in Each School’s Report.

CSRC Academic Progress Report: 2003-2004

Standardized Test Measures

Year-to-Year Progress		
Academy of Learning and Leadership (K4 – 8th Grade)	All Students Expectation: Average of 1 year progress*	Students Below Grade Level Expectation: Average of > 1 year progress
1st – 2nd Grade (Stanford Diagnostic)		
4th – 5th Grade (WKCE – Terra Nova)		
5th – 6th Grade (Terra Nova)		
6th – 7th Grade (Terra Nova)		
7th – 8th Grade (Terra Nova – WKCE)		
All Grades (Terra Nova)		

Not applicable.
School in its first
year of operation.

* Grade Level Equivalency

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CSRC Academic Progress Report: 2003-2004

Standardized Test Measures

Year-to-Year Progress		
Cyberschool (K5 – 8th Grade)	All Students: Average of 1 year progress*	Students Below Grade Level: Average of > 1 year progress
1st – 2nd Grade (Stanford Diagnostic)	N = 23: 1.0 GLE (Reading)	N = 12: 1.0 GLE (Reading)
4th – 5th Grade (WKCE – Terra Nova)	Scores not comparable	Scores not comparable
5th – 6th Grade (Terra Nova)	N = 8: Unable to report due to small group size	N = 5 (Reading) N = 7 (Math): Unable to report due to small group size
6th – 7th Grade (Terra Nova)	N = 18: 0.0 GLE (Reading) -0.2 GLE (Math)	N = 14: 0.2 GLE (Reading) N = 13: 0.0 GLE (Math)
7th – 8th Grade (Terra Nova – WKCE)	Scores not comparable	Scores not comparable
All Grades (Terra Nova)	N = 26: 0.4 GLE (Reading) -0.1 GLE (Math)	N = 19: 0.3 GLE (Reading) N = 20: 0.1 GLE (Math)

* Grade Level Equivalency (GLE)

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CSRC Academic Progress Report: 2003-2004

Standardized Test Measures

Year-to-Year Progress		
	All Students: Average of 1 year progress*	Students Below Grade Level: Average of > 1 year progress
Darrel Lynn Hines Academy (K5 – 6th Grade)	N = 25: 0.8 GLE (Reading)	N = 3: Unable to report due to small group size
1st – 2nd Grade (Stanford Diagnostic)	Scores not comparable	Scores not comparable
4th – 5th Grade (WKCE – Terra Nova)	N = 25: 0.0 GLE (Reading) N = 26: 1.0 GLE (Math)	N = 16: 0.5 GLE (Reading) N = 21: 0.8 GLE (Math)

* Grade Level Equivalency (GLE)

CSRC Academic Progress Report: 2003-2004

Standardized Test Measures

Year-to-Year Progress		
Downtown Montessori (K3 – 5th Grade)	All Students: Average of 1 year progress*	Students Below Grade Level: Average of > 1 year progress
1st – 2nd Grade (Stanford Diagnostic)	N = 8: Unable to report due to small group size	No 1st graders below grade level in 2003
4th – 5th Grade (WKCE – Terra Nova)	Scores not comparable	Scores not comparable

* Grade Level Equivalency (GLE)

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Summary of DPI & CSRC Expectations

ALL: This is the first year of operation, information is a baseline for future AYP and CSRC's year-to-year progress indicators.

Cyberschool: Results are approaching AYP, yet CSRC measures indicate further improvement needed.

D.L. Hines: Results indicate AYP has been achieved, yet CSRC measures indicate further improvement needed.

DM: Results indicate both AYP and CSRC measures have been achieved, although group size for standardized testing is very small.



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CSRC: Focus for the Future

CSRC is expanding its expectations that schools use data-driven decision making to incorporate appropriate school improvement strategies/plans (SIS/P) into the classroom.

CSRC will emphasize and monitor each school's:

- Use of school improvement strategies in the classroom to assist those students lagging behind.
- Compliance with Wisconsin's NCLB requirements.
- Movement toward becoming a high performing school.



