

Annual Report

Charter School
Review
Committee



City of Milwaukee

2006 - 2007

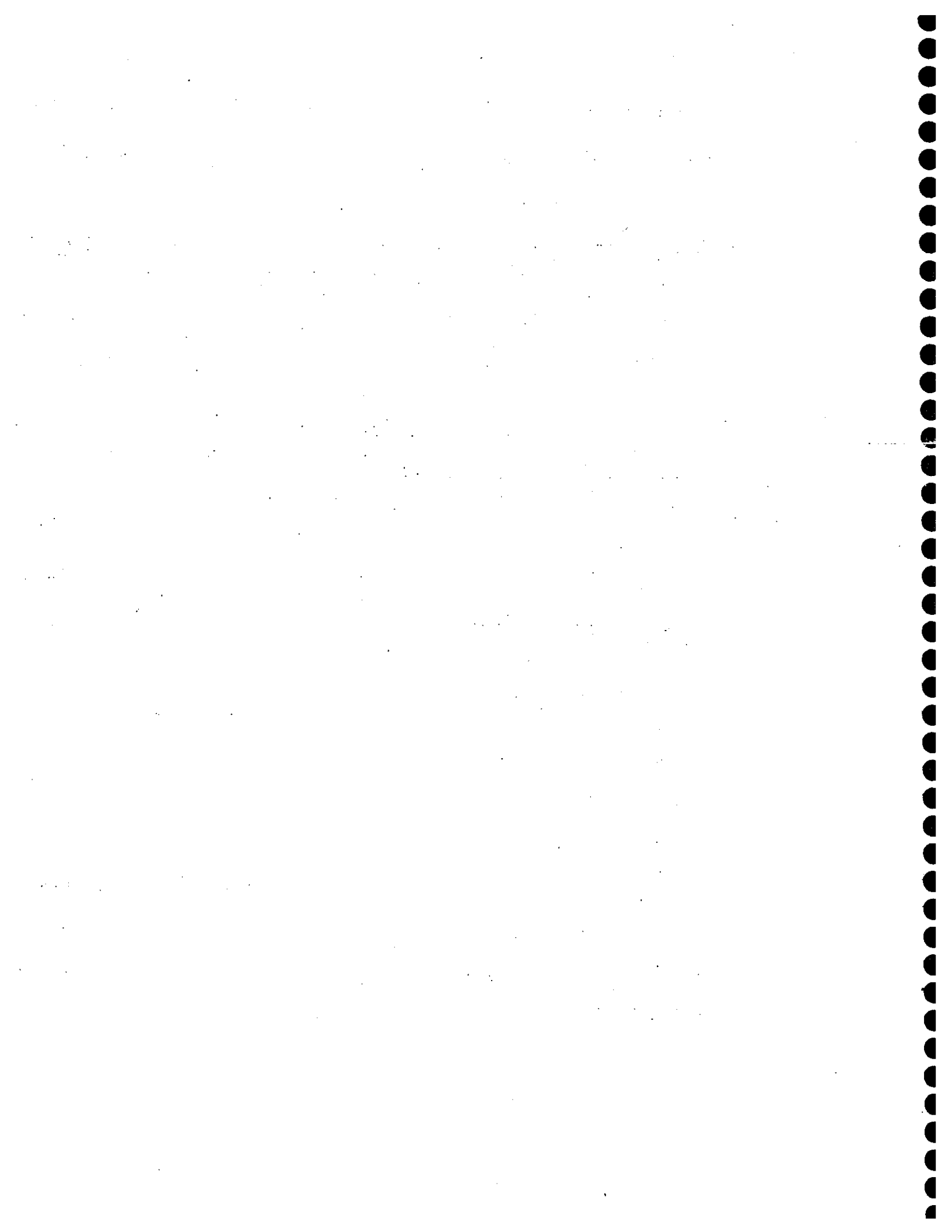


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1. Introduction

This is the eighth annual report from the Charter School Review Committee (CSRC) to the Common Council. This report will include information on the activities of the CSRC, with a focus on the education and management performance of five of the City's charter schools authorized to operate during the 2006-07 school year.

The five City charter schools in this report are:

- ◆ Academy of Learning & Leadership (2003*)
- ◆ Central City Cyberschool (1999*)
- ◆ Downtown Montessori (1998*)
- ◆ Darrell Lynn Hines College Preparatory Academy of Excellence (2002*)
- ◆ Maasai Institute (2005*)

*Year school began its Charter with the City of Milwaukee

Two schools authorized by the CSRC to begin operations in 2007, Academy of Languages and International Business, Inc. and High School for Innovators, decided to delay opening.

The CSRC employs the services of two consulting firms to provide management and educational oversight to the schools. These consulting firms assist the CSRC in its mission to ensure the schools are meeting their statutory and contractual obligations. The consulting firms are:

- ◆ The Children's Research Center, a division of the National Council on Crime and Delinquency, which monitors the educational performance of each charter school.
- ◆ M.L. Tharps & Associates, which evaluates the management performance of each charter school.

Additionally, a staff member from the Institute for the Transformation of Learning at Marquette University provides support to the CSRC. In addition to administrative support, the ITL staff conducts the technical review of applications to the CSRC.

2. Applications for the 2008-09 School Year

Thirteen charter school applications were submitted to the Charter School Review Committee on September 4, 2007. Of those, six applications were deemed technically sufficient. Six applications were deemed technically deficient. One applicant submitted its application after the 4:30 deadline.

Four school applications, all submitted by one operator, appealed the technical reviewer's decision about the technical review findings. The CSRC upheld the technical reviewer's finding of technically deficient.

On October 15 and 16, 2007, the CSRC held hearings on the following applications:

Academy of Learning and International Business, Inc.
Certification and Emergency Response Training High School
Lighthouse Learning Centers
Milwaukee Academy of Science
New Journey Institute
Up to Us Academy Board School

On November 12, 2007, the CSRC approved two applications: Milwaukee Academy of Science and Certification and Emergency Response Training High School.

At the January 9, 2008 Steering and Rules Committee meeting, the Committee moved forward the CSRC's recommendation to the Common Council on the Milwaukee Academy of Science. The Certification and Emergency Response Training High School was put on hold. On January 15, 2008, the Common Council voted to approve the Milwaukee Academy of Science.

3. Education Oversight

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.

Since 1998 the CSRC has:

- adopted high academic standards;
- authorized public schools that had no student selection criteria;
- authorized public schools that had potential to be high performing; and
- required schools to monitor students' academic growth from year to year.

The CSRC monitors the following components of the school's educational program:

- Attendance
- Retention
- Parent/family involvement and licensed teachers
- Local measures in reading, math, and writing
- Standardized tests: required for all students, grades 1-8, and high school
- Academic gain: year-to-year student growth analysis
- Year-to-year expectations for reading and math:
 - Students at grade level: average gain of least 1 GLE*
 - Students at proficient level or above: maintain this status
 - Students below grade level: average gain of more than 1 GLE
 - Students at minimal proficiency or below: advance to the next quartile or next level of proficiency
 - Grade level equivalency

(See Attachment B of updated monitoring practices for elementary and high schools)

**CSRC Academic Progress Reports
2006-2007 Attendance and Retention Rates**

	Average Attendance Rate		Student Return Rate	
	05-06	06-07	Fall of 05	Fall of 06
ALL	91.3%	90.7%	75.8%	80.1%
Cyberschool	89.1%	87.4%	77.6%	78.2%
D.L. Hines	95.0%	93.7%	90.7%	85.3%
DM	92.5%	93.3%	76%	59%
Maasai	87.2%	78%6	N/A*	53.6%

**CSRC Academic Progress Reports
2006-2007 Parent/Family Involvement and
Licensed Teachers**

	Parent Conference Attendance Rate	Number of Classroom Teachers with DPI License or Permit
ALL	92.9% attended 3 of 4 conferences	All 15
Cyberschool	95% fall; 96.2% spring	18 of 19
D.L. Hines	98.3% fall; 96.3% spring	All 12
DM*	100% both fall & spring	All 4
Maasai	N/A**	9 of 11

**CSRC Academic Progress Reports
2006-2007 Local Measures**

All of the elementary schools met local measures, indicating students made satisfactory academic progress or maintained local measures that demonstrated academic progress according to those measures during the 2006-2007 school year.

The high school, Maasai, maintained local measures in reading/literacy, math and special education goals; but did not maintain local measures in writing.

See Section IV-E or IV-D in each school's report (Attachments C-G).

**CSRC Academic Progress Report
2006-2007 Standardized Test Measures**

Year-to-Year Progress: Academy of Learning and Leadership		
Academy of Learning and Leadership (K4 – Eighth Grade)	All Students Reading Expectation: Average of One Year Progress	Students Below Grade Level Reading Expectation: Average of > One Year Progress
First to second and second to third grade (Stanford Diagnostic)	Second Graders: 0.2 GLE Third Graders: 0.4 GLE	Average Advancement: 0.4 GLE
	Students proficient or advanced expectation: for 2006-2007, at least 75% maintain proficient or advanced levels	Students below proficient level expectation: increase one quartile or one level
Fourth through eighth grade students with comparison scores in reading and Math	Reading: 88% of 25 Math: 83.3% of 12	Reading: 46.3% of 54 Math: 32.4% of 68

**Focused School Improvement Plan Recommendations for 2007-08:
Academy of Learning & Leadership**

- Focus on integrating the staff and the culture of the existing building with the new building.
- Examine and remediate the reasons for lack of progress in reading for second and third graders as measured by the year-to-year SDRT.
- Implement the new mathematics curriculum.
- Develop and implement improvement plans for students at the minimal or basic proficiency level on the WKCE – CRT reading and math standardized tests.
- Provide more professional development, particularly to the new staff, in expeditionary learning as well as the reading and writing and new mathematics curricula.
- Work with the CRC analyst regarding the data collection process.

Year-to-Year Progress: Central City Cyberschool		
Central City Cyberschool (K4 – Eighth Grade)	All Students Reading Expectation: Average of One Year Progress	Students Below Grade Level Reading Expectation: Average of > One Year Progress
First to second and second to third grade (Stanford Diagnostic)	Second graders: 0.7 GLE Third graders: 1.2 GLE	Group sizes < 10
First to third grade (Stanford Diagnostic)	Average advancement: 2.1 GLE Students proficient or advanced expectation: at least 75% maintain proficient or advanced levels	Students below proficient level expectation: increase one quartile or one level
Fourth through Eighth grade students with comparison scores in Reading and Math	Reading: 84.1% of 69 Math: 90.7% of 43	Reading: 50% of 50 Math: 62.3% of 77

Focused School Improvement Plan Recommendations for 2007-08:

Central City Cyberschool

- Focus on achievement in mathematics, particularly the basic skills necessary to supplement the Everyday Math curriculum. Consider acquiring software programs to increase student practice opportunities.
- Continue to implement strategies to improve reading levels at all grade levels.
- Continue implementation of the Responsive Classroom and Second Step curricula.

Year-to-Year Progress: Darrell Lynn Hines Academy		
Darrell Lynn Hines Academy (K4 – Eighth Grade)	All Students Reading Expectation: Average of One Year Progress	Students Below Grade Level Reading Expectation: Average of > One Year Progress
First to second and second to third grade (Stanford Diagnostic)	Second graders: 0.6 GLE Third graders: 0.4 GLE	Group sizes < ten
	Students proficient or advanced expectation: at least 75% maintain proficient or advanced levels	Students below proficient level expectation: increase one quartile or one level
Fourth through eighth grade students with comparison scores in Reading and Math	Reading: 92.4% of 79 Math: 73.7% of 38	Reading: 71.2% of 52 Math: 68.4% of 79

- Continue to focus on math instruction and techniques to improve math performance.
- Examine the reasons for the lack of progress in reading for second and third graders as measured by the year-to-year SDRT.
- Continue to focus on staff development.

Year-to-Year Progress: Downtown Montessori Academy		
Downtown Montessori Academy (K3 – Sixth Grade)	All Students Reading Expectation: Average of One Year Progress	Students Below Grade Level Reading Expectation: Average of > One Year Progress
First to second and second to third grade (Stanford Diagnostic)	Second and third graders Combined: 2.8 GLE	No second or third graders tested below grade level the previous year
	Students proficient or advanced expectation: for 06-07, at least 75% maintain proficient or advanced levels	Students below proficient level expectation: increase one quartile or one level
Fourth through sixth grade students with comparison scores in Reading and Math	Reading and Math comparison group sizes < ten	No fourth through sixth graders below proficient level in previous year

- Board of Directors focus on a succession plan for the school’s administrator.
- Focus on stabilizing the growth of the school by developing a specific plan for adding seventh and eighth grades, such as adding a teacher to work with the higher level students and adding an additional lower level team teacher to accommodate the additional students expected in fall.
- Improve the use of Powerschool in order to supply all data to CRC electronically.

Second Year Academic Indicators: Maasai Institute		
Maasai Institute Grades Ninth and Tenth Grades	Academic Requirements	Results
Ninth graders:	ACT Preparation: Required to take the EXPLORE; Intervene with those scoring < 13	Of 56 ninth graders: 31 (54.4%) scored < 13 Supplemental instruction was not provided as required.
Tenth graders:	ACT Preparation: Required to take the PLAN; Intervene with those scoring < 15	Of 35 tenth graders: 31 (88.6%) scored < 15 Supplemental instruction was not provided as required.
	WKCE - CRT: Reading (R) Language Arts (LA) Math (M)	Percentage Proficient/Advanced R: 17% of 47 LA: 17.4% of 46 M: 8.5% of 47
Eleventh graders:	Required to take the ACT and the SAT	3 Students took the ACT

Year to Year Academic Outcomes: Maasai Institute	
	Results
Year to Year Progress Using the EXPLORE and the PLAN	14 tenth graders with 9th grade EXPLORE composite scores improved an average of 0.7 points on their PLAN composite score.

Maasai Institute has been placed on probation as a City of Milwaukee Charter School. Please see the attached letter to Maasai Board and Staff.

- All the elementary schools engaged in activities that were responsive to each of the Continuous School Improvement recommendations from the previous year.
- Maasai Institute made efforts to address the recommendations in its 2005-06 annual report.

**School Accountability
Wisconsin NCLB Compliance 2005-2006**

- Four adequate yearly progress (AYP) objectives
- Require standardized tests developed for Wisconsin
- Annual review of every school's progress

DPI Status: Adequate Yearly Progress Summary

2006-2007	Academy of Learning & Leadership	Central City Cyberschool	Darryl Lynn Hines Academy	Downtown Montessori Academy	Maasai Institute
I. Test Participation (95.0%)	Yes, Satisfactory	Yes, Satisfactory	Yes, Satisfactory	N/A Satisfactory	Yes, Satisfactory
II. Other Academic Indicator					
Elementary Schools: 85% attendance;	Yes, Satisfactory	Yes, Satisfactory	Yes, Satisfactory	Yes, Satisfactory	N/A, Satisfactory
High School: Graduation Rate					
III. Reading (67.5% proficient)	No, Satisfactory	Yes, Satisfactory	Yes, Satisfactory	Yes, Satisfactory	Yes, Satisfactory
IV. Math (47.5% proficient)	No, Satisfactory	Yes, Satisfactory	Yes, Satisfactory	Yes, Satisfactory	No Satisfactory

Becoming a High Performing School under the CSRC's Academic Monitoring System

The Charter School Review Committee's Academic Monitoring policies are designed to drive improved student achievement by having schools keep local measures and participate in standardized tests on an annual basis. The data gathered through out the year is the basis for data-drive development of School Improvement Plans. These results are then shared annually with the CSRC and the Common Council.

4. Management Oversight

M.L. Tharps & Associates (MLTA) developed procedures for reviewing both Charter Schools' management policies and procedures and their compliance with the City of Milwaukee contract. These procedures were developed based on the review of the contracts between the Charter Schools and the City of Milwaukee, the management oversight requirements outlined in the Request for Proposal, and conferences/discussions with the Charter School Review Committee and various City personnel. The procedures are as follows:

- a) MLTA met with financial management personnel to get an understanding of school's operations as well as the accounting, budgeting and financial management functions.
- b) For each major system function (cash receipts / accounts receivable, cash disbursements / accounts payable, and payroll), MLTA has obtained an understanding of the schools processes and/or controls over each area.
- c) Cash account reconciliations were reviewed and compared to month-end general ledger balances.
- d) Revenues were reviewed to verify whether charter students were paying tuition, book and/or registration fees.
- e) Liability accounts were reviewed to determine if large or unusual liabilities exist.
- f) Obtained a copy of the school's annual audit reports. MLTA reviewed the reports for propriety, noting any findings reported by the auditor, and that the reports were in accordance with reporting standards.

The complete management oversight report is included as an attachment to this report. Following is a summary of the conclusions and recommendations for each of the City's charter schools with respect to management practices:

Downtown Montessori Academy

Conclusion: Based on our review of management's policies and procedures, it appears the school has in place a solid financial management system. The school appears to be in good financial condition, with a solid cash flow. The school appears to be in compliance with the financial management provisions of its contract with the City of Milwaukee.

Recommendations: As noted above in the Internal Control Structure section, the school does not have any outside accounting support, as it had in the past. We recommend that, if the school's budget allows, they engage an accountant to provide monthly and quarterly closeouts and periodic financial statements.

Central City Cyberschool

Conclusion: Based on our review of the management policies and procedures of Central City Cyberschool as of the end of the school's fiscal year, July 31, 2007, it appears that the school has adequate procedures in place to ensure a sufficient financial management system. The school appears to be in good financial condition, with a solid cash flow. The school appears to be in compliance with the financial management provisions of its contract with the City of Milwaukee.

Recommendations: As stated in the Internal Control Structure section above, the school does not have anyone on staff with any formal accounting training that can perform monthly and quarterly closeouts and prepare financial statements. We recommend that, given the size of the school and staff, the school should retain a person with adequate accounting training or engage an accounting firm to reconcile accounts and properly classify transactions in accordance with generally accepted accounting principles. In addition we recommend that the school engage this person or accounting firm to provide monthly or quarterly financial statements.

Darrel L. Hines Academy

Conclusion: Based on our review of the management policies and procedures of the DLH Academy as of June 30, 2007 it appears that the organization continues to have excellent procedures in place to ensure a sufficient financial management system. The school appears to be in excellent financial position, and has an excellent cash flow position. As of June 30, 2007, the school appears to be in compliance with the financial management provisions of its contract with the City of Milwaukee.

Recommendations: Based on our management review, we believe that the DLH Academy should continue its current management policies and procedures. We are satisfied with all areas of the schools financial management and contract compliance.

Academy of Learning and Leadership

Conclusion: Based on our review of the management policies and procedures of the Academy of Learning and Leadership as of June 30, 2007, it appears that the organization has procedures in place to ensure an adequate financial management system. Other than the late filing of its annual audit, the school appears to have been in compliance with the financial management provisions of its contract with the City of Milwaukee.

Recommendations: Based on our management review, we have recommended that the school continue with its current management policies and procedures. As the school has a very complicated and significant debt issuance, we have requested that the quarterly financial statements provided to us contain budget-to-actual results. We also recommend that the school take steps to have its annual audit completed on a timely basis in accordance with its contract with the City of Milwaukee.

Maasai Institute

Conclusion: Based on our review of the management policies and procedures of the Maasai Institute as of June 30, 2007, it appears that the organization has not fully implemented procedures to ensure an adequate financial management system, due to its internal control deficiencies. Based on this, and also due to the late filing of its annual financial and membership audits, the school is not in full compliance with the financial management provisions of its contract with the City of Milwaukee.

Recommendations: Based on our management review, we recommend that the school completely reorganize its internal control policies and procedures. We recommend that a person experienced in internal control for small organizations be engaged to analyze and implement new

and effective internal control procedures, which allow for the proper segregation of duties and involvement of the school board. We recommend that the school implement the recommendations suggested by the school's auditor, as well as taking steps to ensure its accounting system is up-to-date each month.

In addition, we have requested that quarterly financial statements with budget-to-actual results, be submitted to us, so we can closely monitor the schools financial position. We also recommend that management take steps to ensure that all required reports, including audits be submitted to proper authorities in a timely manner.

5. Oversight Fees

Since November of 2002, the City of Milwaukee has established an oversight fee in “an amount sufficient to pay all costs incurred annually by the City for its oversight of the charter school program as calculated by the Department of Administration.” The current fee is 2% of the Department of Public Instructions (DPI) per student allocation provided to each charter school. This fee is used to help defray the cost of hiring consultants employed to monitor the educational and management performance of the City’s charter schools. These fees are deposited into a trust account under the control of the City Treasurer and withdrawn when needed to pay for consultant fees. *Please see Attachment J for a detailed summary of the fees collected and expenses incurred.*

The following chart provides an overview of the City of Milwaukee oversight fee revenues and charter school oversight expenses for school years 2001-01 through 2006-07:

School Year	Fee Revenue	Expense ³
2000-2001	\$ 74,125	\$ 37,299
2001-2002	\$ 69,375	\$105,063
2002-2003	\$101,442	\$ 9,200
2003-2004	\$109,437	\$ 58,999
2004-2005	\$118,473	\$103,450
2005-2006	\$145,492	\$129,073
2006-2007	\$159,794	\$109,956
Seven-year total	\$778,138	\$553,040
Balance	\$225,098	

Each charter school receives an allotment from DPI for every enrolled full-time equivalent student. The schools currently spend 2% of this allotment to fund their oversight fee payments to the City. The DPI per student allotment is shown below:

School Year	DPI per-student allotment
2000-2001	\$ 6,494.72
2001-2002	\$ 6,721.40
2002-2003	\$ 6,951.48
2003-2004	\$ 7,050.00*
2004-2005	\$ 7,111.00
2005-2006	\$ 7,519.00
2006-2007	\$ 7,669.00

*First Quarter \$7,188.46

³Historically, the Marquette University Institute for the Transformation of Learning has raised grant funding to supplement the oversight fee income in order to ensure that City taxpayers are not burdened with the cost of monitoring the Charter Schools’ performance. Significant expenses were paid with these grant funds and are not shown in the chart above.

6. Conclusion and Recommendations

The CSRC concludes that the five City-sponsored charter schools now in operation continue to “operate an education program that has a reasonable prospect of providing Milwaukee children a good education,” which is the academic standard set forth in Section 330-15.2 of the Code of Ordinances. These schools are:

- ◆ Academy of Learning and Leadership
- ◆ Central City Cyberschool
- ◆ Darrell L. Hines College Preparatory Academy of Excellence
- ◆ Downtown Montessori

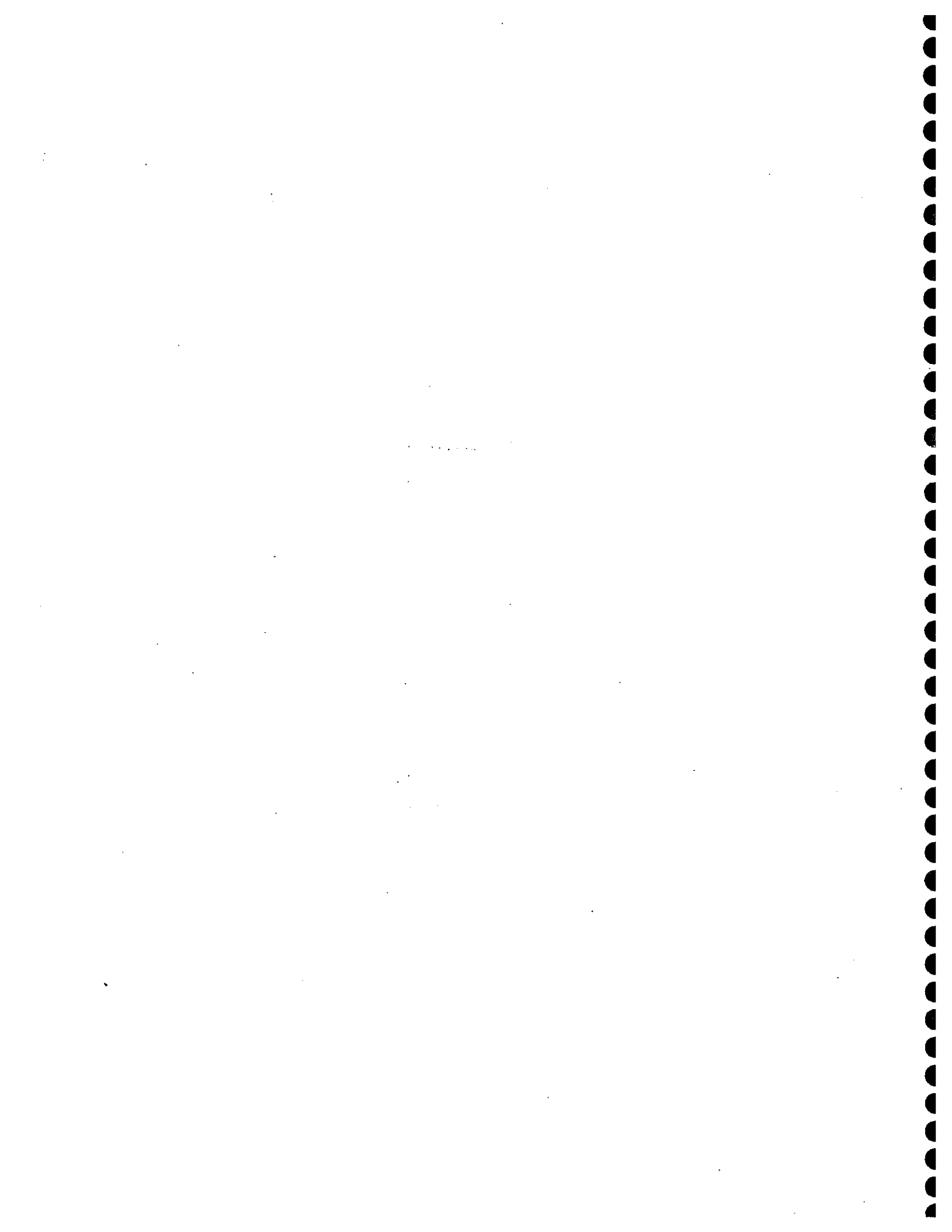
The CSRC further concludes that these schools should continue operating for the 2007-08 school year.

The CSRC concludes that one of the City-sponsored charter schools now in operation, Maasai Institute, continue to operate on probationary status. The CSRC’s policy on placing schools on probation is outlined in Appendix A of the City’s Charter School Application (see Attachment K). Maasai Institute and the CSRC have to come to an agreement regarding the measures that the school must take in order to be removed from probationary status (see Attachment L).

Respectfully submitted,



Kevin Ingram, Chair
January 2008



A

**CHARTER SCHOOL CONTRACT
BETWEEN
CITY OF MILWAUKEE
AND
DARRELL LYNN HINES PREPARATORY ACADEMY
OF EXCELLENCE, INC.**



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**CHARTER SCHOOL CONTRACT
BETWEEN
CITY OF MILWAUKEE
AND
DARRELL LYNN HINES PREPARATORY ACADEMY OF EXCELLENCE , INC.**

THIS CONTRACT made by and between the City of Milwaukee, acting by its Common Council, (hereinafter, "City"), 200 East Wells Street, Milwaukee Wisconsin, 53202, and Darrell Lynn Hines Preparatory Academy of Excellence, Inc., 7151 North 86th Street, Milwaukee, Wisconsin 53224 (hereinafter, "Charter School").

WHEREAS, the City is authorized by Wis. Stat. § 118.40 (2r), to contract with an individual or group to operate a school as a Charter School; and

WHEREAS, the City entered into a Contract to establish Charter School for a five-year period commencing with the 2002-2003 school year and ending on the last regularly scheduled school day of the 2006-2007 school year; and

WHEREAS, the Charter School Review Committee (hereinafter "CSRC") at its meeting of March 16, 2007 voted unanimously to recommend that the City renew its Contract with Charter School for an additional 5-year period commencing with the 2007-2008 school year and ending on the last regularly scheduled school day of the 2011-2012 school year; and

WHEREAS, the Steering and Rules Committee of the Common Council of the City of Milwaukee on April 26, 2007 voted to accept the recommendation of the CSRC and refer the matter to the full Common Council; and

WHEREAS, the Common Council on _____, voted to accept the recommendation of the CSRC and the Steering and Rules Committee and to authorize the appropriate City officials to enter into this Contract with Charter School.

NOW THEREFORE, the parties agree as follows:

I. CHARTER SCHOOL HEREBY AGREES TO:

- A. The name of the person who will be in charge of the Charter School and the manner in which administrative services will be provided.**

Charter School shall be in charge of the person named in the Charter School application (kept on file in the Office of the City of Milwaukee Department of Administration and incorporated herein by reference as Appendix A). The manner in which administrative services will be provided shall be in accordance with Appendix A.

B. A description of the educational program of the school.

Charter School shall provide the educational program set forth in Appendix A. Charter School shall ensure that all classrooms are equipped with all materials, equipment and supplies required to provide the educational program set forth in Appendix A.

C. The methods the school will use to enable pupils to attain the educational goals under Wis. Stat. § 118.01.

Charter School shall use the methods described in Appendix A to enable pupils to attain the educational goals listed in Wis. Stat. § 118.01.

D. Charter School shall use the following local measures and standardized tests to measure pupil progress under Wis. Stat. § 118.01.

Charter School shall meet or exceed such academic performance standards as may, from time to time, be established by CSRC and communicated in writing to Charter School. In addition, Charter School shall use the following standardized tests and local measures to measure pupil progress under Wis. Stat. § 118.01.

- LOCAL MEASURES

Charter School shall use the local measures described in Appendix A to measure pupil progress under Wis. Stat. § 118.01.

- STANDARDIZED TESTS

Charter School shall administer such standardized tests as may be required under Wis. Stat. § 118.40(2r)(d), the No Child Left Behind Act of 2001, or other law.

In those grade levels in which standardized testing is not required under Wis. Stat. § 118.40(2r)(d), the No Child Left Behind Act of 2001, or other law, or in which only a standardized reading test is required, Charter School shall administer such standardized tests as may be required by CSRC.

Charter School shall report the results of standardized tests to CSRC, or its designee, in such manner as CSRC may determine.

Charter School shall pay all costs incurred in the administration, scoring and reporting on results of all tests, including those required under Wis. Stat. § 118.40(2r)(d)(2.)

E. The governance structure of the school, including the method to be followed by the school to ensure parental involvement.

- INCORPORATION

Charter School is incorporated under Chapter 181 of the Wisconsin Statutes as a non-profit nonsectarian corporation. Charter School is exempt from federal income tax under 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3). Charter School shall immediately notify City if there is a change in status in this regard. City reserves the right to terminate this Contract due to a change in status.

- GOVERNANCE STRUCTURE

The governance structure of Charter School shall be that set forth in Appendix A. Charter School shall notify City 30 days prior to any anticipated change in the governance structure or governing board members of the school. The City reserves the right to reject any proposed change of the governance structure or governing board members.

- PARENTAL INVOLVEMENT

Charter School shall employ the methods described in Appendix A to ensure parental involvement.

F. Subject to Wis. Stat. §§ 118.40(7)(a), 118.19(1) and 121.02(1)(a)2. the qualifications that must be met by the individuals to be employed in the school.

Charter School shall ensure that instructional staff of Charter School all hold a license or permit to teach issued by the Wisconsin Department of Public Instruction (hereinafter, "DPI").

G. The procedures that the school will follow to ensure the health and safety of the pupils.

Charter School shall comply with all applicable Federal, State and local health and safety requirements. Charter School shall ensure that all of its pupils comply with Wisconsin immunization requirements.

H. The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of City's school-age population.

Charter School shall periodically advertise its nondiscrimination policy. Charter School shall target its marketing efforts in neighborhoods which may be under represented in Charter School's pupil population.

I. The requirements for admission to the school.

Pupils who are enrolled in the Charter School Program shall reside in the City of Milwaukee.

If more pupils apply for admission than can be accommodated, Charter School shall admit pupils on the basis of a lottery. However, continuing pupils and their siblings and children of current employees of Charter School may be given preference in admission and do not need to be included in the lottery process.

Charter School shall maintain pupil data base information pertaining to each Charter School pupil, including, but not limited to, the pupil's name, address, home phone number, place and date of birth, parent(s) or guardian, immunization records, ethnic background, school of last attendance, number of siblings, and emergency contact.

Charter School shall submit to CSRC a copy of all documentation Charter School submits to DPI concerning pupil counts.

J. The manner in which annual audits of the financial and programmatic operations of the school will be performed.

Charter School agrees to comply with the same federal and state audit requirements as do other public schools in the state.

• **AUDIT REQUIREMENTS**

1. CSRC or designee and City Comptroller or designee shall have full access to all books and records during normal business hours and upon reasonable notice.
2. Charter School shall submit to CSRC or designee and/or City Comptroller or designee within 75 days after fiscal year end a complete set of audited financial statements including Balance Sheet, Income Statement and Statement of Cash Flows together with full footnote disclosure. The audit statements shall be prepared in accordance with generally accepted accounting principles and shall be prepared using full accrual accounting. The audit shall be conducted in accordance with generally accepted auditing standards and Government Auditing Standards, issued by the Comptroller General of the United States. The auditor shall also attest to the validity of Charter School enrollment and pupil eligibility as represented in Charter School records and reports, applying appropriate State of Wisconsin requirements and AICPA (American Institute of CPAs) attestation standards. Notwithstanding other provisions of this Contract, City retains the right, with approval of the Common Council, to terminate the Charter Contract should such auditor's opinions be anything other than unqualified.
3. In all contract auditor representations regarding Charter School's financial reporting, such auditors will certify that they have complied with the relevant AICPA standards for attestation engagements as contained in

SSAE (Statement on Standards for Attestation Engagements) pronouncements.

4. All management letters and all other reports of an independent auditor transmitting reportable conditions or advice to management or reviewer related to Charter School must be submitted to CSRC or designee and City Comptroller or designee within 15 days of receipt.
5. Single audit reports, prepared in accordance with The Single Audit Act of 1996 if applicable, must be submitted to CSRC or designee and/or City Comptroller or designee within 75 days of fiscal year end.
6. Charter School agrees to assist CSRC designees (currently Children's Research Center and M.L. Tharps & Associates) in assessing Charter School educational performance and financial status, respectively. These assessments are expected to annually cover the reasonableness of academic achievement and programmatic results reported by Charter School as well as various aspects of financial performance. Charter School assistance could take the form of interviews, provision of data, access to all appropriate records and other assistance consistent with the purpose of the above assessments. Such reports as prepared by CSRC designees are to be completed within 75 days of the end of the school year. Such other performance reports as necessary will additionally be required during the school year. CSRC designees will plan work with Charter School staff so as to minimize any interruption with the educational activities of Charter School. Such reports will be used in determining the exercise of renewal options for Charter Contract. City retains the right to terminate this Contract upon receipt and review of such performance reports.
7. Beginning with the completion of the first three months of the school year and quarterly thereafter, Charter School shall prepare and submit to CSRC and Comptroller the following:
 - a) A "Budget vs. Year-To-Date Actual" Report including all Charter School revenues and expenses. This report will identify all budgeted line-item amounts as presented in its Charter School application as well as unbudgeted line item amounts for each of the following: approved annual budget; year-to-date actual and projected year-end actuals. If Charter School prepared its budget by separate funds or for more than one fund, (examples: operations fund, capital fund, endowment fund) this report should be provided for each fund; and
 - b) "Updated Cashflow Budget" Report containing a month-by-month record (or projection) of all Charter School cashflows. This report should include the following data by month for each major cash receipts and disbursements category: beginning cash balance, receipts (\$) by category,

disbursements (\$) by category, ending cash balance. Actuals should be shown for each past month with up-to-date projections of the current and each future month. See example below.

The two above-required quarterly reports must be submitted no later than 30 days following completion of the quarter being reported. For both of the above reports, all significant assumptions including projected pupil enrollment, staffing, major purchases and projected revenues/receipts should be clearly stated and accompany the reports. Other explanatory information is appropriate for inclusion to help the reader understand and analyze the reports.

 Example of Updated Cashflow Budget Report:

First Quarter Cashflow Report: Sept 1-Nov 30, 2007

<u>Month</u>	September	October	November	December ... <i>Total</i>
		(actuals)		(projected)
Beginning month balance				
State Reimbursement				
State Ed grant				
Private Research grants				
Etc.....				
Total Receipts				
Salaries				
Fringe benefits				
Equipment				
Supplies				
Etc....				
Total Disbursements				
Ending month balance				

K. The procedures for disciplining pupils.

Charter School shall adhere to the procedures for disciplining pupils set forth in Appendix A.

L. The public school alternatives for pupils who reside in the City and do not wish to attend or are not admitted to the Charter School.

As required by Wis. Stat. § 118.40(6): "Program voluntary. No pupil may be required to attend a charter school without his or her approval, if the pupil is an adult, or the approval of his or her parents or legal guardian, if the pupil is a minor." A pupil who is a resident of the City of Milwaukee, who does not choose to attend Charter School, may attend a school operated and managed by the Milwaukee Board of School Directors.

M. A description of the school facilities and the types and limits of the liability insurance that the school will carry.

Charter School shall locate an appropriate school facility. Prior to committing itself to the facility, Charter School shall notify CSRC and CSRC shall view the facility to ascertain its appropriateness to operate the Charter School contracted for under this Contract.

Charter School shall ensure that the facility in which its program is conducted is adequate to serve the pupil population set forth in Appendix A and that the facility meets all local, state and federal laws, codes, rules and regulations pertaining to health and safety that apply to public schools in Wisconsin cities of the first class. Charter School shall assume full responsibility for the cost of providing and maintaining this facility.

In the event Charter School anticipates relocating its school, Charter School shall notify CSRC in writing at least 30 days prior to the anticipated relocation. Charter School shall ensure that any new facility meets all of the safety codes and standards required under this Contract, including, but not limited to, the occupancy permit referred to in this section, in accordance with applicable timelines. CSRC shall view any new facility to ascertain its appropriateness to operate the Charter School contracted for under this Contract.

Charter School shall obtain, at least 30 days prior to the start of the first day of pupil attendance, an occupancy permit for school usage to provide the educational program under this Contract.

Charter School shall comply with all laws and regulations pertaining to asbestos abatement that may apply to Charter School.

- **INDEMNIFICATION**

Charter School shall be required to defend, indemnify and hold harmless City, its agents, officers, and employees (the "indemnitee") from and against any and all actual or alleged claims, demands, actions, causes of action, damages and claims of any kind, including, but not limited to, for bodily injuries, personal injuries, contingent liabilities or damages and reasonable attorney fees, arising out of or in any way related to or associated with, or arising from the services rendered under this Contract or the operation of the Charter School Program, that are or may be brought or maintained by any individual or entity against the indemnitee. This

indemnification obligation shall include any actual or alleged claims or causes of action of any kind against the indemnitee due to its decision to award a contract to Charter School.

This indemnification obligation shall not be reduced in any way by the existence or nonexistence, limitation, amount or type of damages, compensation or benefits payable under worker's compensation laws or other insurance provisions. Under no circumstances is the indemnitee's recovery limited due to the fact that City is named as an additional insured under any of Charter School's insurance policies. Charter School agrees to accept tender of the defense of any claim or action against City falling within the scope of this indemnity.

• INSURANCE

Charter School understands and agrees that financial responsibility for claims or damages to any person, or to Charter School employees and agents, shall rest with the Charter School. Charter School shall effect and maintain insurance coverage, including, but not limited to, Worker's Compensation, Employer's Liability, Commercial General Liability, Contractual Liability, Automobile Liability, and Umbrella Liability to support such financial obligations.

The City is to be named as an additional insured by separate endorsement under all of the insurance coverage policies listed below with the exception of Worker's Compensation.

A certificate of insurance acceptable to City evidencing the aforementioned insurance requirements is to be provided to CSRC. Certification is to be provided on the certificate of insurance with separate letter from the insurance agent or broker that there are no exclusions, sub-limits, or restrictions in coverage as noted in this paragraph I.M. The certificate of insurance or policies of insurance evidencing all coverages shall include a statement that City shall be afforded a thirty (30) day written notice of cancellation, non-renewal or material change by any of Charter School's insurers providing the coverage required by City for the duration of this Contract. Insurance companies must be acceptable to City and must have a current A.M. Best rating of A- or better.

All certificates of insurance are to be provided to CSRC within 30 days of final execution of this Contract. If Charter School does not comply with this provision of the Contract, the City has the authority to declare this Contract terminated in accordance with the provisions of paragraph II. C. 2.

The minimum limits of insurance that City requires from Charter School shall be:

	Worker's Compensation
Worker's Compensation	Statutory Coverage
	Employer's Liability Limits
Bodily Injury by Accident	\$100,000 each accident
Bodily Injury by Disease	\$500,000 policy limit

Bodily Injury by Disease \$100,000 each employee

Worker's Compensation at Statutory limits and Employer's Liability at \$100,000 per occurrence or sufficient limits to meet Umbrella underlying insurance requirements. Coverage shall be modified to include a Waiver of subrogation Endorsement in favor of City including its directors, officers, agents, employees and volunteers.

Commercial General Liability		
Commercial General Liability	\$1,000,000	per occurrence/
General Aggregate	\$2,000,000	
Personal & Advertising Injury Limit	\$1,000,000	
Products - Completed Operations	Aggregate	\$2,000,000
Medical Expense	\$ 5,000	

Commercial General Liability shall be on an occurrence form covering the risks associated with or arising out of the services provided under this Contract. This insurance is not to have any exclusions, sub-limits, or restrictions as respects coverage for sexual abuse and molestation, corporal punishment, athletic events, and use of gymnasium equipment.

Auto Liability	
Combined Single Limit	\$1,000,000 each accident

Business Auto Liability insurance including, but not limited to, Uninsured Motorists, Underinsured Motorists, and contractual liability for risks assumed in this Contract covering the use of any vehicle in an amount not less than \$1,000,000 per accident. (Verification of this coverage is needed only if vehicles will be used while providing services under this Contract).

Umbrella (excess) Liability	
Umbrella (excess) Liability	\$4,000,000 per occurrence/\$4,000,000 aggregate

The Umbrella Liability insurance shall provide excess employer's liability, commercial general liability and auto liability coverage.

Fidelity Bond/Crime Insurance	
Fidelity Bond/Crime Insurance	50% of the Value of the contract

Crime Insurance, in the form of either a Commercial Crime Policy or Financial Institution Bond, providing coverage for Employee Dishonesty, On Premises, In Transit (Theft Disappearance and Destruction Coverage Form and Robbery and Safe Burglary Coverage Form), Forgery/Alteration, Computer and Funds Transfer Fraud shall be carried for fifty percent (50%) of the total annual program costs of Charter School. Such insurance may be written with a deductible; however, such deductible shall not exceed \$10,000. The City shall be named as loss payee with respect to losses involving property or funds provided under this Contract by DPI. This policy is to cover all employees,

officers, and board members of Charter School and all of Charter School's contractors or subcontractors handling money, securities or other property of Charter School. Proof of such coverage shall be provided to CSRC prior to the commencement of the 2007-2008 school year.

	** School Leader's Errors & Omissions	
Limit per occurrence		\$1,000,000
Aggregate Limit		\$2,000,000

*** Director's and Officer's insurance may be used in lieu of School Leader's E&O provided that the Insurance Company shows proof that all employees and volunteers are protected by the coverage.*

All policies, with the exception of the School Leaders Error's & Omissions policy, shall be written on an occurrence form.

N. The effect of the establishment of the Charter School on the liability of City.

Nothing contained herein shall be deemed to render Charter School and City as joint ventures or partners of each other, and neither shall have the power to bind or obligate the other, except in accordance with the terms of this Contract

As between Charter School and City, there shall be no liability on the part of City on account of the establishment or operation of Charter School.

No officer, agent, employee or volunteer of Charter School shall be deemed an officer, agent, employee or volunteer of City for any purposes whatsoever.

City shall not pay any amount whatsoever to Charter School on account of the establishment or operation of Charter School.

Any payments which may be due to Charter School for the operation of Charter School Program are the responsibility of DPI. DPI is obligated under Wis. Stat. § 118.40(2r)(e) to make payment directly to the operator of Charter School in September, December, February, and June of each year Charter School participates in the Charter School Program under Wis. Stat. § 118.40(2r). If, for whatever reason, DPI fails to make any and/or all of such payments to Charter School, City, its officers, agents, and employees shall have no responsibility whatsoever to make such payments to Charter School.

O. Fees for contract administration.

Charter School shall pay to City any and all reasonable fees that may be assessed, from time to time, by CSRC to process the application for a charter school contract or to oversee the Charter School Contract. Charter School shall make payment to City in accordance with the invoice from CSRC within 30 days of receipt of the next following payment from DPI to Charter School.

P. Nonsectarian.

Charter School shall be nonsectarian in its programs, admissions policies, employment practices and all other operations and shall not be affiliated with a sectarian school or religious institution.

Q. Pupil tuition and fees.

Charter School shall not charge tuition for any pupil attending Charter School under the Charter School Program, Wis. Stat. § 118.40(2r). Charter School is entitled to charge tuition for pupils who are attending Charter School, but who are not doing so under Wis. Stat. § 118.40(2r).

Nothing in this Contract shall prevent Charter School from operating a Before and After-School Program, a day-care program, or a summer program nor from charging fees for children participating in those programs.

Charter School may require its pupils to purchase and wear uniforms, but Charter School may not profit from the sale of uniforms to pupils.

Charter School may assess reasonable pupil fees (not to exceed actual cost) for activities such as field trips and social and extra-curricular activities.

Charter School may charge a reasonable rental fee (not to exceed actual cost) for the use of personal use items such as towels, gym clothes, or uniforms.

Charter School may not prohibit an eligible pupil from attending Charter School under this Contract, expel or otherwise discipline the pupil, or withhold or reduce the pupil's grades because the pupil or the pupil's family cannot pay or has not paid fees permissibly charged under this section of the Contract.

Charter School may not charge fees for any of the following:

1. Instruction or registration.
2. Initial issuance of books.
3. Teacher salary.
4. Buildings, maintenance or equipment.
5. Courses credited for graduation.
6. Computers or microfilm readers.

R. Local education agency responsibilities.

Charter School is the Local Education Agency (LEA) for purposes of all state and federal laws, codes, rules and regulations pertaining to LEA duties, rights and responsibilities.

S. Nondiscrimination and Other Requirements.

Charter School shall not discriminate in admission or deny participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

Charter School shall not discriminate against any qualified employee or qualified applicant for employment because of sex, race, religion, color, national origin or ancestry, age, disability, lawful source of income, marital status, sexual orientation or familial status. Charter School shall require all subcontractors with whom Charter School contracts to comply with this same nondiscrimination in employment provision and shall require a similar provision to be included in all subcontracts.

Charter School shall comply with the following state and federal laws and regulations as those laws apply to traditional public schools and/or charter schools:

1. 42 U.S.C. §2000d *et seq.*, Title VI of the Civil Rights Act of 1964 (prohibiting discrimination on the basis of race, national origin, and color); and
2. 20 U.S.C. §1681 *et seq.*, Title IX of the Education Amendments of 1972 (prohibiting discrimination on the basis of sex) ; and
3. 42 U.S.C. §6101 *et seq.*, The Age Discrimination Act of 1975 (prohibiting discrimination on the basis of age) ; and
4. 29 U.S.C. §794 *et seq.*, Sec. 504 of the Rehabilitation Act of 1973 (prohibiting discrimination on the basis of handicap) and 42 U.S.C. §12101, *et seq.* the Americans with Disabilities Act; and
5. 20 U.S.C. §1232g, Family Education Rights and Privacy Act (FERPA), (regarding protection of pupil records), and Wis. Stat. §118.125; and
6. 20 U.S.C. §3171 *et seq.*, The Drug-Free School and Communities Act of 1986; and
7. 20 U.S.C. §1400 *et seq.*, Individuals With Disabilities Education Act (IDEA); and
8. 29 U.S.C. §626 *et seq.*, Age Discrimination in Employment Act, Older Worker Benefits Protection Act of 1990; and
9. 29 U.S.C. §201 *et seq.*, Fair Labor Standards Act; and
10. 29 U.S.C. §2601 *et seq.*, Family and Medical Leave Act; and
11. 15 U.S.C. §2641 *et seq.*, Asbestos Hazard Emergency Response Act (AHERA) ; and
12. 20 U.S.C. §6301 *et seq.*, No Child Left Behind Act (NCLB); and
13. 42 U.S.C. §11431 *et seq.*, McKinney-Vento Homeless Assistance Improvements Act of 2001; and
14. All federal and state constitutional guarantees protecting the rights and liberties of individuals, including freedom of religion, expression, association, against unreasonable search and seizure, equal protection, and due process.

T. Background screening.

Charter School shall perform background screening through the Wisconsin Department of Justice (and similar agencies of other states in the event of present or former out-of-state residence) on all Charter School full and part-time employees and volunteers and shall not assign any employee or volunteer to teach or work with pupils until Charter School investigates and determines that there is nothing in the background of the employee or the volunteer which would render the employee or volunteer unfit to teach or work with pupils of Charter School, including, but not limited to, conviction of a criminal offense or pending charges which substantially relate to the duties and responsibilities assigned to the employee and/or volunteer.

For purposes of this Contract, volunteer means a non-paid person who serves under the supervision of Charter School and who provides services on a regular and ongoing basis or for more than 5 hours a week. It does not apply to those parents and/or other adults who are one-time volunteers for field trips or other one-time only activities in Charter School.

Charter School shall obtain the social security number of all individuals who are volunteers having contact with Charter School pupils or individuals who are employed by Charter School on either a full or part-time basis. Such social security numbers shall be retained by Charter School and shall be provided to City upon request.

U. Right to inspect and receive requested information and reports.

Charter School shall grant City or its designee and/or CSRC or designee the right to inspect Charter School facilities or to review any Charter School records at any time during the term of this Contract.

Charter School shall give such information at such times and on such forms as may be requested by City or its designee and/or CSRC or designee concerning any of the operations of Charter School.

Charter School shall generate and provide such reports at such times and concerning such matters as may be requested by City or its designee concerning any of the operations of Charter School.

V. Calendar.

Charter School shall operate under the days and hours indicated in the calendar for the 2007-2008 school year, attached hereto as Appendix B and incorporated herein by reference. Charter School shall annually provide CSRC with a school year calendar prior to the conclusion of the preceding school year.

II. TERM AND MODIFICATION OR TERMINATION OF CONTRACT

A. Term.

The term of this Contract is five (5) school years commencing with the 2007-2008 school year and ending on the last regularly scheduled school day in the 2011-2012 school year. This Contract is contingent on the approval of the Common Council of the City of Milwaukee. This Contract shall become effective upon approval by the Common Council and execution by all appropriate persons.

B. Modification.

This Contract represents the entire agreement reached between the parties. This Contract can be modified only upon mutual agreement reached between the parties and reduced to writing. If either party wishes to modify any of the terms of this Contract, that party shall put the proposed modification in writing and submit it to the other party for consideration. If CSRC determines that the proposed modification is not a major modification, CSRC is authorized to act on behalf of the City. If CSRC determines that the proposed modification is a major modification, approval shall be obtained from the Common Council of the City of Milwaukee prior to the implementation of the modification.

Charter School has no authority to require the City to renegotiate any of the terms of this Contract. The City does have the authority to require Charter School to renegotiate any and all of the terms of this Contract as a condition of continuing this Contract, notwithstanding the fact that the term of this Contract has not expired. In the event Charter School and the City are unable to come to an agreement with respect to the modification of contract provisions, the City has the authority to declare this Contract terminated in accordance with the provisions of paragraph II.C.6. The City also has the authority to unilaterally amend this Contract. If Charter School does not agree to the terms of any such amendment to this Contract, the City has the authority to declare this Contract terminated in accordance with the provision of paragraph II.C.6.

C. Termination.

This Contract may be terminated before expiration of its term upon any of the following circumstances:

- **BY BOTH PARTIES:**
 1. Both parties agree in writing to the termination.
- **BY CITY:**
 2. City determines that Charter School violated this Contract, proposals or provisions in Appendix A, summaries or directives in the annual report submitted by the CSRC to the Common Council,

or Chapter 330 of the Milwaukee Code of Ordinances, or no longer meets the requirements of sec. 330-15 of the Milwaukee Code of Ordinances.

3. City determines that pupils enrolled in Charter School have failed to make sufficient progress toward attaining the educational goals under Wis. Stat. § 118.01 or the academic performance criteria established by City.
 4. City determines that Charter School has failed to comply with generally accepted accounting standards of fiscal management, failed to maintain a pupil enrollment sufficient to support the school, or in any other way failed to operate a financially viable Charter School.
 5. City determines that Charter School has violated Wis. Stat. § 118.40.
 6. City determines that Charter School does not agree to modifications and/or amendments required to this Contract by the City.
- BY CHARTER SCHOOL:
 7. Charter School does not receive a payment from DPI required to be made under Wis. Stat. § 118.40(2r)(e).

If this Contract is terminated under the first ground (because both parties agree in writing to the termination) the termination shall become effective on a date agreed to by the parties. If this Contract is terminated under the second through sixth grounds (because of a determination on the part of City) the termination of this Contract shall not become effective until, at a minimum, the end of the semester in which notice of termination is given, unless, in the sole discretion of City, termination should become effective sooner. If this Contract is terminated under the seventh ground (because of failure of Charter School to receive state funding), termination shall become effective on the date notice of termination is received by CSRC.

CSRC may recommend to City that this Contract be terminated under the third ground (because pupils have failed to make sufficient progress) if Charter School fails to meet such written academic performance criteria as may be established by CSRC.

Failure on the part of City to exercise its right to terminate this Contract under any ground listed above shall not be deemed to constitute an amendment to the terms of this Contract or to constitute a waiver of the right of City to terminate this Contract at a later date under that ground.

In the event of termination of this Contract, written notice by certified or registered mail, return receipt requested, shall be provided which shall list the reason(s) for termination and the effective date of the termination.

III. CONTRACT ADMINISTRATION, NOTICE AND PROVIDING OF INFORMATION

Unless specified otherwise in this Contract, any act of discretion, including, but not limited to, any approval required under this Contract or determination to terminate this Contract, to be made by and on behalf of City, shall be made by the Common Council of the City of Milwaukee.

Unless specified otherwise in this Contract, whenever notice must or may be given to the other party, or whenever information or reports may or must be provided to the other party, the party who may or must give notice or provide information or reports shall fulfill any such responsibility under this Contract if notice is given, or information is or reports are provided, to the following persons, or their successors:

TO CITY or CSRC:

Charter School Review Committee
200 East Wells Street, Rm. 606
Department of Administration
Milwaukee, WI 53202
Attn: Mr. Robert Juhay

TO Charter School:

Darrell Lynn Hines
7151 North 86th Street
Milwaukee, WI 53224

A party to this Contract shall immediately give written notice to the other party if the contact person for purposes of notice and providing information is modified or if that person's address changes.

IV. STATUTES

This Contract shall be governed by the laws of the State of Wisconsin. Whenever under this Contract reference is made to a provision in the Wisconsin Statutes or United States Code or implementing code, rule, or regulation, and such provision is subsequently amended by the Wisconsin Legislature, United States Congress or state or federal administrative agency, such reference in the Contract shall be deemed to be amended to conform to the new law, code, rule, or regulation.

V. SEVERABILITY

If any term or provision of this Contract shall be found by a court of competent jurisdiction to be invalid, illegal or otherwise unenforceable, the same shall not affect the other terms or provisions hereof or the whole of this Contract, but such term or provision shall be deemed modified to the extent necessary in the court's opinion to render such term or provision enforceable, and the rights and obligations of the parties shall be construed and enforced

accordingly, preserving to the fullest permissible extent the intent and agreements of the parties herein set forth.

VI. CHARTER SCHOOL APPLICATION

It is recognized that Appendix A was submitted to the City as an invitation to enter into a charter school contract and that the City is not bound by any of the proposals or provisions set forth by Charter School in Appendix A. Charter School does not have the right to enforce any of the proposals or provisions that it made in Appendix A.

City does have the right to hold Charter School to any of the proposals or provisions made by Charter School in Appendix A or other papers submitted in support of Appendix A, regardless of whether such proposals or provisions are specifically enumerated in this Contract. Charter School's failure to adhere to the proposals or provisions made in Appendix A and other supporting papers shall, at the sole discretion of the City, constitute a violation of this Contract. Appendix A and other supporting papers shall be kept on file in the office of the Department of Administration, 200 East Wells Street, Room 606, Milwaukee, Wisconsin 53202.

VII. APPENDICES

Appendix A: Charter School Application

Appendix B: Charter School Calendar for 2007-2008 School Year

In the event an inconsistency exists between this Contract and any Appendix, this Contract shall be controlling.

APPROVED:

CITY OF MILWAUKEE:
acting by its Common Council

WILLIE L. HINES, Jr., President of the
Common Council of the City
of Milwaukee

Date: _____

RONALD D. LEONHARDT
City Clerk

Date: _____

APPROVED:

**CHARTER SCHOOL: Darrell Lynn
Hines Academy, Inc.**

DARRELL L. HINES, Chairman Board
of Directors

Date: _____

BARBARA P. HORTON, Executive Director
Darrell Lynn Hines Academy, Inc.

Date: _____

COUNTERSIGNED:

W. MARTIN MORICS
City Comptroller

Date: _____

Approved as to form and execution
as of this ____ day of _____, 2007.

Approved as to content this ____
day of _____, 2007.

ROXANE L. CRAWFORD
Assistant City Attorney

ROXANE J. CRAWFORD
Assistant City Attorney

1034-2007-1049;117663

B

**Charter School Review Committee (CSRC) Monitoring Policies and Expectations to be
Implemented in 2008-09 for High Schools Chartered by the City of Milwaukee
(Adopted at the CSRC meeting February 1, 2008)**

1. As soon as possible, but no later than 30 calendar days of the student's first day of attendance, each new student must be assessed in reading and mathematics to ascertain the student's literacy and math capabilities. The assessment tool chosen by the school needs to be a recognized, published tool that demonstrates reliable student growth over time. This same assessment will be administered at least annually to students. The assessment tool(s) used by the school is not intended to be the same as the required standardized tests.
2. Each school is required to maintain local measures demonstrating student growth in the following areas: literacy, mathematics, writing, and IEP goals. Additional local measures are encouraged. Local measures need to be designed as running records of student progress to inform teachers' decisions at the instructional level throughout the academic year.
3. Each student shall have a written annual plan for graduation that includes the following:
 - Evidence of parent/guardian involvement;
 - Information regarding the student's post secondary plans; and
 - A schedule reflecting plans for completion of four years of English and three years each of college preparatory mathematics, science and social studies and two years of a foreign language.
4. Required standardized tests¹ and expectations:

In addition to reporting the ongoing progress of students as demonstrated by the assessment used at admission and annually, the schools will administer the following tests to prepare all students for post secondary programs.

9th Grade Students: All 9th grade students are required to take all subtests² of the EXPLORE test (the first in a series of two pre-ACT tests that will identify students not ready for the ACT³) by the end of the first semester/trimester. During the second semester all 9th grade students who scored below 13 on the EXPLORE will receive additional supplemental instruction in the areas that need strengthening.

¹ Information about fee waiver applications and the benefits of taking these tests will be provided to students and their families by the school.

² English, mathematics, reading, and science.

³ The Educational Planning and Assessment System (EPAS) developed by the American College Testing Service (ACT) provides a longitudinal, standardized approach to educational and career planning, assessment, instructional support and evaluation. The series includes the EXPLORE, PLAN and ACT tests. Score ranges from all three tests are linked to *Standards for Transition* statements that describe what students have learned and what they are ready to learn next. The *Standards for Transition*, in turn, are linked to *Pathways* statements that suggest strategies to enhance students' classroom learning. *Standards* and *Pathways* can be used by teachers to evaluate instruction and student progress and advise students on the courses of study.

10th Grade Students: All 10th grade students are required to take the WKCE – CRT in the time frame identified by the State of Wisconsin Department of Public Instruction (DPI).

All 10th grade students are required to take all subtests of the PLAN⁴ (the second in a series of two pre-ACT tests that will track student progress and identify students not ready for the ACT) by the end of the first semester/trimester.

During the second semester of 10th grade, all students who scored below 15 on the PLAN will receive additional supplemental instruction in the areas that need strengthening.

11th Grade Students: All 11th grade students are required to take the ACT or the SAT by the end of the school year. Students who would benefit by retaking either of these tests are encouraged to do so provided the school has the financial resources to do so.

12th Grade Students: All 12th grade students who have not yet taken the ACT or SAT during 11th grade are required to take the ACT or the SAT during the fall semester.

Students who would benefit by retaking either of these tests are encouraged to do so.

Regarding special needs students: reasonable testing accommodations, such as extra time or an alternative site, must be provided for students with special needs. For students where the IEP team has determined testing to be inappropriate, potential post-secondary institutions should be contacted to determine entrance requirements. A student whose IEP states that WKCE-CRT testing is not appropriate will also be exempt from taking the EXPLORE, the PLAN, the ACT and/or the SAT.

5. General reporting requirements for standardized tests:

- The Children’s Research Center (CRC) will not report standardized test scores on groups of fewer than ten students.
- Year-to-year results will be reported for students enrolled for a full academic year (FAY). FAY will comport with the DPI definition: enrollment on the third Friday of the previous academic year to the third Friday of the year tested.
- All data need to be reported in an electronic form such as a spreadsheet or database.
- Standardized test results will be reported for all students at each grade level. Schools need to provide CRC with a copy of the official printouts of their standardized test results for individual students and for the school.

⁴ English, mathematics, reading, and science.

6. Return rate. CRC will use the third Friday enrollment to calculate the return rate (the percentage of students enrolled on the third Friday of September who were also enrolled on the last day of the previous school year.)

7. Annual and year-to-year achievement measurement:

Based on each student's assessment using the tool at admission and annually, students will demonstrate substantial annual academic growth in reading and math based upon the tool chosen by the school.

The school is responsible for setting an annual standard of performance based on their choice of tool. The school will report actual student performance against that standard.

**Charter School Review Committee (CSRC) Monitoring Policies and Expectations to be Implemented in 2008-09 for Elementary Schools Chartered by the City of Milwaukee
(Adopted at the CSRC meeting February 1, 2008)**

1. Maintain local measures demonstrating student growth in curricular goals:
 - Maintain local measures for reading, writing, math and IEP goals.

2. Required standardized tests:
 - The Stanford Diagnostic Reading Test (SDRT) must be administered to all 1st, 2nd, and 3rd grade students between March 15th and April 15th each year.
 - The Wisconsin Knowledge and Concepts Examination – Criterion Referenced Test (WKCE – CRT) Statewide Assessment: the Wisconsin Student Assessment System will be administered to all 3rd through 8th grade students as required by the State of Wisconsin Department of Public Instruction (DPI).

3. General reporting requirements for standardized tests:
 - The Children’s Research Center (CRC) will not report standardized test scores on groups of fewer than ten students.
 - Year-to-year results will be reported for students who have been enrolled for a full academic year (FAY). FAY will comport with the DPI’s definition: enrollment on the third Friday of the previous academic year to the third Friday of the year tested.
 - Schools need to provide CRC with the official printouts of their standardized test results for individual students and for the school. All other data need to be reported in electronic format that is ready for analysis, such as a database or spreadsheet.

4. Return Rate. CRC will use the third Friday enrollment to calculate the return rate (the percentage of students enrolled on the third Friday of September who were also enrolled on the last day of the previous school year).

5. Year-to-year achievement measurement:
 - a. Current 2nd and 3rd grade students with comparison SDRT scores from the previous spring:

It is expected that on average all students will advance at least one year using grade level equivalencies from spring test to spring test. All students below grade level on the previous year's SDRT will on average advance more than one year using grade level equivalencies from spring test to spring test.

The results for 3rd grade students with comparable 1st grade SDRT test results will be reported as supplementary information.

- b. Current 4th through 8th graders, meeting the FAY definition, who were at the proficient or advanced levels on their previous year's WKCE – CRT reading and/or math subtests:

It is expected that 75.0% or more of these students will maintain their status of proficient or above.

- c. Current 4th through 8th graders, meeting the FAY definition, who were at the minimal or basic levels of proficiency on their previous year's WKCE – CRT reading and/or math subtests:

It is expected that each year, the school will increase the percentage of students who show advancement in scale scores to the next highest quartile within the range of their previous year's proficiency level or advance to the next proficiency level.¹

¹ CRC will divide the scale scores at each proficiency level into quartiles.



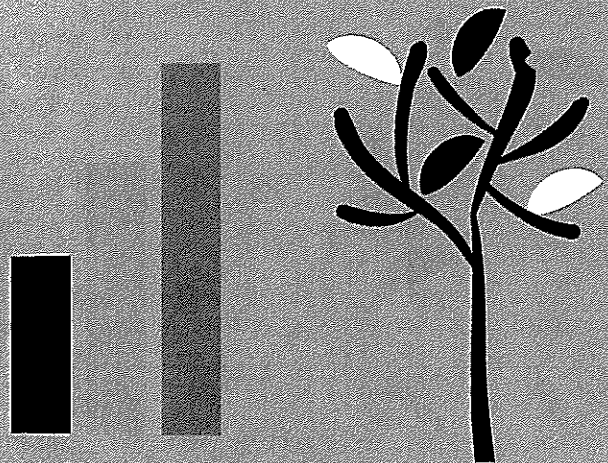
Academy of Learning and Leadership

Programmatic Profile and Educational Performance

2006-07 School Year

Report Date: September 2007

Janice Ereth, Ph.D.
Susan Gramling
Theresa Healy



Prepared by:



*Children's Research Center
426 S. Yellowstone Drive, Suite 250
Madison, WI 53719
Voice (608) 831-1180 fax (608) 831-6446
www.nccd-crc.org*

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Appendix A: Contract Compliance Chart

Appendix B: Outcome Measure Agreement Memo

Prepared for:

Academy of Learning and Leadership

1530 West Center Street

Milwaukee, WI 53206

EXECUTIVE SUMMARY
For
Academy of Learning and Leadership
Fourth Year of Operation as a City of Milwaukee Charter School
2006-07

This fourth annual report on the operation of the Academy of Learning and Leadership (the Academy) charter school is a result of the intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), the Academy staff, and the Children's Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has determined the following:

I. CONTRACT COMPLIANCE SUMMARY

The Academy has met most of its educationally related contract provisions in its contract with the City of Milwaukee and subsequent requirements of the CSRC. The provisions not met were related to the year-to-year expectations for second and third graders. See Appendix A for an outline of specific contract provision compliance information.

II. PERFORMANCE CRITERIA

A. Local Measures

1. Secondary Measures of Educational Outcomes

To meet City of Milwaukee requirements, the Academy identified measurable, educationally related outcomes in the following areas:

- Attendance
- Parent involvement

The school met their internal attendance goal and fell just short of their internal parent conference goal.

2. Primary Measures of Educational Progress

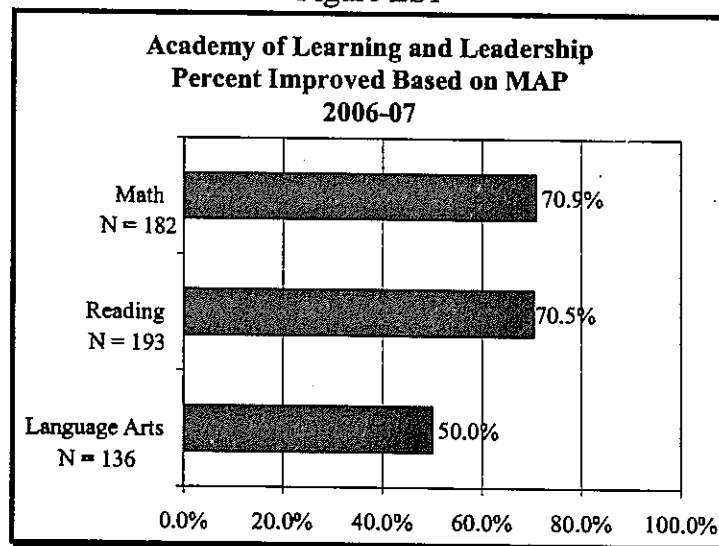
The CSRC requires each school to track student progress in reading, writing, and mathematics throughout the year to identify students in need of additional help and to assist teachers in developing strategies to improve the academic performance of all students.

This year, the Academy's local measures of academic progress resulted in the following outcomes:

- Individual Learning Plans (ILPs) were completed for 99.6% of the students who should have had one, and 92.9% of the ILPs were reviewed after at least three of the four quarters.

- A comparison of May 2007 reading assessments with the October 2006 reading assessment, using the Fountas and Pinnell Guided Reading learning continuum, indicated that 10.6% of the students met the school's reading progress goal at the highest level and 24.7% performed at the medium level. The students advanced an average of 3.8 levels.
- Fall and spring comparisons of results on the MAP indicated that:
 - ▶ 70.9% of 182 first through eighth grade students improved in reading;
 - ▶ 70.5% of 193 first through eighth grade students improved in math; and
 - ▶ 50.0% of 136 third through eighth graders showed improvement in language arts skills.
- 89.1% of 175 students met the math progress expectations as measured by pre- and post-tests administered in fall and then again in spring.
- 81.0% of 231 students from K5 through eighth grade demonstrated writing skill progress of at least one stage during the academic year as measured by a school-based writing continuum.
- Portfolios and presentations for 17 of 18 eighth graders were rated as "proficient."
- Thirteen of 15 classrooms met criteria for successful learning expeditions.

Figure ES1

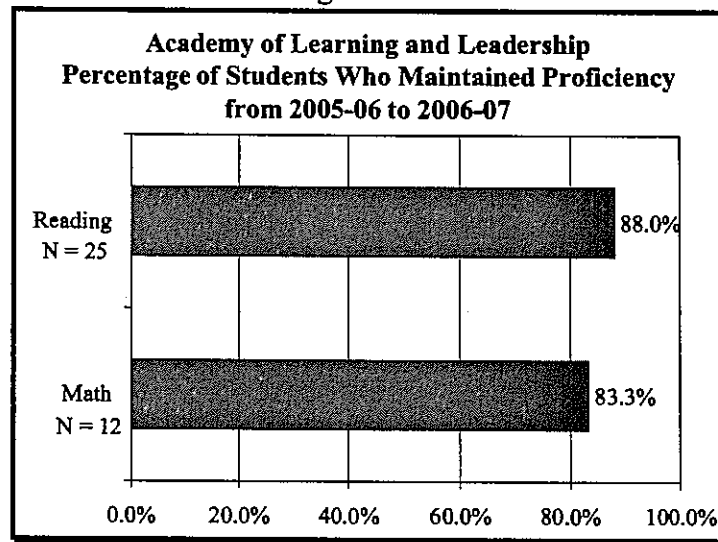


B. Year-to-year Academic Achievement on Standardized Tests

The Academy administered all required standardized tests noted in their contract with the City of Milwaukee. Multiple-year student progress is described below.

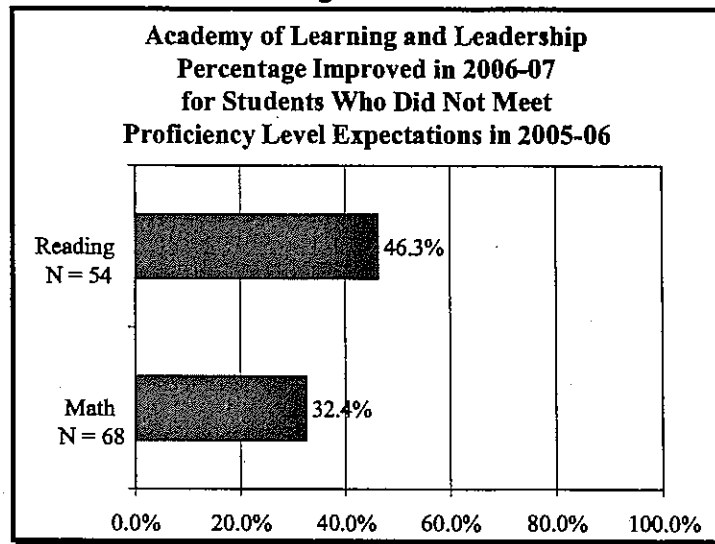
- Stanford Diagnostic Reading Test multiple-year advancement results indicated that second graders advanced, on average, 0.2 grade level equivalencies (GLE); and third graders advanced, on average, 0.4 GLE. These data indicate that the CSRC expectation of 1.0 GLE average advancement in reading was not met.
- Wisconsin Knowledge and Concepts Examination – Criterion Referenced Test results indicated that multiple-year advancement results for students who met proficiency level expectations in 2005-06 are as follows. The CSRC expects that 75.0% of these students will maintain proficiency.

Figure ES2



- Multiple-year advancement results for second and third grade students below grade level expectations indicated that, on average, 14 second and third graders advanced 0.4 GLE. This falls short of the CSRC expectation that these students would advance more than 1.0 GLE.
- Multiple-year advancement results for students below proficiency level expectations in 2005-06 indicated that the following advanced a proficiency level or improved at least one quartile.

Figure ES3



IV. RECOMMENDATIONS

The school addressed the recommendations indicated in its 2005-06 programmatic profile and educational performance report. To continue a focused school improvement plan, it is recommended that the focus of activities for the 2007-08 year include the following:

- Focus on integrating the staff and the culture of the existing building with the new building, scheduled to open in September 2007.
- Examine and remediate the reasons for lack of progress in reading for second and third graders as measured by the year-to-year SDRT. For example, could it be related to test-taking skills?
- Implement the new mathematics curriculum.
- Develop and implement improvement plans for students at the minimal or basic proficiency level on the WKCE – CRT reading and math standardized tests.
- Provide more professional development, particularly to the new staff, in expeditionary learning as well as the reading and writing and new mathematics curricula.
- Work with the CRC analyst regarding the data collection process.

I. INTRODUCTION

This report is the fourth program monitoring report to address educational outcomes for the Academy of Learning and Leadership (the Academy), one of five City of Milwaukee charter schools in the 2006-07 academic year. 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 per the contract between the CSRC and the Children's Research Center (CRC). Please see Appendix A for an overview of compliance for educationally related contract provisions.

The process used to gather the information in this report included the following:

1. CRC staff assisted the school in developing an outcome measures agreement memo. See Appendix B for a copy of the memo.
2. CRC made an initial site visit to conduct a structured interview with the administrator and other staff members and to review pertinent documents. Additional site visits were made to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations.
3. At the end of the academic year, a structured interview was conducted with the administrator and other staff members.
4. The Academy provided electronic and paper data, which were compiled and analyzed by CRC.

II. PROGRAMMATIC PROFILE

The Academy of Learning and Leadership

Address: 1530 West Center Street
Milwaukee, WI 53206

Telephone: 414-372-3942

Executive
Director: Camille Mortimore, Ph.D.

A. Description and Philosophy of Educational Methodology

1. Mission and Philosophy

The Academy serves the urban education needs of children from birth through eighth grade. According to information provided in the Academy's *Student and Family Handbook* for 2006-07, the mission of the Academy states that:

- The Academy is a community of central city Milwaukee families and educators uncompromisingly committed to the learning and development of its children as whole persons.
- Through creative, experiential, problem-based, interdisciplinary teaching and learning opportunities, children, families, and educators develop deep competence as learners.
- Through action, reflection, dialogue, choice, mentoring, and service, children, families, and educators develop deep confidence as learners.
- The Academy is dedicated to consciously creating a generative community in order to develop learner competence and leadership confidence.
- The uniqueness of each individual, the need for caring relationships in learning, the risk-taking and challenge essential to deep learning, and the human calling to make a contribution to the world are principles held sacred by the community at the Academy.

2. Description of Educational Program and Curriculum¹

The goal of the Academy is to empower students to strive toward the qualities of the “Ideal Graduate,” which are becoming a conscious learner, a communal person, a confident leader, an effective communicator, a powerful problem solver, and one who cares for himself/herself.

The Academy is an Expeditionary Learning Outward Bound (ELOB) school. ELOB is a framework for planning what and how children will learn and helping teachers design curriculum and deliver instruction. ELOB emphasizes learning by doing, with a special focus on character growth, teamwork, reflection, and literacy. Teachers connect high quality academic learning to adventure, service, and character development through a variety of interdisciplinary, project-based learning expeditions.

Student progress is measured by the achievement of goals in each student’s Individual Learning Plan (ILP), student-led conferences for parents, math and literacy portfolios and literacy profiles, the McREL Literacy and Mathematics Standards and Wisconsin Academic Standards checklists, student portfolios that will lead toward students becoming The Ideal Graduate, and standardized testing required by the Wisconsin Department of Public Instruction (DPI) and the City of Milwaukee.

Curricular areas to prepare the Ideal Graduate are:

- Powerful Problem Solver: Math and Science
- Communal Person/Confident Leader: Social Studies and Social Development
- Effective Communicator: Reading, Writing, Speaking/Listening, Art, Music, and Technology
- Conscious Learner/Caring Self: Study and Work Habits, Personal Development, and Physical Education

¹ Information is taken from the 2006-2007 *Student and Family Handbook* and the school’s website: www.all-milwaukee.org.

As an independent public charter school, the Academy abides by the Individuals with Disabilities Education Act (IDEA) regarding education for children with special needs. The school's Special Education Policies and Procedures Manual and the website (www.all-milwaukee.org) detail the responsibilities of the Academy and its staff. The Academy has an early intervention/pre-referral process called Support and Alternatives for Instructors and Learners (SAIL). SAIL is designed to meet teacher and student needs, to respond to parent concerns, and to intervene early in the learning process when it is not functioning well.

B. Student Population

At the beginning of the year, 252 students, ranging from pre-kindergarten (K4) through eighth grade, were enrolled² in the Academy. Forty-one students enrolled after the school year started, and there were 39 students who withdrew³ from the school prior to the end of this academic year. Reasons for withdrawing included: 13 students left because of behavior/discipline issues, nine students moved away, seven children left because of transportation issues, two left to attend a school closer to home, two left because they were on a wait list for another school and room became available, one left because of parental dissatisfaction with the program, and five students left without a reason given.

At the end of the school year, there were 254 students enrolled at the Academy. There were 117 (46.1%) girls and 137 (53.9%) boys; 253 (99.6%) of the students enrolled in the Academy at the end of the year were African American and one student was White. Forty-four students had special education needs. Ten children had a speech disability, nine children had learning disabilities (LD), six children had speech and LD, one child had cognitive disabilities (CD), one child had an emotional disability (ED), and one had an emotional/behavioral disability

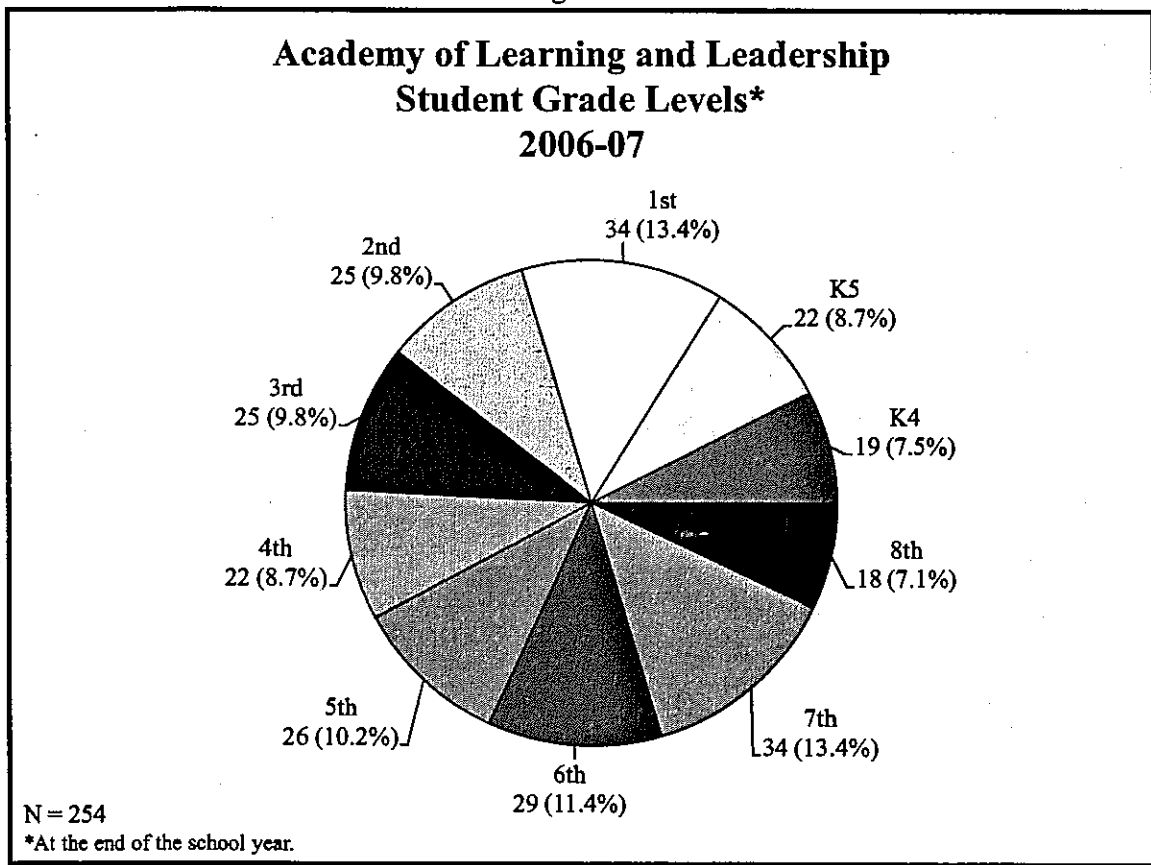
² Enrolled on or before September 5, 2006.

³ Withdrew after September 5, 2006.

(EBD). Six children had other health impairments (OHI), three children had speech and OHI, and three had LD and OHI. One child was CD and OHI, one child had a significant developmental delay (SDD) and a speech disability; one child was CD and had a speech disability; and one child had CD, speech, and OHI.

At the end of the year, the largest grade levels were first and seventh grades with 34 students in each. The smallest grade level was eighth with 18 students. The number of students by grade level is illustrated in Figure 1.

Figure 1



In the fall of 2006, the school had 15 classrooms with an average of 18 students in each classroom. The classrooms included one K4-K5 combined class, one K4, one K5, two first grade classes, one second grade class, a second/third combined class, one third grade class, one

fourth grade class, one fifth grade class, one combined fifth/sixth grade class, one sixth grade class, two seventh grade classes, and one eighth grade class.

Data regarding the number of students returning to the Academy from the previous year were gathered in the fall of 2006. Of the 211 students attending on the last day of the 2005-06⁴ academic year, 169 were enrolled on the third Friday in September 2006 representing a return rate of 80.1%. This compares with a return rate of 75.8% in the fall of 2005. The school administrator also reported that an additional five additional students returned after the third Friday in September, which raises the return rate to 82.5%.

C. School Structure

1. Areas of Instruction

The Academy provides instruction in math, science, social studies, social development, physical education, reading, writing, speaking and listening, art, music, and technology. These subjects are assessed on each student's report card and reported on a quarterly basis. Effort, work habits, and personal development are also assessed on the report card. The school's social studies and science curricula are delivered through two interdisciplinary learning expeditions per year. The key components of a successful expedition are defined and used to assess the expeditions.

2. Teacher Information

During the 2006-07 school year, the Academy employed 15 classroom teachers. All of the teachers held a State of Wisconsin DPI license or permit. The school also employed three partner teachers who staffed the solutions lab and provided assistance throughout the school. This year the school decreased its learning facilitators from two to one. However, the school

⁴ K4 through seventh grade.

hired a paid consultant who worked with the teachers and students three times per week. Other support staff included a technology coordinator, a physical education teacher, a fine arts teacher, two full-time special education teachers, a .75-time special education teacher/.25-time learning facilitator, and a .85-time speech/language pathologist who also functioned part-time as a special education staff person. The school employed two persons to assist with behavior: a school social worker and a behavioral support specialist. The physical therapist, the occupational therapist, and the psychologist were contracted from outside the school. The school instituted the use of level leaders who functioned as the lead teacher for the following levels: K4 and K5, first and second grade, third through fifth grades, and sixth through eighth grades. The level leaders also were responsible for communicating information from the “lead team” to each teacher for assessment reporting and budgeting for their level.

The administrative staff consisted of the Executive Director/Head Learner, two administrative assistants, a director of business services, and a director of health and social services.

Prior to the beginning of the academic year, teachers participated in two weeks of professional development covering reading, discipline, and expeditionary learning. During the academic year, teachers participated in professional development activities, some of which occurred on Wednesday afternoons when students were released early. These activities covered the following topics:

- High quality products
- Reflection: critique sessions and ethics of excellence
- Wisconsin Knowledge and Concepts Examination – Criterion Referenced Tests (WKCE – CRT) preparation and planning
- Level collaboration (progress reports, portfolios, ILP, CLIP [Continued Learning Improvement Plan])

- Crew time norms and expectations
- Expedition cafes
- CLIP goals
- Field work/expert ideas
- Genesee Community Charter School Site Seminar
- Measures of Academic Progress (MAP) training
- Site crew planning, presentations
- Math team planning and pacing; development of math goals
- Expeditionary Learning National Conference in Portland, MN
- Special education team training
- Student accountability data, MAP, Stanford Diagnostic Reading Test (SDRT), and local measures

The staff evaluation system was based on the same documents from Wisconsin Teacher Performance Standards and the teacher's own goals for performance. Teachers chose one area of the standards for review and then presented their progress on their goals along with their professional performance portfolio documenting goal performance.

3. Hours of Instruction/School Calendar

The regular school day for students began at 8:00 a.m. and concluded at 3:20 p.m.,⁵ except Wednesdays when students were dismissed at 1:20 p.m. The first day of school was September 5, 2006, and the last day of school was June 9, 2007. The highest possible number of days for student attendance in the academic year was 169 (including the early release Wednesdays). The Academy has met the City of Milwaukee's practice of requiring 875

⁵ Breakfast was served at 7:35 a.m.

instructional hours in charter schools as well as its contract provision of publishing an annual calendar.

4. Parent and Family Involvement

As expressed in the *Student and Family Handbook* provided to each family, the relationship between the child's family and the faculty and staff of the Academy is seen as one of the most important factors in that child's success in school. The family is the first and primary educator of the child. The school acknowledges that the staff can fully meet the learning and growth needs of the children only in relationship with each child's family.

Parents are included in the development of each child's ILP. Also, parents were invited to attend the student-led parent conferences scheduled in November, January, April, and June; as well as all-classroom Expedition Celebrations held twice during the year; the Academy family picnic and open house with family supper held in September; the winter program in December; Black history program in February; and finally, the awards day and eighth grade graduation.

Parents are encouraged to contact the school's Director of Health and Social Services for counseling, guidance, and support about any health, learning, physical, or social needs of their children.

This year, the Academy Parent Leadership Council met seven times from October 2006 through May 2007. The meetings were typically luncheon meetings beginning at noon.

5. Waiting List

The school did not have a waiting list as of November 2, 2006. The school opened two additional classrooms in anticipation of opening a new building in the fall of 2007. The school's anticipated capacity will increase to approximately 475 students for 2007-08.

6. Discipline Policy

The Academy describes its discipline policy in the *Student and Family Handbook*. The school employs “Discipline...with Love and Logic,” an approach by Jim Fay and Foster Cline that focuses on natural and logical consequences. The Academy assists students and adults in naming qualities and goals for individual growth. Older students mentor younger children and learn mediation skills to help problem solve. Reflection and dialogue are seen as essential skills for all adults and students.

Conditions and steps relating to suspensions and expulsions are described in the school’s *Student and Family Handbook*. However, the Academy believes that the use of probation, suspension, and expulsion will be minimized if it serves its children well and uses a problem-solving approach.

D. Activities for School Improvement

Following is a description of the Academy’s response to the recommended activities in its programmatic profile and educational performance report for the 2005-06 academic year:

- Recommendation: Focus on improving student progress in reading and math by:
 - ▶ Developing a math curriculum that is aligned with the state standards, sequencing benchmarks from kindergarten through eighth grade, and developing learning targets.

Response: The school staff developed math benchmarks and pre- and post-skill assessment for the sixth, seventh, and eighth grade students. A math team was identified and has been meeting weekly since the fall. The team has studied a variety of approaches and assessed new math materials. This year, the school has been experimenting with new learning targets. The school is planning on hiring a math consultant to work with teachers starting in August 2007. The new materials will be obtained by that time.
 - ▶ Working with teachers to improve the validity of running records for establishing where a student falls on the reading continuum.

Response: The learning facilitator and level leaders worked with teachers to understand running records. The focus was on inter-rater reliability, developing and comparing running records until agreement was achieved. The special education teachers also worked with teachers on “miscue” analysis.

- ▶ Analyzing the current writing continuum and working with teachers to effectively identify what stages and steps effectively describe a student’s writing skills.

Response: At all levels, more than one person read a set of papers to increase inter-rater reliability. Professional development time was spent in peer review of writing samples. Common language was developed for the purpose of assessing writing samples.

- ▶ Devoting more time to specific skill-building in reading and math each day.

Response: Math time remained at 60 minutes of teaching and 20 minutes of remediation each day. This year, the lead teacher reported better integration of math into expeditions. Regarding reading, all students know their reading level and may have ILP goals specifically for reading. Independent reading was improved. On a daily basis, teachers used the workshop model for reading, writing, and math. The workshop model emphasized a focused lesson (15-20 minutes), guided practice, independent work, and reflection and summary time.

- Recommendation: Work with teachers and students on strategies related to improving test-taking skills.

Response: The teachers participated in professional development to analyze test questions. The teachers incorporated more paper/pencil test-like activities into their curriculum. The teachers learned to use the MAP program, which provided experience to the students in test taking.

III. EDUCATIONAL PERFORMANCE

To monitor the Academy's activities as described in its contract with the City of Milwaukee, a variety of qualitative and quantitative information was collected at specified intervals during the past several academic years. At the start of the year, the school established secondary goals regarding attendance, parent conferences, and special education students. The school also identified the primary measures of student academic progress in terms of local and standardized measures of academic performance. The local assessment measures included ILPs and progress in reading, mathematics, writing, and language arts; portfolio assessments; and learning expeditions. The standardized assessment measures, required by the CSRC, were the SDRT and the WKCE – CRT.

A. Attendance

At the beginning of the academic year, the school established a goal to maintain an average attendance rate of 90.0%. Attendance rates for each student were provided by the school. Based on these data, the attendance rate was 90.7%.⁶ The school has, therefore, met its attendance goal.

B. Student-led Parent Conferences

At the beginning of the year, the school set a goal that 95.0% of parents would attend at least three of four scheduled student-led parent conferences. This year, there were 241 students enrolled at the time of all four conferences. Parents of 224 (92.9%) of students attended three of four conferences. Therefore, the school fell just short of meeting its goal related to parent conferences.

⁶ Based on attendance rates for 292 students who attended the school at any time during the year. Attendance for one student was missing.

C. Special Education Students

The Academy established a goal to maintain records of all special education students, including assessment dates and outcomes and individual educational program (IEP) completion and review dates. This year, there were 44 students with special education needs. IEPs appeared to have been completed for all students and were reviewed in a timely manner. In addition, CRC conducted a random review of special education files. All files had current IEPs, the IEPs were reviewed in a timely manner, and they indicated that parents were invited to attend the most recent IEP meeting. The school has therefore met its goal related to special education students.

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 standardized testing, each charter school has the responsibility to describe the goals and expectations of its students in language that is meaningful, in light of that school's unique approach to education. These goals and expectations are established by each City of Milwaukee charter 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 quality of student work that is expected, and providing evidence that students are meeting local benchmarks.

Following is a description of the local measures developed by the Academy and a discussion of the outcomes.

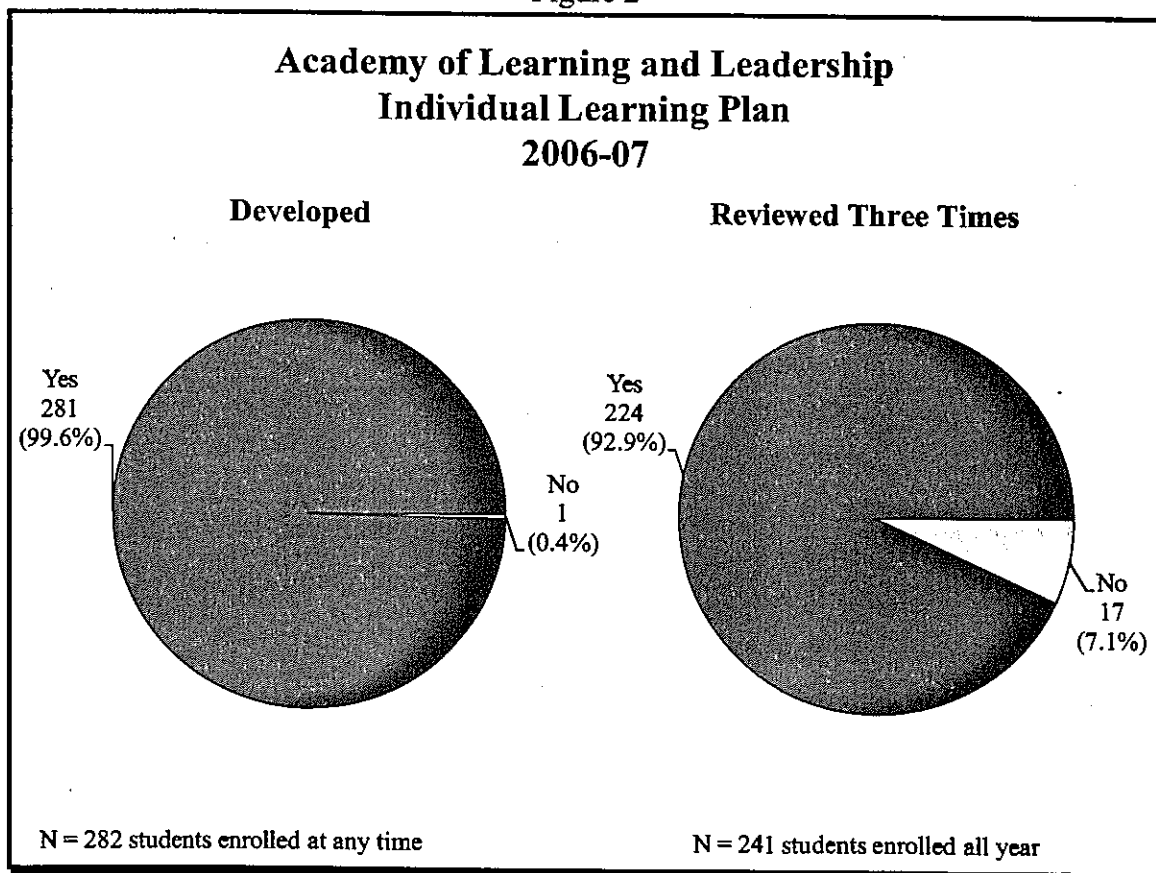
1. Individual Learning Plan

Each year, Academy students and teachers create ILPs. Parent participation is actively encouraged in these joint efforts to identify and define learning goals. At the beginning of the school year, the Academy set a goal that an ILP be developed for 100.0% of students. For students enrolled for all four quarters, 95.0% would be reviewed and revised by the student and the teacher after three of the four student-led parent teacher conferences.

Based on data provided by the school, ILPs were completed for 281 (99.6%) of 282 students who should have had one.

There were 241 students enrolled for all four quarters. ILPs were reviewed at least three times for 224 (92.9%) of these students.⁷ Therefore, the school has not met its goal to review 95.0% of ILPs at least three times during the year (see Figure 2).

Figure 2



⁷ ILPs were reviewed two out of four times for 15 students and one time for two students.

2. Reading

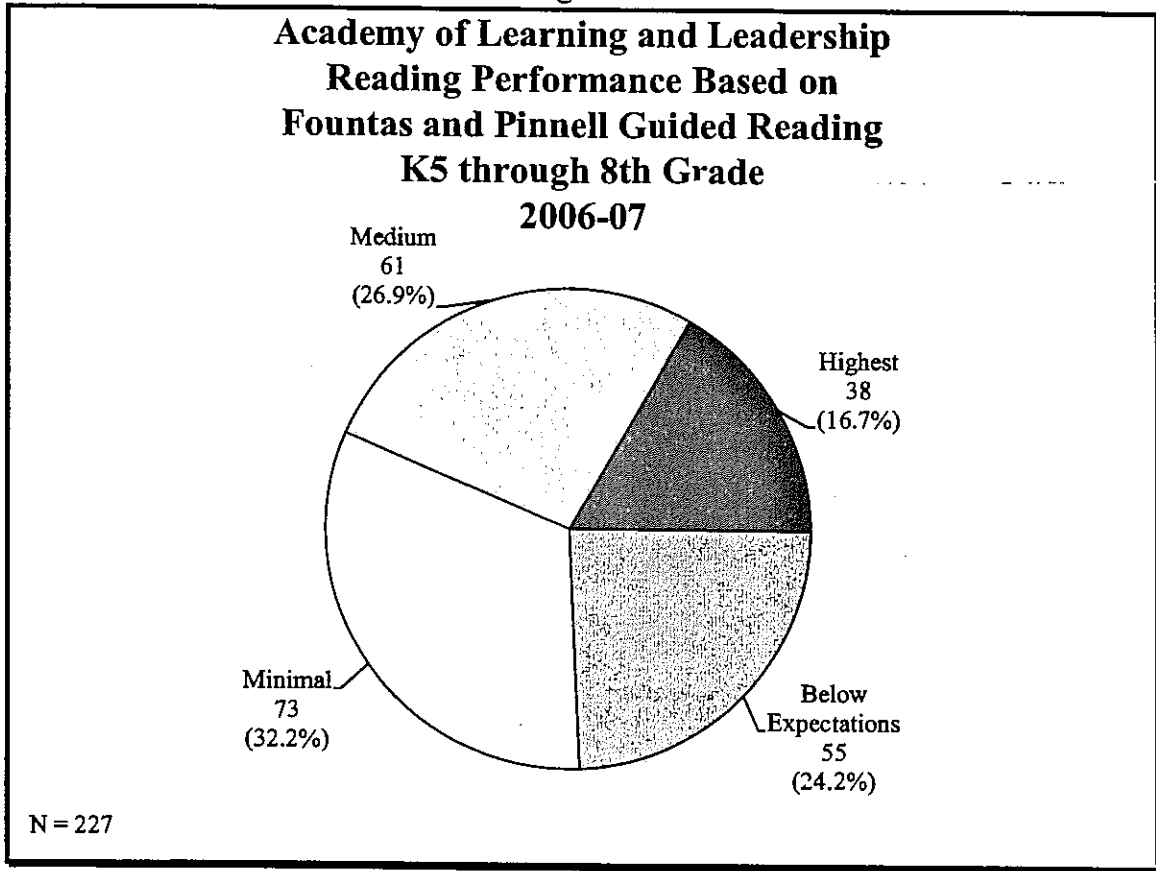
a. Fountas and Pinnell Guided Reading

At the beginning of the school year, the Academy set a goal that student progress in reading would be assessed using the Fountas and Pinnell Guided Reading learning continuum. The goal was that students assessed prior to October 15, 2006, and again after May 1, 2007, would progress as expected based on the Fountas and Pinnell reading levels. Possible levels are A through Z.

This year, the school provided a beginning-of-year reading level, an end-of-year reading level, the number of levels moved, and a reading performance indicator for 227 children in kindergarten through eighth grades. Performance was rated as “below,” “minimal,” “medium,” and “highest.”

Results shown in Figure 3 indicate that 38 (16.7%) students met the highest expectations, 61 (26.9%) performed at the medium level, 73 (32.2%) were rated as minimal, and 55 (24.2%) students were below expectations in reading. Note that students advanced an average of 3.8 levels (not shown).

Figure 3

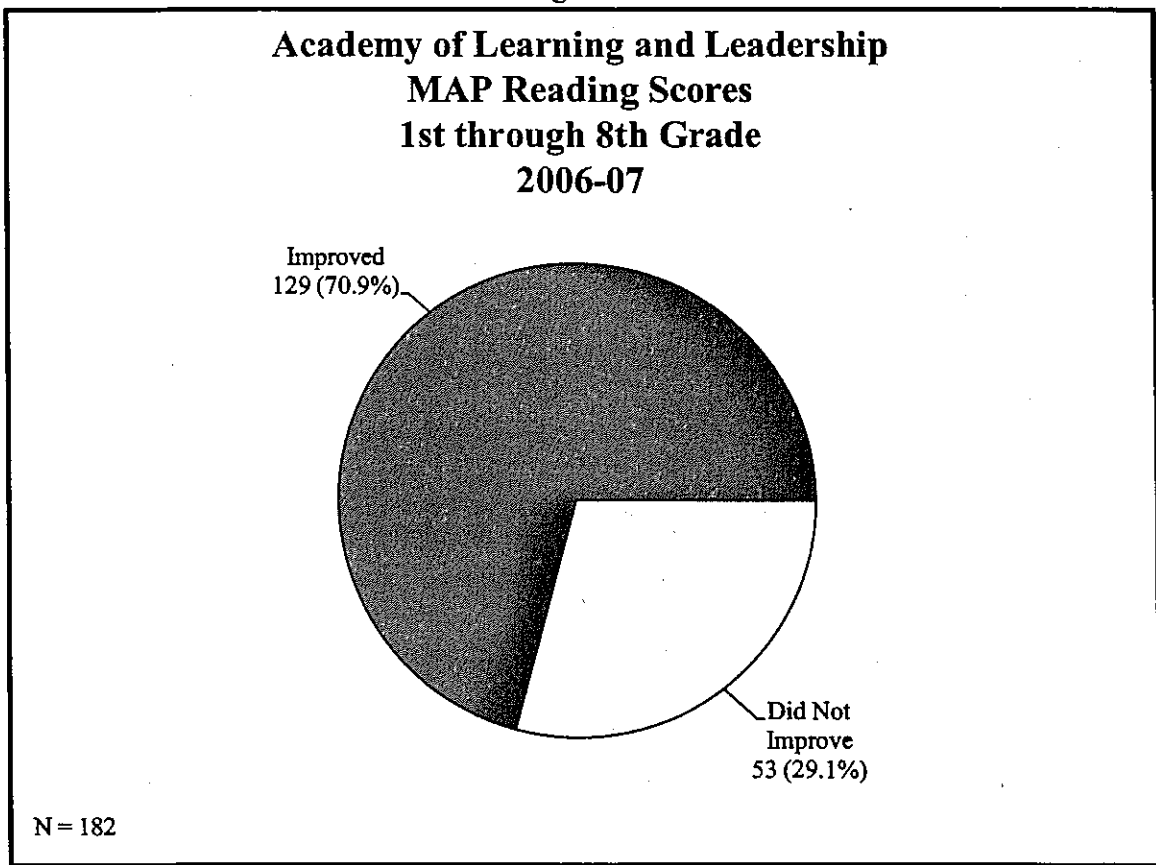


b. MAP

In addition to the Fountas and Pinnell Guided Reading test results, the school elected to use the computer-based MAP to assess student reading skills and progress. Students in third through eighth grades were administered the MAP, and students in first and second grade were given the Primary MAP assessments in the fall and again in the spring. Pre- and post-test scores were used to estimate student progress in reading.

Results were provided for 182 first through eighth graders. First and second graders are tested in two reading areas: phonics and comprehension. For purposes of this report, if a student improved his/her score in either area, it was counted as "improved." As illustrated in Figure 4, 129 (70.9%) students improved their score from the first to the second test administration.

Figure 4



Progress for each grade is illustrated in Table 1.

Table 1			
Academy of Learning and Leadership			
Reading Progress			
Based on MAP in Fall and Spring			
Grade	Showed Improvement		
	N	N	%
1st*	24	22	91.7%
2nd*	20	17	85.0%
3rd	21	16	76.2%
4th	18	9	50.0%
5th	26	21	80.8%
6th	28	21	75.0%
7th	29	14	48.3%
8th	16	9	56.3%
Total	182	129	70.9%

*1st and 2nd graders are assessed in two areas on the Primary MAP. If a student improved in either area, it was counted as "improved."

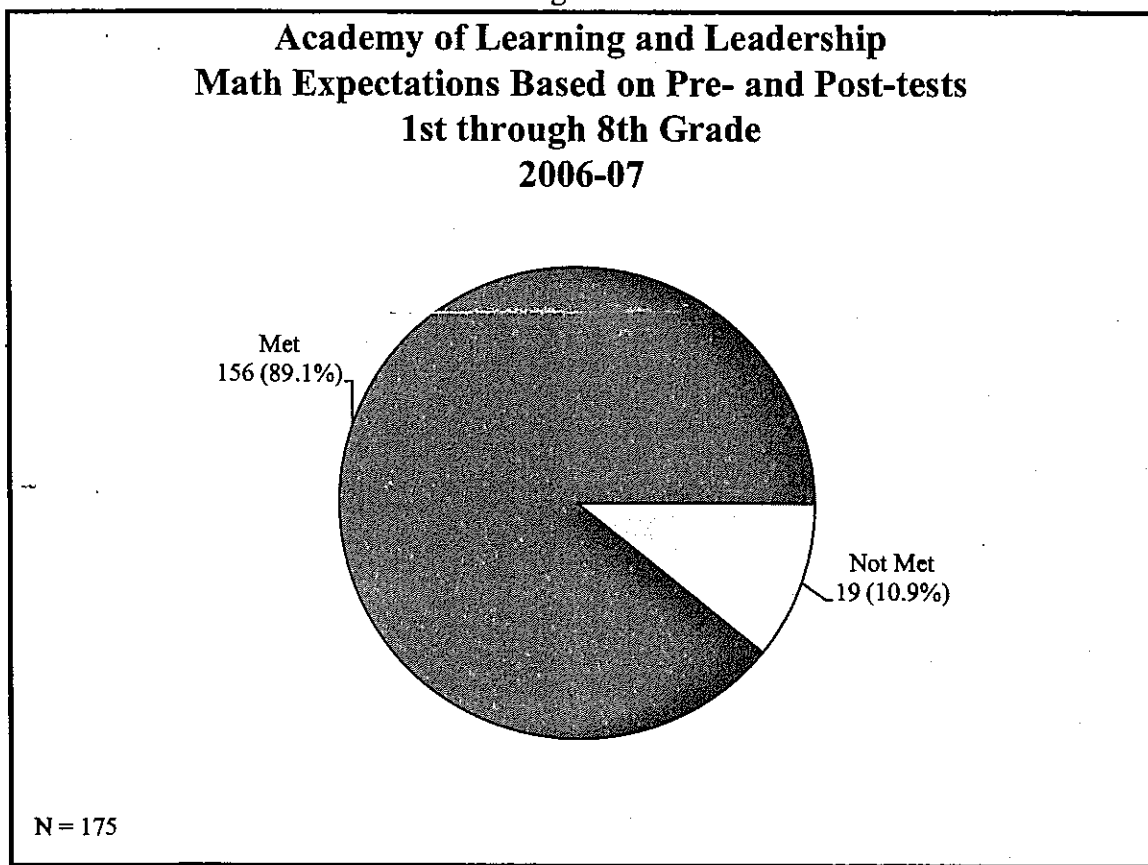
3. Math

a. School-based Assessment

To measure progress in math, the school administered school-developed pre-tests in September 2006 and post-tests in May 2007. According to the school's administrator, the math test was composed of a variety of math assessments including the year-end test from the Everyday Math textbook, a Prentice Hall Text textbook test, and at least one teacher-made test. Teachers used results of the first test to inform instructional design. The goal was that students would show improvement from the first to the second test. Test results were provided for 175 students in first through eighth grades. Some results were provided as percent correct and others as levels. For purposes of this report, any positive change in the scores provided was counted as "improved."

Results indicate that 156 (89.1%) students met and 19 (10.9%) students did not meet the goal related to math progress (see Figure 5).

Figure 5

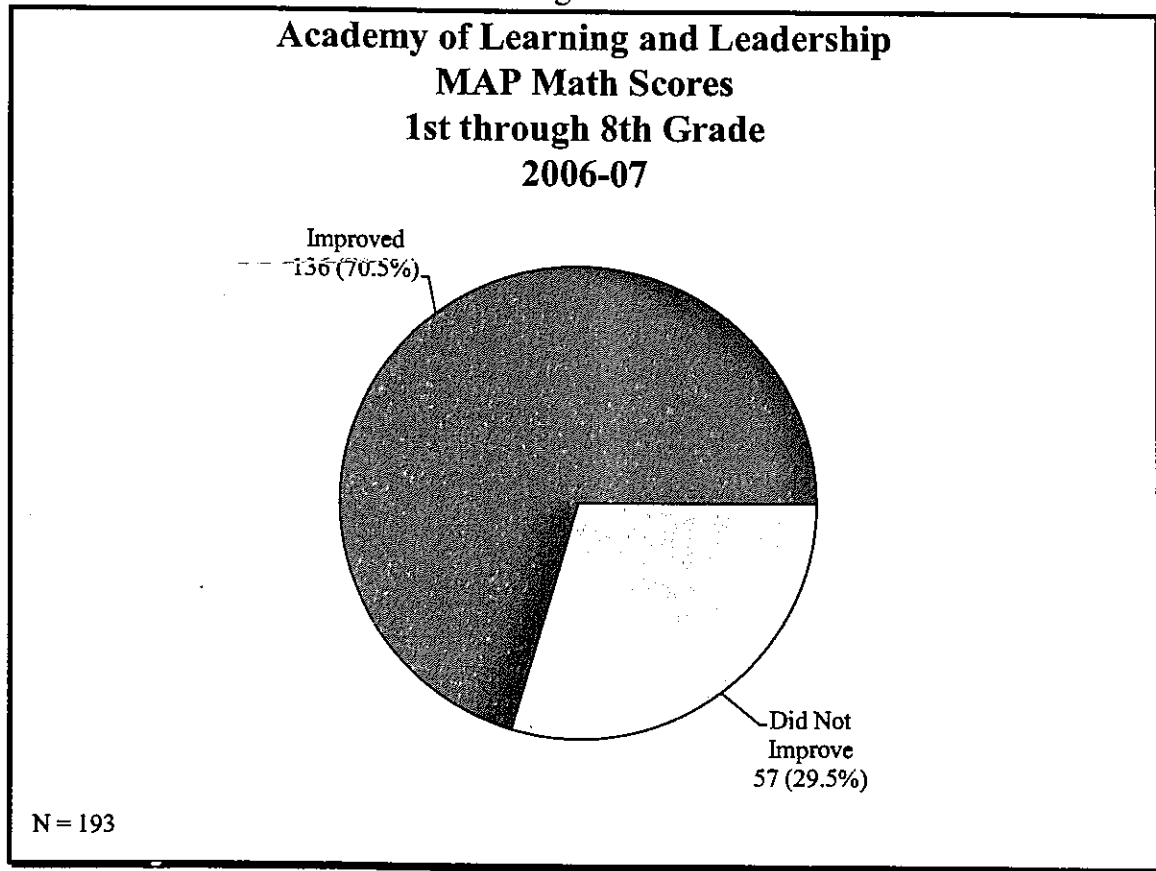


b. MAP

In addition to the school-based measure of math progress, the school administered the MAP assessments to first through eighth graders. Scores from the spring test were compared to the fall test scores to estimate student progress in math. Students in third through eighth grade were tested using MAP. Students in first and second grade were tested using the Primary MAP. First and second graders were tested in two areas in math: number sense and algebra/geometry/statistics. For purposes of this report, an improvement in either area was counted as “improved.”

Scores were submitted for 53 first and second graders and 140 third through eighth graders. Results indicate that 136 (70.5%) students improved their score from the fall to the spring test (see Figure 6).

Figure 6



Progress for each grade is illustrated in Table 2.

Grade	N	Showed Improvement	
		N	%
1st*	33	29	87.9%
2nd*	20	18	90.0%
3rd	23	14	60.9%
4th	19	11	57.9%
5th	26	16	61.5%
6th	28	21	75.0%
7th	27	18	66.7%
8th	17	9	52.9%
Total	193	136	70.5%

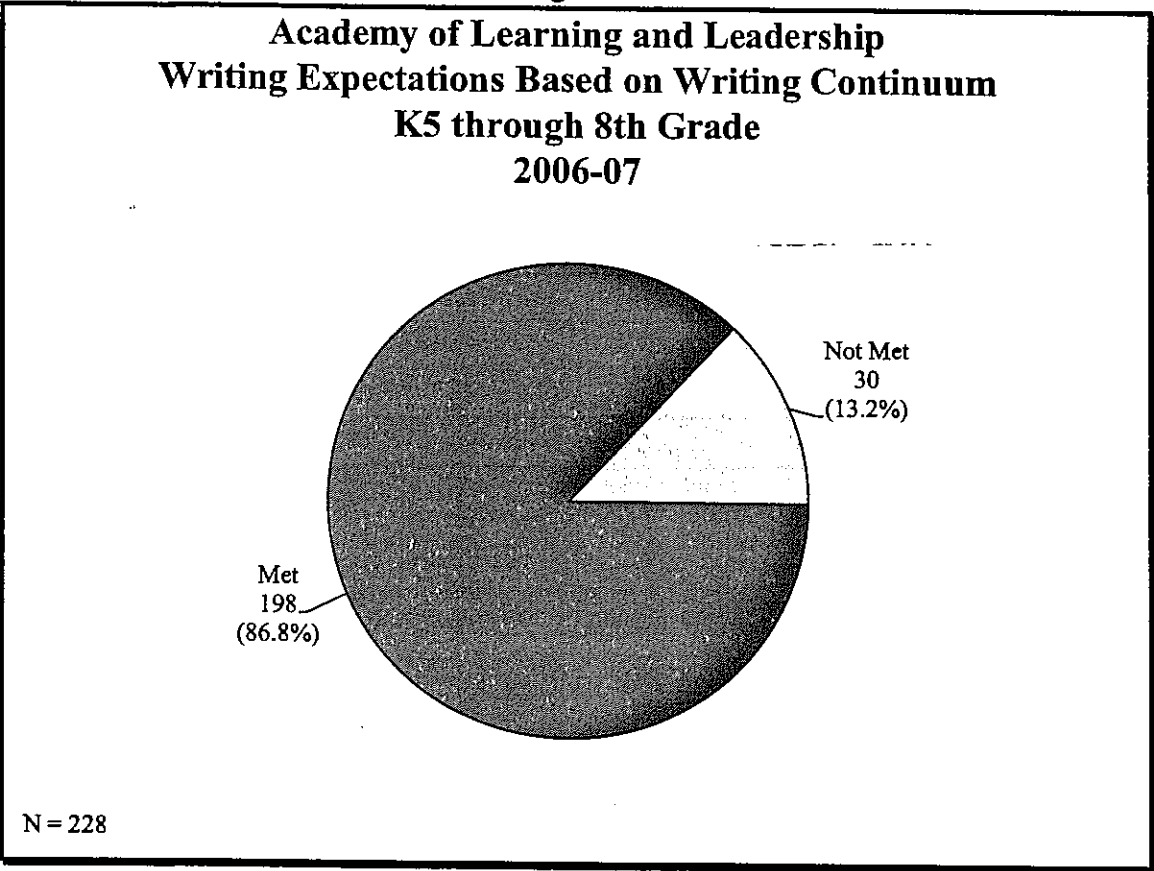
*1st and 2nd graders are assessed in two areas on the Primary MAP. If a student improved in either area, it was counted as "improved."

4. Writing

To measure student progress in writing, the school employed a school-based writing continuum combining elements of the: MCREL standards; Literacy Profiles; Wauwatosa Developmental Writing Continuum; Wisconsin State Standards; Reid, Schultze, and Petersen Writing Continuum; and Six-Trait Writing Characteristics. The continuum consisted of ten stages, A-J, approximating K3 through eighth grades. The stages are Pre-emergent, Emergent, Transitional, Novice, Expanding, Intermediate, Independent, Fluent, Proficient, and Advanced. The school used a series of 26 developmental "scaffolding steps," which corresponded to each stage. Scaffolding steps were recorded as numeric values. For example, a typical second grader at stage D, Novice may be working on step 11 from the prior stage C up to step 15 in stage E, depending on that student's skill level. The goal was that students would move a minimum of

one stage during the academic year. The school submitted results⁸ for 228 students in K5 through eighth grade. Based on an indicator provided by the school, 198 (86.8%) students met writing goals, 30 (13.2%) did not (see Figure 7).

Figure 7

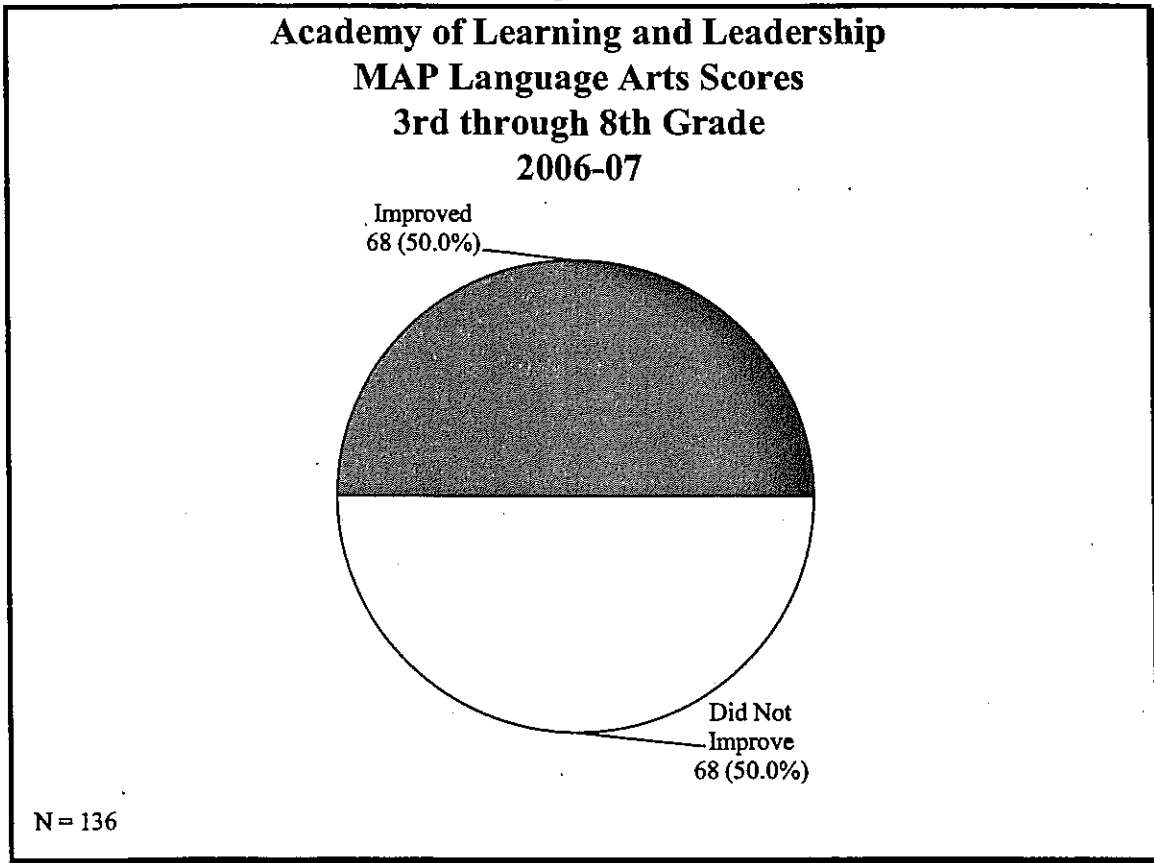


⁸ The school provided a beginning-of-year writing stage-step, an end-of-year writing stage-step, and a check mark to indicate if the student met the writing goal.

5. Language Arts

This year, the school identified language arts progress as a local measure of student academic achievement. To assess student progress, the school administered the MAP test to third through eighth graders.⁹ The pre-test was given in the fall and the post-test occurred in the spring. Scores for 136 third through eighth graders who took the test both times were compared. Results indicate that 68 (50.0%) students improved their score from the first to the second test (see Figure 8).

Figure 8



⁹ First and second graders were not tested in language arts.

Results for each grade are illustrated in Table 3.

Table 3			
Academy of Learning and Leadership Language Arts Progress Based on MAP in Fall and Spring			
Grade	N	Showed Improvement	
		N	Improvement %
3rd	23	15	65.2%
4th	18	7	38.9%
5th	24	15	62.5%
6th	28	10	35.7%
7th	27	14	51.9%
8th	16	7	43.8%
Total	136	68	50.0%

Note: 1st and 2nd graders were not tested in language arts.

6. Final Portfolio Assessment for Eighth Graders

Students at the Academy are required to maintain and keep a portfolio. The school's initial expectation was that by eighth grade, students would complete important work samples, place them under one of the categories of the Ideal Graduate, and give a PowerPoint presentation describing the artifacts. This portfolio is shared with parents in a quarterly student-led conference when students reflect on why they chose the artifact. This year, the school replaced this expectation with the same elements but required the use of a trifold presentation board instead of a PowerPoint presentation. Students make their presentations before administrators, teachers, their peers, and their parents.

This year, the school developed a rubric to rate student proficiency in terms of growth toward the Ideal Graduate criteria. At the time of this report, the rubric for determining proficiency had not been provided by the school. This year, portfolios and presentations for 17 of 18 eighth graders were rated as proficient.¹⁰

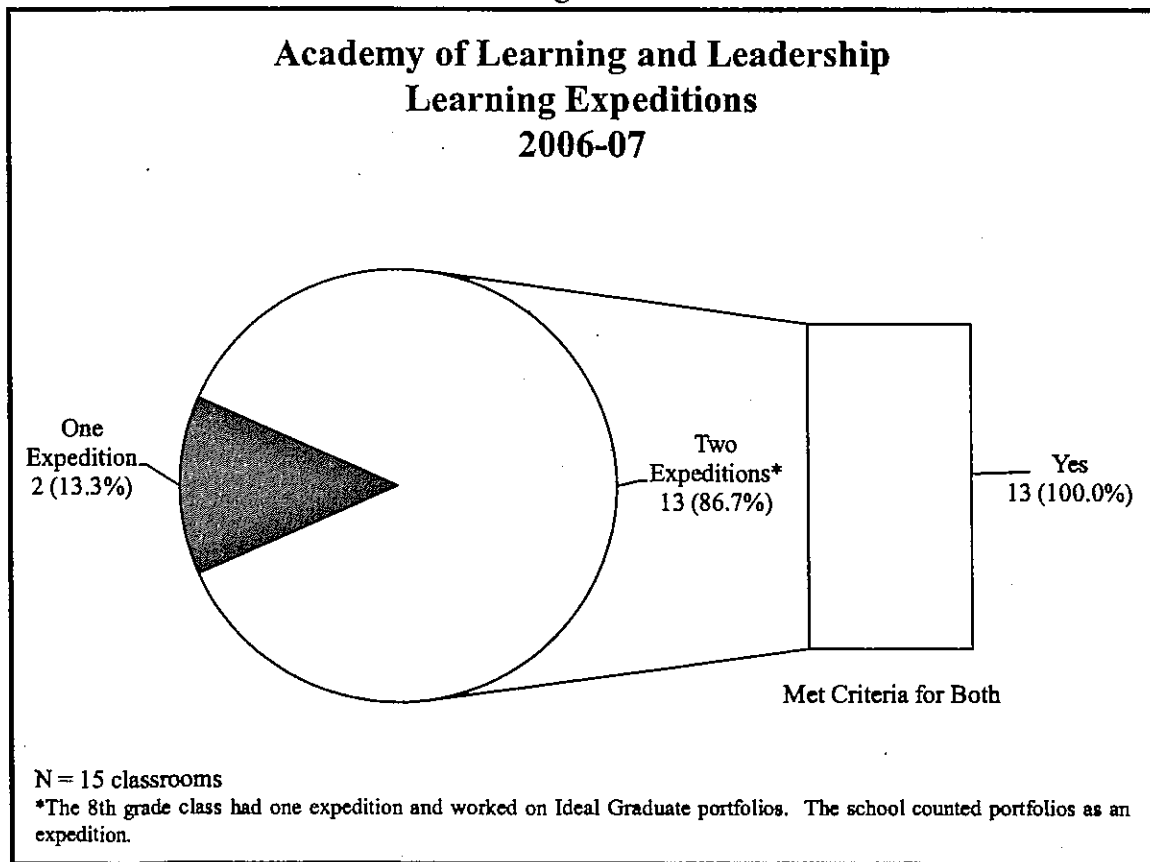
¹⁰ The rating for the other eighth grader was N/A. No explanation was provided.

7. Successful Learning Expeditions

This year, the school set a goal that each classroom would meet at least eight out of ten key criteria for each of the two expeditions held by each classroom during the school year.¹¹

The school submitted data for 15 classrooms, ranging from K4 through eighth grade. Twelve classrooms held two expeditions, two held one expedition, and eighth graders participated in one expedition. Instead of a second expedition, eighth grade students were graded on their Ideal Graduate portfolios. This “counted” as an expedition for the eighth graders. Results provided by the school indicate that all 13 classrooms that held two expeditions met the criteria for both expeditions (see Figure 9).

Figure 9



¹¹ The ten key criteria are listed in the school’s outcome measure agreement memo in Appendix B.

E. External Standardized Measures of Educational Performance

The SDRT is the standardized reading test required by the CSRC for administration to all first, second, and third graders enrolled in charter schools. Student performance is reported in phonetic analysis, vocabulary, comprehension, and a total SDRT score.

The CSRC also required that the school administer the WKCE – CRT to students in third through eighth grades. The WKCE – CRT reading and math tests are directly aligned with the State of Wisconsin model academic standards and meet federal No Child Left Behind requirements to test student reading and math skills. Students in third through eighth grades are tested in reading and math. Students in fourth and eighth grades are also tested in language arts, science, and social studies.¹² Based on results, students are categorized as having minimal, basic, proficient, or advanced level skills.

¹² The language arts, science, and social studies subtests are nationally normed and are not CRT tests.

1. Stanford Diagnostic Reading Test for First Graders

In March 2007, the SDRT was administered to 35 first graders. Results show that, on average, students were reading at grade level in each of the areas tested (see Figure 10 and Table 4).

Figure 10

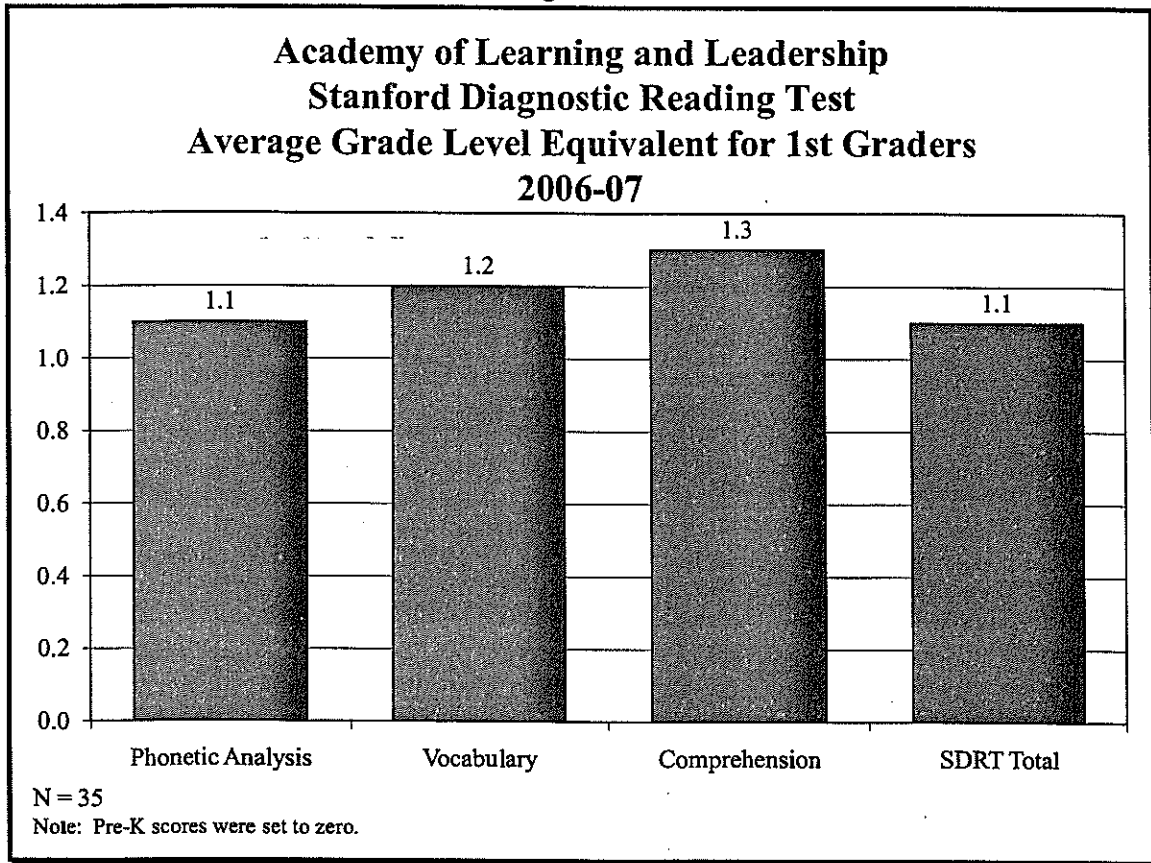


Table 4

**Academy of Learning and Leadership
Stanford Diagnostic Reading Test
Grade Level Equivalent Ranges for 1st Graders
2006-07
(N = 35)**

Area Tested	Grade Level Equivalent		
	Lowest	Highest	Median
Phonetic Analysis	PK*	5.2	K.8
Vocabulary	K.3	2.8	1.0
Comprehension	K.4	5.3	1.0
SDRT Total	K.2	3.0	K.8

*Note: Pre-K scores were set to zero.

2. Stanford Diagnostic Reading Test for Second Graders

The SDRT was administered to second graders in March 2007. Results indicated that second graders were reading at 1.6 grade level equivalencies (GLE) to 2.2 GLE, depending on the area tested (see Figure 11 and Table 5).

Figure 11

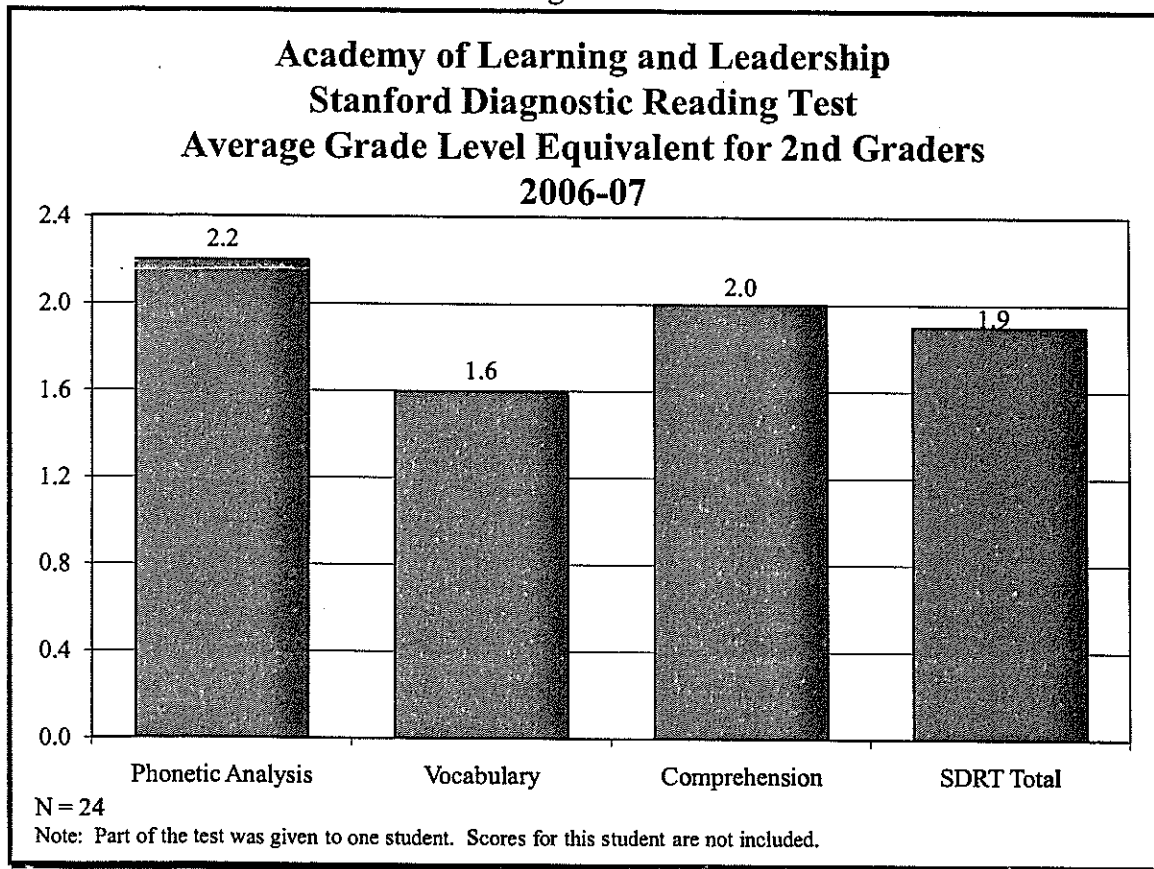


Table 5

**Academy of Learning and Leadership
Stanford Diagnostic Reading Test
Grade Level Equivalent Ranges for 2nd Graders
2006-07
(N = 24)**

Area Tested	Grade Level Equivalent		
	Lowest	Highest	Median
Phonetic Analysis	1.1	3.4	2.3
Vocabulary	K.6	3.9	1.5
Comprehension	1.2	3.1	1.9
SDRT Total	1.1	3.4	1.8

Note: Part of the test was given to one student. Scores for this student are not included.

3. **Standardized Tests for Third Graders**

a. **Standard Diagnostic Reading Test for Third Graders**

The school administered the SDRT to 24 third graders in March 2007. Results indicate that students were reading below grade level in each of the areas tested (see Figure 12 and Table 6).

Figure 12

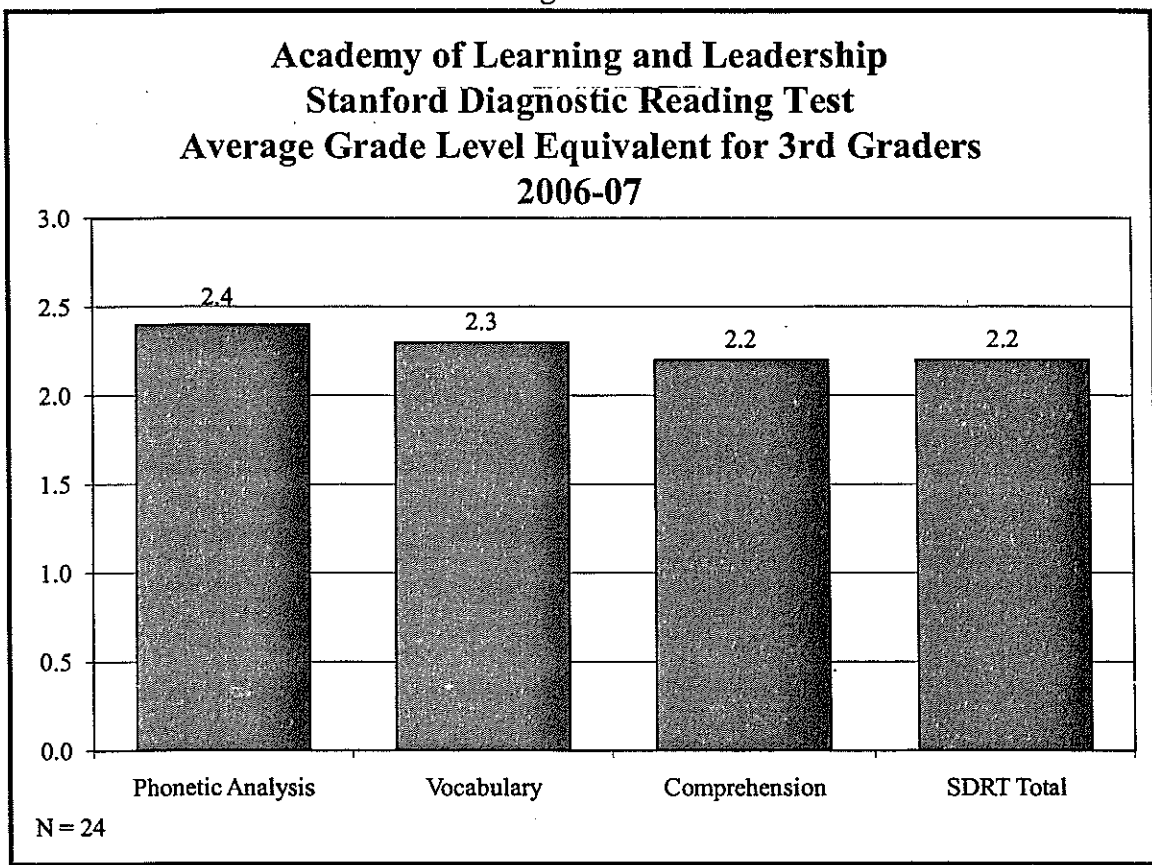
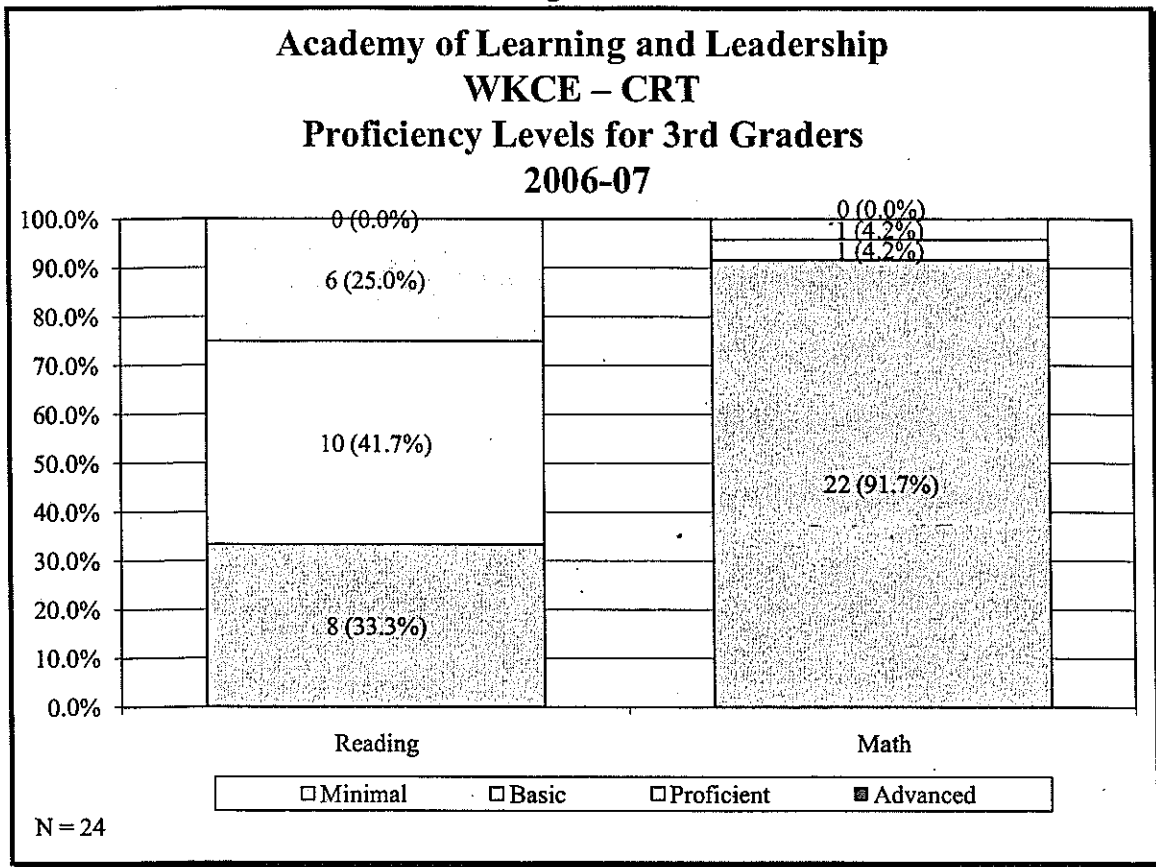


Table 6			
Academy of Learning and Leadership Stanford Diagnostic Reading Test Grade Level Equivalent Ranges for 3rd Graders 2006-07 (N = 24)			
Area Tested	Grade Level Equivalent		
	Lowest	Highest	Median
Phonetic Analysis	K.7	4.7	2.2
Vocabulary	1.2	3.9	2.3
Comprehension	1.0	8.1	1.9
SDRT Total	1.3	5.1	2.0

b. WKCE – CRT for Third Graders

The WKCE – CRT was administered in October 2006 to 24 third graders enrolled in the school on the examination date. Results on this measure, illustrated in Figure 13, indicate that eight (33.3%) third graders scored at the minimal level of reading, ten (41.7%) scored at the basic level, six (25.0%) demonstrated proficient reading, and no third graders demonstrated advanced reading skills. In mathematics, 22 (91.7%) third graders scored in the minimal math proficiency level, one (4.2%) scored in the basic level, one (4.2%) was proficient, and no students scored advanced in mathematics.

Figure 13

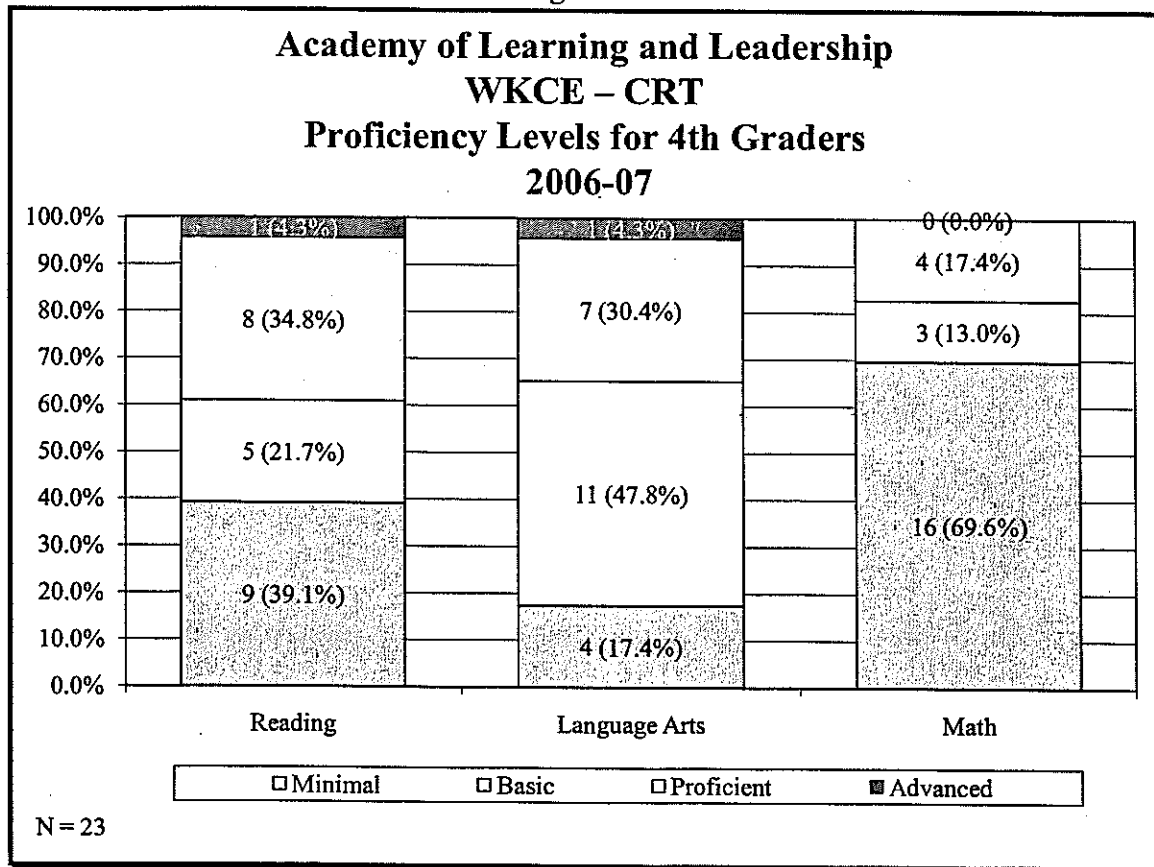


4. WKCE – CRT for Fourth Graders

In October 2006, all fourth grade students in Wisconsin public schools took the WKCE – CRT. The WKCE – CRT is similar to the WKCE used in past years. As in past years, students in fourth, eighth, and tenth grades were assessed in language arts, science, and social studies, in addition to reading and math. Like the WKCE – CRT in other grades, students are placed in one of four proficiency categories: advanced, proficient, basic, and minimal performance based on test scores. The CSRC requires that results for reading, math, and language arts be reported.

The WKCE – CRT was administered in October 2006 to fourth grade students at the Academy.¹³ Nine (39.1%) fourth graders scored minimal reading proficiency, five (21.7%) had a basic understanding, eight (34.8%) were proficient readers, and one (4.3%) fourth grader scored in the advanced reader category. In language arts ability, four (17.4%) students demonstrated minimal performance, 11 (47.8%) had a basic understanding, seven (30.4%) students achieved proficient, and one (4.3%) student achieved advanced level scores in language arts. Sixteen (69.6%) students exhibited minimal math skills, three (13.0%) achieved basic, and four (17.4%) students scored in the proficient level in math. No students scored in the advanced level in math (see Figure 14).

Figure 14



¹³ One more fourth grader took part of the test. His/her scores were not included in the analysis.

The final score from the WKCE – CRT is a writing score. The extended writing sample is assessed using two scores. A six-point composing score evaluates students' ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice. A three-point conventions score evaluates students' ability to control punctuation, grammar, capitalization, and spelling. Points are combined to produce a single score with a maximum possible score of 9.0.

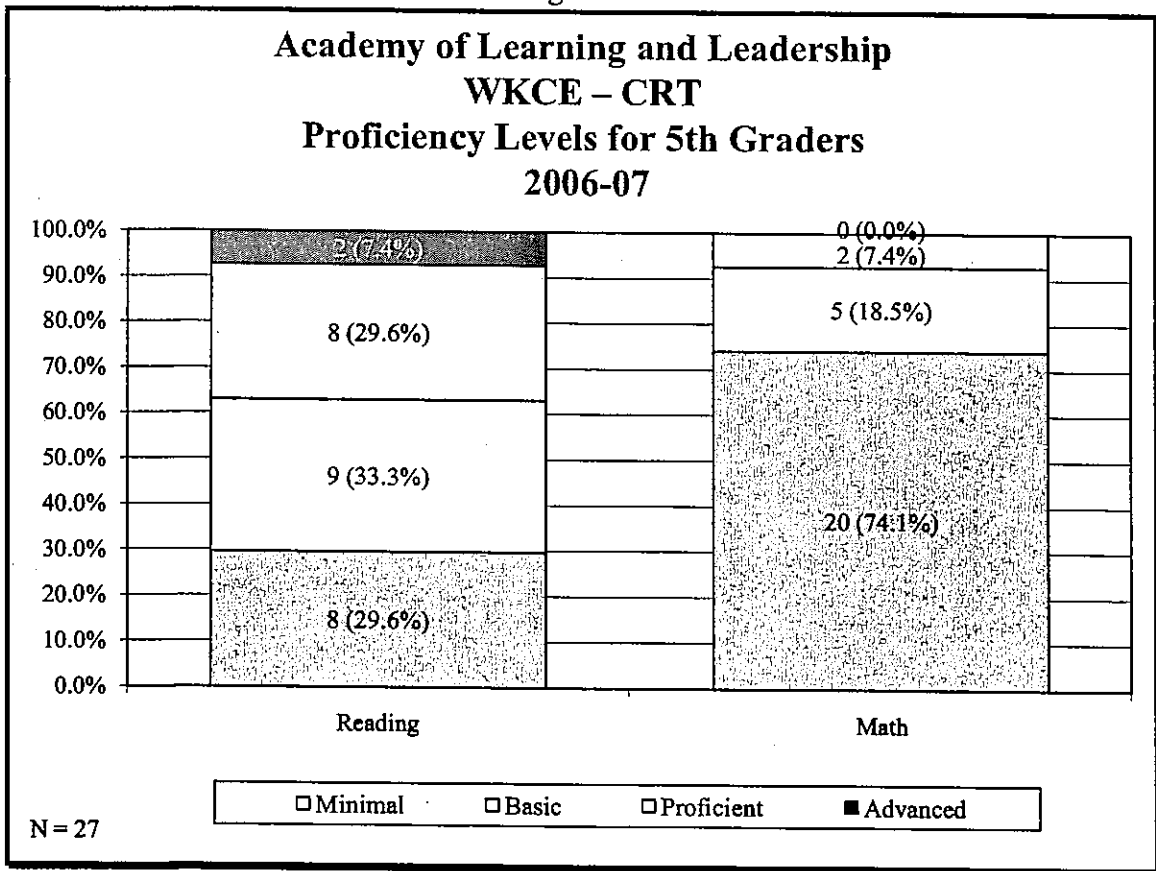
This year, fourth graders' scores ranged from 1.0 to 6.0. The median score was 4.5, meaning half of the children scored 1.0 to 4.5 and the other half scored 4.5 to 6.0.

5. WKCE – CRT for Fifth Graders

Fifth graders were administered the WKCE – CRT examination in October 2006. This examination consists of reading and math subtests.

The examinations were administered to 27 fifth grade students.¹⁴ Results show that eight (29.6%) fifth graders scored minimal, nine (33.3%) basic, eight (29.6%) proficient, and two (7.4%) scored in the advanced reading level. In math, 20 (74.1%) students scored minimal, five (18.5%) basic, two (7.4%) proficient, and no students scored in the advanced level (see Figure 15).

Figure 15

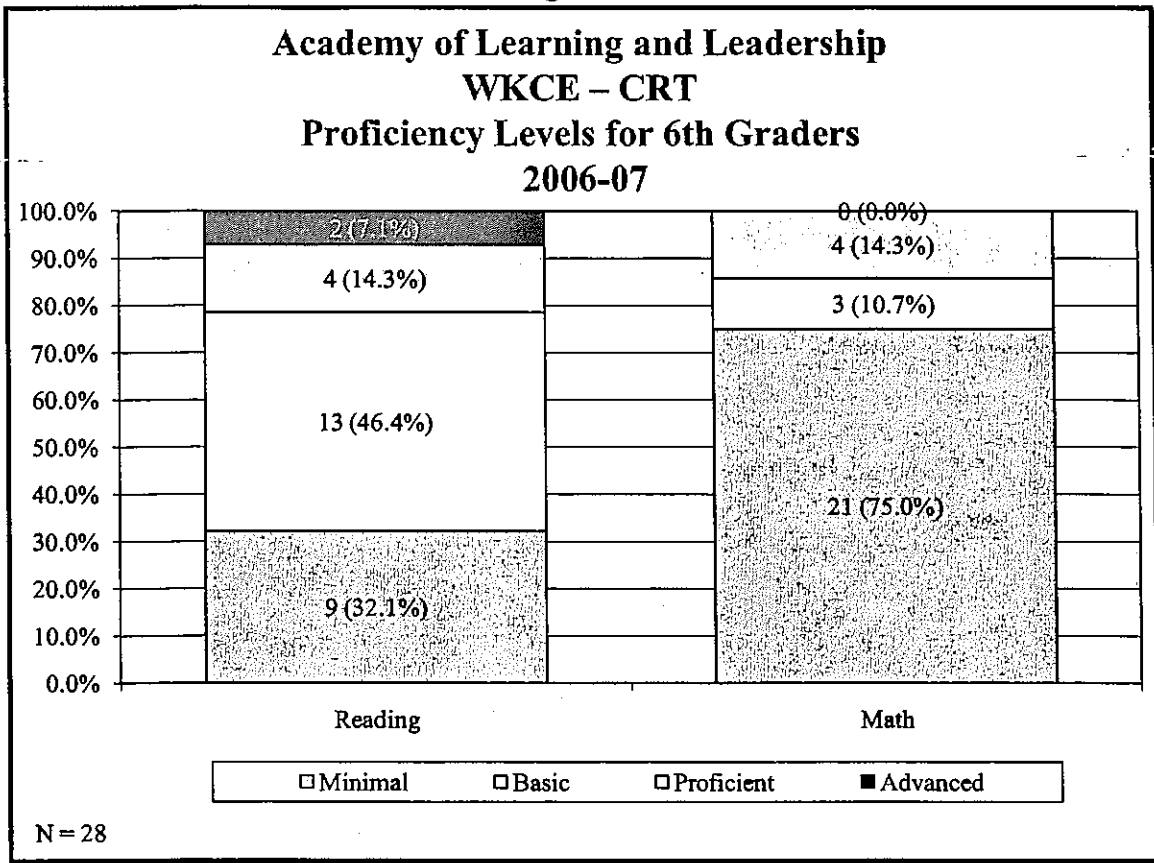


¹⁴ One additional student took part of the test. His/her scores are not included in the analysis.

6. WKCE – CRT for Sixth Graders

Sixth graders were also given the WKCE – CRT in October 2006. Results indicate that four (14.3%) students scored proficient and two (7.1%) scored advanced in reading. In math, four (14.3%) scored proficient and no students scored in the advanced category (see Figure 16).

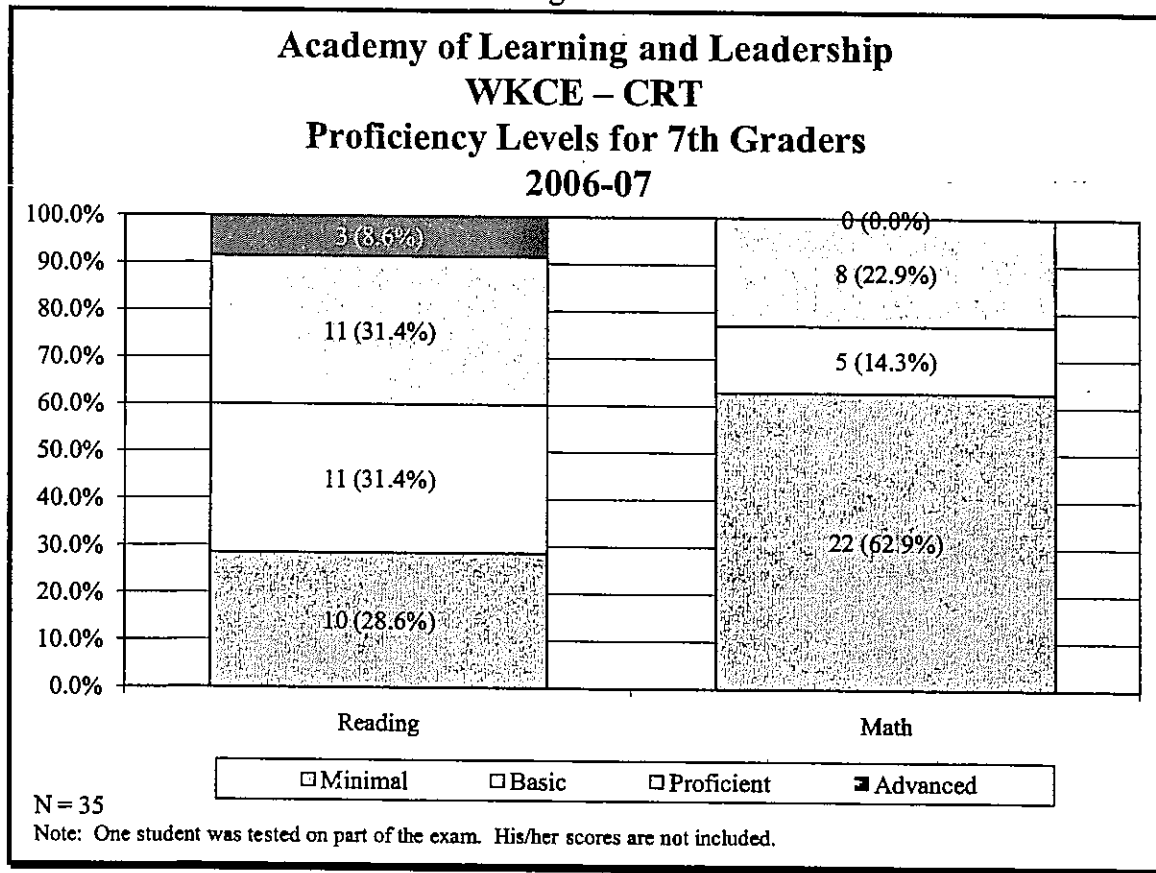
Figure 16



7. WKCE – CRT for Seventh Graders

Seventh grade students were administered the WKCE – CRT in October 2006. In reading, 11 (31.4%) reached proficient and three (8.6%) were in the advanced category. Eight (22.9%) seventh graders scored in the proficiency range in math.

Figure 17

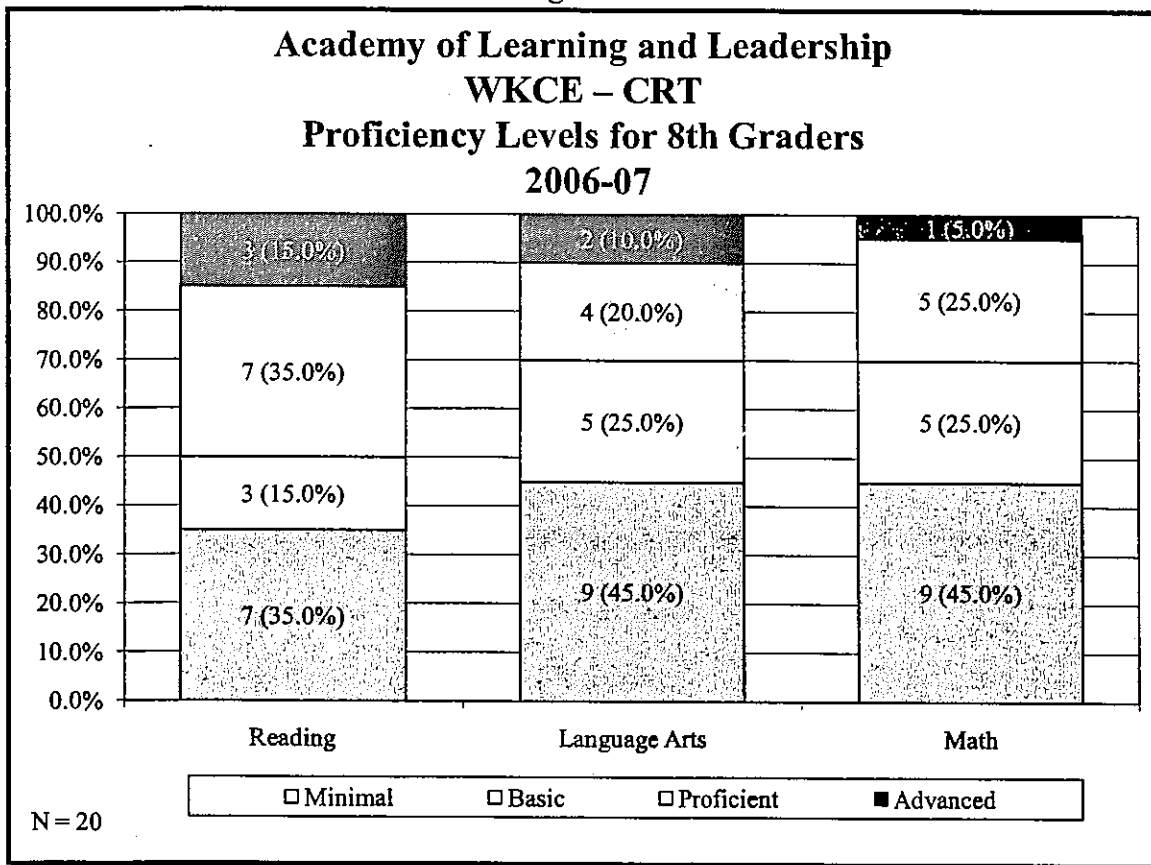


8. WKCE – CRT for Eighth Graders

In October 2006, the WKCE – CRT was administered to 20 Academy eighth grade students. The test consists of assessments in reading, language arts, mathematics, science, and social studies. The reading and math subtests are aligned with State of Wisconsin standards. The language arts, science, and social studies subtests are nationally normed. The CSRC requires that schools report student performance in reading, language arts, and mathematics.

Proficiency indicators for the eighth graders are illustrated in Figure 18. Seven (35.0%) eighth graders scored in the minimal reading proficiency range, three (15.0%) had a basic understanding, seven (35.0%) were proficient readers, and three (15.0%) eighth graders scored in the advanced reader category. Nine (45.0%) eighth graders scored in the minimal language arts proficiency range, five (25.0%) eighth graders scored in the basic range, four (20.0%) were proficient, and two (10.0%) eighth graders scored in the advanced language arts category. Nine (45.0%) students exhibited minimal performance in mathematics, five (25.0%) students had a basic understanding, five (25.0%) students reached proficient, and one (5.0%) reached advanced levels in math.

Figure 18



The final score from the WKCE – CRT is a writing score. The extended writing sample is scored with two holistic rubrics. A six-point composing rubric evaluates students' ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice. A three-point conventions rubric evaluates students' ability to control punctuation, grammar, capitalization, and spelling. Points received on these two rubrics are combined to produce a single score with a maximum possible score of 9.0. The writing score for the eighth graders ranged from 4.0 to 6.0. The median score was 5.0, meaning half of the students scored 4.0 to 5.0 and the other half scored 5.0 to 6.0.

F. Multiple-year Student Progress

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. The tests used to examine progress are the SDRT (for reading) and the WKCE – CRT. This is the second year that the WKCE – CRT has been used in Wisconsin public schools to assess reading and math skills.

The CSRC requires that progress for students who met proficiency level requirements in the previous school year be reported separately from those who did not meet proficiency level expectations. This report reflects scores for second and third graders for whom multiple-year test data were available and fourth through eighth grade students who were enrolled for a full academic year (FAY), i.e., since September 16, 2005.

1. SDRT Results for First through Third Graders

The standardized test used by the CSRC to track reading progress from first through third grade is the SDRT. Note that GLEs from this test do not translate into proficiency levels; therefore, results are described in GLE. Progress for all students who took tests in the last two consecutive years was examined.

There were 16 students enrolled in the Academy as first graders in 2005-06 who took the test in 2006-07 as second graders and 17 students enrolled in 2005-06 as second graders who took the test in 2006-07 as third graders. The CSRC expects that these students will advance, on average, 1.0 GLE. As illustrated in Table 7, the average advancement from first to second grade was 0.2 GLE. Second to third graders advanced an average of 0.4 GLE. Overall, these students advanced, on average, 0.3 GLE from 2005-06 to 2006-07. These data indicate that students did not meet the CSRC expectation of 1.0 GLE average advancement.

Table 7			
Academy of Learning and Leadership			
Average Grade Level Equivalent Advancement in Reading			
Based on SDRT Total			
Average GLE			
Grade	2005-06	2006-07	Advancement
1st to 2nd (n = 16)	1.9	2.1	0.2
2nd to 3rd (n = 17)	1.6	2.0	0.4
Total (N = 33)	—	—	0.3

2. Multiple-year Progress for Students Who Met Proficiency Level Expectations

The CSRC expects that 75.0% of students who were proficient or advanced in 2005-06 maintain proficiency or better in 2006-07. This expectation applies to students enrolled for an FAY. This year, there were 25 students in fourth through eighth grades who met proficiency level expectations in reading, i.e., scored proficient or advanced in 2005-06, and who were tested again in 2006-07. Twenty-two (88.0%) students were able to again reach proficient or advanced levels in reading (see Table 8). Note that to protect student identity, the CSRC requires that group sizes include ten or more students.

Table 8			
Academy of Learning and Leadership			
Reading Progress for FAY Students Who Met Proficiency Level Expectations			
Based on WKCE – CRT			
Grade (2005-06 to 2006-07)	# Students Proficient or Advanced 2005-06	# Students who Maintained Proficient or Advanced in 2006-07	
		N	%
3rd to 4th	3	Cannot report due to N size	Cannot report due to N size
4th to 5th	4	Cannot report due to N size	Cannot report due to N size
5th to 6th	4	Cannot report due to N size	Cannot report due to N size
6th to 7th	10	9	90.0%
7th to 8th	4	Cannot report due to N size	Cannot report due to N size
Total	25	22	88.0%

There were 12 students who were proficient or above in mathematics when tested in 2005-06 and were again tested in 2006-07. Ten (83.3%) of these students were able to maintain proficiency in math (see Table 9).

Table 9			
Academy of Learning and Leadership			
Math Progress for FAY Students Who Met Proficiency Level Expectations			
Based on WKCE – CRT			
Grade (2005-06 to 2006-07)	# Students Proficient or Advanced 2005-06	# Students who Maintained Proficient or Advanced in 2006-07	
		N	%
3rd to 4th	3	Cannot report due to N size	Cannot report due to N size
4th to 5th	1	Cannot report due to N size	Cannot report due to N size
5th to 6th	1	Cannot report due to N size	Cannot report due to N size
6th to 7th	6	Cannot report due to N size	Cannot report due to N size
7th to 8th	1	Cannot report due to N size	Cannot report due to N size
Total	12	10	83.3%

3. Multiple-year Progress for Students Who Did Not Meet Proficiency Level Expectations

a. GLE Progress

The test used to examine progress from first to second and second to third grade is the SDRT, which does not translate into proficiency levels. Therefore, CRC selected students who did not meet GLE expectations. The CSRC expects these students to improve more than 1.0 GLE.

There were two second and 12 third graders who tested below GLE in 2005-06 and were tested again in 2006-07. Results indicate that these students, on average, advanced 0.4 GLE (see Table 10).

Table 10			
Academy of Learning and Leadership			
Average GLE Advancement for 2nd and 3rd Graders Who Did Not Meet GLE in 2005-06			
Based on SDRT			
Grade (2005-06 to 2006-07)	Average GLE 2005-06	Average GLE 2006-07	Advancement
1st to 2nd (n = 2)	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size
2nd to 3rd (n = 12)	1.3	1.8	0.5
Total (N = 14)	1.3	1.7	0.4

b. Proficiency Level Progress

The CSRC expects students who test below expectations, i.e., minimal or basic, to improve to the next level or to progress at least one quartile within their level. This expectation applies to FAY students. Reading progress in terms of proficiency level achievement for students who tested below proficiency expectations in 2005-06 is provided in Table 11. Nearly half (46.3%) of students from fourth through eighth grades either advanced at least one level or showed improvement within their level by advancing at least one quartile in reading.

Table 11					
Academy of Learning and Leadership					
Proficiency Level Advancement for FAY Students Who Tested Below Proficiency Level Expectations in Reading					
Based on WKCE – CRT					
Grades 2005-06 to 2006-07	# Students Minimal/Basic in 2005-06	# Students Who Advanced One Proficiency Level	If Not Advanced, # Who Improved Quartile(s) within the Proficiency Level	Total Proficiency Level Advancement	
				N	%
3rd to 4th	12	3	2	5	41.7%
4th to 5th	10	4	0	4	40.0%
5th to 6th	11	4	5	9	81.8%
6th to 7th	13	4	0	4	30.8%
7th to 8th	8	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size	
Total	54	16	9	25	46.3%

Math progress by grade level for fourth through eighth grade students who tested below proficiency expectations in 2005-06 is illustrated in Table 12. As a group, 32.4% of these students either advanced at least one proficiency level or at least one quartile within their proficiency level in mathematics.

Table 12					
Academy of Learning and Leadership					
Proficiency Level Advancement for FAY Students Who Tested Below					
Proficiency Level Expectations in Math					
Based on WKCE – CRT					
Grade 2005-06 to 2006-07	# Students Minimal/Basic in 2005-06	# Students Who Advanced One Proficiency Level	If Not Advanced, # Who Improved Quartile(s) within the Proficiency Level	Total Proficiency Level Advancement	
				N	%
3rd to 4th	12	0	0	0	0.0%
4th to 5th	14	3	1	4	28.6%
5th to 6th	14	2	4	6	42.9%
6th to 7th	17	3	3	6	35.3%
7th to 8th	11	4	2	6	54.5%
Total	68	12	10	22	32.4%

G. Annual Review of the School's Adequate Yearly Progress

1. Background Information¹⁵

State and federal laws require the annual review of school performance to determine student academic achievement and progress. In Wisconsin, the annual review of performance required by the federal No Child Left Behind act is based on each school's performance on four objectives:

- The test participation of all students enrolled.
- A required academic indicator (either graduation or attendance rate).
- The proficiency rate in reading.
- The proficiency rate in mathematics.

In Wisconsin, the DPI releases an Annual Review of School Performance for each chartered school with information about whether that school has met the criteria for each of the four required adequate yearly progress (AYP) objectives. If a school fails to meet the criteria in the same AYP objective for two consecutive years, the school is designated as "identified for improvement." Once designated as "identified for improvement," the school must meet the annual review criteria for two consecutive years in the same AYP objective to be removed from this status designation.

The possible school status designations are as follows:

- "Satisfactory," which means the school is not in improvement status.
- "School Identified for Improvement" (SIFI), which means the school does not meet AYP for two consecutive years in the same objective.
- SIFI Levels 1-5, which means the school missed at least one of the AYP objectives and is subject to the State requirements and additional Title I sanctions assigned to that level.

¹⁵ This information is taken from the DPI website: www.dpi.state.wi.us/oea/annrvw05.html.

- SIFI Levels 1-4 Improved, which means the school met the AYP in the year tested but remains subject to sanctions due to the prior year. AYP must be met for two consecutive years in that objective to be removed from “improvement” status and returned to “satisfactory” status.
- Title I Status, which identifies if Title I funds are directed to the school. If so, the school is subject to federal sanctions.¹⁶

2. Adequate Yearly Progress—Academy of Learning and Leadership Review Summary: 2005-06¹⁷

According to the Academy’s Adequate Yearly Progress Review Summary published by the DPI in 2006-07, the Academy reached AYP in test participation and attendance. The school did not meet the AYP in reading and mathematics. However, the school’s improvement status rating for all objectives remained at “Satisfactory” because AYP must be missed in the same objective for two consecutive years for the improvement status to begin.

¹⁶ For complete information about sanctions, see www.dpi.state.wi.us/dpi/esea/doc/sanctions-schools.doc.

¹⁷ For a copy of the Academy’s Adequate Yearly Progress Review see: www.dpi.state.wi.us.

V. CONCLUSION/RECOMMENDATIONS

This report covers the fourth year of the Academy's operation as a City of Milwaukee charter school. For the 2006-07 academic year, the Academy has met all of its educationally related contract provisions except the year-to-year expectations for second and third graders.

The educationally related findings for secondary measures this year were as follows:

- Average student attendance was 90.7%. The school met its goal of 90.0% attendance.
- 92.9% of parents attended at least three of four student-led parent conferences, just short of meeting the school's goal of 95.0%.

Results for the Academy's primary local measures of academic performance indicated that:

- ILPs were completed for 99.6% of the students who should have had one, and 92.9% of the ILPs were reviewed after at least three of the four quarters.
- 10.6% of students met the school's reading progress goal at the highest level and 24.7% performed at the medium level, based on the Fountas and Pinnell Guided Reading learning continuum. Students advanced an average of 3.8 levels.
- 70.9% of 182 first through eighth grade students improved, as demonstrated on fall and spring MAP reading assessments.
- 89.1% of 175 students met the math progress expectations as measured by pre- and post-test improvement from tests administered in fall and then again in spring.
- 81.0% of 231 students demonstrated writing skill progress of at least one stage during the academic year as measured by a school-based writing continuum.
- Portfolios and presentations for 17 of 18 eighth graders were rated as "proficient."
- Thirteen of 15 classrooms met criteria for successful learning expeditions.

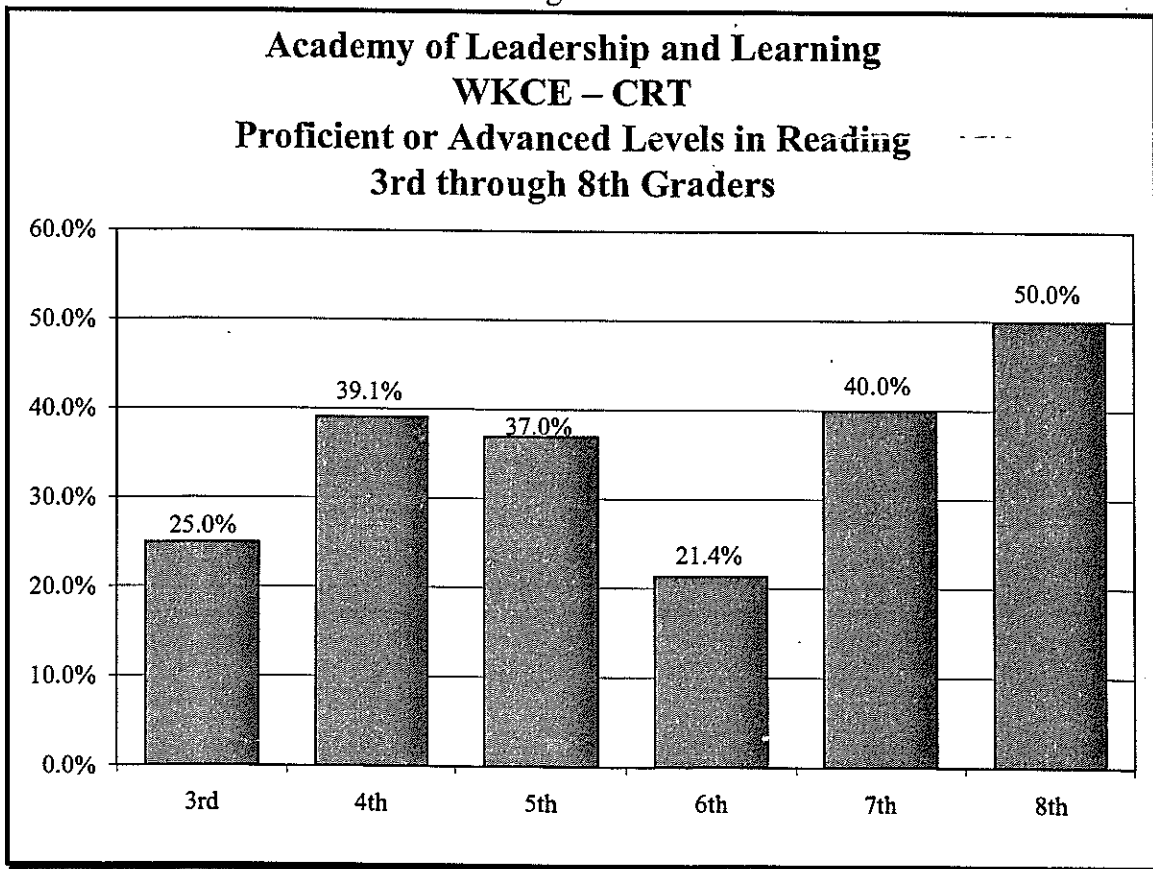
Standardized tests results for the Academy's students were as follows:¹⁸

¹⁸ Due to rounding, some of the percentages do not total 100.0% exactly.

- The March 2007 SDRT results indicated that:
 - ▶ First graders were, on average, reading at 1.1 GLE;
 - ▶ Second graders were at 1.9 GLE; and
 - ▶ Third graders were at 2.2 GLE.

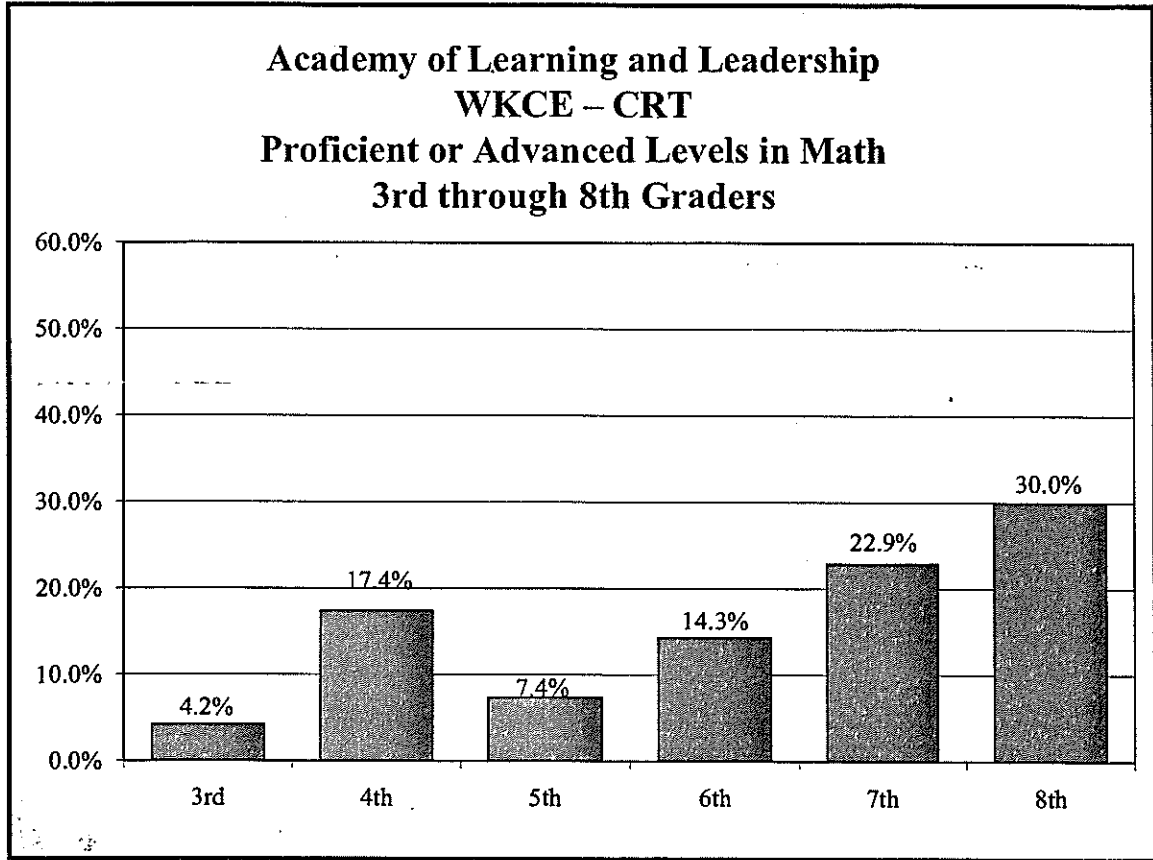
- The WKCE – CRT for third through eighth graders indicated that the following percentage of students were proficient or advanced in reading:

Figure 19



- The following were proficient or advanced in math:

Figure 20



- SDRT multiple-year advancement results indicated that a combined cohort of 33 second and third graders advanced an average of 0.3 GLEs in reading. These data indicate that the CSRC expectation of 1.0 GLE average advancement in reading was not met.
- WKCE – CRT results over multiple years for students who met proficiency level expectations in 2005-06 indicated the following:
 - ▶ 88.0% of 25 fourth through eighth graders maintained a proficient or advanced level in reading, exceeding the CSRC's expectation of at least 75.0%.
 - ▶ 83.3% of 12 fourth through eighth graders maintained a proficient or advanced level in math, exceeding the CSRC's expectations of at least 75.0%.

- Multiple-year advancement results for students below grade level expectations based on the 2005-06 SDRT indicate that a combined cohort of 14 second and third graders advanced an average of 0.4 GLE. These data indicate that the school did not meet the CSRC's expectation that these students would advance more than 1.0 GLE.
- Multiple-year advancement results for students below proficiency level expectations in 2005-06 indicated that:
 - ▶ 46.3% of 54 fourth through eighth graders either advanced one proficiency level or one quartile within the previous year's proficiency level in reading.
 - ▶ 32.4% of 68 fourth through eighth graders either advanced one proficiency level or one quartile within the previous year's proficiency level in math.

After reviewing the information in this report and considering the information gathered during the administrator interview in May 2007, it is recommended that the focus of activities for the 2007-08 school year include the following:

- Focus on integrating the staff and the culture of the existing building with the new building, scheduled to open in September 2007.
- Examine and remediate the reasons for lack of progress in reading for second and third graders as measured by the year-to-year SDRT. For example, could it be related to test-taking skills?
- Implement the new mathematics curriculum.
- Develop and implement improvement plans for students at the minimal or basic proficiency level on the WKCE – CRT reading and math standardized tests.
- Provide more professional development, particularly to the new staff, in expeditionary learning as well as the reading and writing and new mathematics curricula.
- Work with CRC analyst regarding the data collection process to:
 - ▶ Simplify paper data submission. For example, provide only one copy of test publisher's printouts; send SDRT summary printouts only – there is no need to provide printouts for individual children.
 - ▶ Simplify the files provided to CRC electronically.

- For example, limit standardized test score data to simple columns with student ID, student name, grade, enrollment date, scale score in reading, proficiency in reading, scale score in math, and proficiency level in math. Enter all students on one sheet.
- Enter all other data in simple columns—one Microsoft Excel page for all students. Columns should, at a minimum, reflect student ID and student name.

Appendix A

Contract Compliance Chart

Academy of Learning and Leadership

Overview of Compliance for Educationally Related Contract Provisions
2006-07

Section of Contract	Educational Related Contract Provision	Monitoring Report Reference Page	Contract Provision Met or Not Met?
Section I, B	Description of educational program; student population served	pp. 3 – 6	Met
Section I, V	Charter school operation under the days and hours indicated in its calendar	pp. 8 – 9	Met
Section I, C	Educational methods	pp. 3 – 4	Met
Section I, D	Administration of required standardized tests	pp. 26 – 38	Met
Section I, D	Academic Criteria #1: Maintain local measures, showing pupil growth in demonstrating curricular goals	pp. 13 – 25	Met
Section I, D	Academic Criteria #2: Year-to-year achievement measure:		
	a. Second and third grade students: advance average of one GLE in reading.	a. pp. 38 – 39	a. Not met.*
	b. Fourth through eighth grade students proficient or advanced in reading: at least 75.0% maintain proficiency level.	b. p. 40	b. Met for 88.0% of 25 fourth through eighth graders.
	c. Fourth through eighth grade students proficient or advanced in language arts: at least 75.0% maintain proficiency level.	c. N/A	c. N/A: not tested in fifth through seventh grade.
Section I, D	d. Fourth through eighth grade students proficient or advanced in math: at least 75.0% maintain proficiency level.	d. p. 41	d. Met for 83.3% of 12 fourth through eighth graders.
	Academic Criteria #3: Year-to-year achievement measure:		
	a. Second and third grade students below grade level in reading: advance more than one GLE in reading.	a. p. 42	a. Not met.**
	b. Fourth through eighth grade students below proficient level in reading: advance one level of proficiency or to the next quartile within the proficiency level range.	b. p. 43	b. Met for 46.3% of 54 fourth through eighth graders.
Section I, D	c. Fourth through eighth grade students below proficient level in language arts: advance one level of proficiency or to the next quartile within the proficiency level range.	c. N/A	c. N/A: not tested in fifth through seventh grade.
	d. Fourth through eighth grade students below proficient level in math: advance one level of proficiency or to the next quartile within the proficiency level range.	d. p. 44	d. Met for 32.4% of 68 fourth through eighth graders.
Section I, E	Parental involvement	pp. 9, 12	Met***
Section I, F	Instructional staff hold a DPI license or permit to teach	pp. 6 – 8	Met
Section I, I	Pupil database information, including special education needs students	pp. 4 – 6	Met****
Section I, K	Discipline procedures	p. 10	Met

*Second and third graders advanced an average of 0.2 and 0.4 GLEs respectively.

**Fourteen first and second graders advanced an average of 0.4 GLEs.

***Among other activities, parents are encouraged to participate in the student-led parent conferences. Parents of 92.9% of students attended at least three of four scheduled conferences, falling just short of the school's goal of 95.0%.

****Special education data were provided on paper, not as part of the student spreadsheet information.

Appendix B

Outcome Measure Agreement Memo

Academy of Learning and Leadership Student Learning Memo 2006-07 School Year

The following procedures and outcomes will be measures of the success of Academy of Learning and Leadership students and programs for the 2006-07 school year. The resulting data will be provided to Children's Research Center, the monitoring agent contracted by the City of Milwaukee Charter School Review Committee. Student data will include all students enrolled at any time during the school year.

Attendance:

The school will maintain an average daily attendance rate of ninety percent (90%). Attendance rates will be reported as present, excused, unexcused.

Enrollment:

Upon admission, individual student information will be added to the school database.

Termination:

The date and reason for every student leaving the school will be recorded in the school database.

Special Education Needs Students:

The school will maintain updated records on all special education students including date of assessment, assessment eligibility or non-eligibility, disability, IEP completion date, IEP review date, and any reassessment results.

Student-led Parent Conferences:

On average, ninety-five percent (95%) of parents will attend at least three (3) of the four (4) scheduled student-led parent teacher conferences during the school year. Dates for the events and whether or not a parent/guardian attended will be provided for each student.

Individual Learning Plan:

An Individual Learning Plan will be developed by one hundred percent (100%) of the students with their teacher. Ninety-five percent (95%) will be reviewed/revised after three out of the four student-led parent teacher conferences.

Academic Achievement - Local Measures:

Students' progress will be measured in relation to **developmental learning continuum** in reading and writing.

1. The **learning continuum for reading** will consist of developmental levels defined by Fountas and Pinnell Guided Reading. Students whose initial reading running record assessment occurs before October 15 and whose last running record assessment is after May 1 will progress at their expected pace based upon Fountas and Pinnell's Guided Reading levels as measured by beginning of the year reading level (A-Z) compared with end of the year reading level (A-Z). The following information will be provided to the Children's Research Center in

June: student ID, student name and grade, beginning of the year reading level, end of the year reading level, number of levels moved, and whether they met the minimal, medium or highest expectation.

2. The **developmental learning continuum for writing** will consist of stages A-J defined by Academy of Learning and Leadership faculty using: MCREL Standards; Literacy Profiles; Wauwatosa Developmental Writing Continuum; Wisconsin State Standards; Reid, Schultze, and Petersen Writing Continuum; and Six-trait Writing Characteristics. Students will move a minimum of one stage during an academic year. The following information will be provided to the Children's Research Center in June: student ID, student name and grade, beginning of the year writing stage, end of the year writing stage, number of stages moved, and whether they met the expectation of one stage growth or not.
3. Students at each grade level will show improvement on a **math pre-test** administered before October 20th and a post-test administered after May 15th. The data from the pre-test will inform instructional decisions allowing teachers to better meet student needs. The student ID, student name and grade, and pre-test and post-test scores will be provided to the Children's Research Center in June.
4. On average, on the **final portfolio assessment** of the year in fourth quarter, ninety percent (90%) of eighth grade students will demonstrate "developing proficiency" or "proficient" on their portfolio and portfolio presentation A rubric will be used to rate student proficiency on their demonstration of growth toward the A.L.L. Ideal Graduate criteria.
5. Based upon a team review process examining evidence presented, each classroom will demonstrate a minimum of eight (8) of ten (10) key criteria of **Successful Learning Expeditions** shown through their products and expedition documentation for each of their two annual expeditions. The key criteria of successful expeditions are:
 1. Students demonstrate understanding of content and skills
 2. Students engage with big ideas and guiding questions
 3. Students participate in literacy activities throughout the expedition
 4. Students collect data and generate useful information
 5. Content, skill, and process experts inform student learning
 6. Students engage in meaningful fieldwork related to the learning expedition
 7. Technical drawing demonstrates student observations
 8. Technology tools support student learning in meaningful ways
 9. Performance assessment related to the guiding questions/big ideas occurs
 10. Students give service in their community that is related to their expeditionThe school will report to CRC in June how often each key criteria was met.
5. In Grades 3-8, student academic progress will be documented using the computer-based **MAP (Measures of Academic Progress)** assessment of student learning in reading, language arts, and mathematics. Student progress (Grades 3-8) will be reported in the fall and spring demonstrating progress in RIT (Risch) scores. In Grades 1 and 2, students will be assessed in reading and mathematics using the **Primary MAP Assessment**. Student progress (Grades 1-2) will be reported in the fall and spring demonstrating progress in RIT scores.

Academic Achievement – Required Standardized Measures:

The following standardized test measures will assess academic achievements in: reading and mathematics.

Grades 1, 2, and 3 Stanford Diagnostic Reading

Test will be administered each spring between March 15th and April 15th. The first year testing will serve as baseline data. Progress will be assessed based on the results of the testing in reading in the second and subsequent years.

Grades 3 through 8 Wisconsin Knowledge and Concepts Exam

Exam will be administered on an annual basis in the time frame identified by the Wisconsin Department of Public Instruction. The WKCE for grades 3 through 8 will provide each student with a proficiency level via a scale score in reading and mathematics. For 4th and 8th graders, it will also include language arts, science, and social studies scale scores.



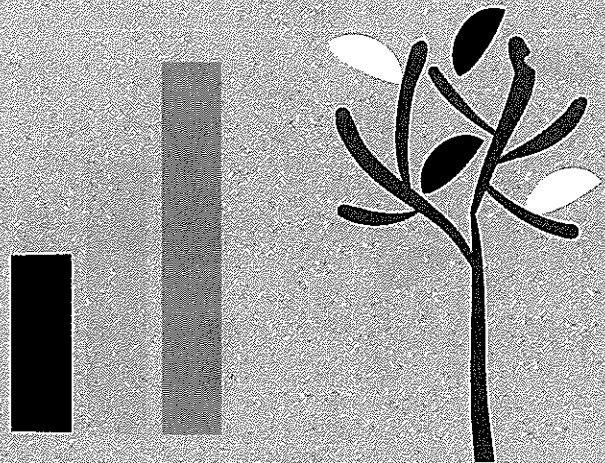
The Central City Cyberschool of Milwaukee, Inc.

Programmatic Profile and Educational Performance

2006-07 School Year

Report Date: September 2007

Janice Ereth, Ph.D.
Susan Gramling
Theresa Healy



Prepared by:



*Children's Research Center
426 S. Yellowstone Drive, Suite 250
Madison, WI 53719
Voice (608) 831-1180 fax (608) 831-6446
www.nccd-crc.org*



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Prepared for:

Central City Cyberschool of Milwaukee, Inc.

4301 North 44th Street
Milwaukee, WI 53216

EXECUTIVE SUMMARY
For
The Central City Cyberschool of Milwaukee, Inc.
Eighth Year of Operation as a City of Milwaukee Charter School
2006-2007

This eighth annual report on the operation of the Central City Cyberschool of Milwaukee, Inc. (Cyberschool) charter school is a result of the intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), school staff, and the Children's Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has determined the following:

I. CONTRACT COMPLIANCE SUMMARY¹

Cyberschool has met all but one of the educational provisions in its contract with the City of Milwaukee and subsequent requirements of the CSRC. See Appendix A for an outline of specific contract provision compliance information.

II. ACADEMIC PERFORMANCE CRITERIA

A. Local Measures

1. Secondary Measures of Academic Progress

To meet City of Milwaukee requirements, Cyberschool identified measurable outcomes in the following secondary areas of academic progress:

- Attendance;
- Student demographics, including return rate and reasons for leaving the school;
- Parent involvement;
- Special education; and
- Staff development.

The school achieved its goals in all of these outcomes.

2. Primary Educational Measures of Academic Progress

The CSRC requires each school to track student progress in reading, writing, and mathematics 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.

¹ See Appendix A for a list of each educationally related contract provision, page references, and a description of whether or not each provision was met.

This year, Cyberschool's local measures of academic progress resulted in the following outcomes:

- 94.0% of the K5 through sixth grade students demonstrated improvement on the literacy measure (DIBELS) from the first to second, second to third, or first to third assessment;
- 10 (83.3%) of 12 students identified as needing corrective reading intervention progressed from fall to spring;
- 89.3% of 225 students met or surpassed the goal of reaching skilled, mastery, or advanced levels in math benchmarks; and
- 73.9% of 214 students reached mastery or advanced levels in writing skills noted on their progress reports.

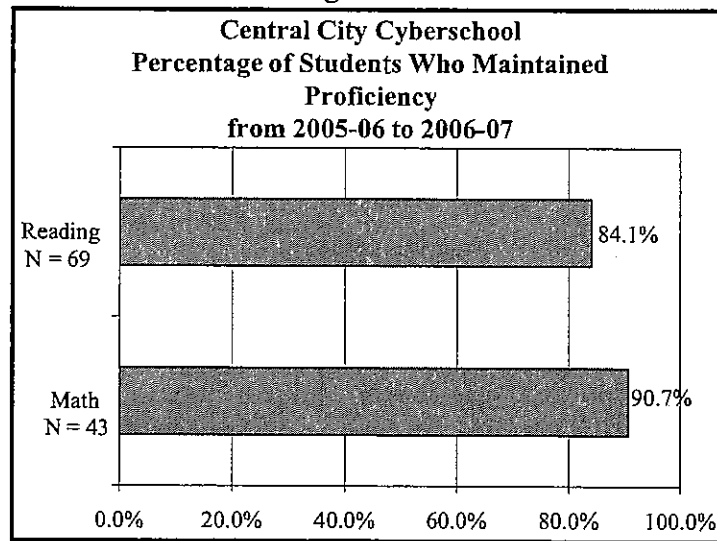
B. Year-to-year Academic Achievement on Standardized Tests

Cyberschool administered all required standardized tests noted in their contract with the City of Milwaukee.

Multiple-year advancement results indicated that second and third graders combined advanced an average of 1.0 GLE.

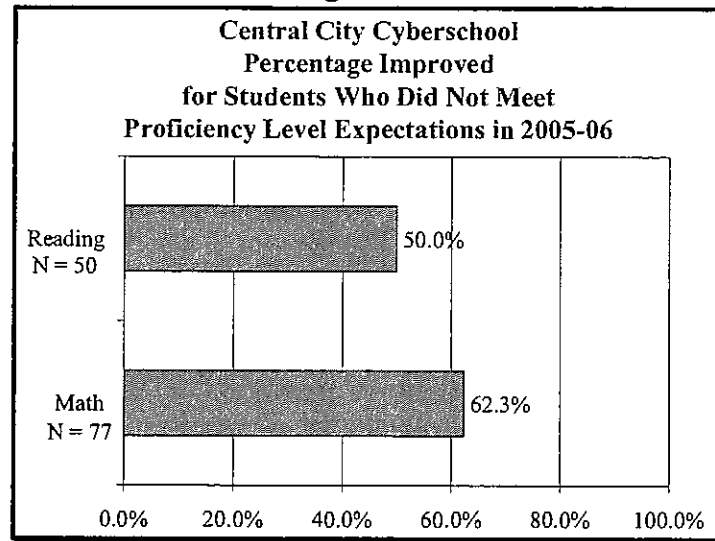
Multiple-year advancement for fourth through eighth grade students who met proficiency expectations in 2005-06 indicated that the school exceeded the CSRC's expectation that at least 75.0% of these students would maintain their proficiency.

Figure ES1



Multiple-year advancement for fourth through eighth grade students below proficiency level expectations in 2005-06 indicated that the following students advanced a proficiency level or at least one quartile within their previous proficiency level.

Figure ES2



III. RECOMMENDATIONS

The school fully addressed the recommendations made in its 2005-06 programmatic profile and educational performance report. To continue a focused school improvement plan, it is recommended that the focus of activities for the 2007-08 year include the following:

- Focus on achievement in mathematics, particularly the basic skills necessary to supplement the Everyday Math curriculum. Consider acquiring software programs to increase student practice opportunities.
- Continue to implement strategies to improve reading levels at all grade levels.
- Continue implementation of the Responsive Classroom and Second Step curricula.

I. INTRODUCTION

This report is the eighth regular program monitoring report to address educational outcomes for the Central City Cyberschool, Inc. (Cyberschool), a school chartered by the City of Milwaukee.² 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 Children's Research Center (CRC).

The process used to gather the information in this report included:

- An initial site visit, wherein a structured interview was conducted with the school's leadership staff, critical documents were reviewed, and copies obtained for CRC files.
- CRC staff assisted the school in developing its outcome measures agreement memo.
- Additional scheduled and unscheduled site visits were made to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations, including the clarification of needed data collection.
- At the end of the school year, a structured interview was conducted with the administrator.
- Cyberschool provided electronic and paper data to CRC, which CRC compiled and analyzed.

² The City of Milwaukee chartered five schools for the 2006-07 school year.

II. PROGRAMMATIC PROFILE

The Central City Cyberschool of Milwaukee, Inc.

Address: 4301 North 44th Street
Milwaukee, WI 53216

Executive Director
and Founder: Christine Faltz, Ph.D.

A. Description and Philosophy of Educational Methodology

1. The Philosophy³

The mission of Cyberschool is “to motivate in each child from Milwaukee’s central city the love of learning, the academic, social, and leadership skills necessary to engage in critical thinking, and the ability to demonstrate complete mastery of the academic skills necessary for a successful future.”

Cyberschool is not a school of the future, but rather a school for the future. Cyberschool offers a customized curriculum where creativity, teamwork, and goal-setting are encouraged for the entire school community. The problem-solving, real-world, interdisciplinary curriculum is presented in a way that is relevant to each student’s experiences. Cyberschool uses technology as a tool for learning in new and powerful ways that allow students greater flexibility and independence, preparing students to be full participants in the 21st century.

³ Central City Cyberschool *Student Handbook*, 2006-07.

2. Instructional Design

Cyberschool's technology-based approach takes full advantage of resources available electronically and incorporates technology for most academic studies. Every student has access to a laptop computer for daily use.

This year, Cyberschool continued the practice of serving students in one grade level per classroom for kindergarten through sixth grade. Seventh and eighth graders remained in combined classrooms with teachers providing specific subject matter to various rotating groups of students. Teachers typically remain with their students for two consecutive years. This structure is referred to as "looping."⁴

The K4 and K5 classrooms continued to be located in a separate preschool facility located across the playground from the main building and leased from the City of Milwaukee's Housing Authority. Four-year-old Headstart was also available in the facility through a partnership with Day Care Services for Children.

B. School Structure

1. Areas of Instruction

Cyberschool's kindergarten (K4-K5) curriculum focuses on social/emotional development; language arts (which includes speaking/listening, reading, and writing); active learning (which includes making choices, following instructions, problem solving, large muscle activities, music, and creative use of materials); math or logical reasoning; and basic concepts related to science, social studies, and health (such as the senses, nature, exploration, environmental concerns, body parts, and colors).

⁴ During the 2006-07 academic year, the school looped most classrooms from first to second, third to fourth, and fifth to sixth grades.

First through eighth grade students receive instruction in language and writing, reading literature, oral language, mathematics, technology, social studies, science, and respect and responsibility.

Grade level standards and benchmarks have been established for each of these curricular areas; progress is measured against these standards for each grade level. The school continued implementation of “Second Step,” which is an anti-violence, anti-drug use curriculum for kindergarten through eighth grade students. The lessons, designed for teachers to implement, are culturally aware and sensitive. The curriculum, which includes grade-level material, provides one lesson per week focusing on a specific concept (e.g., integrity).

The school also uses the “Responsive Classroom” program, which has two major elements—morning meeting and rules and consequences. In August 2006, all staff participated in a weeklong Responsive Classroom training.

Morning meeting occurred in every classroom every day. The Second Step program was addressed in morning meeting on certain days. These strategies provided opportunities to build relationships among the students and teachers.

2. Teacher Information

At the beginning of the 2006-07 academic year, Cyberschool had 20 classrooms. These classrooms included one morning and afternoon K4, two K5 classrooms, and two classrooms each for first through sixth grades. There were four homerooms for combined seventh and eighth graders. The school also included a Health Emotional Academic Resource Team (HEART) room, where special education and other support services not available in the regular classroom were provided.

Classrooms were staffed with 19 teachers, 18 of whom held a Wisconsin Department of Public Instruction (DPI) license or permit to teach.⁵ Other educational support staff at the school included a lead paraeducator and Continuing Learning Center (CLC) Director, six paraeducators, a physical education specialist, a technology director, a cybrary/media specialist, an art teacher, a music teacher, a parent coordinator, and a guidance counselor. Five teachers served as lead teachers again this year. Teacher assistants or paraeducators assisted in the classroom. Six classroom teachers were new to the school this year. The HEART room was staffed with two special education teachers, a speech pathologist, the lead paraeducator (who is also the Director of the CLC), and three reading intervention specialists.

In addition to the executive director, the school's administrative staff included a student services manager, and a business services manager.

Staff development activities started in the summer of 2006 when the administrator attended a conference at UW-Milwaukee on closing the achievement gap and a leadership conference at Cardinal Stritch. In July, 22 teachers and administrative staff attended the Open Court Reading Institute in Seattle. In August, all staff, including teachers, paraeducators, and administrative staff, attended a Responsive Classroom training held at the school. Prior to the start of the school year, new staff orientation was conducted. In September, all staff, including teachers, paraeducators, and administrative staff participated in a comprehensive orientation that includes review of policy and procedures, Reading First planning, behavior management system design, School Improvement Plan review, special education intervention strategies, Ambassadors of Peace training, curriculum review, Second Step review, DISCOURSE, community learning center organization, Powergrade database training, and a business services overview.

⁵ One K4 teacher did not have a license or permit to teach for the 2006-07 academic year. According to the DPI teacher license website, the most recent application with payment was received on July 5, 2006. The school's administrator reported that this teacher has completed all of the requirements noted by the DPI licensing consultant. As of the date of this report, the teacher and Cyberschool continue to wait for the DPI consultant's approval of a charter license.

The following is a list of staff development that occurred throughout the school year:

- CLC fall meeting in Mosinee
- Tech directors meeting in Oconomowoc
- IDEA training provided by Quarles & Brady in Waukesha
- Title 1 Conference in Oconomowoc
- Wisconsin State Special Education Conference in Madison
- WASDI workshop in Chippewa Falls
- Everyday Math staff development conducted at the school by Wright Group
- Reading First principal's meeting
- Wisconsin Promise Conference in Madison
- INSIGHT VISIT with Connie Stewart on improving literacy instruction practice (held four times during the year)
- Reading First meeting on CSI mapping
- CLC NWREL toolkits training
- Reading First coordinators' meeting in Wisconsin Dells
- Title 1 meeting in Wisconsin Dells
- Principal's Retreat in Wisconsin Dells

Teacher evaluations occur over time—twice during a teacher's first year of employment and once during the year for returning teachers. The process is explained in the Central City Cyberschool *Personnel Guidelines/Handbook*.

3. Hours of Instruction/School Calendar

The regular school day began at 8:00 a.m. and ended at 3:30 p.m.⁶ The first day of student attendance was August 30, 2006, and the last day was June 14, 2007. The highest possible number of full days for student attendance in the academic year was 180 (including eight early release days); therefore, the contract provision of at least 875 hours of instruction was met.

Cyberschool's CLC provides additional academic instruction. The CLC is open every school day from 7:30-8:00 a.m. for tutoring and homework help. The after-school program operated Monday through Thursday, from 3:30-5:30 p.m., beginning on October 2, 2006. The after-school program offered homework help, tutoring, technology and academic enrichments, as well as sports and recreation, nutrition and health, and arts and music opportunities that build self-confidence and skills. All activities are designed to promote inclusion and encourage participation for enjoyment, challenge, self-expression, and communication.⁷

4. Parental Involvement

As stated in the *Student Handbook* (2006-2007), Cyberschool recognizes that parents are the first and foremost teachers of the children and play a key role in the effective education of its students. Parents are asked to read and review the student handbook with their child and return a signed form. The parent certification section of the handbook indicates that the parent has read, understood, and discussed the rules and responsibilities with his/her child and that the parent will work with Cyberschool staff to ensure that his/her child achieves high academic and behavioral standards.

⁶ Students could enter the building as early as 7:30 a.m. Breakfast was served to children in their classroom between 8:00 and 8:30 each morning.

⁷ Some of the students at Cyberschool participated in *Safe Place* at the Parklawn YMCA. These students were escorted to the Cyberschool entrance of the tunnel to the Parklawn YMCA at 3:30 p.m. to be picked up by the YMCA staff.

Cyberschool employed a full-time parent coordinator who operates out of the school main office, where she is visible to parents as they come and go. The parent coordinator's responsibilities include the following activities:

- Increase parent involvement in the school by working closely with all school, parent, and community organizations.
- Serve as a facilitator for parent and school community concerns and issues.
- Provide information to parents about the Cyberschool's services, procedures, instructional programs, and names/roles of staff.
- Conduct outreach to engage parents in their children's education.
- Make home visits to parents, if appropriate.
- Convene regular parent meetings and events around topics of key concern to parents.
- Attend parent meetings along with the Executive Director, when appropriate.
- Work with Cyberschool's parent association to provide assistance in establishing by-laws, holding elections, and conducting association affairs.
- Maintain ongoing contact with community organizations providing services to the school's education program.
- Organize back-to-school and other events to increase parental and community involvement and create a welcoming school environment for parents.

The school has a Parent Action Committee that facilitates the development of partnerships between home and school. This provides Cyberschool parents and family members a voice in the decision-making process of the school.

In addition to parent conferences, parents were invited to participate in school/family events throughout the year. During the 2006-07 year, these events included:

- Open House in September
- Family Game Night in October
- Family Feasting and Reading Night in November

- Winter Program in December
- Black History Program in February
- Family Karaoke Night in March
- School-wide Spelling Bee in April
- Family Carnival Night in May
- Spring Program in May
- Awards Program in June
- Graduation in June

As discussed in the *Student Handbook*, parents were asked to review and sign their children's "Monday Folder." Monday Folders were the vehicle for all written communication from the school. Each child was expected to bring the folder home on the first day of the school week. The left pocket of the folder held items to be kept at home, and the right pocket held items to be returned to the school.

5. Waiting List

The school's administrator reported that Cyberschool continues to accept students for the fall of 2007. As of May 16, 2007, the second grade was close to full.

6. Discipline Policy

The following discipline philosophy is described in the Cyberschool *Student Handbook* (2006-2007), along with a weapons policy, a definition of what constitutes a disruptive student, the role of parents and staff in disciplining students, the grounds for suspension and expulsion, and the due process rights of the student.

- Each member of the Central City Cyberschool family is valued and appreciated. Therefore, it is expected that all Cyberschool members will treat each other with respect and will act at all times in the best interest of the safety and well-being of themselves and others. Any behaviors that detract from a positive learning environment are not permitted, and all behaviors that enhance and encourage a positive learning environment are appreciated as an example of how we can learn from each other.

- All Cyberschool students are expected to conduct themselves in a manner consistent with the goals of the school and to work in cooperation with all members of the Cyberschool community to improve the educational atmosphere of the school.
- Student behavior should always reflect a seriousness of purpose and a cooperative attitude, both in and out of the classroom. Any student behavior that detracts from a positive learning environment and experience for all students will lead to appropriate administrative action.
- Students are obligated to show proper respect to their teachers and peers at all times.
- All students are given ample opportunity to take responsibility for their actions and to change unacceptable behaviors.
- All students are entitled to an education free from undue disruption. Students who willfully disrupt the educational program shall be subject to the discipline procedures of the school.

C. Student Population

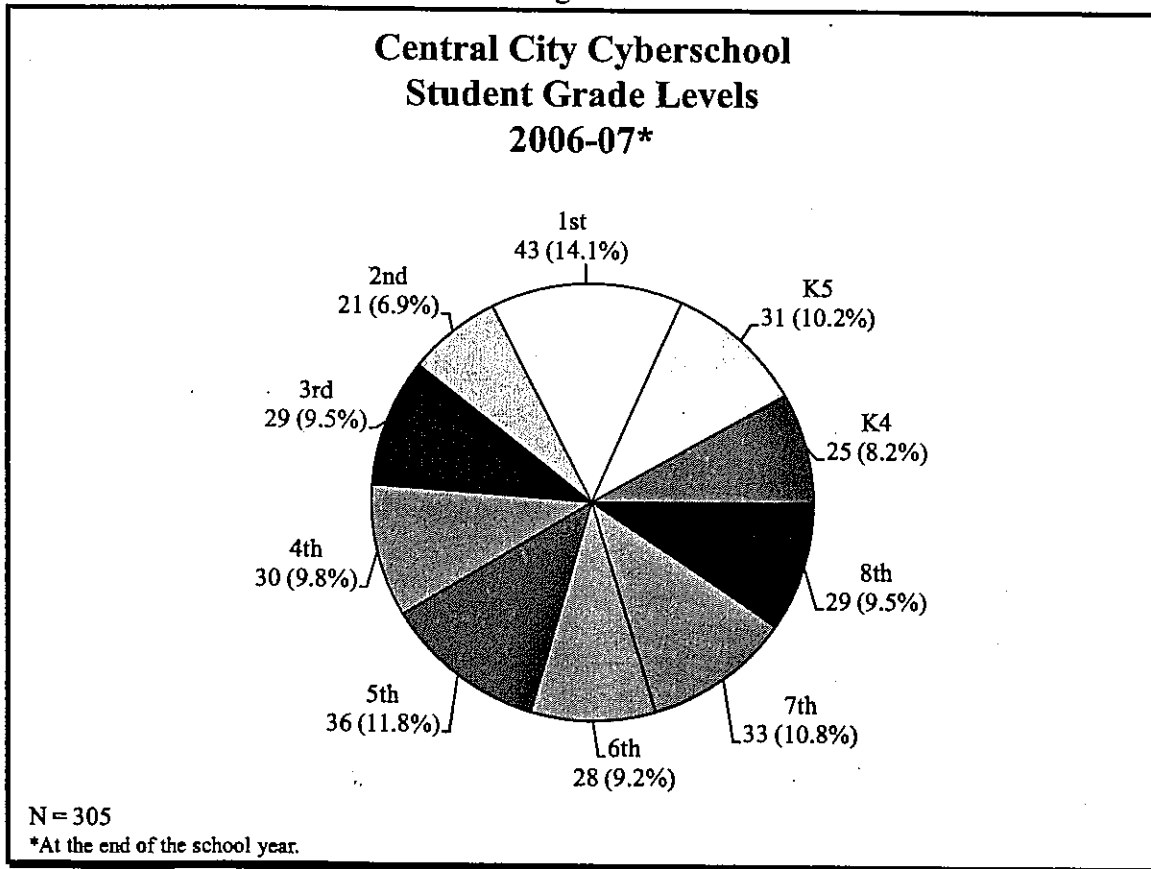
Data regarding the number of students returning to Cyberschool from the previous year were gathered in the fall of 2006. Of the 312 students who were attending Cyberschool on the last day of the 2005-06 academic year and were eligible for continued enrollment this past academic year, 244 were enrolled on the third Friday in September 2006, representing a return rate of 78.2%. This compares to a return rate of 77.6% in the fall of 2005.

Cyberschool started on August 30, 2006, with 318 students enrolled in grades K4 through eight. During the year, 36 students enrolled in the school and 49 students withdrew. Students withdrew for a variety of reasons including: 12 students moved away, 12 left due to disciplinary reasons, nine left because of transportation issues, five students were expelled, two children left due to dissatisfaction with the program, three students left for other reasons, and six students left for unknown reasons.

At the end of the year, there were 305 students enrolled.

- There were 154 (50.5%) girls and 151 (49.5%) boys.
- Nearly all (99.7%) students were Black and one student was Hispanic.
- Forty-four students had special education needs. Twelve children had speech and language needs (SP/L); six were learning disabled (LD); five had cognitive disabilities (CD); six were LD/SP/L; two had emotional/behavioral disabilities; one was CD/SP/L; eight children had other health impairments (OHI); one was LD/OHI; one had SP/L and a developmental delay; and one student was diagnosed with pervasive development delay and SP/L. The diagnosis for one child was pending.
- The school provided education to students in K4 through eighth grade. The number of students in each grade level is illustrated in Figure 1.

Figure 1



D. Activities for Continuous School Improvement

Following is a description of Cyberschool's response to the recommended activities in its Programmatic Profile and Educational Performance Report for the 2005-06 academic year:

- **Recommendation:** To meet the needs of students below proficiency in reading and math, implement the grade level school improvement plans developed by all staff.

Response: This year, effort was put into small group reading intervention, which was provided to over 100 students using the processes in Open Court or through direct instruction. As mentioned above, the school employed three reading intervention specialists who worked directly with students with reading intervention needs. Corrective Reading was implemented and the Reading Mastery interventions were utilized.

During August 2006, all new teachers received two days of training prior to the returning staff in order to learn the school improvement plan and daily math activities. Some of the new teachers (as well as the new special education teacher) also attended the extensive Open Court training during the summer.

The staff also utilized the services of a reading coach who visited the school five times during the school year.

- **Recommendation:** Continue to implement strategies to improve reading levels at the primary grade levels one through three.

Response: In addition to the activities discussed above, the school continued participation in the Reading First program efforts. The staff identified what students bring to the reading process, emphasized phonemic awareness, and studied the relationship between standard English and spoken dialect.

- **Recommendation:** Expand the Responsive Classroom training to increase clear understanding of school rules, appropriate behavior, and consistency of consequences for unwanted behaviors.

Response: Training for the Responsive Classroom program was extended from one day in August 2005 to one week during August 2006. Full implementation of the Responsive Classroom program occurred in the fall of 2006. The morning meetings that occur in every classroom also incorporate the "Second Step" program, a national research-based anti-violence and AODA⁸ program.

⁸ AODA: alcohol and other drug abuse.

III. EDUCATIONAL PERFORMANCE

To monitor the performance of Cyberschool 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 goals for attendance, parent conference, staff development, and special education students. 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 literacy, reading, mathematics, and writing skills. The standardized assessment measures used were the Stanford Diagnostic Reading Test (SDRT) and the Wisconsin Knowledge and Concepts Examination – Criterion Referenced Test (WKCE – CRT).⁹

A. Attendance

At the beginning of the 2006-07 academic year, the school established a goal to maintain an average attendance rate of 85.0%. This year, students attended school an average of 87.4% of the time, exceeding the school's goal.¹⁰

B. Parent-Teacher Conferences

At the beginning of the school year, the school set a goal that 80.0% of parents would attend scheduled parent-teacher conferences. Conferences were scheduled for all children in the fall and spring. There were 322 children enrolled at the time of the fall and 319 students enrolled at the time of the spring conference. Parents of 95.0% of children attended the fall conference

⁹ The WKCE – CRT is a standardized test aligned with Wisconsin model academic standards. It is similar to the old WKCE and *TerraNova* examinations administered in the past.

¹⁰ Attendance data were provided by Cyberschool for 354 children enrolled at any point during the school year. Attendance was calculated for each student by dividing the number of days attended by the number of days expected, then averaging all of the students' attendance rates.

and parents of 96.2% of children attended the spring conference. Cyberschool has exceeded its goal related to parent-teacher conferences.

C. Staff Development

The school continued Reading First for kindergarten through third grades; the Open Court literacy program for kindergarten through sixth grade; and Discourse, the instructional management software, for first through eighth grade. As described previously in this report, the school provided all staff with the appropriate staff development activities addressing these and other issues beginning in the summer of 2006 and throughout the academic year. The school provided a list of staff development topics. Therefore, Cyberschool met this goal related to staff development.

D. Special Education Needs

Cyberschool established a goal to maintain up-to-date records for all special education needs students. This year, there were 44 special education students. An Individual Education Program (IEP) had been completed for 37 students, six were new to the school and their IEP was not yet due, and the school was waiting on the Children's Hospital evaluation for one child.¹¹ Parents of 42 students attended an IEP meeting, parents of one special education student refused to participate, and a meeting was not held for one student who withdrew prior to his IEP due date..

In addition to keeping records, the school conducted a survey of parents of special education students. Parents of 39 students responded. Results indicated that most were satisfied (29 of 39, or 74.4%) or mostly satisfied (six of 39, or 15.4%) with the quality of special education and related services provided by the school and the opportunity for input related to

¹¹ A random review of files indicated that IEPs were routinely completed.

their child's strengths and concerns for education. Most parents also indicated that they were satisfied (32 of 39, or 82.1%) or mostly satisfied (four of 39, or 10.3%) with the amount and type of information provided during the IEP team process. Thirty (76.9%) parents indicated that they were satisfied and five (12.8%) were mostly satisfied with the information they received about their child's progress. Thirty-three (84.6%) parents indicated that they were satisfied or mostly satisfied that school staff genuinely cares about their child's academic success. No parents expressed dissatisfaction in any area surveyed.

E. 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 standardized testing, each charter school has the responsibility to describe the goals and expectations of its students in language that is meaningful, in light of that school's unique approach to education. These goals and expectations are established by each City of Milwaukee charter 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, expressing clearly the quality of student work that is expected, and providing evidence that students are meeting local benchmarks.

At the beginning of the school year, Cyberschool designated four different areas in which students' competencies would be measured: literacy, reading, mathematics, and writing.

1. Literacy

The school set a goal that all students in grades K5 through sixth would be administered the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment three times during

the academic year (September, January, and April). At least 90.0% of students would improve their score on the subsequent assessment.

First through sixth graders were assessed for oral reading fluency. K5 students were assessed in three areas: phoneme segmentation fluency, nonsense word fluency, and initial sound fluency. Results for K5 students reflect progress on the initial sound fluency test. Note that if a student scored the maximum, he/she could not show improvement; therefore, for purposes of this report, maximum scores were counted as improvement.

Results indicate that 94.0% of students were able to improve their DIBELS score from the first to second, second to third, or first to third test administration (see Table 1).

Grade	N	Number Improved	Percent Improved
K5	28	21	75.0%
1st	43	41	95.3%
2nd	22	21	95.5%
3rd	29	29	100.0%
4th	30	30	100.0%
5th	38	38	100.0%
6th	26	23	88.5%
Total	216	203	94.0%

2. Reading

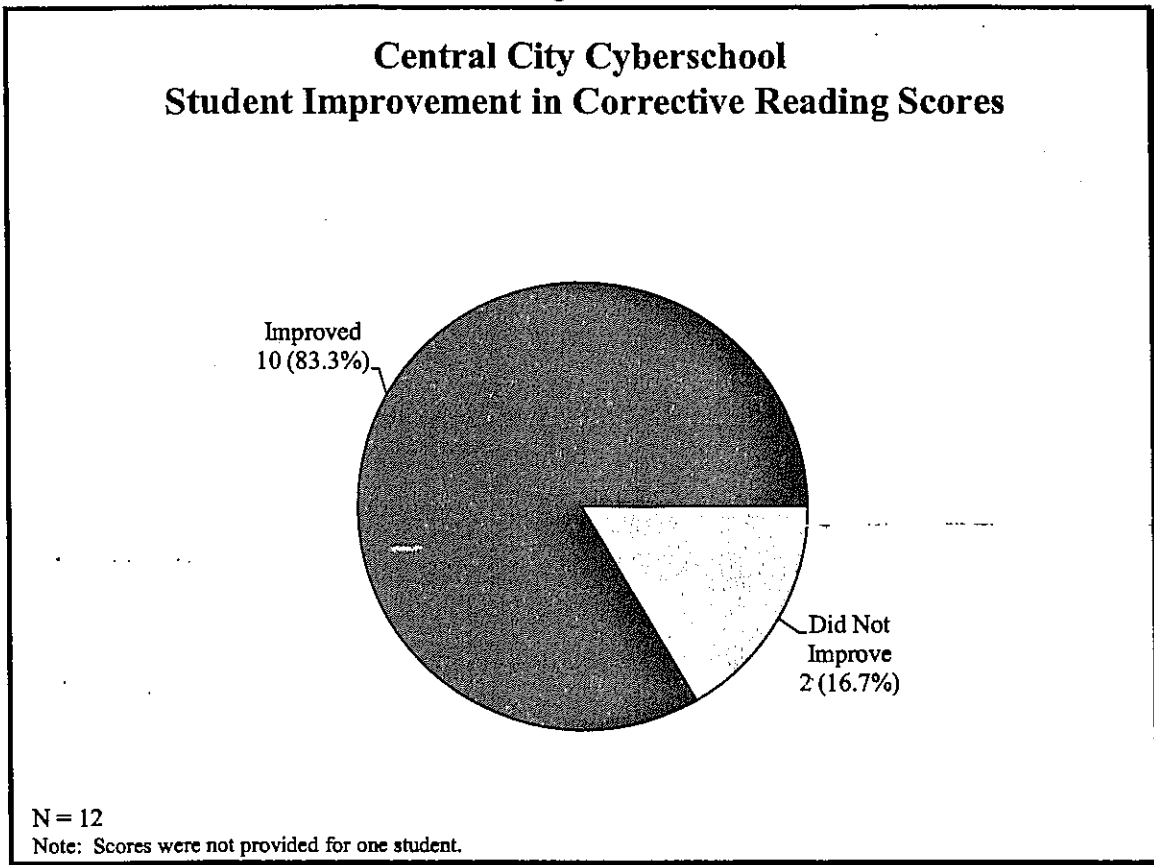
The school's goal for reading was that all seventh and eighth grade students would be assessed in September and those reading below grade level would participate in corrective reading intervention on a daily basis. At least 90.0% of those who participated in the intervention would improve their fluency and comprehension skills as measured by the September and April Corrective Reading assessment.

There were 63 students administered the test. Based on fall placement scores, 13 (20.6%) students were identified for corrective reading intervention. Two students worked one-on-one with a reading specialist because of minimal performance. Fall and spring test scores were provided for 12 of the 13 students.

The reading test consisted of three parts. The student was required to complete the first part before moving on to the next part. Each student was assessed in terms of number of errors on each part and the time to complete each part. Errors and time were provided for each part completed.

To calculate whether or not students improved, CRC examined if students were able to decrease errors, decrease time, or increase the number of parts completed. If a student met two of the three criteria, it was considered an improvement. Based on these criteria, ten (83.3%) of the 12 students showed improvement from the fall to the spring test. The other two students were able to improve their time but not their error count nor the number of parts of the test they were able to complete (see Figure 2).

Figure 2

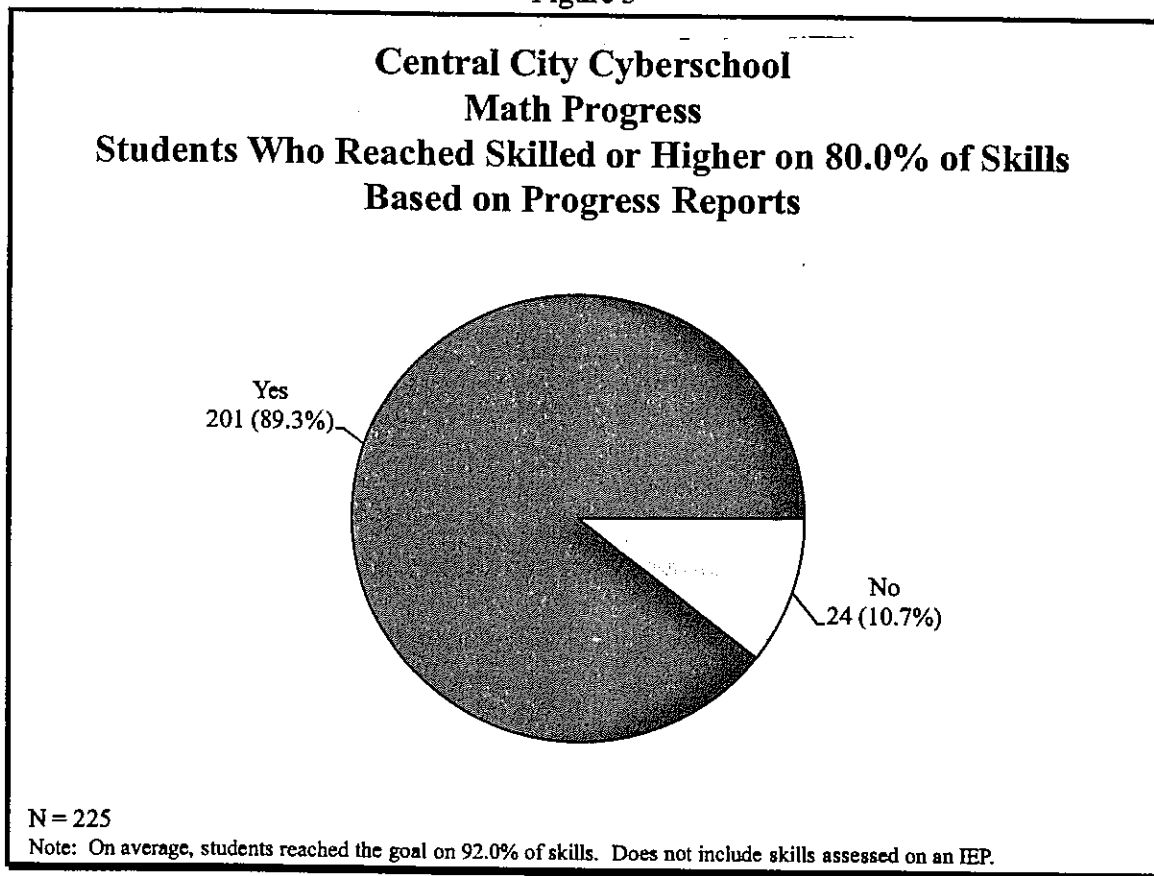


3. Mathematics

Cyberschool issues quarterly progress reports for each student. Progress reports reflect student progress in a variety of subject areas including mathematics. Student skills in each area are assessed as “basic,” “emerging,” “skilled,” “mastery,” or “advanced.” The goal was that students in first through eighth grades would earn a “skilled” or higher score on 80.0% of math benchmarks for which they were assessed.

This year, there were 225 students assessed in math.¹² Students were assessed on between six and 53 math skills. On average, students reached skilled or higher on 92.0% of skills for which they were assessed. Overall, 201 (89.3%) of the 225 students met or surpassed the goal of reaching skilled or higher on 80.0% of math benchmarks. Note that these results include students who were assessed in the first quarter and again in the fourth quarter (see Figure 3).¹³

Figure 3



¹² Does not include skills assessed on an IEP.

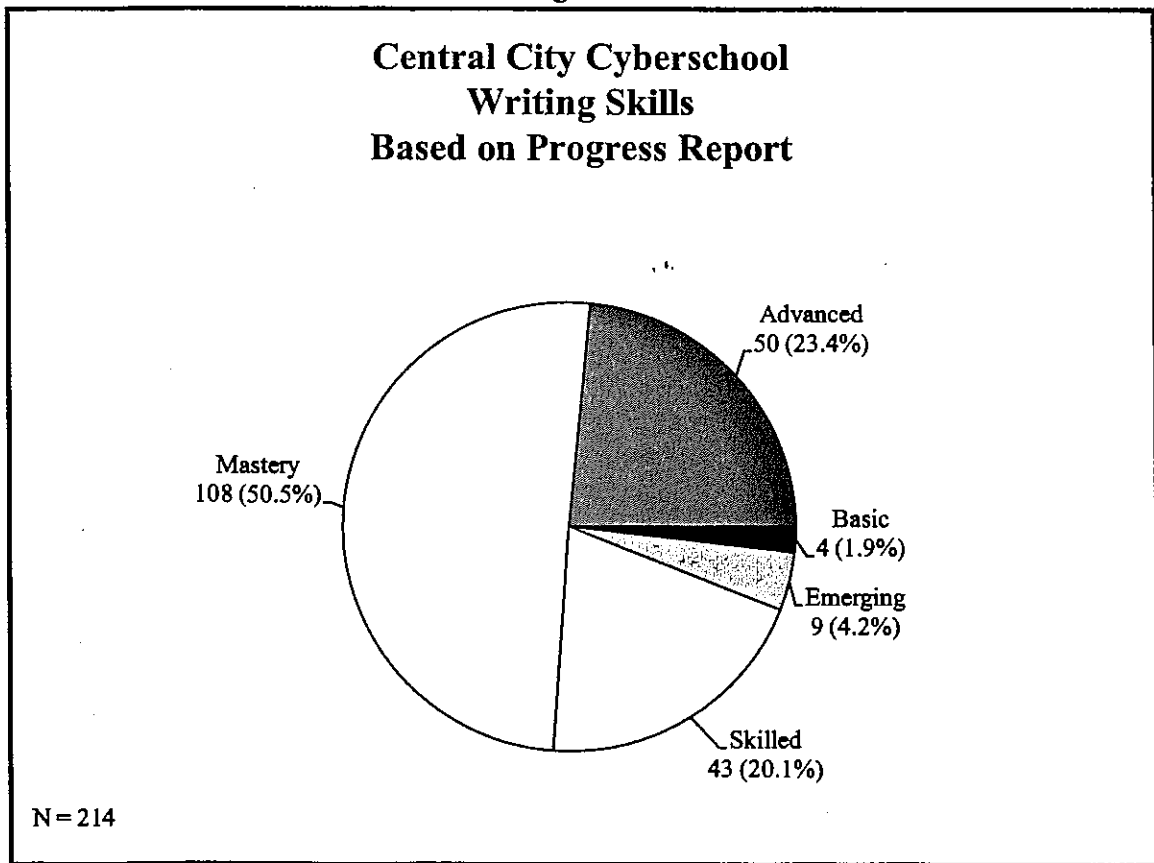
¹³ Report card information does not reflect results for skills assessed on an IEP.

4. Writing

Like the mathematics benchmarks, student writing skills are recorded on student progress reports. Students' writing skills are rated as "basic," "emerging," "skilled," "mastery," or "advanced." The goal was that students in first through eighth grades would earn a "skilled" or higher score on the writing benchmark. There was one writing benchmark for each student.

This year, there were 238 students assessed in the first and fourth quarter. Twenty-four students had an IEP and were not included in the analysis. Of the remaining 214 students, 50 (23.4%) were rated as having advanced writing skills, 108 (50.5%) had reached mastery, 43 (20.1%) were skilled, nine (4.2%) had emerging writing skills, and four (1.9%) students exhibited basic writing skills. The school has therefore met its writing progress goal for 93.9% of students (see Figure 4).

Figure 4



F. External Standardized Measures of Educational Performance

The CSRC required the following standardized tests be administered to students attending city chartered schools:

- The SDRT to all first, second, and third grade students. The test was to be administered between March 15 and April 15, 2007.
- The Wisconsin Student Assessment System tests. These tests were revised for 2005-06 and now include the WKCE – CRT reading and math. The WKCE – CRT was to be administered to all third through eighth and tenth grade students.¹⁴

Results for all students administered the examinations are included in this section.

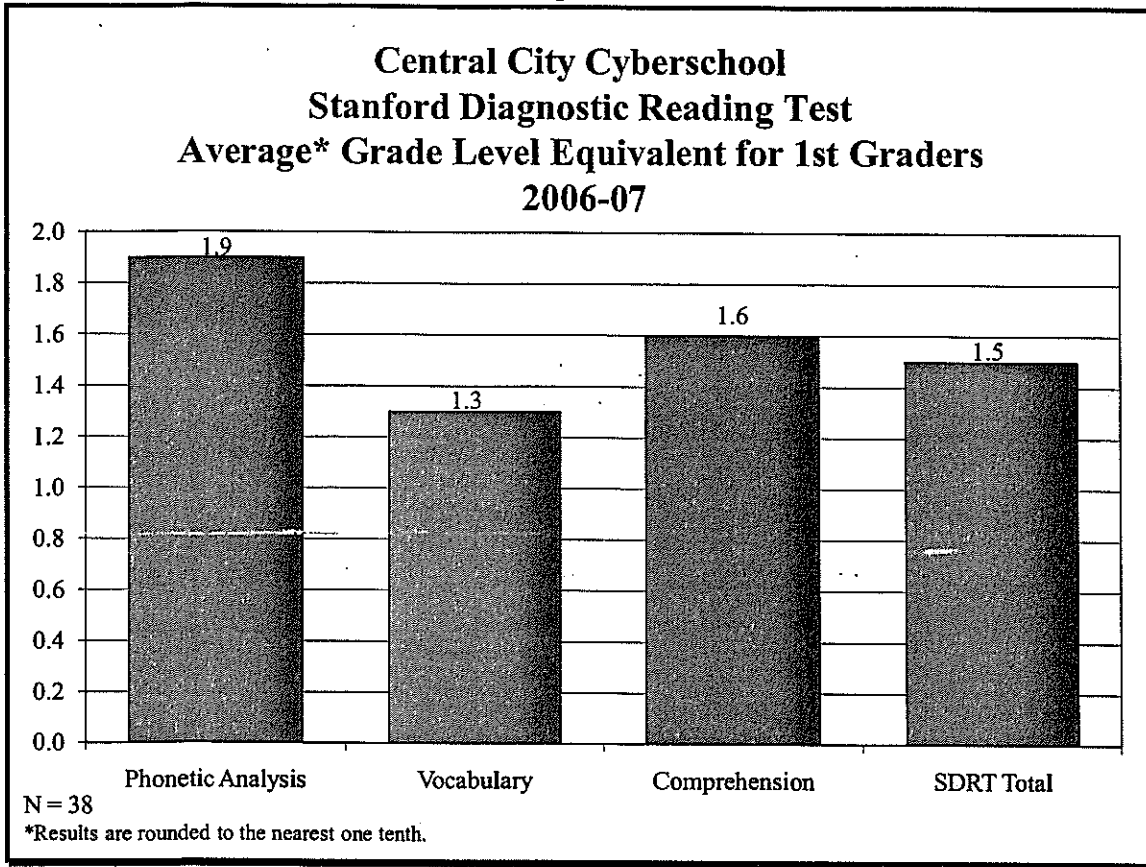
1. SDRT for First Graders

The SDRT is the standardized test required by the CSRC for administration to all first graders enrolled in charter schools. Student performance is reported in phonetic analysis, vocabulary, and comprehension. These scores are summarized in an overall SDRT total.

In March 2007, Cyberschool administered the SDRT to 38 first grade students. Results indicate that first graders were functioning, on average, at 1.3 to 1.9 grade level equivalents (GLE) in reading, depending on the area assessed (see Figure 5 and Table 2).

¹⁴ Students in fourth, eighth, or tenth grade were also tested in language arts, science, and social studies. The subtests are similar to the WKCE used in previous years and are not CRT tests.

Figure 5



**Table 2
Central City Cyberschool
Stanford Diagnostic Reading Test
Grade Level Equivalent for 1st Graders
2006-07
(N = 38)**

Area Tested	Lowest GLE Scored	Highest GLE Scored	Median
Phonetic Analysis	K.6	5.2	1.8
Vocabulary	K.3	2.8	1.3
Comprehension	K.6	2.9	1.7
SDRT Total	K.6	2.6	1.6

Note: Results are rounded to the nearest one tenth.

2. SDRT for Second Graders

In March 2007, the SDRT was administered to 21 second grade students. Results are presented in Figure 6 and Table 3. Second graders were functioning on average from 2.1 to 2.4 GLEs depending on the areas tested with the SDRT.

Figure 6

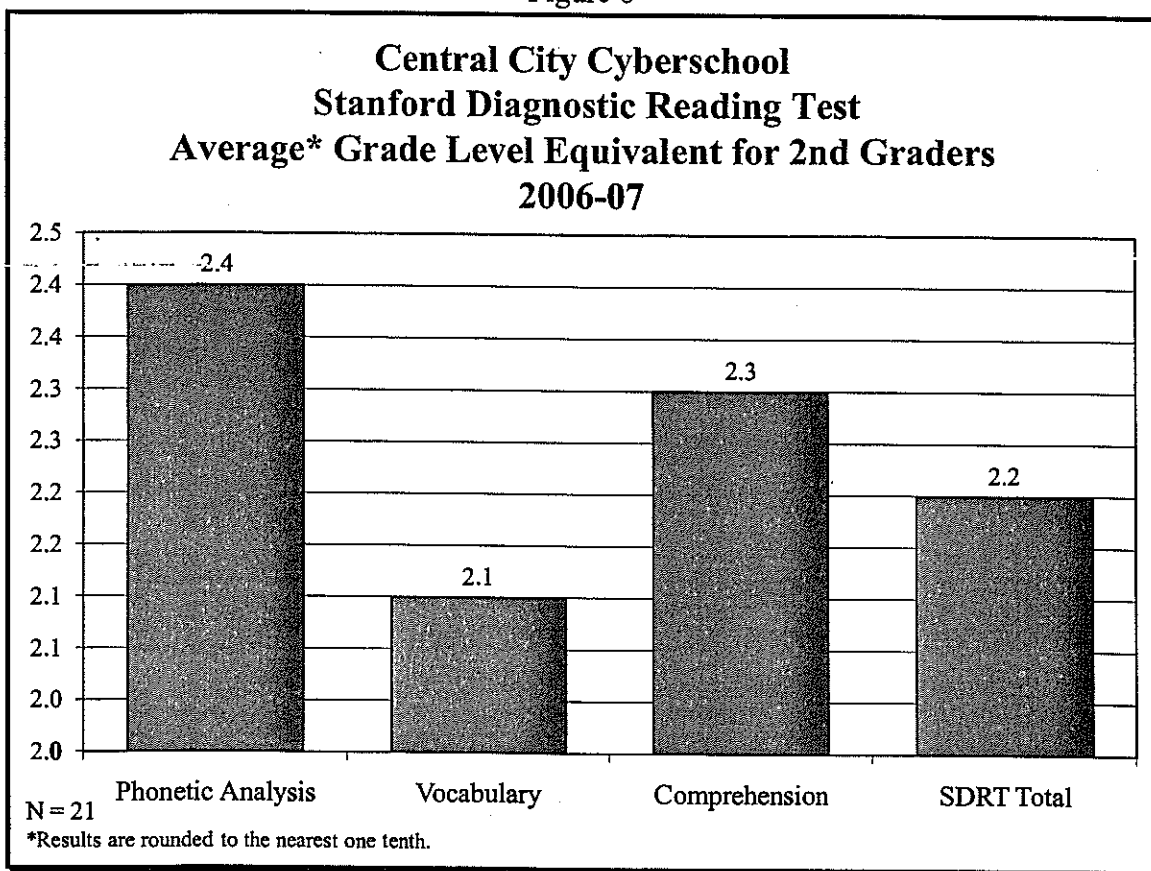


Table 3

Central City Cyberschool
Stanford Diagnostic Reading Test
Grade Level Equivalent for 2nd Graders
2006-07
(N = 21)

Area Tested	Lowest GLE Scored	Highest GLE Scored	Median
Phonetic Analysis	1.3	4.7	2.2
Vocabulary	K.8	4.7	2.0
Comprehension	K.8	5.7	2.0
SDRT Total	1.1	3.4	2.0

Note: Results are rounded to the nearest one tenth.

3. Standardized Tests for Third Graders

a. SDRT for Third Graders

In March 2007, Cyberschool administered the SDRT to third graders. Results indicated that the 29 third graders were, on average, reading at third to fifth grade levels, depending on the area tested (see Figure 7 and Table 4).

Figure 7

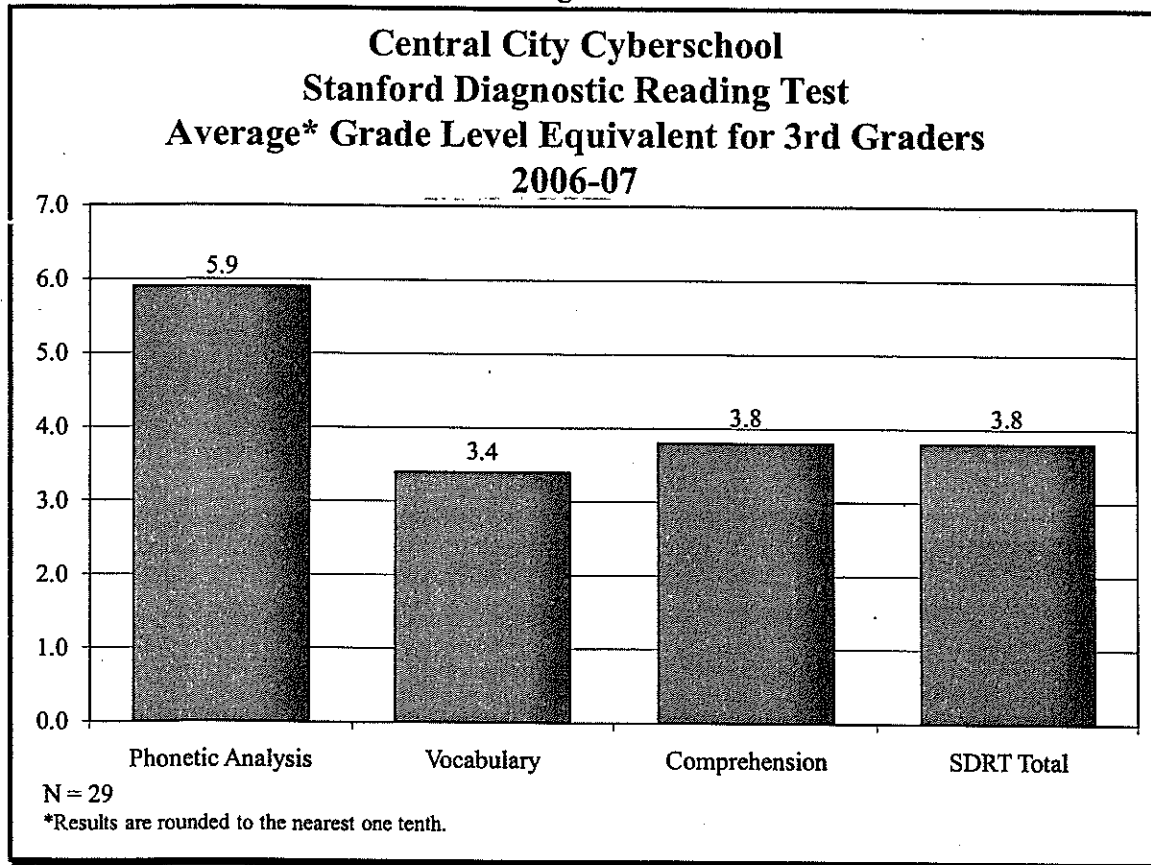


Table 4

**Central City Cyberschool
Stanford Diagnostic Reading Test
Grade Level Equivalent for 3rd Graders
2006-07
(N = 29)**

Area Tested	Lowest GLE Scored	Highest GLE Scored	Median
Phonetic Analysis	K.7	10.8	2.7
Vocabulary	1.5	4.3	2.7
Comprehension	1.2	7.1	2.6
SDRT Total	1.7	5.2	2.5

Note: Results are rounded to the nearest one tenth.

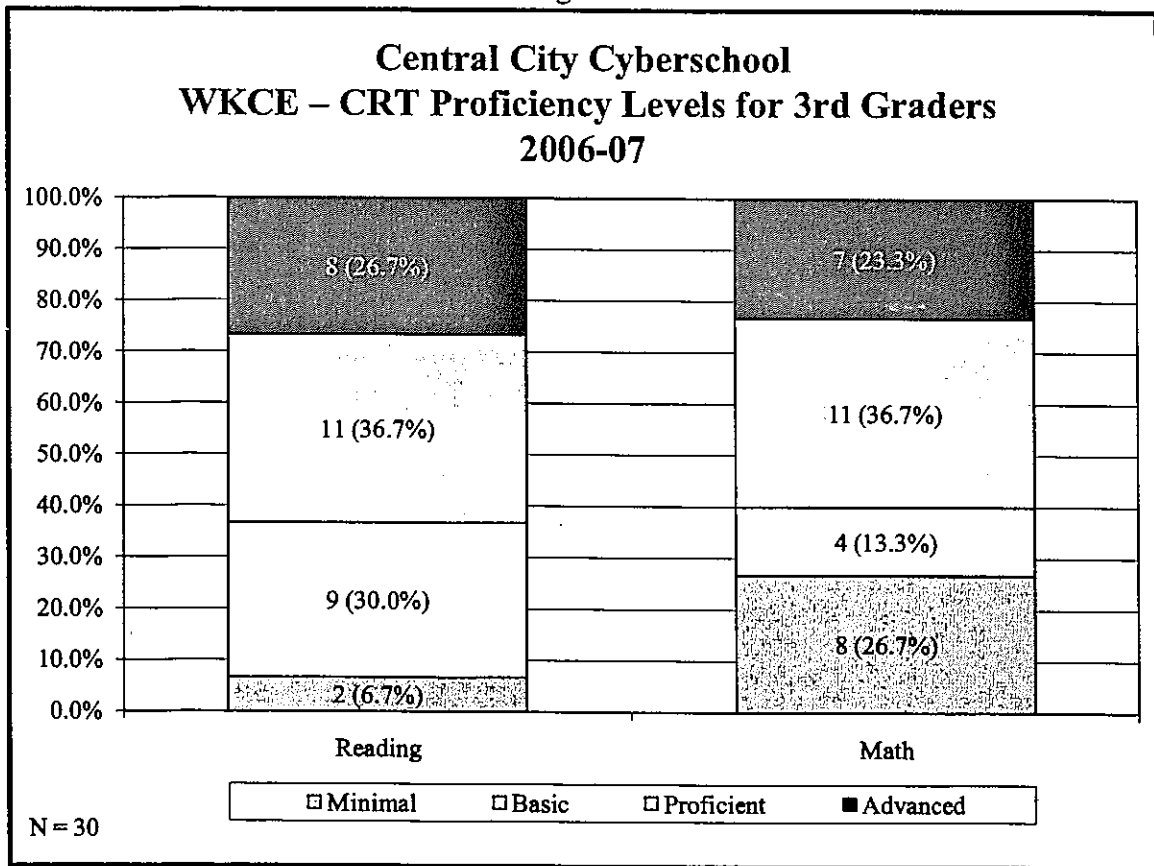
b. WKCE – CRT for Third Graders

In October 2006, third graders were administered the WKCE – CRT reading and math tests.¹⁵ The WKCE – CRT was developed by CTB McGraw-Hill to directly align with Wisconsin model academic standards. Results can be used to describe how students performed relative to these standards. Results are reported as minimal, basic, proficient, or advanced proficiency levels.

This year, 30 Cyberschool third graders were administered the exam. Results show that eight (26.7%) third graders exhibited advanced, 11 (36.7%) scored proficient, nine (30.0%) scored in the basic category, and two (6.7%) students exhibited minimal reading skills.

In math, seven (23.3%) students scored advanced, 11 (36.7%) scored proficient, four (13.3%) basic, and eight (26.7%) students scored in the minimal range (see Figure 8).

Figure 8



¹⁵ This examination is similar to the WKCE and *Terra Nova* examinations used in the State of Wisconsin until 2004-05.

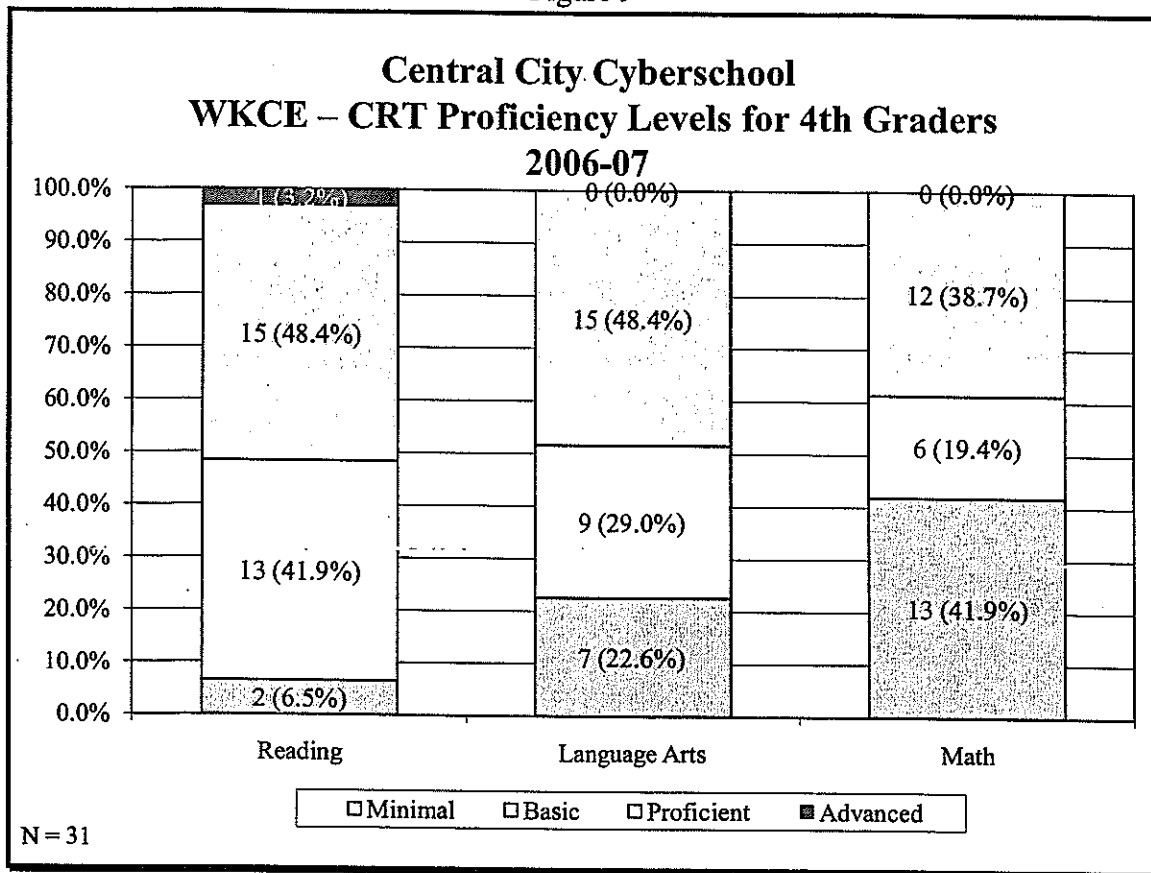
4. WKCE – CRT for Fourth Graders

In October 2006, Wisconsin fourth graders were administered the WKCE – CRT. In addition to reading and math, fourth graders were tested in language arts, science, and social studies.¹⁶ The WKCE – CRT for reading and math was designed by CTB McGraw-Hill to directly align with Wisconsin model academic standards. Student scores on the reading and math part are not nationally normed. Instead, they reflect student performance relative to Wisconsin's standards. Student scores in language arts are based on national norms.

WKCE – CRT scores were provided for 31 Cyberschool fourth grade students. Proficiency indicators in reading, language arts, and math are illustrated in Figure 9. Two (6.5%) fourth graders had minimal reading proficiency, 13 (41.9%) had a basic understanding, 15 (48.4%) were proficient readers, and one (3.2%) fourth grader scored in the advanced readers category. In language arts, seven (22.6%) students had minimal skills, nine (29.0%) had basic skills, 15 (48.4%) had proficient skills, and no students scored in the advanced category. Thirteen (41.9%) students exhibited minimal math skills, six (19.4%) scored in the basic category, 12 (38.7%) were proficient, and no students scored in the advanced category in mathematics.

¹⁶ See Wisconsin DPI, www.dpi.state.wi.us, for details.

Figure 9



The final score from the WKCE – CRT is a writing score. The extended writing sample is scored with two holistic rubrics. A six-point composing rubric evaluates students' ability to control purpose/focus, organization/coherence, develop content, sentence fluency, and word choice. A three-point conventions rubric evaluates students' ability to use punctuation, grammar, capitalization, and spelling. Points received on these two rubrics are combined to produce a single score with a maximum possible score of nine.

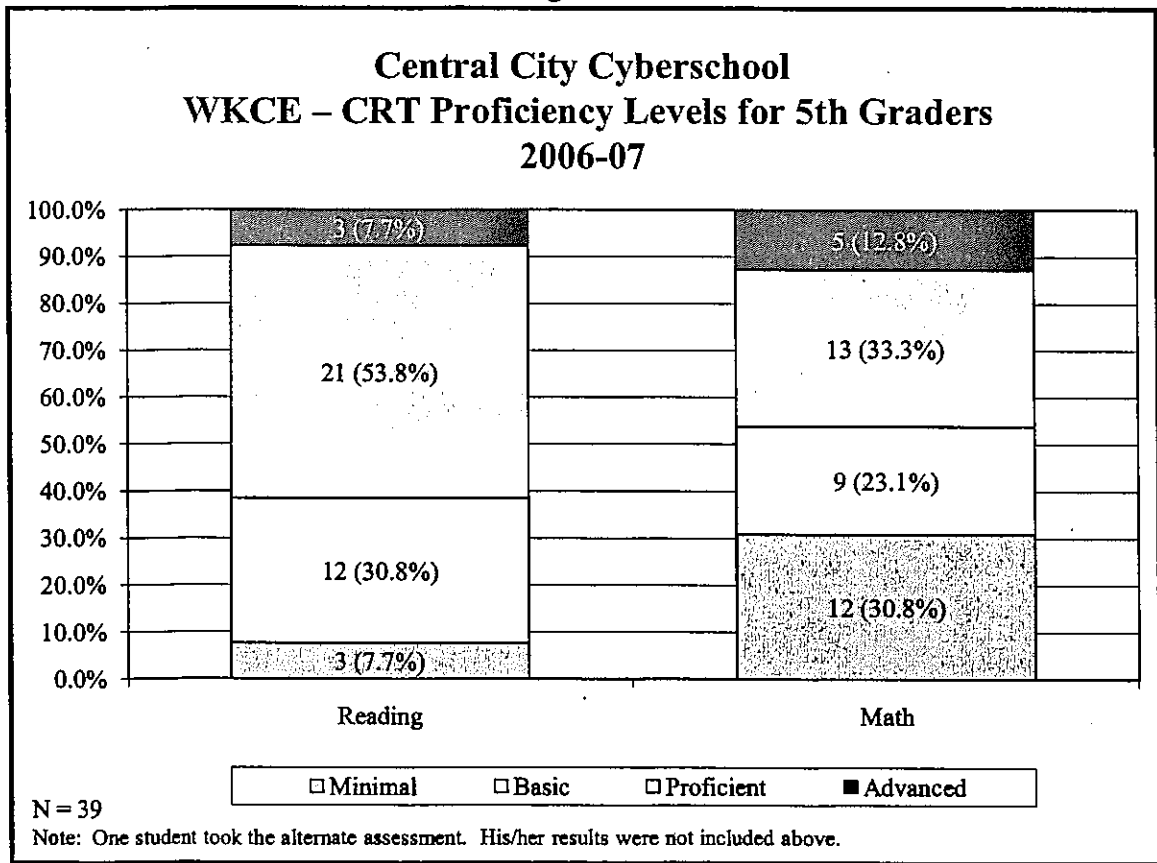
The Cyberschool extended writing scores ranged from 2.0 to 6.5. The median score was 4.5, meaning half of the students scored at or below 4.5, and half scored 4.5 to 6.5 on a scale of zero to nine.

5. WKCE – CRT for Fifth Graders

As required by the CSRC and the DPI, the WKCE – CRT reading and math tests were administered to fifth through seventh graders in October 2006. The CSRC requires that these tests be administered to students to provide a basis for multiple-year student progress. The DPI required all students in third through eighth and tenth grades to participate in the WKCE – CRT testing to meet federal No Child Left Behind requirements.

As illustrated, three (7.7%) fifth graders scored minimal, 12 (30.8%) basic, 21 (53.8%) proficient, and three (7.7%) advanced in reading. In math, 12 (30.8%) students scored in the minimal range, nine (23.1%) in basic, 13 (33.3%) in proficient, and five (12.8%) scored in the advanced range (see Figure 10).

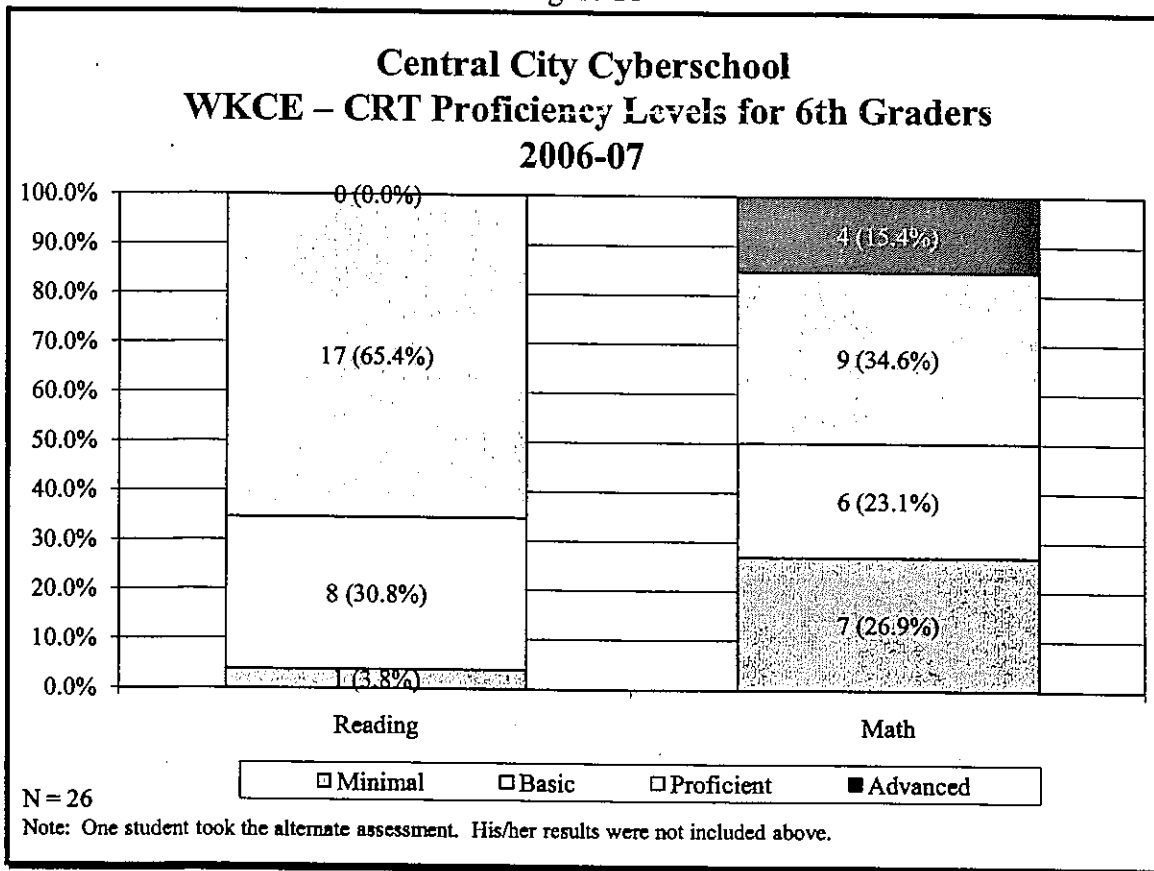
Figure 10



6. WKCE – CRT for Sixth Graders

Sixth graders were administered the WKCE – CRT in October 2006. As illustrated, 17 (65.4%) sixth graders scored proficient and no students scored advanced in reading. In math, nine (34.6%) students scored in the proficient level and four (15.4%) were in the advanced category (see Figure 11).

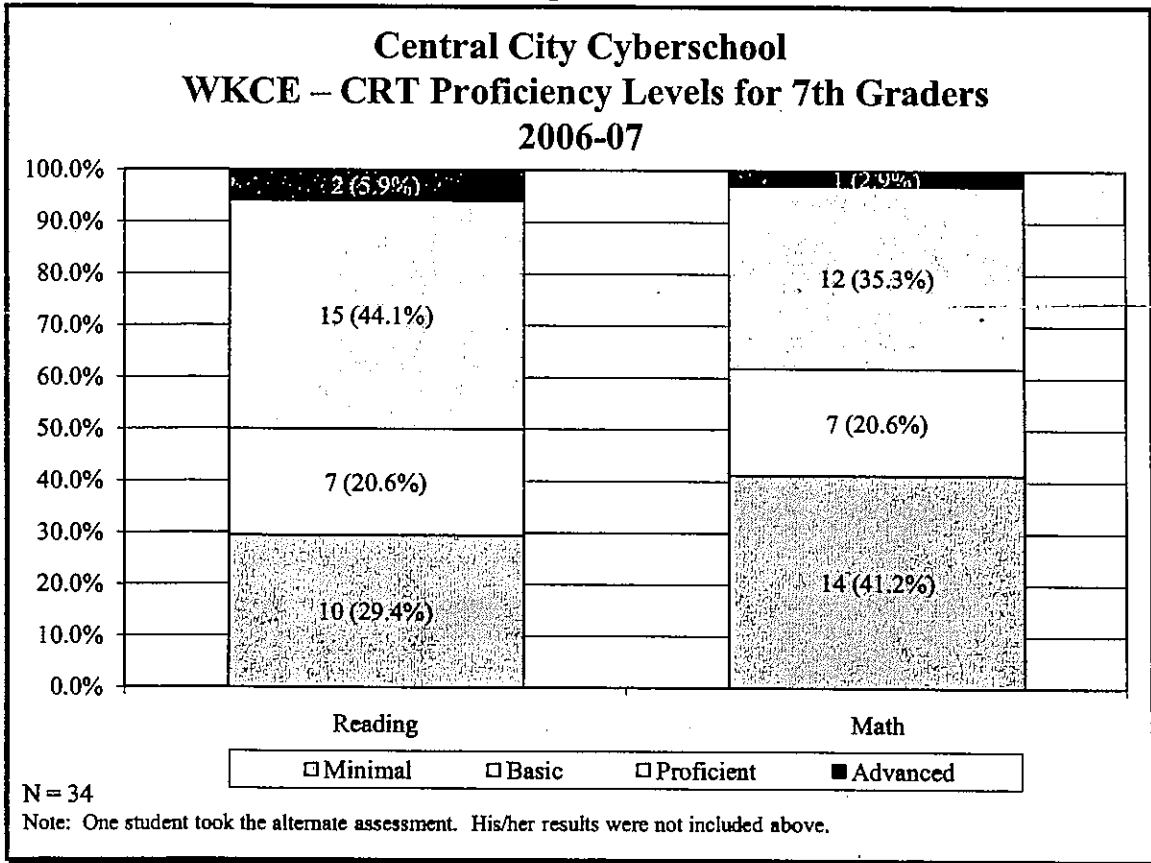
Figure 11



7. WKCE – CRT for Seventh Graders

Proficiency levels for seventh graders are illustrated in Figure 12.

Figure 12

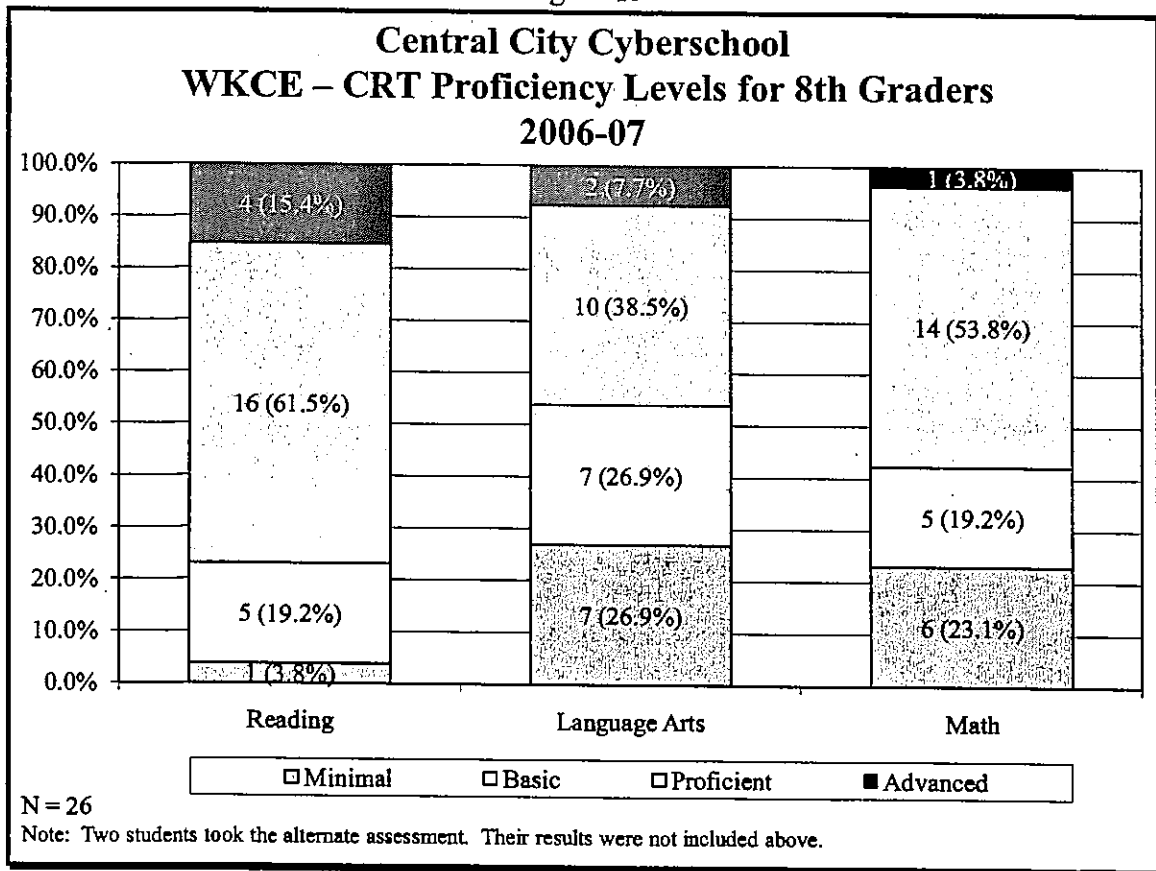


8. WKCE – CRT for Eighth Graders

In October 2006, the WKCE – CRT was administered to Cyberschool eighth grade students. Like the fourth graders, students were tested in reading, language arts, mathematics, science, and social studies. The CSRC requires that results be reported for reading, language arts, and math.

Proficiency indicators for eighth graders are illustrated in Figure 13. For example, one (3.8%) eighth grader scored in the minimal reading proficiency range, while five (19.2%) had a basic understanding, 16 (61.5%) scored in the proficient range, and four (15.4%) students were advanced readers. In terms of language arts ability, seven (26.9%) students demonstrated minimal performance, seven (26.9%) had a basic understanding, ten (38.5%) students had achieved a proficient level, and two (7.7%) students demonstrated an advanced level of language arts skills. In mathematics, six (23.1%) students scored minimal, five (19.2%) were basic, 14 (53.8%) proficient, and one (3.8%) student demonstrated advanced skills.

Figure 13



The final score from the WKCE – CRT is a writing score. The extended writing sample is scored with two holistic rubrics. A six-point composing rubric evaluates students' ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice. A three-point conventions rubric evaluates students' ability to control punctuation, grammar, capitalization, and spelling. Points received on these two rubrics are combined to produce a single score on the report with a maximum possible score of nine.¹⁷ The Cyberschool eighth grade writing scores ranged from 2.0 to 6.0. The median score was 5.0, meaning half of students scored at or below 5.0 and half scored 5.0 to 6.0 on a scale of zero to nine.

G. Multiple-year Student Progress

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. The tests used in these comparisons are the SDRT and the WKCE – CRT.

The CSRC requires that multiple-year progress be reported for students who met proficiency level expectations, i.e., scored at proficient or advanced levels, and for those children who did not meet proficiency level expectations, i.e., tested at minimal or basic levels in the 2005-06 school year. The CSRC expectation was that at least 75.0% of the students who were at the proficient or advanced levels on their previous year's WKCE – CRT reading and math subtests, and who met the full academic year (FAY) definition,¹⁸ would maintain their status of proficient or above. The CSRC expectation for those students who scored below expectations, i.e., at the minimal or basic levels on their previous year's WKCE reading and math tests, was either:

- Advance to the next proficiency level; or
- Advance to the next highest quartile within their previous year's proficiency level.

¹⁷ See www.dpi.state.wi.us/oea/kc_writg.html for details.

¹⁸ Students had to be enrolled in the school on or before September 16, 2005, to meet the definition of an FAY.

Student progress for each group is described in terms of progress in proficiency level achievement.

1. First through Third Grade SDRT

Table 5 describes reading progress as measured by SDRT results in two consecutive academic years for students who were administered the exams in 2005-06 and 2006-07.¹⁹ CSRC expects that students, on average, advance 1.0 GLE. Overall SDRT totals indicated an average improvement of 0.7 GLE from first to second and 1.2 GLE from second to third.

Table 5			
Central City Cyberschool Average GLE Advancement in Reading Based on SDRT Total			
Grade	Average GLE		
	2005-06	2006-07	Advancement
1st to 2nd Grade (n = 16)	1.4	2.1	0.7
2nd to 3rd Grade (n = 22)	2.8	4.0	1.2
Total (N = 38)			1.0

Note: Results are rounded to the nearest one tenth.

¹⁹ FAY requirements did not apply to first through third graders.

Multiple-year student progress can also be examined over two full academic years using the first to third grade SDRT. This year, there were 21 third graders who had been given the SDRT in 2004-05 as first graders. These students advanced an average GLE of 2.1 (see Table 6).

Table 6			
Central City Cyberschool			
Average GLE Advancement from 1st to 3rd Grade			
Based on SDRT Total			
(N = 21)			
Reading	Average GLE		
	1st Grade (2004-05)	3rd Grade (2006-07)	Advancement
SDRT Total	2.0	4.1	2.1

Note: Results are rounded to the nearest one tenth.

2. Students Who Met Proficiency Level Expectations

Tables 7 and 8 include students who reached expected proficiency levels, i.e., proficient or advanced, in reading and/or math in 2005-06. At least 75.0% of these students were expected to maintain these levels in 2006-07. As illustrated, 84.1% of students were able to do so in reading and 90.7% were able to maintain proficient or advanced levels in math. Therefore, Cyberschool met the expectation for maintaining proficiency levels in reading and math. The school exceeded the expectation at every grade level with comparable, reportable scores²⁰ and for the total number of students.

²⁰ To protect student identity, the CSRC requires group sizes of ten or more students.

Table 7			
Central City Cyberschool Reading Proficiency Level Progress for FAY Students Proficient or Advanced in 2005-06 Based on WKCE – CRT			
Grade	Students Proficient/Advanced in 2005-06	Students Maintained Proficient/Advanced in 2006-07	
		N	%
3rd to 4th Grade	12	10	83.3%
4th to 5th Grade	20	16	80.0%
5th to 6th Grade	9	Cannot report due to N size	Cannot report due to N size
6th to 7th Grade	14	11	78.6%
7th to 8th Grade	14	13	92.9%
Total	69	58	84.1%

Table 8			
Central City Cyberschool Math Proficiency Level Progress for FAY Students Proficient or Advanced in 2005-06 Based on WKCE – CRT			
Grade	Students Proficient/Advanced in 2005-06	Students Maintained Proficient/Advanced in 2006-07	
		N	%
3rd to 4th Grade	6	Cannot report due to N size	Cannot report due to N size
4th to 5th Grade	11	9	81.8%
5th to 6th Grade	6	Cannot report due to N size	Cannot report due to N size
6th to 7th Grade	10	9	90.0%
7th to 8th Grade	10	10	100.0%
Total	43	39	90.7%

3. Students Who Did Not Meet Proficiency Level Expectations

The SDRT is used to examine reading progress for first through third graders. Results of the SDRT are provided as GLEs and do not translate to proficiency levels; therefore, CRC selected student scores that were below GLE. The CSRC expects that students who were more than one year behind on the prior test advance more than 1.0 GLE.

There were two second grade students who scored below grade level in the spring of 2006 with comparable test scores in 2007. There were five third graders who scored below grade level as second graders in the spring of 2006. In terms of progress over two years, there were no third graders tested this year who tested below grade level in 2004-05 as first graders. Due to the small size of these cohorts, results could not be included in this report.

2005-2006 to 2006-07	N	Average GLE Advancement
1st to 2nd Grade SDRT	2	Cannot report due to N size
2nd to 3rd Grade SDRT	5	Cannot report due to N size
SDRT Total*	7	Cannot report due to N size

*SDRT total does not translate into proficiency levels. Therefore, CRC selected students who scored below GLE.

The CSRC expects students who did not meet proficiency level expectations in 2005-06 to progress one or more levels or, if they scored in the same level, to show progress to a higher quartile within that level. To examine movement within a proficiency level, CRC divided the minimal and basic levels into quartiles. The lower threshold for the minimal level was the lowest scale score possible on the examination. The upper threshold reflected the scale score used by DPI to establish proficiency levels.

As illustrated in Table 10, 50.0% of students who were below proficiency expectations in 2005-06 showed improvement by progressing to a higher proficiency level or quartile in reading.

Table 10					
Central City Cyberschool Reading Proficiency Level Progress for FAY Students Minimal or Basic in 2005-06 Based on WKCE – CRT					
Grade	# Students Minimal/ Basic in 2005-06	# Students Who Advanced One Proficiency Level 2006-07	If Not Advanced, # Who Improved Quartile(s) within Proficiency Level 2006-07	Total Proficiency Level Advancement	
				N	%
3rd to 4th Grade	12	5	0	5	41.7%
4th to 5th Grade	12	4	3	7	58.3%
5th to 6th Grade	8	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size	
6th to 7th Grade	10	2	1	3	30.0%
7th to 8th Grade	8	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size	
Total	50	18	7	25	50.0%

Proficiency level progress in math is described in Table 11. Overall, 62.3% of students who did not meet proficiency level expectations, i.e., scored minimal or basic, in 2005-06 either advanced one proficiency level (N = 37) or, if they did not advance a level, improved at least one quartile within their level (N = 11).

Table 11					
Central City Cyberschool Math Proficiency Level Progress for FAY Students Minimal or Basic in 2005-06 Based on WKCE – CRT					
Grade	# Students Minimal/ Basic in 2005-06	# Students Who Advanced One Proficiency Level 2006-07	If Not Advanced, # Who Improved Quartile(s) within Proficiency Level 2006-07	Total Proficiency Level Advancement	
				N	%
3rd to 4th Grade	18	8	4	12	66.7%
4th to 5th Grade	21	12	2	14	66.7%
5th to 6th Grade	12	8	2	10	83.3%
6th to 7th Grade	14	5	2	7	50.0%
7th to 8th Grade	12	4	1	5	41.7%
Total	77	37	11	48	62.3%

These data indicate that Cyberschool met advancement expectations for 50.0% to 62.3% of students who scored at the basic or minimal proficiency levels in the fall of 2005.

H. Annual Review of the School's Adequate Yearly Progress

1. Background Information²¹

State and federal laws require the annual review of school performance to determine student academic achievement and progress. In Wisconsin, the annual review of performance required by the federal No Child Left Behind Act is based on each school's performance on four objectives:

- The test participation of all students enrolled;
- A required academic indicator (either graduation or attendance rate);
- The proficiency rate in reading; and
- The proficiency rate in mathematics.

In Wisconsin, the DPI releases an Annual Review of School Performance for each chartered school with information about whether that school has met the criteria for each of the four required adequate yearly progress (AYP) objectives. If a school fails to meet the criteria in the same AYP objective for two consecutive years, the school is designated as "identified for improvement." Once designated as "identified for improvement," the school must meet the annual review criteria for two consecutive years in the same AYP objective to be removed from the status designation.

The possible school status designations are:

- "Satisfactory," which means the school is not in improvement status.
- "School Identified for Improvement" (SIFI), which means the school does not meet AYP for two consecutive years in the same objective.

²¹ This information is taken from the DPI website: www.dpi.state.wi.us/oea/annrvw07.html.

- SIFI Levels 1-5, which means the school missed at least one of the AYP objectives and is subject to the State requirements and additional Title I sanctions, if applicable, assigned to that level.
- SIFI Levels 1-4 Improved, which means the school met the AYP in the year tested but remains subject to sanctions due to the prior year. AYP must be met for two years in a row in that objective to be removed from “improvement” status and returned to “satisfactory” status.
- Title I Status identifies if Title I funds are directed to this school, and if so, the school is subject to federal sanctions.

2. Adequate Yearly Progress: Central City Cyberschool Summary²²

According to Cyberschool’s Adequate Yearly Progress Review Summary for 2006-07, published by the DPI, Cyberschool reached adequate yearly progress in all four of the AYP objectives: test participation, attendance, reading, and mathematics for 2006-07. The school’s status rating for test participation, attendance, reading, and mathematics was “Satisfactory.” The school met the state’s requirement for AYP. Cyberschool’s improvement status was upgraded from “Level 3 Improved” to “Satisfactory” because the school met AYP for two years in a row in all areas.

²² For a copy of Cyberschool’s Annual Review of School Performance, see: http://www2.dpi.state.wi.us/sifi/AYP_Summary.

IV. CONCLUSION/RECOMMENDATIONS

This report covers the eighth year of Central City Cyberschool's operation as a City of Milwaukee charter school. For the 2006-07 academic year, Cyberschool has met all but one of its educationally related contract provisions, the provision regarding teacher licensure. In addition to the information explained in the body of this report, please see Appendix A for an outline of specific contract provision compliance information.

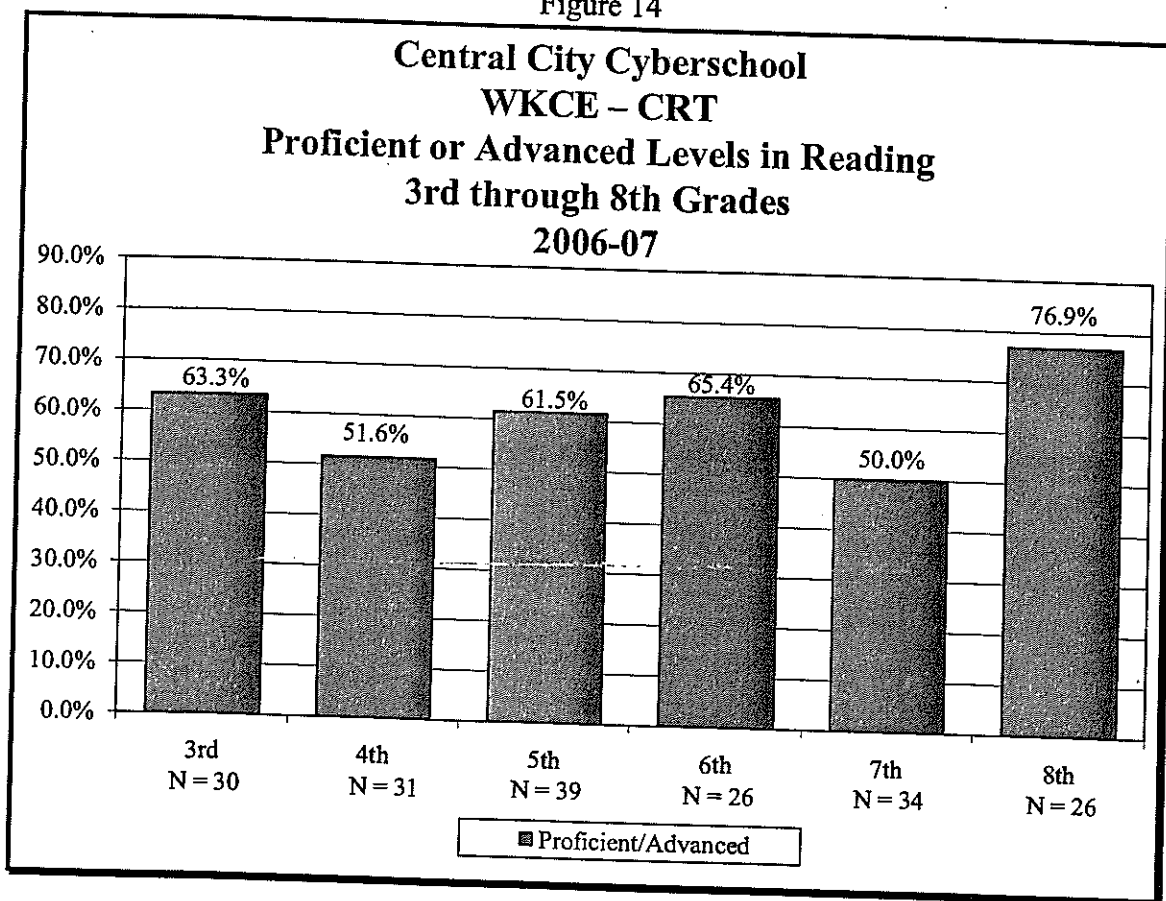
The major educational findings for this year were as follows:

- Average student attendance was 87.4%, exceeding the school's goal of 85.0%.
- Parents of 95.0% of students attended the fall parent teacher conferences and parents of 96.2% of students attended the spring conference, exceeding the school's goal of 80.0%.
- Based on each area measured, Cyberschool's local measures results indicated that:
 - ▶ 94.0% of the K5 through sixth grade students demonstrated improvement on the literacy measure (DIBELS) from the first to second, second to third, or first to third assessment;
 - ▶ 10 (83.3%) of 12 students identified as needing corrective reading intervention progressed from fall to spring;
 - ▶ 89.3% of 225 students met or surpassed the goal of reaching skilled, mastery, or advanced levels in math benchmarks; and
 - ▶ 73.9% of 214 students reached mastery or advanced levels in writing skills noted on their progress reports.

Standardized tests results for Cyberschool students were as follows:

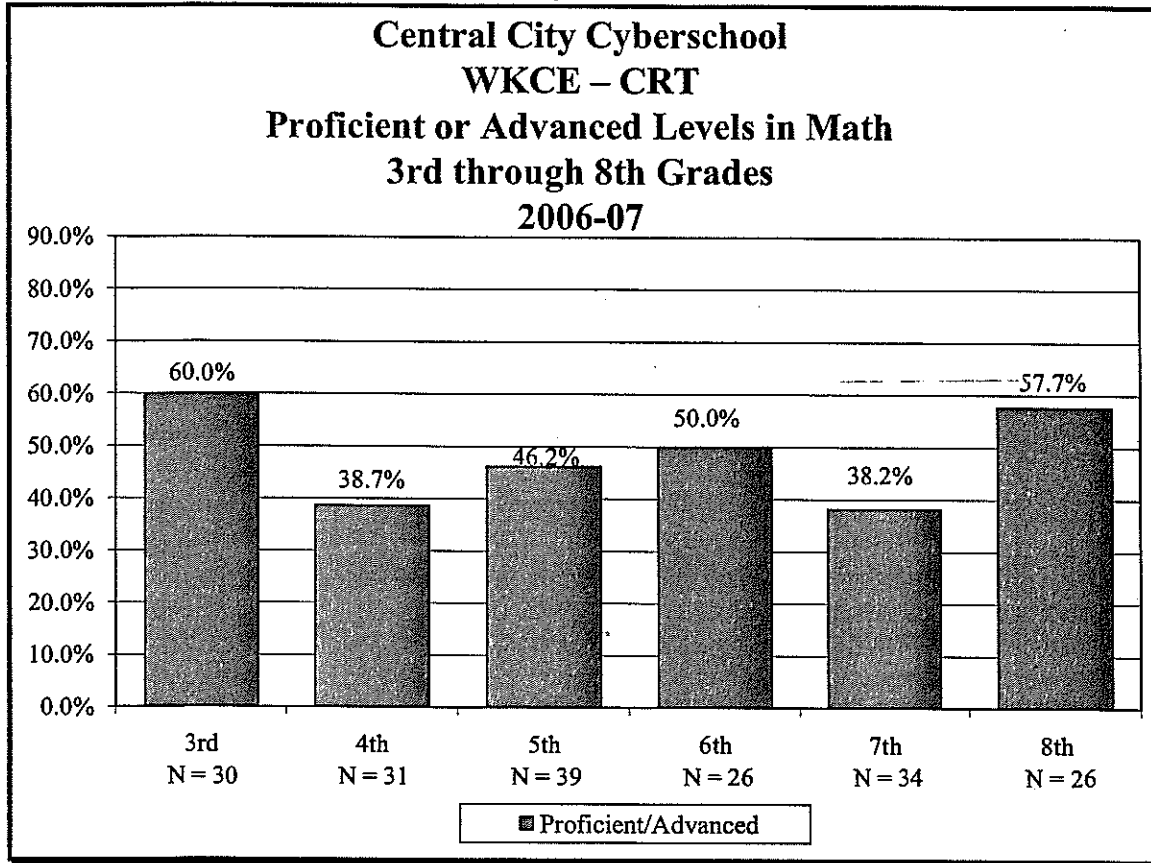
- The March 2007 SDRT results indicated that:
 - ▶ First graders were, on average, reading at 1.5 GLE;
 - ▶ Second graders were at 2.2 GLE; and
 - ▶ Third graders were at 3.8 GLE.
- The WKCE – CRT for third through eighth graders indicated that the following percentage of students were proficient or advanced in reading:

Figure 14



The following were proficient or advanced in math:

Figure 15



- SDRT multiple-year advancement results indicated that in reading, second and third graders advanced an average of 0.7 GLEs and 1.2 GLEs, respectively.
- WKCE – CRT multiple-year advancement results for students who met proficiency level expectations in 2006-07 indicated the following:
 - ▶ 84.1% of 69 fourth through eighth graders maintained a proficient or advanced level in reading, exceeding the CSRC's expectation of at least 75.0%.
 - ▶ 90.7% of 43 fourth through eighth graders maintained a proficient or advanced level in math, exceeding the CSRC's expectation of at least 75.0%.
- Multiple-year advancement results for students below grade level expectations in reading in 2005-06 based on the SDRT could not be reported due to the small size of the group (two second graders and five third graders):

- Multiple-year advancement results for students below proficiency level expectations in 2005-06 indicated that:
 - ▶ 50.0% of 50 fourth through eighth graders advanced either one proficiency level or one quartile within the previous year's proficiency level in reading.
 - ▶ 62.3% of 77 fourth through eighth graders advanced either one proficiency level or one quartile within the previous year's proficiency level in math.

After reviewing the information in this report and considering the information gathered during the administration interview in May 2007, it is recommended that the focus of activities for the 2007-08 school year include the following:

- Focus on achievement in mathematics, particularly the basic skills necessary to supplement the Everyday Math curriculum. Consider acquiring software programs to increase student practice opportunities.
- Continue to implement strategies to improve reading levels at all grade levels.
- Continue implementation of the Responsive Classroom and Second Step curricula.

Appendix A

Contract Compliance Chart

Central City Cyberschool of Milwaukee, Inc.

Overview of Compliance for Educationally Related Contract Provisions
2006-07

Section of Contract	Educationally Related Contract Provision	Monitoring Report Reference Page	Contract Provision Met or not Met
Section B	Description of educational program.	pp. 2-4	Met
Section B	Educational program of at least 875 hours of instruction.	p. 7	Met
Section C	Educational methods.	pp. 2-3	Met
Section D	Administration of required standardized tests.	pp. 21-32	Met
Section D	Academic criteria #1: Maintain local measures, showing pupil growth in demonstrating curricular goals.	pp. 15-20	Met
Section D and subsequent memos from the CSRC	Academic criteria #2 Year-to-year Achievement Measure:		
	a. Second and third grade students: advance an average of 1.0 GLE in reading.	a. pp. 33-34	a. Met*
	b. Fourth through eighth grade students proficient or advanced in reading: at least 75.0% maintain proficiency levels.	b. pp. 34-35	b. Met for 84.1% of 69 fourth through eighth grade students.
	c. Fifth through eighth grade students proficient or advanced in language arts: at least 75.0% maintain proficiency levels.		c. N/A**
Section D and subsequent memos from the CSRC	d. Fourth through eighth grade students proficient or advanced in math: at least 75.0% maintain proficiency level.	d. pp. 34-35	d. Met for 90.7% of 43 fourth through eighth grade students.
	Academic criteria #3 Year-to-year Achievement Measure:		
	a. Second and third grade students with below grade level 2005-06 scores in reading: advance more than 1.0 GLE in reading.	a. p. 36	a. N/A***
	b. Fourth through eighth grade students below proficient level in 2005-06 in reading: advance one level of proficiency or to the next quartile within their proficiency level range.	b. p. 37	b. Met for 50.0% of 50 fourth through eighth grade students.
Section D and subsequent memos from the CSRC	c. Fifth through eighth grade students below proficient level in 2005-06 in language arts: advance one level of proficiency or to the next quartile within their proficiency level range.	c. p. 37	c. N/A**
	d. Fourth through eighth grade students below proficient level in 2005-06 in math: advance one level of proficiency or to the next quartile within their proficiency level range.	d. p. 37	d. Met for 62.3% of 77 fourth through eighth grade students.
Section E	Parental involvement.	p. 7-9	Met
Section F	Instructional staff hold a DPI license or permit to teach.	pp. 4-6	Not met****
Section I	Maintain pupil database information for each pupil.	pp. 10-11	Met
Section K	Disciplining procedures.	pp. 9-10	Met

*On average, second graders advanced 0.7 GLE and third graders advanced 1.2 GLE for an overall average gain of 1.0 GLEs. Note: 21 third graders with two-year comparable scores advanced an average of 2.1 GLEs.

**WKCE – CRT includes language arts for fourth and eighth grades only; therefore, year-to-year change is no longer measurable.

***Second and third grade group sizes were too small to report individually or combined.

****One K4 teacher did not hold a valid DPI license or permit.

Appendix B

Outcome Measure Agreement Memo

CENTRAL CITY CYBERSCHOOL OF MILWAUKEE (C³)

4301 North 44th Street
Milwaukee, WI 53216
(414) 444-2330; (414) 444-2435 Fax
cfaltz@cyberschool-milwaukee.org

M E M O R A N D U M

DATE: January 12, 2007
TO: Susan Gramling, CRC
FROM: Christine Faltz, Ph.D., Executive Director/Lead Teachers
RE: Outcome Measure Agreement

The following describes the educational outcomes CRC will use to monitor our education programs for the 2006-2007 school year. Beneath each description is a list of data elements we will provide in order for you to write the annual programmatic report. Standardized test score results will be provided on copies of official printouts. All other data will be reported in an electronic format, i.e. a database or spreadsheet. If there are any items that require modifications do not hesitate to call me.

DATA NEEDED:

Student ID#
Student name
Student grade level
Student gender
Student ethnicity/race

ATTENDANCE: The school will maintain an average daily attendance rate of 85%.

DATA NEEDED:

Number days expected attendance (should equal to #attend+#absent)
Number days attended
Number days absent (include excused & unexcused absences)

ENROLLMENTS: Student enrollment data will be regularly updated in the Cyberschool's database.

DATA NEEDED:

Enrollment date

TERMINATIONS: The school will record the date and reasons for the termination of every student leaving the school, if known.

DATA NEEDED:

Withdraw date
Withdraw reason

STUDENTS WITH SPECIAL EDUCATION NEEDS: The school will maintain updated records on all students with special needs including date of IEP assessment, assessment outcome, IEP completion date, IEP review dates, and any reassessment results.

DATA NEEDED:

For each student:

Special Education Needs Y/N

If special education needs, type (e.g., EBD, LD, etc.)

IEP request date

IEP initial completed? Y/N

If IEP initial completed = Y, date IEP initial completed

Each IEP review date

Parent participation in each review Y/N

If no parent participation, why not? (mutually exclusive response) 1=parent not notified, 2=parent notified but unable to attend, 3= parent notified but did not respond

Parent's of children with special needs Satisfaction Survey results

PARENT CONFERENCES: On average, 80% of parents will attend scheduled parent/teacher conferences. Dates for the events and parent(s) participating per classroom will be recorded.

DATA NEEDED:

Number of conferences scheduled

Number of parents who participated in each conference

STAFF DEVELOPMENT: The Cyberschool is continuing to implement a professional development plan that focuses on Reading First (K-3), Open Court literacy (grades K-6), Everyday Math, and the Responsive Classroom (grades K-8).

Provide a list on staff development sessions offered during the year, with dates and attendees.

ACADEMIC ACHIEVEMENT:

LOCAL MEASURES:

(1) All students in grades K5 through 6 will be administered the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment three times during the academic year (September, January & April). At least 90% of students will improve their score on the subsequent assessment, September to January, and January to April.

DATA NEEDED:

DIBELS results for each student in September, January and April:

(2) All students in 7th and 8th grade will be assessed in September and those reading below grade level will participate in the *Corrective Reading* intervention daily. At least 90% of *Corrective Reading* students will improve their fluency and comprehension skills as measured by the weekly *Corrective Reading* assessment from September to April.

DATA NEEDED:

Corrective Reading weekly assessment results for each 7/8 student in reading intervention.

(3) On average students in Grades 1 through 8 will earn a "Skilled" score or higher on 80% of their *Mathematics Progress Report* benchmarks in quarter 4.

DATA NEEDED:

Progress Report results for each student in grades 1-8 for quarter 4:

(4) Eighty percent of students in Grades 1 through 8 will earn a "Skilled" score or higher on their Writing Progress Report benchmark in quarter 4.

DATA NEEDED:

Progress Report results for each student in grades 1-8 for quarter 4:

STANDARDIZED MEASURES:

Grade Level: 1, 2 & 3 Measurement tool: Stanford Diagnostic Reading Test

The SDRT will be administered on an annual basis in the spring, between March 15 and April 15. First year testing will serve as baseline data. Progress will be assessed based on the results of the testing in reading in the second and subsequent school years.

DATA NEEDED:

SDRT GLEs for First, Second & Third Graders

phonetic analysis

Vocabulary

Comprehension

SDRT total

Grade Level: 3, 4, 5, 6, 7, & 8 Measurement tools: Wisconsin Knowledge Concepts Exam

The WKCE CRT will be administered on an annual basis in the time frame identified by the State Department of Public Instruction. The WKCE will provide each student with a proficiency level based on a scale score in reading and mathematics.

DATA NEEDED:

WKCE for Third through Eighth Graders

Proficiency levels/Scale scores

Reading

Math

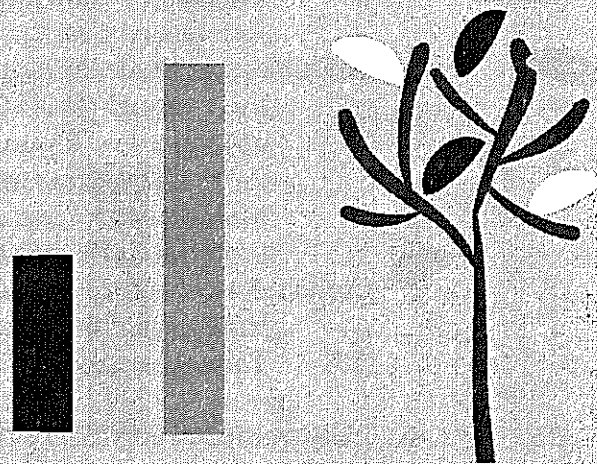
Downtown Montessori Academy, Inc.

Programmatic Profile and Educational Performance

2006-07 School Year

Report Date: September 2007

Janice Ereth, Ph.D.
Susan Gramling
Theresa Healy



Prepared by:



*Children's Research Center
426 S. Yellowstone Drive, Suite 250
Madison, WI 53719
Voice (608) 831-1180 fax (608) 831-6446
www.nccd-crc.org*

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Appendix A: Contract Compliance Chart

Appendix B: Outcome Measures Agreement Memo

Prepared for:

Downtown Montessori Academy, Inc.

2705 South Graham Street

Milwaukee, WI 53207

EXECUTIVE SUMMARY
For
Downtown Montessori Academy, Inc.
Ninth Year of Operation as a City of Milwaukee Charter School
2006-07

This ninth annual report on the operation of Downtown Montessori Academy, Inc., charter school is a result of the intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), school staff, and the Children's Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has determined the following:

I. CONTRACT COMPLIANCE SUMMARY¹

Downtown Montessori has met all of the provisions in its contract with the City of Milwaukee and subsequent requirements of the CSRC. See Appendix A for an outline of specific contract provision compliance information.

II. PERFORMANCE CRITERIA

A. Local Measures

1. Secondary Measures of Academic Progress

To meet City of Milwaukee requirements, Downtown Montessori identified measurable, educationally related outcomes in the following areas:

- Attendance;
- Student demographics such as student return rate and special education requirements; and
- Parent involvement.

The school achieved its goals in all of these outcomes.

2. Primary Educational Measures of Academic Progress

The CSRC requires that the school track student progress in reading, writing, and mathematics 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.

This year, Downtown Montessori's local measures of academic progress resulted in the following:

¹ See Appendix A for a list of each educationally related contract provision, page references, and a description of whether or not each provision was met.

- By the end of the school year, pre-kindergarten and kindergarten students reached steady progress in or mastery of the following skills:
 - ▶ 99.3% of the practical life skills;
 - ▶ 99.3% of the sensorial discrimination skills;
 - ▶ 96.0% of the math skills;
 - ▶ 97.1% of the language skills; and
 - ▶ 99.0% of the cultural skills.

- By the end of the school year, first through sixth graders reached “proficient,” “advanced,” or showed progress in:
 - ▶ 93.8% of reading skills;
 - ▶ 67.5% of grammar skills;
 - ▶ 57.8% of math skills; and
 - ▶ 30 of 31 students exhibited proficient or advanced writing skills.

- On average, students scored 91.8% on the McGraw-Hill reading program unit tests administered throughout the school year.

B. Year-to-year Academic Achievement on Standardized Tests.

Downtown Montessori administered all required standardized tests noted in their contract with the City of Milwaukee. Multiple-year student progress is described below.

- SDRT multiple-year advancement results indicated that second and third graders advanced an average of 2.8 grade level equivalents in reading.
- WKCE – CRT results were not reportable due to the small cohort size.

III. RECOMMENDATIONS

The school substantially addressed the recommendations made in its 2005-06 Programmatic Profile and Educational Performance report. To continue a focused school improvement plan, it is recommended that the focus of activities for the 2007-08 year include the following:

- Board of Directors focus on a succession plan for the school’s administrator.
- Focus on stabilizing the growth of the school by developing a specific plan for adding seventh and eighth grades, such as adding a teacher to work with the higher-level students and adding an additional lower-level team teacher to accommodate the additional students expected in the fall.
- Improve the use of Powerschool in order to supply all data to CRC electronically. Specifically:

- ▶ A regularly updated student roster listing student's name, identification number, grade, gender, ethnicity, enrollment date, withdrawal date, and reason for withdrawal;
- ▶ An electronic attendance data extract; and
- ▶ Report card data extract.

I. INTRODUCTION

This report is the ninth annual program monitoring report to address educational outcomes at Downtown Montessori Academy, Inc., a City of Milwaukee charter school.² This report was prepared as a result of a contract between the City of Milwaukee Charter School Review Committee (CSRC) and the Children's Research Center (CRC). It is one component of the monitoring program undertaken by the CSRC.

The process used to gather the information in this report included the following:

- CRC staff visited the school and conducted a structured interview with the program director. Critical documents were reviewed and copies were obtained for CRC files, and classroom instruction was observed with notes recorded on student-teacher interactions.
- CRC staff read case files for selected special education students to ensure that Individual Education Programs (IEP) were up-to-date.
- CRC staff conducted an end-of-year structured interview with the program director.
- CRC staff obtained a copy of Downtown Montessori's database. The school supplied report cards in a Microsoft Excel spreadsheet and standardized tests results information on paper.
- CRC staff compiled and analyzed results.

² The City of Milwaukee Common Council chartered five schools in the 2006-07 academic year.

II. PROGRAMMATIC PROFILE

Downtown Montessori Academy, Inc.

Address: 2705 South Graham Street³
Milwaukee, WI 53207

Telephone: (414) 744-6005

Program Director: Ms. Virginia Flynn

A. Philosophy and Description of Educational Methodology

1. Montessori Approach

Downtown Montessori Academy, Inc. (Downtown Montessori) delivers a valid Montessori program, as interpreted by the Association Montessori Internationale or American Montessori Society. The Montessori approach is a planned academic program, based on the educational model developed by Dr. Maria Montessori, in which each child's inborn desire to learn is nurtured through an academic program that follows the natural path of a child's development. In the Montessori environment, the child is exposed to a wide range of educational opportunities and activities that follow a developmental progression. Individual learning is emphasized by offering a series of increasingly challenging exercises aimed at allowing students to develop their skills by utilizing a discovery, rather than a didactic, approach.

As described in its 2006-07 *Parent-Student Handbook*, Downtown Montessori is divided into two levels of programming—the Children's House and the Elementary Program. The Children's House contains the Montessori Primary Program and is open to students ages 2 ½ through 6 years old. Children age 5 on or before September 1 may attend full-day Montessori sessions.

³ Prior to September 2006, the school was located at 2319 Kenwood Blvd., Milwaukee, WI.

The Children's House provides a prepared environment to meet the needs of children, where they work individually and collaboratively with sensorial materials that engage their curiosity. Children are free to explore and observe at their own pace. The variety of sensorial experiences enables children to refine and classify their impressions of the world around them. The classroom engages children with numbers and language, writing and reading, the tools for reasoning and communication, and the basis of self-directed learning.

At the elementary level, the school continues to provide multi-age grouping in an environment that encourages cooperative learning and self-discipline for first through sixth grade students. The Elementary Program is based on "Great Stories" and explores everything from the microscopic to the cosmic, allowing children to discover the interrelatedness of all things. The program builds on the foundations of the Children's House program, where the children learn through discovery, experimentation, and exploration at an individualized pace. An interdisciplinary approach to learning is also emphasized, as is respect for self and community. Materials and group activities develop individual and collaborative skills in the areas of biology, mathematics, language, history, geography, music, and the visual arts. The environment reinforces children's natural curiosity and community; they learn ways of inquiring, investigating, and resolving questions.

Extensions of classroom study are experienced through community involvement, which gradually enables students to grow from classroom citizens to citizens in society at large. The school is also a member of the Urban Ecology Center. The center, located on the Milwaukee River, provides a coordinated science and environmental program for students.

2. Teacher Information

During the 2006-07 academic year, there were four teachers in four classrooms at Downtown Montessori. The classrooms included two Children's House classrooms for 3- to 6-year olds (or K3 through K5) and two elementary classrooms. All four teachers held valid Wisconsin Department of Education (DPI) licenses or permits. In addition, all four DPI-licensed teachers held Montessori certification. The school employed four classroom assistants (two licensed as special education aides) to assist in the classrooms as needed.

Montessori teachers serve as student guides, with the students working at their own pace. The areas of discovery are ordered into a sequentially progressive curriculum that is commensurate with the development of the child.

Staff training and in-services included the following activities:

- A summer in-service was held prior to the beginning of the academic year that focused on school history, vision and mission, and the inclusive classroom.
- Throughout the year, monthly staff meetings stressed the inclusive classroom to ensure that the teachers were meeting the needs of all learners.
- Two in-house workshops were held on "Understanding Autism."
- A workshop on special education and the Individuals with Disabilities Education Act (IDEA) and a workshop on the new guidelines for early intervention were held.

3. Parental Involvement

Because parents bring their children into the school building each day, they have a unique opportunity for daily communication with the teachers. The *Parent-Student Handbook* states that the school encourages and expects all parents to spend at least three hours per year of school-based service activities and to visit their child's classroom at least once a year. Teachers encouraged parental involvement by sending a letter and calendar home at the start of each

month. Teacher email addresses were shared with parents, and Downtown Montessori held two parent conferences during the academic year, as well as several parent informational meetings and programs. Downtown Montessori also published the annual *Parent-Student Handbook*.

Parents were invited to attend the fall festival/sock hop, the winter sing, the elementary mother's day tea, the kindergarten graduation, and the picnic at Humboldt Park on the last day of school. As part of the enrollment process, parents were asked to complete a parent volunteer information sheet and sign contracts with Downtown Montessori that covered such areas as parental involvement, field trip permission, and emergency medical care.

4. Discipline Policy

The school's discipline policy was published in the 2006-07 *Parent-Student Handbook*. It indicated that when dealing with discipline, it is most important to create a consistent environment for the children. Adult reactions to the child are tested daily, and when the actions of a child demand correction, it is most important that all adults who are involved with the child deal with the problem in the same way.

The Montessori method encourages children to make choices and develop responsibility for their own actions. Discipline is used to help, not punish, the child. The method of corrective discipline endorsed by Downtown Montessori has grown out of the Montessori approach. When a child is involved in actions contrary to established rules, the goal is to redirect the child to other activities.

All staff and parents serve as role models for the children, as demonstrated by their conduct with the children, other staff, and other parents. Each child should be dealt with positively; parents and staff should avoid showing anger.

The "time out" procedure is used if redirection of the child does not work. The length of the time out is limited, and the child must sit in full view of staff.

When, in the judgment of the teacher and program director, a child's behavior is disruptive, disrespectful, cruel, or unsafe to the child or others, it cannot and will not be tolerated. All interventions will be formulated on the following principles:

- Respect for the child.
- Knowledge and understanding of the developmental needs and characteristics of the child, as well as the needs of the group.
- An understanding that appropriate behavior must be taught and modeled.

The discipline policy goes on to describe specific consequences for older children when other interventions have not worked. These steps range from a review of the school rules and a warning for a first offense to possible consequences for fourth offenses, such as in-school suspension, isolation from the group, or temporary suspension from activities, depending on the nature of the offense. For chronic behavior problems that are suspected to be beyond the child's control, a referral is made to support services for evaluation and help. Suspension and/or expulsion of students are considered last resorts and are subject to Board review.

B. Student Population

Downtown Montessori started the 2006-07 school year⁴ with 62 children in K3 through sixth grade. By the end of the year, eight children had enrolled⁵ and one withdrew for an unspecified reason. Of the 69 students enrolled at the end of the school year:

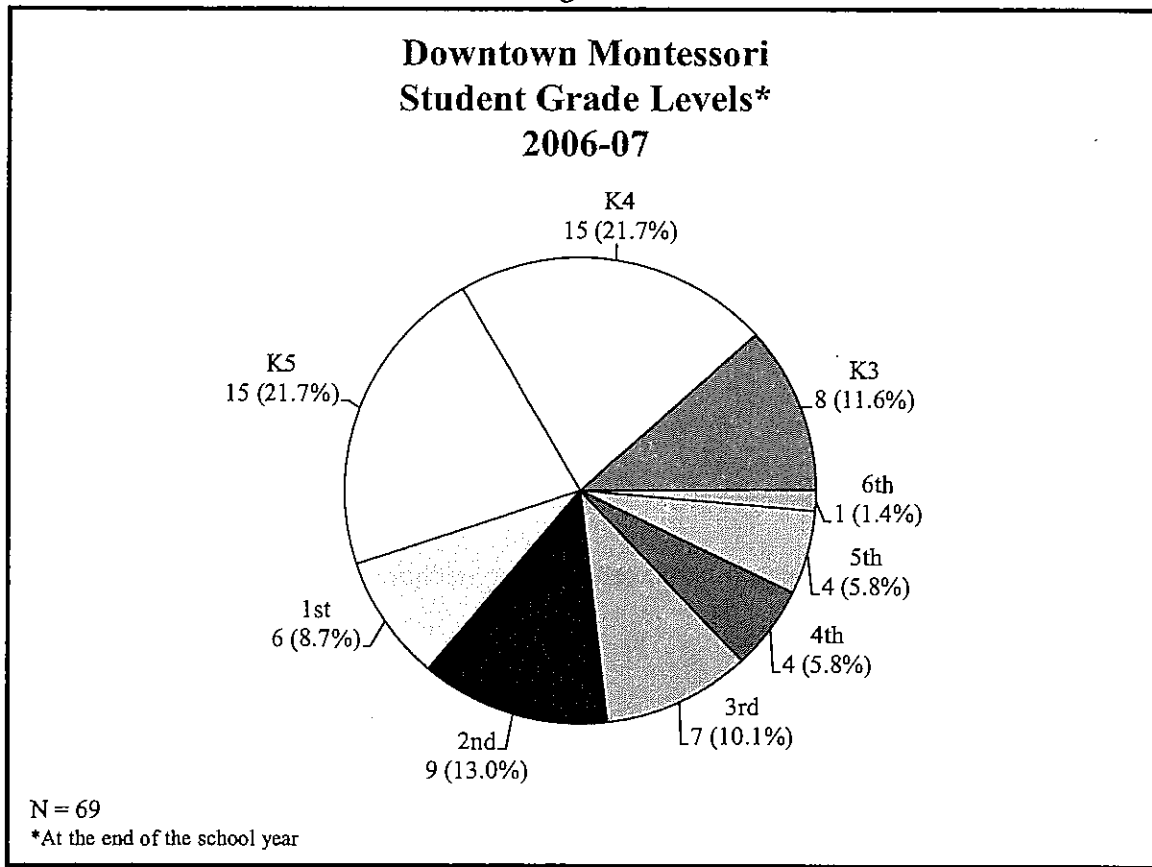
- Eight (11.6%) were in pre-kindergarten for three year olds, 15 (21.7%) were in pre-kindergarten for four year olds, 15 (21.7%) were in kindergarten, six (8.7%) were in first grade, nine (13.0%) were second graders, seven (10.1%) were in third grade, four (5.8%) were in fourth grade, four (5.8%) were fifth graders, and one (1.4%) was a sixth grader (see Figure 1).

⁴ As of September 12, 2006.

⁵ Based on the Microsoft Access database supplied by the school.

- Forty-three (62.3%) students were White, ten (14.5%) were African American, nine (13.0%) were Hispanic, one (1.4%) was Asian, one (1.4%) was Native American, and five children (7.2%) were multi-racial.
- There were 38 (55.1%) girls and 31 (44.9%) boys.
- Six students had special education needs. Five had speech/language impairments and one child had a learning disability.

Figure 1



Data regarding the number of students returning to Downtown Montessori from the previous year were gathered in the fall of 2006. Of the 76 students attending Downtown Montessori on the last day of the 2005-06 academic year who were eligible for continued enrollment at the school this past academic year, 45 enrolled and attended Downtown Montessori in September 2006. This represents a return rate of 59% and compares to a return rate of 76.0%

in the fall of 2005. The dramatic drop in return rate may have been due to the fact that the school's location changed significantly. As noted above, the school enrolled 62 students in the fall and ended the year with 69 students.

In September 2006, the school did not have a waiting list. On June 1, 2007, the school administrator reported that there were nine students on a waiting list for the fall semester.

C. Hours of Instruction

The 2006-07 school year consisted of 168 school days. The hours of instruction for K3 and K4 students were 8:30 a.m. to 11:30 a.m. each day. For students in K5 through sixth grade, the school day was 8:30 a.m. to 3:15 p.m. The highest possible number of hours of instruction per day was three hours for K3 and K4 students and 6.5 hours for K5 through sixth grade students; therefore, the provision of at least 875 hours of instruction for full-day students (K5 through fifth grade) was met. K3 and K4 students attended half days; therefore, the provision of one half of the required 875 hours of instruction was met.

D. Computer/Technology Capability

Downtown Montessori has generic personal computers (IBM-compatible). All students have access to computer stations at various times throughout the day. The program director at Downtown Montessori has worked with the data specialist at CRC and has computerized demographic and educational outcome information. She has continued to work with CRC staff to refine the database to ensure that it has utility for both program and monitoring purposes. During the 2006-07 academic year, the use of Powerschool was increased. The program is up and running with some of the outcome elements of the school's learning memo included. However, the school's administrator reported the need for ongoing training for all staff.

E. Activities for Continuous School Improvement

Following is a description of Downtown Montessori's response to the recommended activities in its programmatic profile and educational performance report for the 2005-06 academic year:

- Recommendation: Increase marketing and advertising relative to the school's move and increased space.

Response: The school hosted open houses and ran full-page advertisements in the Bayview newspapers (*The Bayviewer* and the *Compass*) and *Metro Parent*. As of June 1, 2007, the enrollment for the fall of 2007 was at 97 with a waiting list of nine for the Children's House.

- Recommendation: Develop plans to increase the student population at the school in order to extend the program to eighth grade. With this accomplished, develop the curriculum to include higher-level mathematics and foreign language.

Response: During the spring interview, the school's administrator reported that they are in the process of interviewing teachers qualified to teach seventh and eighth grades.

- Recommendation: Fully implement Powerschool, including the capacity to generate electronic reports. Identify which electronic reports can be used to provide data for the monitoring process.

Response: As mentioned above, the school has included some data elements for this year's learning memo on Powerschool. There is a need for more training, particularly ongoing training of multiple staff. The school's administrator reported that there is a plan to seek funding sources to support Powerschool training staff and administration in order to continue its use.

III. EDUCATIONAL PERFORMANCE

To monitor Downtown Montessori school performance, 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, parent conference, and parent contract goals, as well as goals related to special education students. In addition, the school utilized internal and external measures of academic progress. This section of the report describes school success in meeting attendance, conference, parent contract, and special education goals. It also describes student progress as measured internally on student report cards and externally by standardized tests, such as the Stanford Diagnostic Reading Test (SDRT) and the Wisconsin Knowledge and Concepts Examination – Criterion Referenced Test (WKCE – CRT).

A. Attendance

At the beginning of the academic year, the school established a goal to maintain an average attendance rate of 80.0%. This year, the school surpassed this goal, as students, on average, attended school 93.3% of the time.⁶

B. Parent Conferences and Contracts

At the beginning of the academic year, the school established a goal that parents would attend 50.0% of scheduled parent-teacher conferences. This year, the school scheduled two conferences, one in the fall and one in the spring. Parents of all (100.0%) children enrolled at the time of each conference attended. The school has, therefore, met its goal related to parent conferences.⁷

⁶ Attendance rate is based on 68 students for whom data were submitted (attendance data were missing for one student). The rate was calculated by dividing the number of days attended by the number of expected days of attendance as recorded on student report cards.

⁷ Based on information recorded on the elementary school report cards and email from Liz Becerra, Downtown Montessori.

The school also established a goal that 80.0% of parents would fulfill the requirements of the parent contract related to hours of involvement. This year, parents of 100.0% of children fulfilled contract requirements; therefore, the school has met this goal.⁸

C. Special Education Students

This year, the school established a goal to develop and maintain records for all special education students. During the year, there were six students with special needs. CRC conducted a review of a representative number of files during the year. This review indicated that IEPs had been completed and reviewed in a timely manner and that parents were invited and participated in the IEP team.⁹ The school has met their goal related to special education students.

D. Internal Local Measures of Educational Performance

Charter schools, by definition and nature, are autonomous schools with curricula that reflect each school's individual philosophy, mission, and goals. In addition to standardized testing, each charter school has the responsibility to describe the goals and expectations of its students in meaningful language, in light of that school's unique approach to education. These goals and expectations are established by each City of Milwaukee charter 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.

⁸ Based on email from Liz Becerra at Downtown Montessori.

⁹ CRC reviewed randomly chosen files to verify the accuracy of these data.

1. Progress Reports

For the sixth consecutive year, Downtown Montessori elected to use the Scholastic Progress Reports in grades K3 through K5 to track children's progress on a variety of skills. The K3 through K5 report cards cover skill areas such as the following:

- Practical life, e.g., care of person, grace and courtesy, and control and coordination.
- Sensorial discrimination, e.g., visual, auditory, tactile, gustatory, and olfactory.
- Mathematical development, e.g., numbers, counting, addition, subtraction, and multiplication.
- Language, e.g., spoken, written, reading, parts of speech, and word study.
- Cultural areas, e.g., globes, maps, and animals of the world.

Students are rated as “new presentation,” “having difficulty,” “making steady progress,” or “has mastered the skill” on each skill.

This year, the school instituted new report cards for students in first through sixth grades. The report card tracks student skills in language (grammar, writing types, and reading class), mathematics, geometry, history, biology, physical science, chemistry, zoology, ecosystems, and physical education. Skills in each area are marked to indicate the quarter in which the student was introduced to the skill as well as the quarters in which he/she reached basic, proficient, and/or advanced skill levels.

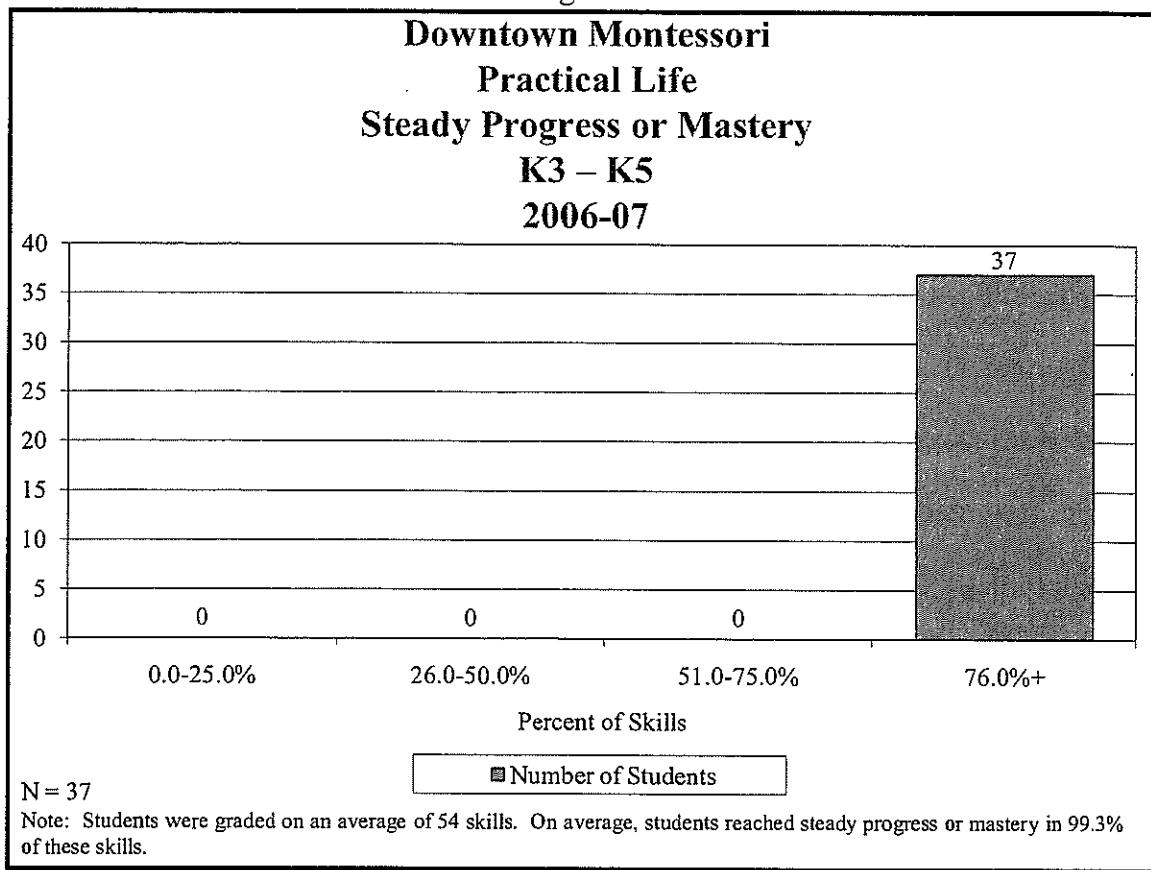
a. Pre-kindergarten and Kindergarten

This year, the school established a goal that K3 through K5 students would show progress in practical life, sensorial discrimination, mathematical development, language, and cultural areas. Figures 2 through 6 describe the percentage of skills in which these students

reached steady progress or mastery.¹⁰ Rates were calculated for each child and averaged across all children.¹¹

This year, report cards were submitted for 37 K3 through K5 students.¹² All 37 students exhibited steady progress or mastery in 76.0% or more of the practical life skills (see Figure 2). In terms of sensorial discrimination skills, all 37 students were progressing or had mastered 76.0% or more of the skills that had been presented to them during the year (see Figure 3). Similar information is provided in Figures 4 through 6.

Figure 2



¹⁰ If a student reaches mastery, there is no way to indicate further progress; therefore, CRC counted skills in which students reached mastery in the calculations for reaching this goal.

¹¹ Rates were calculated by dividing the number of skills progressing or mastered by the number of skills presented for each student.

¹² One additional report card was submitted; however, all skills were rated “new presentation” as the student enrolled late in the school year. This report card is not included in the analysis.

Figure 3

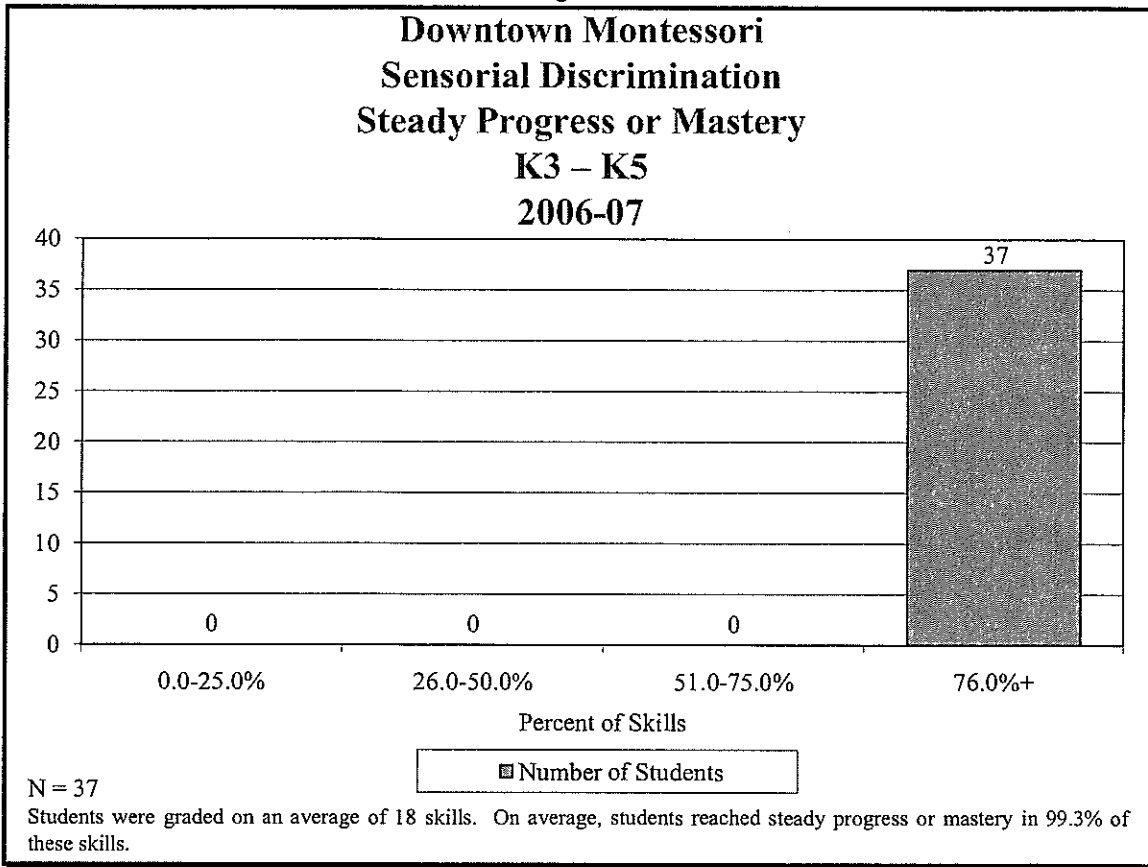


Figure 4

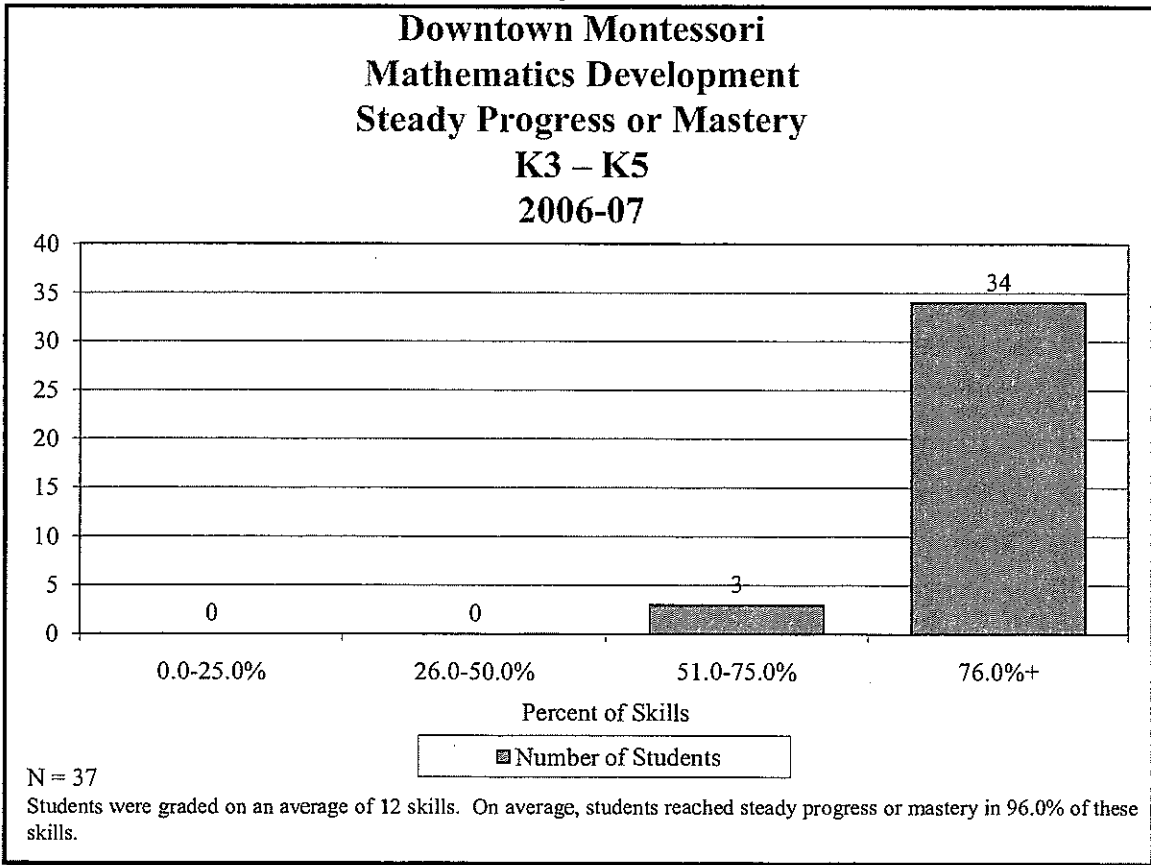


Figure 5

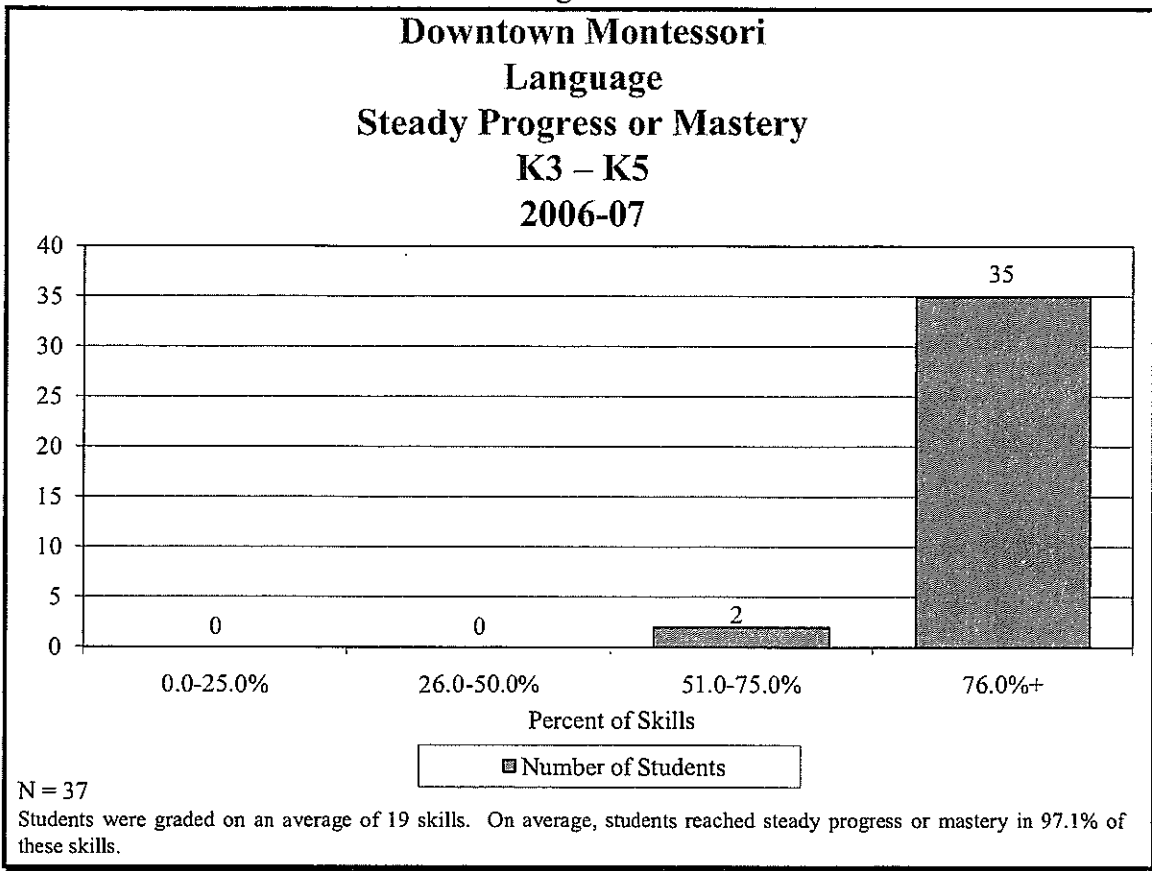
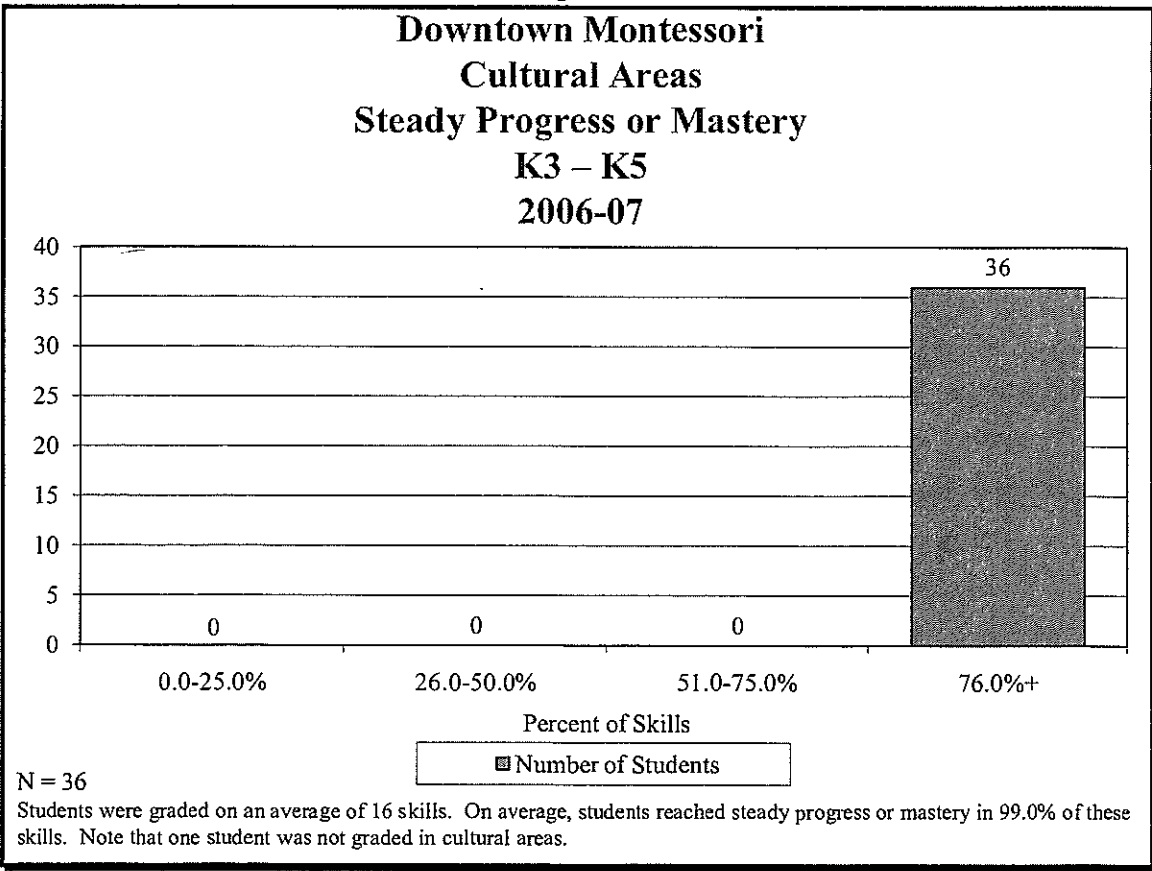


Figure 6



By the end of the school year,¹³ Downtown Montessori K3 through K5 students, on average, achieved steady progress or mastery in the following:

- 99.3% of practical life skills,
- 99.3% of sensorial discrimination skills,
- 96.0% of mathematics skills,
- 97.1% of language skills, and
- 99.0% of cultural skills.

b. First through Sixth Graders

Students in first through sixth grades are rated on each skill as “introduced,” “basic,” “proficient,” or “advanced.” The school’s objective is to help children become proficient in all skills.

This year, the school set a goal that students attending the Elementary Program (first through sixth grades) would show progress in reading, writing, grammar, and mathematics. Reading was assessed in up to eight skills and results provided on the student’s report card.¹⁴ In addition, the school elected to use the McGraw-Hill Reading Program to monitor and assess students’ reading skills throughout the year. Results from the McGraw-Hill Reading Program are described later in this section. The writing score described in this report is one item from the student report cards that summarizes writing ability. Grammar and mathematics consist of several skills in each area. The following results are based on student report cards that rate each student on each skill within each area.

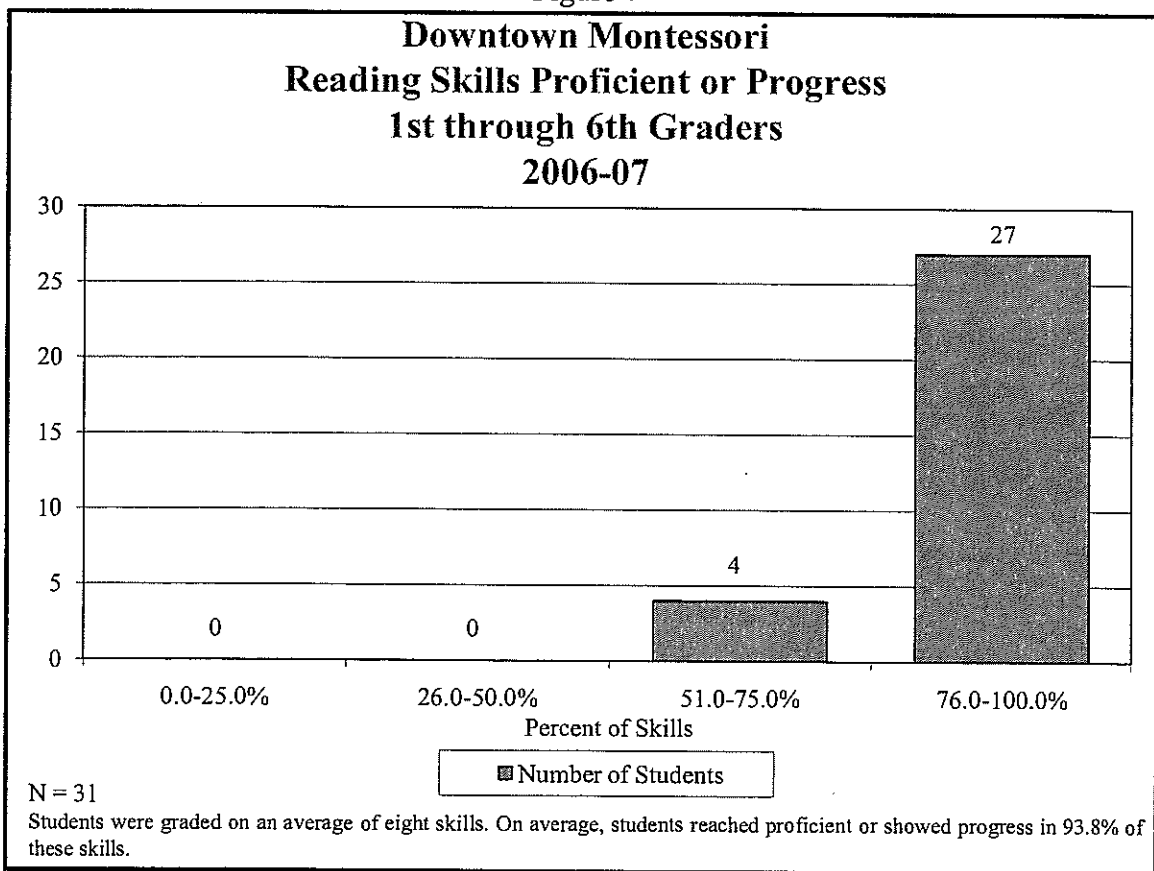
¹³ The end-of-year percentage is an average of the skills in which students reached steady progress or mastery during the year.

¹⁴ Results were taken from the reading class section of the report card. Results do not include the writing skills item. Writing skills are described separately in this report.

Figures 7 through 10 describe the percentage of skills in which first through sixth grade students reached proficient, advanced, or showed progress.¹⁵ This year, 27 of 31 students reached this goal for 76.0% or more in reading skills during the year, and 12 of 31 students reached this threshold in 76.0% or more of grammar skills. In terms of math skills, 14 of 31 students reached proficient, advanced, or showed progress in 76.0% or more of the skills presented to them this year.

Writing progress was calculated in a slightly different manner, as there was one summary writing skill on the student report cards. Based on this information, 22 (71.0%) of 31 students were proficient, eight (25.8%) were advanced, and one (3.2%) student was assessed as having basic writing skills. This student did not show progress this year.

Figure 7



¹⁵ Rates were calculated by dividing the number of skills in which the student reached proficient, advanced, or showed progress by the number of skills for which the student was assessed.

Figure 8

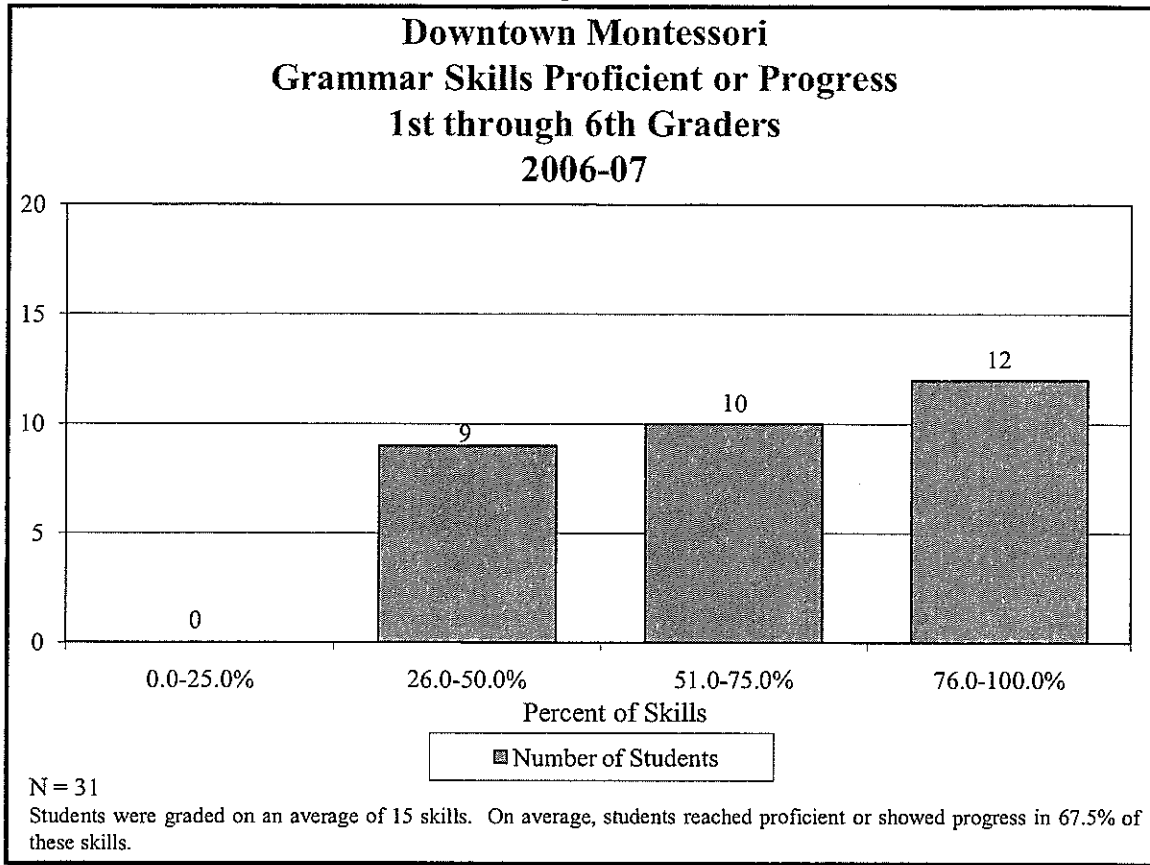


Figure 9

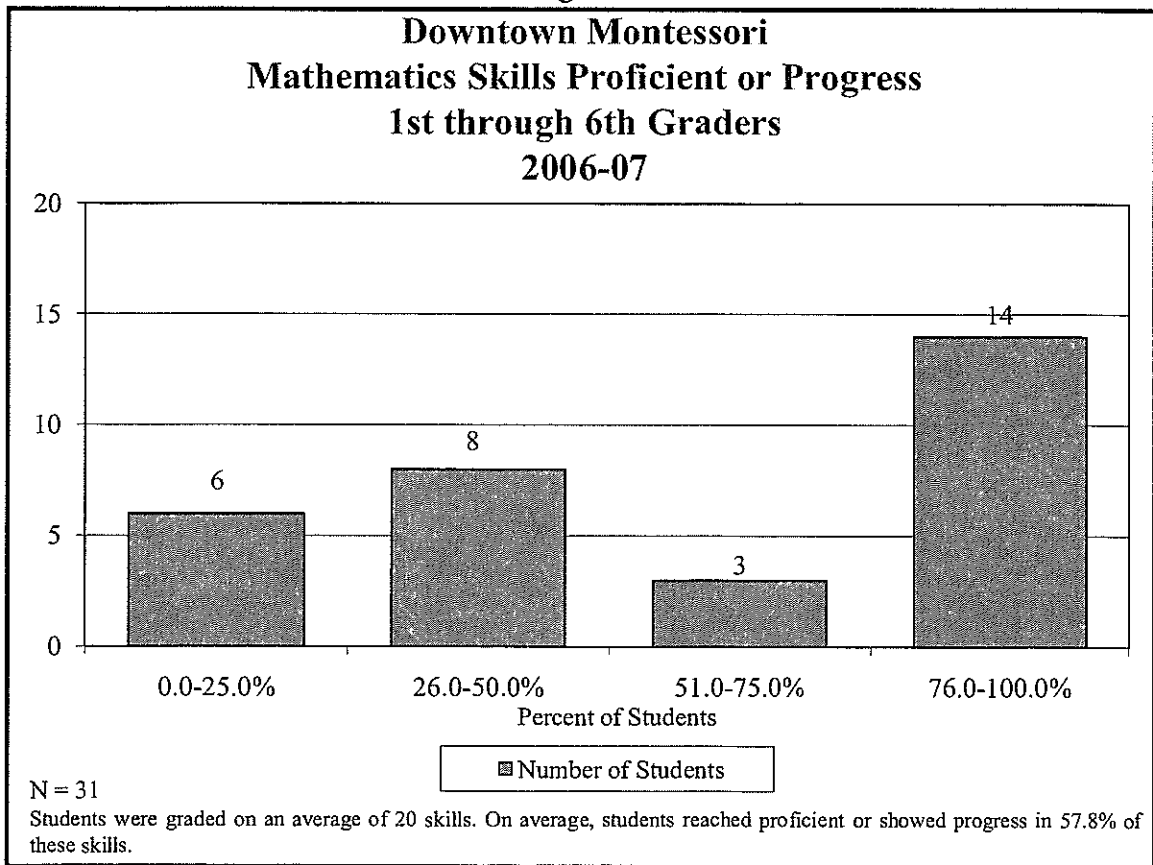
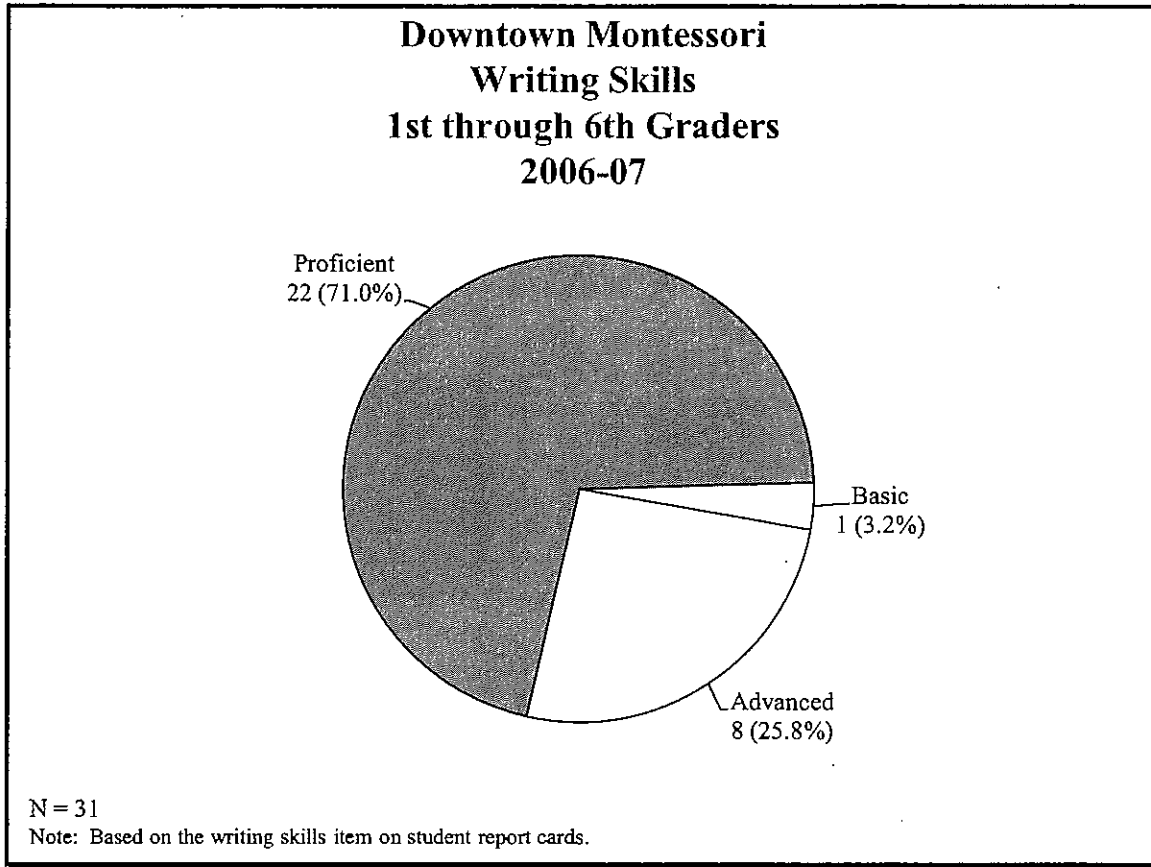


Figure 10



By the end of the school year, Downtown Montessori first through sixth graders, on average, achieved proficient or showed progress in the following:

- 93.8% of reading skills;
- 67.5% of grammar skills;
- 57.8% of math skills; and
- 71.0% of students were proficient and 25.8% exhibited advanced writing skills.

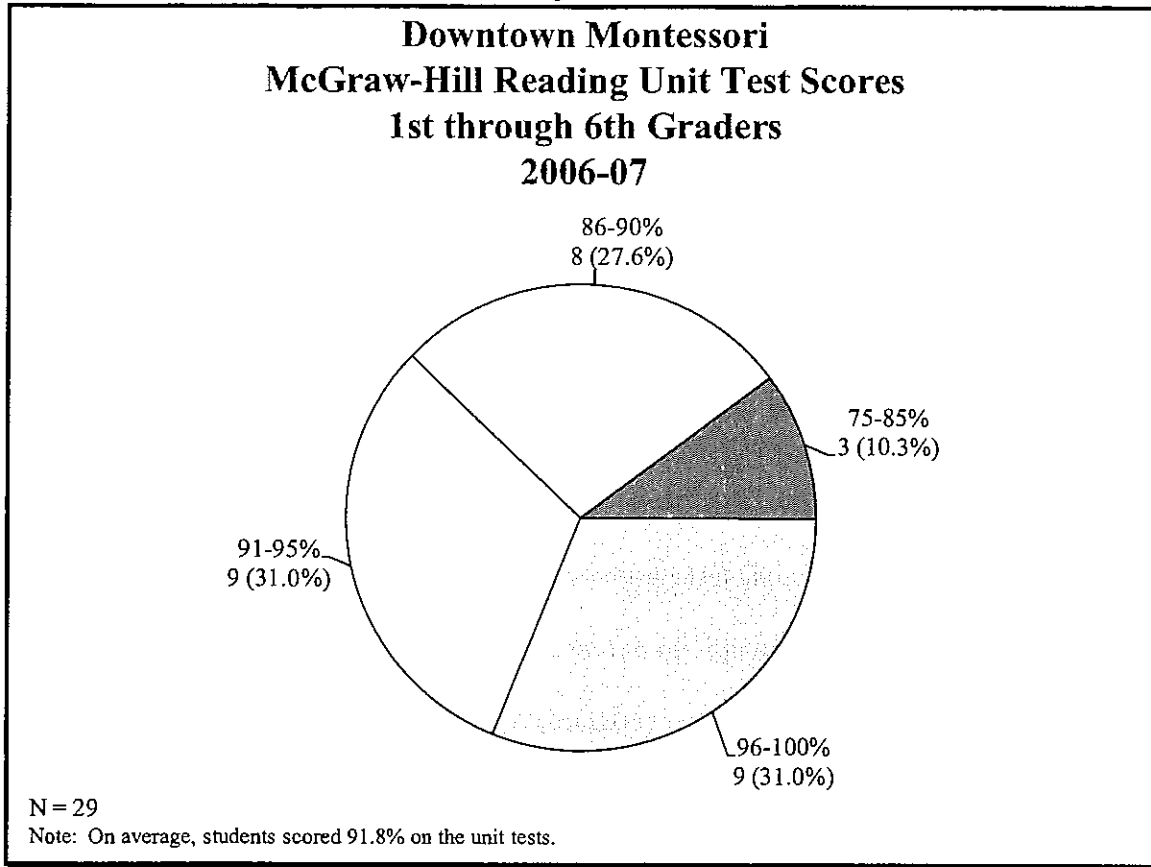
2. McGraw-Hill Reading Program

Since 2004-05, the school has used the McGraw-Hill Reading Program to monitor students' progress in gaining reading skills.¹⁶ During the year, students are taught up to six reading units. Teachers administer a test at the completion of each unit. Reading results were summarized on student report cards as percentage correct for each unit test. Based on these results, CRC calculated a reading unit test average for each student. These results were aggregated for all students.

This year, 29 students in first through sixth grade were administered at least one unit examination. The number of unit tests given ranged from one to six (only two students were given fewer than six tests). Students, on average, scored 91.8% on the unit tests. Average test scores ranged from 75% to 100%. As illustrated, three (10.3%) students' scores, on average, were in the 75% to 85% range; eight (27.6%) students averaged 86% to 90% on their unit tests; nine (31.0%) students' average scores were 91% to 95%; and nine (31.0%) students averaged 96% to 100% correct on the unit tests administered throughout the year (see Figure 11).

¹⁶ Results were also provided for writing; however, writing scores based on the McGraw-Hill reading programs were not part of the school's outcome measures. Therefore, these scores were not included in this report.

Figure 11



3. Summary of Scholastic Progress

Downtown Montessori's local measure related to report cards for pre-kindergarten and kindergarten was that students would demonstrate progress in acquiring skills in specific areas. Report cards indicate that, on average, K3, K4, and K5 students made steady progress or mastered between 96.0% and 99.3% of the skills presented, depending on the skill area.

The school also set a goal that first through sixth grade students would demonstrate progress in acquiring skills. Students reached this goal for 57.8% to 93.8% of the skills presented, depending on the skill area. In writing, 22 (71.0%) students exhibited proficient and eight (25.8%) showed advanced writing skills. In reading, students scored 91.8%, on average, on McGraw-Hill Reading Program unit tests administered throughout the school year.

E. Standardized Measures of Educational Performance

The SDRT is the standardized test required by the CSRC for administration to first, second, and third graders enrolled in city charter schools to assess student reading skills. Results are provided as grade level equivalents (GLE). The test was to be administered between March 15 and April 15, 2007.

The CSRC also requires that students in third through eighth grade take the WKCE – CRT. This test is required by the State of Wisconsin and is administered to all students in Wisconsin public schools. The WKCE – CRT meets federal No Child Left Behind requirements that students in third through eighth grades be tested in reading and mathematics. Students in fourth and eighth grades are also tested in language arts, science, and social studies. Results are provided as proficiency levels. The following describes results of the standardized measures of academic performance. (Note: Standardized testing was not an appropriate measure of educational performance for the pre-kindergarten or kindergarten students enrolled at Downtown Montessori during the academic year because of their age and developmental level.)

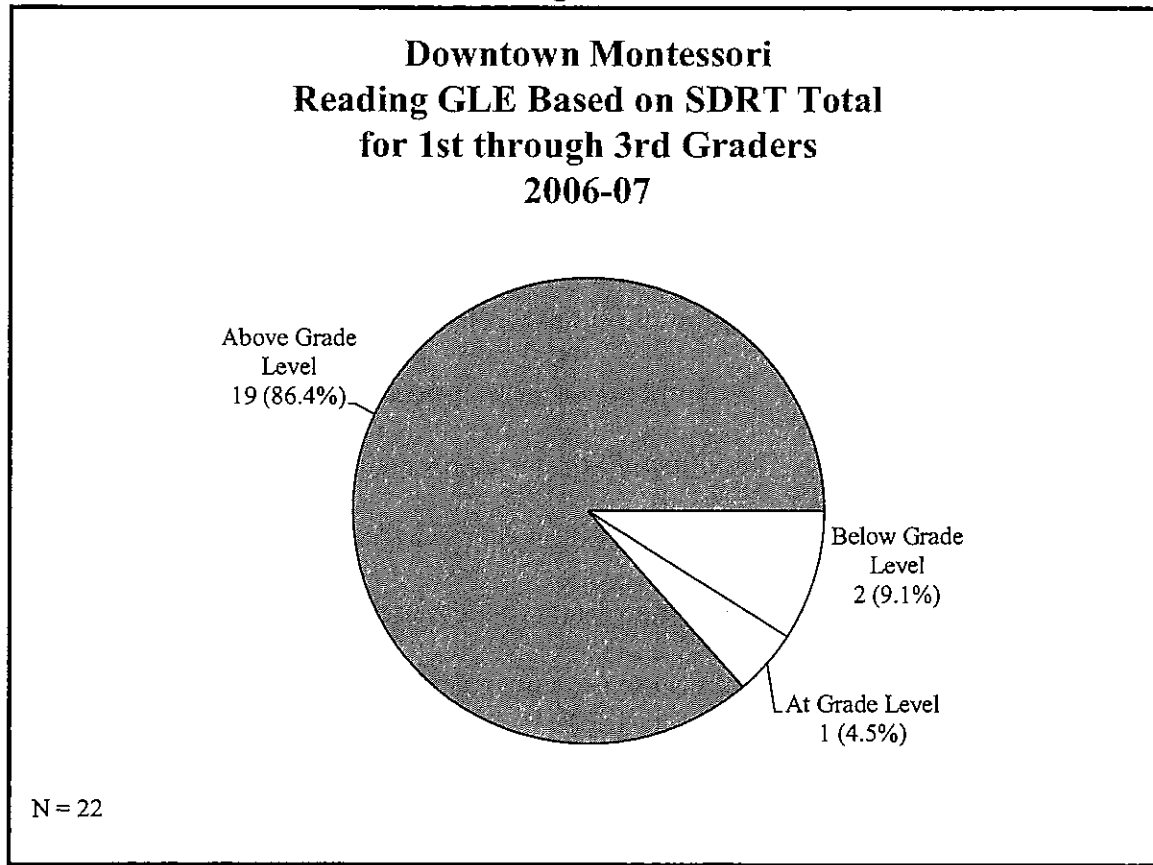
1. Stanford Diagnostic Reading Test for First through Third Grade

In March 2007, the SDRT was administered to six first graders, nine second graders, and seven third graders. Student performance is reported in phonetic analysis, vocabulary, comprehension, and a total SDRT score. For confidentiality reasons, results for the individual grades could not be included in this report.¹⁷ Instead, results from all three grades were combined.

¹⁷ To protect student identity, the CSRC requires group sizes of ten or more.

As illustrated in Figure 12, 19 (86.4%) of first through third grade students were reading above grade level; there was one (4.5%) child reading at grade level; and two (9.1%) children scored below their grade level on the SDRT total.

Figure 12



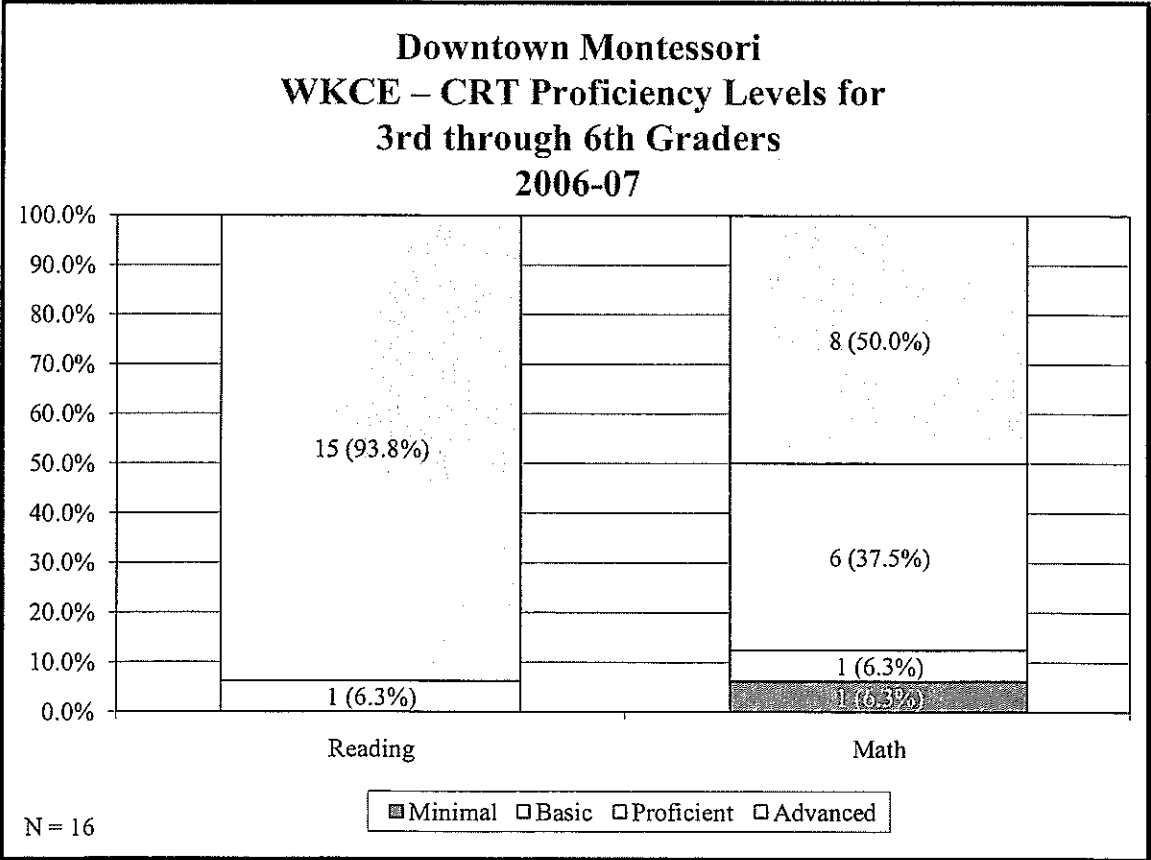
2. Wisconsin Knowledge and Concepts Examination – Criterion Referenced Test for Third through Sixth Grade

In October 2006, all public school students in third through eighth grades and tenth grade in Wisconsin participated in the WKCE – CRT assessments. This test is similar to the *TerraNova* and WKCE used in the past years in that, based on how they score on these assessments, students are placed in one of four proficiency categories: advanced, proficient, basic, or minimal performance. They differ from previous years' tests in that tests used in the past reflected how students performed compared to a national sample of students. The WKCE –

CRT results reflect student performance in reading and math relative to the state of Wisconsin model academic standards.¹⁸

This year, there were seven third graders, four fourth graders, four fifth graders, and one sixth grader who were administered the WKCE – CRT. Due to the small size of these cohorts, results for each grade level could not be included in this report. However, when results for all grades were combined, 15 (93.8%) students were reading at advanced and one (6.3%) scored in the proficient level. No students scored in the basic or minimal reading categories. In math, eight (50.0%) students exhibited advanced skills, six (37.5%) scored proficient, one (6.3%) scored in the basic range, and one (6.3%) student scored minimal math proficiency (see Figure 13).

Figure 13



¹⁸ Fourth graders are also tested in language arts, social studies, and science. Scores from these subtests are nationally normed.

F. Multiple-year Student Progress

Year-to-year student progress is measured by comparing scores on standardized tests from one year to the next. The tests used to examine progress are the SDRT (reading only) and the WKCE – CRT (from 2005-06 to 2006-07). In addition, the CSRC requires that progress for fourth through sixth grade students who met proficiency expectations be reported separately from those who did not.

The following section includes all students for whom standardized test data were available in consecutive years.

1. First through Third Grade Students

First through third grade reading progress is measured using the SDRT. Results from this test are stated in GLEs. The CSRC expects all students, on average, to advance at least one year from spring to spring testing. The expectation for students with below-grade-level scores in the previous year is more than one year GLE advancement.

Table 1 describes reading progress results, as measured by SDRT, over consecutive academic years for students enrolled as first graders in 2005-06 and as second graders in 2006-07 and for second graders who returned as third graders in 2006-07. Overall, SDRT totals indicate an average improvement of 2.8 GLE from one grade to the next. The median grade level improvement was 1.8 GLE.

Table 1				
Downtown Montessori				
Average GLE Advancement in Reading				
Based on SDRT				
Grades	Grade Level Equivalent			
	Average GLE (2005-06)	Average GLE (2006-07)	Median Advancement	Average Advancement
1st to 2nd (n = 8)	Cannot be reported	Cannot be reported	Cannot be reported	Cannot be reported
2nd to 3rd (n = 7)	Cannot be reported	Cannot be reported	Cannot be reported	Cannot be reported
Total (N = 15)	--	--	1.8	2.8

Note: Data cannot be reported due to small cohort size.

It is possible to compare SDRT results from 2004-05 to 2006-07 using scores from students who took the SDRT in 2004-05 as first graders and again in 2006-07 as third graders. Seven of this year's third graders were administered the SDRT as first graders in 2004-05. Due to the small size of this cohort, progress could not be included in this report.

2. Multiple-year Progress for Students Who Met Proficiency Expectations

The CSRC requires that multiple-year standardized test results be reported for students who met proficiency level expectations in the previous school year. Multiple-year progress for fourth through sixth graders can be examined using the WKCE – CRT test results from 2005-06 and 2006-07.

This year, there were three fourth graders, four fifth graders, and one sixth grader who had scores from consecutive years. In 2005-06, all met reading proficiency level expectations, and seven of the eight met expectations in math. Due to the small size of these cohorts, progress could not be included in this report.

All students in second and third grade met GLE expectations in 2005-06, based on the SDRT. As illustrated in the previous section, these students progressed an average of 2.8 GLE from 2005-06 to 2006-07.

3. Multiple-year Progress for Students Who Did Not Meet Proficiency Expectations

In addition to examining progress for students who met expectations, the CSRC requires that the school report grade and proficiency level advancement for children who did not meet proficiency level expectations in reading, language, and/or math in the previous academic year. Because the SDRT does not translate into proficiency levels, CRC selected second and third graders who tested below GLE in 2005-06 as first and second graders.

This year, there were:

- No second graders who tested below GLE in reading, based on the 2005-06 SDRT;
- No third graders who tested below GLE in reading, based on the 2005-06 SDRT;
- No fourth graders who tested below proficient in reading or math based on the 2005-06 WKCE – CRT;
- No fifth graders who tested at minimal or basic, i.e., did not meet proficiency expectations in reading or math, based on the 2005-06 WKCE – CRT.
- Because there was only one sixth grader this year, this report does not include references to his/her test results.

Due to the small size of the cohorts, and the fact that no students met the criteria, there are no reportable results for students below GLE or for those who did not meet proficiency level expectations.

G. Annual Review of the School's Adequate Yearly Progress

1. Background Information¹⁹

State and federal laws require the annual review of school performance to determine student academic achievement and progress. In Wisconsin, the annual review of performance required by the federal No Child Left Behind Act is based on each school's performance on four objectives:

- The test participation of all students enrolled.
- A required academic indicator (either graduation or attendance rate).
- The proficiency rate in reading.
- The proficiency rate in mathematics.

¹⁹ This information was taken from the DPI website: www.dpi.state.wi.us.

In Wisconsin, the DPI releases an Annual Review of School Performance for each chartered school with information about whether the school has met the criteria for each of the four required adequate yearly progress (AYP) objectives. If a school fails to meet the criteria in the same AYP objective for two consecutive years, the school is designated as “identified for improvement.” Once designated as identified for improvement, the school must meet the annual review criteria for two consecutive years in the same AYP objective to be removed from this status.

The possible school status designations are as follows:

- “Satisfactory,” which means that the school is not in improvement status.
- SIFI, or “School Identified for Improvement,” which means that the school did not meet AYP for two consecutive years in the same objective.
- SIFI Levels 1-5, which means that the school missed at least one of the AYP objectives and is subject to state requirements and additional Title I sanctions, if applicable, assigned to that level.
- SIFI Levels 1-4 Improved, which means that the school met the AYP in the year tested, but it remains subject to sanctions due to the prior year. AYP must be met for two consecutive years in that objective to return to “satisfactory” status from “improvement” status.
- Title I Status, which identifies whether Title I funds are directed to this school. If so, the schools are subject to the federal sanctions.²⁰

2. Three-year Adequate Yearly Progress

According to Downtown Montessori’s Adequate Yearly Progress Review Summary School Performance: 2006-07²¹ published by the DPI, the school has demonstrated “Satisfactory” performance on all four objectives: test participation, attendance, reading, and mathematics objectives. In addition, the DPI reported that Downtown Montessori received a

²⁰ For complete information about sanctions, see www.dpi.state.wi.us/dpi/esea/doc/sanctions-schools.

²¹ For a copy of the Downtown Montessori Adequate Yearly Progress Review Summary, see the DPI website.

“Satisfactory” designation in all four objectives applicable for the past three years. The school has met all requirements for AYP for the 2006-07 academic year in the areas of other academic indicator (attendance), reading, and mathematics. Test participation was “not applicable” because the test group size was too small.

V. CONCLUSION/RECOMMENDATIONS

This report covers the ninth year of Downtown Montessori's operation as a City of Milwaukee charter school. For the 2006-07 academic year, Downtown Montessori has met all of its educationally related contract provisions. In addition to the information explained in the body of this report, please see Appendix A for an outline of specific contract provision compliance information.

The secondary educational outcomes included the following attendance and parental involvement findings:

- Average student attendance was 93.3%, exceeding the school's goal of 80.0%.
- Parents of all (100.0%) children enrolled at the time of each of the two scheduled conferences attended.
- All of the parents fulfilled the parent contract requirements related to hours of involvement.

Primary educational outcomes for this year were measured by local measures and standardized tests. Downtown Montessori's local measures of academic progress indicated that:

- By the end of the school year, pre-kindergarten and kindergarten students reached steady progress in or mastery of the following skills:
 - ▶ 99.3% of the practical life skills;
 - ▶ 99.3% of the sensorial discrimination skills;
 - ▶ 96.0% of the math skills;
 - ▶ 97.1% of the language skills; and
 - ▶ 99.0% of the cultural skills.
- By the end of the school year, first through sixth graders reached "proficient," "advanced," or showed progress in:
 - ▶ 93.8% of reading skills;
 - ▶ 67.5% of grammar skills;
 - ▶ 57.8% of math skills; and
 - ▶ 30 of 31 students exhibited proficient or advanced writing skills.

- McGraw-Hill Reading Program results indicated that, on average, students scored 91.8% on the reading program unit tests administered throughout the school year.

Standardized tests results for Downtown Montessori students were as follows:

- The March 2007 SDRT results indicated that 86.4% of the first through third grade students were reading above grade level;
- The WKCE – CRT for 16 third through sixth graders indicated that
 - 93.8% were reading at the advanced level of proficiency and one student scored in the proficient level;
 - In math, 50% were at the advanced level, 37.5% were at the proficient level, and 12.6% of students scored in the basic or minimal level.

Regarding multiple-year advancement:

- SDRT results indicated that second and third graders advanced an average of 2.8 GLEs in reading.
- WKCE – CRT results for multiple-year advancement were not reportable due to small cohort sizes.

After reviewing the information in this report and considering the information gathered during the administration interview in June 2007, it is recommended that the focus of activities for the 2007-08 school year include the following:

- Board of Directors focus on a succession plan for the school's administrator.
- Focus on stabilizing the growth of the school by developing a specific plan for adding seventh and eighth grades, such as adding a teacher to work with the higher-level students and adding an additional lower-level team teacher to accommodate the additional students expected in the fall.
- Improve the use of Powerschool in order to supply all data to CRC electronically. Specifically:

- ▶ A regularly updated student roster listing student's name, identification number, grade, gender, ethnicity, enrollment date, withdrawal date, and reason for withdrawal;
- ▶ An electronic attendance data extract; and
- ▶ Report card data extract.

Appendix A

Contract Compliance Chart

Downtown Montessori Academy, Inc.
Overview of Compliance for Educationally Related Contract Provisions
2006-07

Section of Contract	Educationally Related Contract Provision	Monitoring Report Reference Page	Contract Provision Met or Not Met
Section B	Description of educational program of the school and curriculum focus	pp. 2-3	Met
Section B	875 hours of instruction	p. 8	Met
Section C	Educational methods	pp. 2-3	Met
Section D	Montessori Learning Review (see local measures below)		Met
Section E	Parental involvement	pp. 4-5	Met
Section B	Teacher certification: Montessori	p. 4	Met
Section F	DPI license or permit	p. 4	Met
Section I	Student database information including information regarding special education students	pp. 6-8	Met
Section K	Procedures for disciplining students	pp. 5-6	Met
Memo subsequent to contract	Administration of required standardized tests	pp. 22-24	Met
Memo subsequent to contract	Academic criteria #1: Maintain local measures, showing student growth in demonstrating curricular goals.	pp. 11-21	Met
	Academic criteria #2: Achievement measure		
Memo subsequent to contract	a. Second and third grade students: Advance average of 1.0 GLE in reading.	a. p. 26	a. Met*
	b. Fourth through sixth grade students proficient or advanced in reading: At least 75.0% maintain proficiency level.	b. p. 27	b. N/A**
	c. Fifth and sixth grade students proficient or advanced in language arts: At least 75.0% maintain proficiency level.	c. N/A	c. DPI testing does not include language arts for these grades
	d. Fourth through sixth grade students proficient or advanced in mathematics: At least 75.0% maintain proficiency level.	d. p. 27	d. N/A**
	Academic criteria #3: Year-to-year achievement measure		
Memo subsequent to contract	a. Second and third grade students with below grade level 05-06 scores in reading: Advance more than 1.0 GLE in reading.	a. pp. 27-28	a. N/A***
	b. Fourth through sixth grade students below proficient level in 05-06 reading test: Advance one level of proficiency or to the next quartile within the proficiency level range.	b. pp. 27-28	b. N/A***
	c. Fifth through sixth grade students below proficient level in 05-06 language arts test: Advance one level of proficiency or to the next quartile within the proficiency level range.	c. N/A	c. DPI testing does not include language arts for these grades
	d. Fourth through sixth grade students below proficient level in 05-06 math test: Advance one level of proficiency or to the next quartile within the proficiency level range.	d. pp. 27-28	d. N/A***

*There were fewer than ten second graders and fewer than ten third graders. The average advancement of the second and third graders combined was 2.8 GLEs.

**Group size too small.

***No students tested below grade level in 2005-06.

Appendix B

Outcome Measures Agreement Memo

**Downtown Montessori Academy
2507 South Graham Street
Milwaukee, WI. 53207**

**Student Learning Memorandum
2006-2007 School Year**

The following procedures and outcomes will be used for the 2006-2007 school year monitoring of the education programs of Downtown Montessori. The data will be provided to Children's Research Center, the monitoring agent contracted by the City of Milwaukee, Charter School Review Committee.

Attendance:

The school will maintain an average daily attendance rate of eighty percent (80%). Attendance rates will be reported as present, excused absence, and unexcused absence.

Enrollment:

The school will record the enrollment date for every student. Upon admission, individual student information will be added to the school database .

Termination:

The date and reason for every student leaving the student will be recorded in the school database.

Parent Conferences:

On average, parents will participate in at least fifty percent (50%) of the scheduled parent-teacher conferences. Dates for the events and names of the parent participants will be recorded by the school for each student.

Parent Contract:

Eighty percent (80%) of parents will fulfill the requirements of the parent contract related to hours of involvement.

Special Education Needs Students:

The school will maintain updated records on all special education students including date of team assessment, assessment outcome, IEP completion date, IEP review dates and any reassessment results.

Academic Achievement: Local Measures:

Academic Achievement will be measured through the continuing Montessori skills measurement as recorded by the new reporting system we have begun this year . (This will be a stand alone spread sheet at this time – though we do have the files maintained online but not yet through power school - we have added a new sheet for K5)

Students attending the Children's House (K3, K4 and K5) will demonstrate progress in acquiring skills in the area of practical life, sensorial discrimination, mathematical development, language and culture. Each student's development will be reported to their parents on report cards and this information will be collected in a database or spreadsheet for submission to CRC. The following scale will be used to track the change in skill acquisition:

- | | |
|-----------------------|----------------------------|
| 1 – New presentation | 3 – Making steady progress |
| 2 – Having difficulty | 4 – Has mastered the skill |

Students attending the Elementary Program (1st through 6th grades) will demonstrate progress in acquiring skills in the areas of reading, writing, grammar and mathematics. The following scale will be used to track the change in skill acquisition and be used for each student's quarterly report card:

- IN = Introduced (code: 1)
- BC = Basic Level (code: 2)
- PL = Proficient Level (code 3)
- AL = Advanced Level (code 4)

These measures are based on the Montessori approach where the teacher first presents or introduces the skill; and the student then practices the skill until reaching a proficient or advanced level or mastery depending upon the grade level. Teachers will document the semester when a skill is presented or introduced and the student's level at the end of each semester.

Writing Skills will continue to be part of our local measures and progress will continue to be measured and reported to parents as a part of each student's report card.

McGraw-Hill Reading Program – Using the McGraw-Hill reading tests throughout the year, each student's reading progress will be measured and reported. The placement tests will be administered in the fall to 1st Grade and all new students, unit tests will be administered throughout the year.

Academic Achievement: Standardized Measures

The following standardized test measures will assess academic achievements in reading and mathematics.

Grades 1, 2,3,

Stanford Diagnostic Reading Test will be administered March 15th thru April 15th. The first year testing will serve as baseline data. Progress will be assessed based on the results of the testing in reading in the second and subsequent years.

Grade 3, 4,5,6

WKCE will be administered in the fall on an annual basis as defined by the Wisconsin Department of Public Instruction. The areas to be evaluated will be reading and math for all students and the additional subjects of Science Social Studies and Language Arts for 4th Grade.

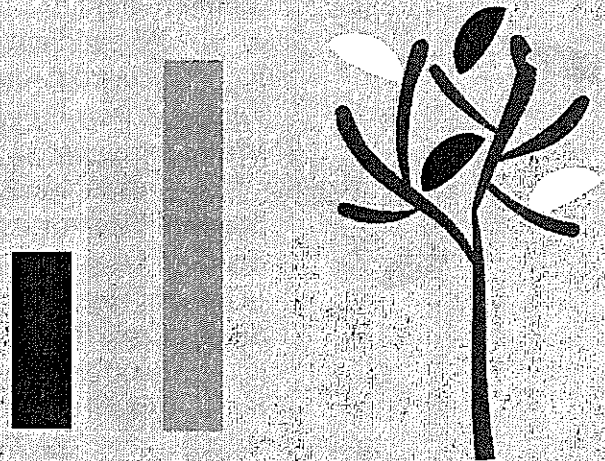
Darrell Lynn Hines College Preparatory Academy of Excellence

Programmatic Profile and Educational Performance

2006-07 School Year

Report Date: September 2007

Janice Ereth, Ph.D.
Susan Gramling
Theresa Healy



Prepared by:



*Children's Research Center
426 S. Yellowstone Drive, Suite 250
Madison, WI 53719
Voice (608) 831-1180 fax (608) 831-6446
www.nccd-crc.org*

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EXECUTIVE SUMMARY

For

Darrell Lynn Hines College Preparatory Academy of Excellence Fifth Year of Operation as a City of Milwaukee Charter School 2006-07

This fifth annual report on the operation of the Darrell Lynn Hines College Preparatory Academy of Excellence (the Academy) charter school is a result of the intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), the Academy staff, and the Children's Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has determined the following:

I. CONTRACT COMPLIANCE SUMMARY¹

The Academy has met nearly all of its educationally related contract provisions in its contract with the City of Milwaukee and subsequent requirements of the CSRC. See Appendix A for an outline of specific contract provision compliance information.

II. PERFORMANCE CRITERIA

A. Local Measures

1. Secondary Measures of Academic Progress

To meet City of Milwaukee requirements, the Academy identified measurable educationally related outcomes in the following areas:

- Student demographics such as enrollment, student return rate, and reasons for leaving school;
- Attendance;
- Special education needs students; and
- Parent participation.

The school achieved its goals in all of these outcomes.

¹ See Appendix A for a list of each educationally related contract provision, page references, and a description of whether or not each provision was met.

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- Appendix A: Contract Compliance Chart
- Appendix B: Student Learning Memorandum

Prepared for:

Darrell Lynn Hines College Preparatory Academy of Excellence

7151 North 86th Street
Milwaukee, WI 53224

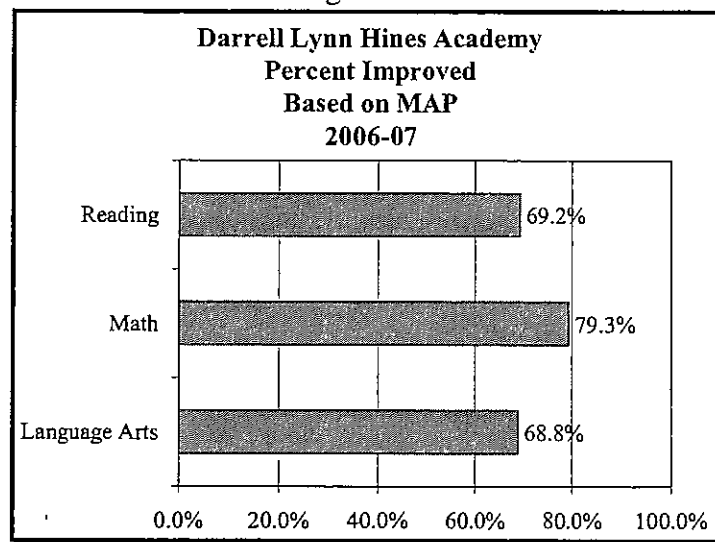
2. Primary Educational Measures of Academic Progress

The CSRC requires that the school track student progress in reading, writing, and mathematics 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.

This year, the Academy's local measures of academic progress resulted in the following outcomes:

- 73.9% of the first graders with kindergarten SDRT scores demonstrated improvement.
- All kindergarten and first grade students either met or exceeded math expectations from the first to the sixth marking periods.
- Fall to spring MAP scores for second through eighth grade students indicated that a majority of students progressed, as shown in Figure ES1.

Figure ES1



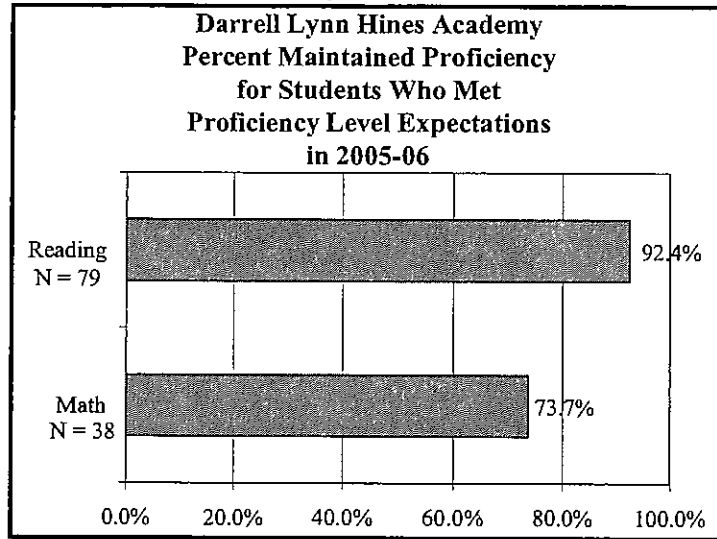
B. Year-to-year Academic Achievement on Standardized Tests

The Academy administered all required standardized tests noted in their contract with the City of Milwaukee. Multiple-year student progress is described below.

Multiple-year advancement results indicated that second and third graders advanced in reading an average of 0.6 and 0.4 grade level equivalents (GLE) respectively. The school did not meet the CSRC expectation of at least one year advancement for second graders and third graders.

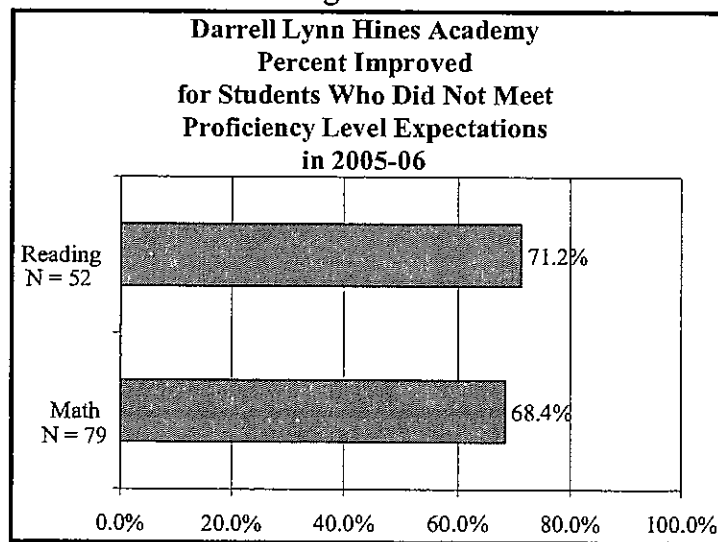
Multiple-year advancement results for students who met proficiency expectations in 2005-06 indicated that the school exceeded the CSRC's expectation that at least 75.0% of these students would maintain their proficiency in reading. In math, the school fell just short of this goal (see Figure ES2).

Figure ES2



Multiple-year advancement results for students below grade or proficiency level expectations in 2005-06 indicated that the following percentage of students either advanced more than a grade level, a proficiency level, or at least one quartile within their previous proficiency level (see Figure ES3).

Figure ES3



There were no second and only three third grade students who were below GLE. Due to the small size of this cohort, results were not included in this report.

III. RECOMMENDATIONS

The school fully addressed the recommendations made in its 2005-06 programmatic profile and educational performance report. To continue a focused school improvement plan, it is recommended that the focus of activities for the 2007-08 year include the following:

- Continue to focus on math instruction and techniques to improve math performance.
- Examine the reasons for the lack of progress in reading for second and third graders as measured by the year-to-year SDRT; for example, could it be related to test-taking skills?
- Continue to focus on staff development.

I. INTRODUCTION

This report is the fifth annual program monitoring report to address educational outcomes for the Darrell Lynn Hines College Preparatory Academy of Excellence (the Academy), one of five schools chartered by the City of Milwaukee. 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 Children's Research Center (CRC).

The process used to gather the information in this report included the following:

1. CRC staff assisted the school in developing its outcome measures agreement memo.
2. CRC staff visited the school, conducted a structured interview with the executive director and the instructional leader, and reviewed pertinent documents. Additional site visits were made to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations. At the end of the academic year, a structured interview was conducted with the executive director and the instructional leader.
3. CRC read case files for selected special education students to ensure that Individual Education Programs (IEP) were up-to-date.
4. The Academy provided electronic and paper data to CRC. Data were compiled and analyzed at CRC.

II. PROGRAMMATIC PROFILE

Darrell Lynn Hines College Preparatory Academy of Excellence

Address: 7151 North 86th Street
Milwaukee, WI 53224

Telephone: (414) 358-3542

Executive Director: Barbara P. Horton

A. Description and Philosophy of Educational Methodology²

1. Mission and Philosophy

The mission of the Academy is to accomplish excellence and equity in a kindergarten through eighth grade educational environment. The Academy provides a quality education in a co-educational, safe, nurturing, caring, and academically challenging learning environment.

The school's vision is that:

- All students will be given a quality education and will model good character and principles.
- All students will be afforded a quality K-8 college preparatory education.
- All students will experience diversity and multiculturalism.
- All students will adhere to high moral and ethical standards.
- All students will grow and develop their gifts, talents, character, and academic potential.
- All students will successfully master high academic standards and will exit the school prepared to continue their educational with high expectations for successfully entering a college/university and becoming productive citizens.
- With the support of parents, staff, and community members, all students will develop spiritually, socially, emotionally, intellectually, and physically.

² 2006-2007 Family and Student Handbook: Celebrating Family Involvement

2. Description of Educational Programs and Curriculum³

The Academy provided educational services to children in kindergarten (K4 and K5) through eighth grade during the 2006-07 academic year. This was the school's first year with four-year-old kindergarten.

The Academy offers a transdisciplinary approach in various subject areas, going beyond the scope of each discipline by making meaningful connections through studying a conceptual theme. As of the spring of 2004, the school offers this transdisciplinary curriculum through the Primary Years Programme (PYP) of the International Baccalaureate Organization (IBO). Each fifth grader produces an exhibition project (the Academy uses guidelines adopted from IBO), which is a culminating project demonstrating the student's experience in PYP.

Each program of study provides the students with three vital lessons: knowledge about the world in which they live, skills to operate in the world in which they live, and attitudes that encourage being productive members of society. Each grade level includes thematic units, called units of inquiry, which include skill development appropriate for that unit of inquiry. Therefore, the students' academic day is shared between work on the units of inquiry and skill instruction.

During the 2004-05 academic year, the Academy began investigating the process to become authorized by the IBO for the Middle Years Programme (MYP) and participated in introductory training. However, workload precluded the Academy's implementation of the MYP during the 2005-06 school year.

During the 2006-07 school year, the middle school teachers met and discussed implementation and theory. Two lessons were developed for social studies during the year using the MYP framework for practice for the 2007-08 school year. The staff developed scope and

³ Information is taken from personal interviews, the Academy's 2006-07 *Family and Student Handbook*, its Personnel Policies Manual, and Section II of the Academy's charter application for the 2002-03 academic year, which was subsequently incorporated into its contract with the City of Milwaukee.

sequence documents for all subject areas and plan to use this information to identify the “big ideas” for the units.

The Academy has also developed grade-level writing objectives. The Academy also offers instruction in science and social studies, geography, history, Spanish, art, physical education, and health. In addition to academic subjects, the Academy provides opportunities for students to learn and be involved in community service projects.

The Academy uses a variety of methods of instruction including:

- The Learning Principles promoted by the work of Tuck and Coddling (1998). These principles include: valuing student effort; providing clear expectations that are the same for all students; utilizing a thinking curriculum; providing opportunities for students to address their own work and teach others; and having students work beside an expert who models, encourages, and guides the students.
- The Multiple Intelligences model developed by Howard Gardner. This model includes eight intelligences characteristic of student learners: Logical/Mathematical, Interpersonal, Intrapersonal, Linguistic, Kinesthetic, Spatial, Music, and Naturalist. These intelligences are personal, interrelated, and interdependent. Multiple Intelligence theory is used at the Academy as a learning style model.
- Transdisciplinary methods to integrate subject matter across themes.
- Promoting cohesiveness in learning by providing a central theme throughout the various subject areas.
- Direct Instruction and the Accelerated Reader program to develop reading, comprehension, and literacy skills.⁴
- Everyday Math to develop math skills for kindergarten through sixth grade students and Saxon Math for seventh and eighth grade students.
- The Six-Trait Analytic Model for Writing Assessment.

⁴ The school discontinued use of the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) this year.

B. Student Population

At the beginning of the year, there were 303 students ranging from K4 through eighth grade enrolled⁵ in the Academy. Seven students enrolled after the school year started, and 21 students withdrew from the school prior to the end of the year. Reasons for withdrawing included: eight students were dissatisfied with the school program, five students left due to disciplinary policy reasons, four students left the school because of transportation issues, one student moved away, and three students left for other unspecified reasons.

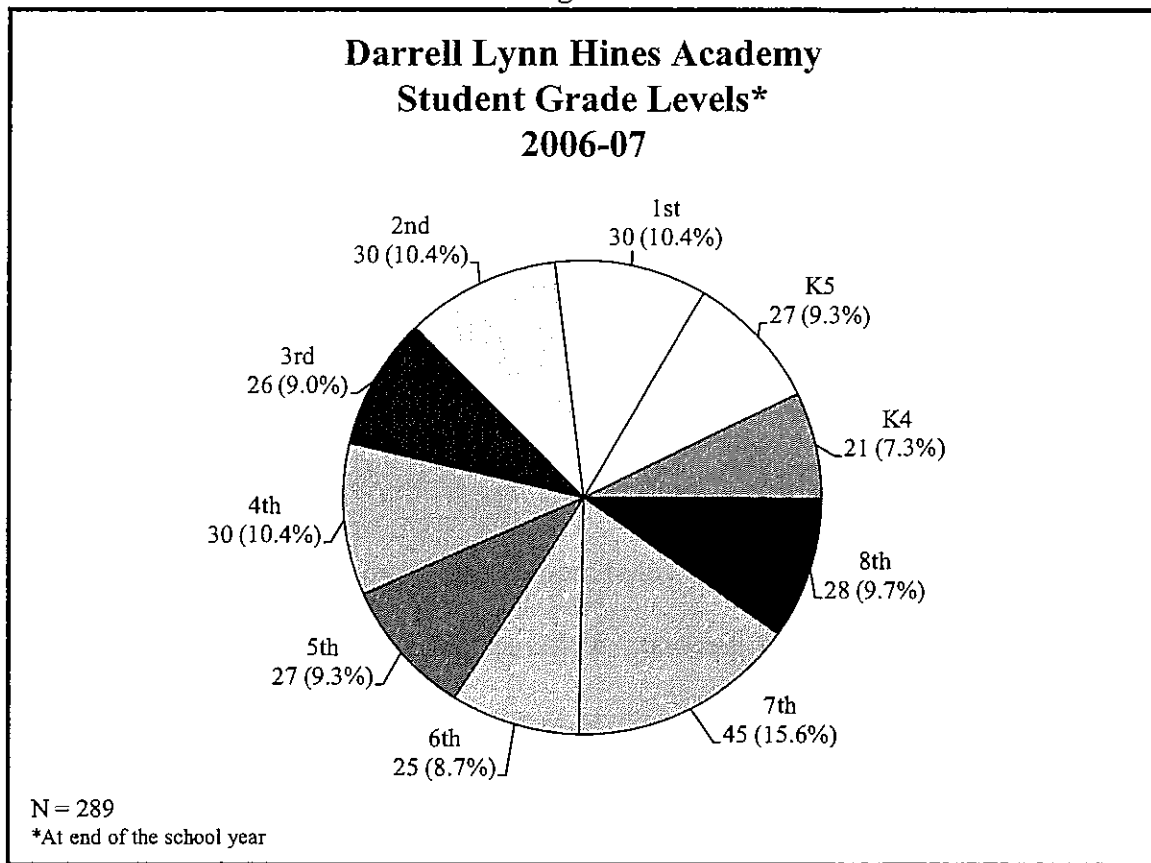
Most (306 of 310, or 98.7%) of the students enrolled in the Academy at any time during the year were African American, two students were Hispanic, one student was Asian, and one student was White. Thirty-two students had special education needs—nine children had special needs in speech/language, seven children had learning disabilities, six children had speech/language and learning disabilities, one child had emotional/behavioral issues, and nine children had other health impairments.

Data regarding the number of students returning to the Academy from the previous year were gathered in the fall of 2006. Of the 232 students attending on the last day of the 2005-06 academic year who were eligible for continued enrollment at the school for the 2006-07 academic year, 198 were enrolled on the third Friday in September 2006, representing a return rate of 85.3%. This compares to a return rate in September of 2005 of 90.7%.

⁵ Enrolled as of September 5, 2006.

At the end of the school year, there were 289 students enrolled. There were 154 (53.3%) girls and 135 (46.7%) boys enrolled at the Academy. The largest grade was seventh grade with 45 students. The number of students by grade level is illustrated in Figure 1.

Figure 1



The school had 11 classrooms with a range of 24 to 30 students. There was a split K4 classroom (a.m. session and p.m. session) and one classroom each for K5, first, second, third, fourth, fifth, sixth, and eighth grades. There were two classrooms for the seventh grade.

The K4 through fifth grade rooms were each staffed by one teacher and one teaching assistant. The sixth, seventh, and eighth grade classrooms each had one teacher per classroom. In addition to K4 through sixth grade teachers and seventh and eighth grade teachers who focus on specific subject areas, the school employed a teacher mentor, a special education teacher, a

librarian/media specialist, a school psychologist, a speech/language pathologist, and a physical education teacher.

C. School Structure

1. Areas of Instruction

The Academy provides instruction in writing, reading, math, language arts and spelling, elementary Spanish, science, social studies, health, art, music, and physical education. These subjects are assessed on each student's report card. Each student is rated six times throughout the school year on academic progress and effort. Report cards also reflect the teacher's assessment of the child's work habits.

2. Teacher Information

During the 2006-07 school year, the Academy employed 12 classroom teachers, a teacher mentor, one special education teacher, a librarian/media specialist, a speech/language pathologist, a school psychologist, and a physical education teacher. All of these professionals held a State of Wisconsin Department of Public Instruction (DPI) license or permit.

Prior to the beginning of school, staff participated in two days of staff development with a focus on the instructional leader's expectations and the curriculum leader's expectations for the academic year. In addition, prior to the first day of student attendance, staff participated in a day of reading mastery training and another day of Powerschool. Curriculum meetings were held on Wednesdays for one hour throughout the year. These sessions were conducted by the instructional leader, the special education coordinator, the science teacher, the math teacher leader, and the teacher mentor. The topics included:

- Reading, math, and special education curricula organization;

- Test preparation, how to make connections in class;
- Science fair expectations;
- Math skills: secure, developing, beginning;
- Assessments, differentiating instruction (including MAP [Measures of Academic Progress] assessments);
- Use of checklists and end-of-the-unit assessments;
- Interesting world-wide articles in various curricula areas;
- Review of the Academy learning memo;
- Math workshop for parents;
- Math scope and science documents and alignment of math standards;
- PYP standards; and
- Final grade level reflections meeting.

In addition, middle school teachers attended training regarding the MYP in Salt Lake City, Utah.

First-year employees' performance was formally reviewed three months after the school year began. The review included a discussion concerning a lesson taught by a teacher that had been observed by the instructional leader, mentor/mentee discussions, and areas in need of improvement. A second review occurred six months after the start of the school year. Returning employees were reviewed six months after the start of the school year. The instructional leader used observations and lesson plans as a basis for gathering information regarding reviews.

3. Hours of Instruction/School Calendar

The regular school day for students began at 7:55 a.m.⁶ and concluded at 3:10 p.m. The first day of school was September 5, 2006, and the last day of school was June 13, 2007.⁷ The highest possible number of days for student attendance in the academic year was 174. Five additional days were “banked” for teacher work days, with two additional organization/record days scheduled for teachers: one before the students attended and one after the last day of student attendance. The Academy has met the City of Milwaukee’s requirement to provide at least 875 instructional hours in charter schools, as well as its contract provision requiring the school to publish an annual calendar.

4. Parent and Family Involvement

The Academy’s *2006-2007 Family & Student Handbook: Celebrating Family Involvement* was provided to every family prior to the start of the school year. In this handbook, the Academy invites parents to become active members of the Family Involvement Team, which is comprised of all parents and guardians of the Academy’s students. Its purpose is to provide positive communication between parents/guardians/family members and the school administration, to facilitate parental involvement in school governance and educational issues, to organize volunteers, to review and discuss school performance issues, and to assist in fundraising and family education training.

The Academy offers parents/guardians/family members an opportunity to review and sign its family agreement. This agreement is a contract that describes the role of the school and the family in the partnership to achieve academic and school goals for students.

⁶ Students could arrive as early as 7:20 a.m. Breakfast was served between 7:20 a.m. and 7:45 a.m. daily.

⁷ Based on a calendar provided by the school for the 2006-07 year.

Parent/guardians of K5 students were required to attend a mandatory orientation session with their child prior to the start of school. Parents/guardians of returning students who have consistently not adhered to school policies and guidelines are invited to individual meetings to determine strategies to ensure the child's future success. Family-teacher conferences were scheduled twice during the year in October and March. Telephone conferences were substituted for in-person conferences when parents/guardians were unable to attend.

5. Waiting List

At the end of the academic year, the school leadership indicated that 77 students were on a waiting list for fall enrollment. These included students waiting for every grade from K4 through eighth grade.

6. Disciplinary Policy

The Academy clearly explains its discipline policy to parents and students in its *Family & Student Handbook*. The Student Management section of the handbook includes a statement of student expectations, parent and guardian expectations, and an explanation of the family agreement. In addition, an explanation of the school's discipline plan and disciplinary actions is provided. The types of disciplinary referrals include conferences with the student, the teacher, and the parent or guardian; referral to the dean of students; in-house suspensions; out-of-school suspensions; and expulsion recommendations. Each of these is explained in the handbook along with appeal rights and procedures. The school also has an explicit weapons and criminal offense policy that prohibits guns and other weapons, alcohol or drugs, and bodily harm to any member of the school community. These types of offenses can result in expulsion.

Students are also referred for awards. These include awards for attendance and the academic honor roll. An annual awards convocation also honors students who have excelled in

academic achievement and have demonstrated positive behavior and character traits that exemplify a model student.

D. Activities for Continuous School Improvement

Following is a description of the Academy's response to the activities that were recommended in its programmatic profile and education performance report for the 2005-06 academic year:

- Recommendation: Focus on math instruction and techniques to improve math performance.

Response: The school implemented the MAP for use by the teachers. Subject leaders developed an improvement plan for math that was presented to the teachers. With the teacher feedback, the improvement plan was implemented throughout the year. During the Wednesday curriculum meetings, the improvement plan was assessed and changes made. Adjustments to the scope and sequence for the math program were made. For example, the decision was made to work on some test preparation skills earlier in the year. This approach led to the practice of looking a year ahead at the skills needed for the development of subsequent skills.

- Recommendation: Continue to develop a balanced approach to literacy to enhance the Direct Instruction approach.

Response: The staff incorporated more reading and writing into the general curriculum this year. Students in each grade level were required to read a certain number of books. A summer program was offered to first through fourth grade students. The summer literacy program focused on reading, writing, word skills, and technology. Summer programming was also offered to fifth through seventh grade students who were not proficient readers. Master degree reading specialists from Alverno College provided additional support. The school continues to develop teacher skills in reading through the mentor teacher and the services of the instructional leader.

- Recommendation: Develop skills to make Powerschool more functional for teachers and parents.

Response: Powerschool training was provided to teachers, resulting in its utilization for attendance. Parents used the program for lunch bills and attendance. A designated staff person was scheduled to attend the Powerschool training program in St. Louis, Missouri, during July 2007.

III. EDUCATIONAL PERFORMANCE

To monitor the Academy's activities as described in its contract with the City of Milwaukee, a variety of qualitative and quantitative information was collected at specified intervals during the past several academic years. At the start of this year, the school established attendance and parent participation goals, as well as goals related to special education students. The school also identified local and standardized measures of academic performance to monitor student progress. The local assessment measures included the reading assessments such as the Stanford Diagnostic Reading Test (SDRT)⁸ for first graders and the MAP for second through eighth graders, mathematics progress reports for K5 and first graders and MAP results for students in second through eighth grades, language arts progress as measured by MAP for second through eighth graders, and results of the Six Traits of Writing assessment.

The standardized assessment measures used were the SDRT and the Wisconsin Knowledge and Concepts Examination – Criterion Referenced Test (WKCE – CRT). Note that this is the second year that the WKCE – CRT was used in the State of Wisconsin. It is administered to third through eighth grade students to meet federal No Child Left Behind requirements that schools test children's skills in reading and math. The WKCE – CRT is similar to the former test used in Wisconsin, the WKCE; however, it is administered not just to fourth or eighth graders but to all third through eighth grade students.⁹ Goals and measures are described in the annual outcome measures agreement memo in Appendix B.

⁸ The SDRT is also used as a standardized measure of academic progress.

⁹ Additional subtests in language arts, social studies, and science are included in the WKCE – CRT for fourth and eighth graders. Items on these subtests are based primarily on the *TerraNova* test and are not CRT items.

A. Attendance

At the beginning of the academic year, the school established a goal to maintain an average attendance rate of 90.0%. Attendance rates were calculated for 310 students enrolled during the school year¹⁰ and averaged across all students. Not including excused absences, the school's attendance rate was 93.7%. When excused absences were included, the attendance rate rose to 96.6%. Based on these calculations, the Academy exceeded its attendance goal.

B. Parent Participation

At the beginning of the academic year, the school set a goal that parents/guardians would attend at least two scheduled family-teacher conferences. This year, there were 297 children enrolled at the time of both conferences. Parents of 292 (98.3%) children attended the first and parents of 96.3% of children attended the second scheduled conference. The Academy has, therefore, met its goal related to parent participation.

C. Special Education Needs

This year, the school set a goal to develop and maintain records on all special education students. IEP team assessments were completed for all 32 children with special education needs, and IEP reviews were conducted for all children requiring one. In addition, CRC conducted a review of a representative number of files during the year. This review showed that students had current IEPs indicating their eligibility for special education services and that their parents were invited to and involved in developing the IEP. The school has met its goal related to special education needs students.

¹⁰ 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.

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 standardized testing, each charter school has the responsibility of describing the goals and expectations of its students in meaningful language, in light of that school's unique approach to education. These goals and expectations are established by each City of Milwaukee charter 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.

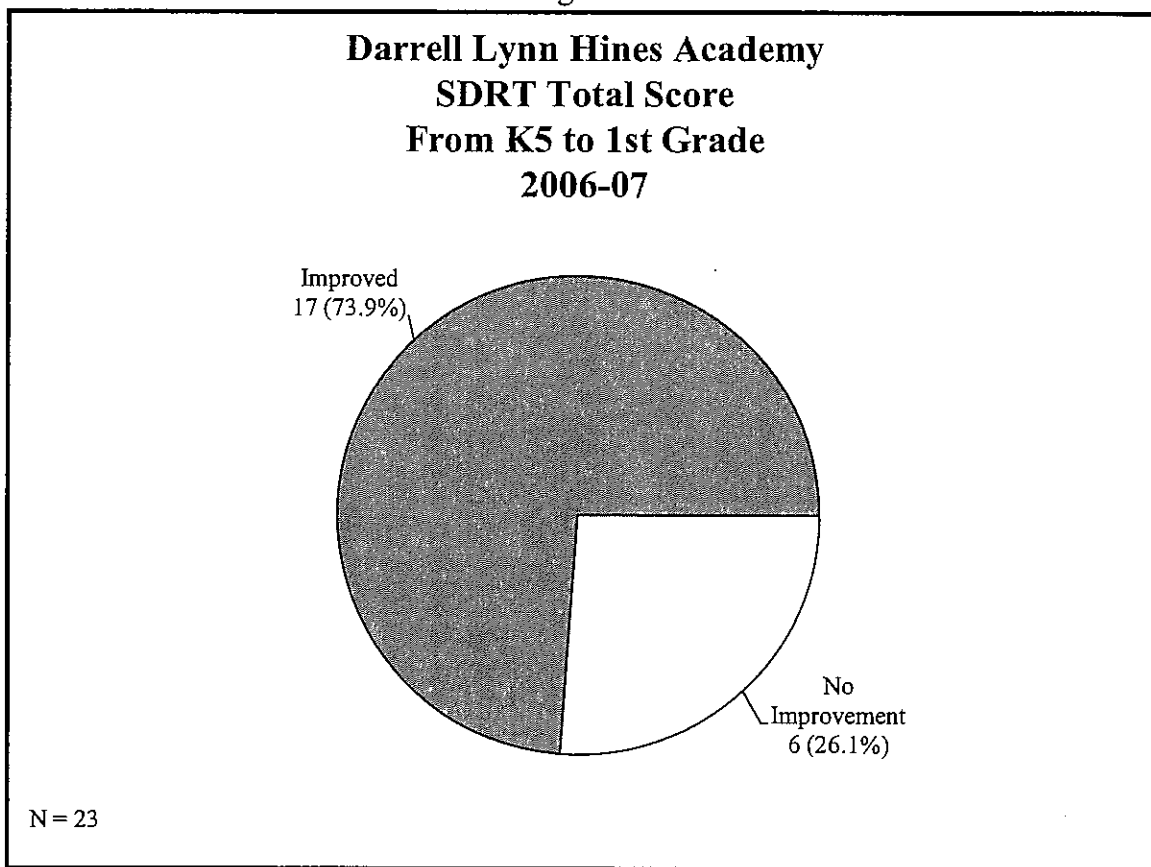
1. Reading Progress

a. First Graders

At the beginning of the school year, the school set a goal that students in first grade would take the SDRT. Those who were also enrolled in 2005-06 as K5 students would show improvement in their score from K5 to first grade.

This year there were 23 first graders who had been administered the SDRT in successive years. On average, these students improved their scores by 0.4 grade level equivalents (GLE). Seventeen (73.9%) students improved their score (see Figure 2).

Figure 2



b. Second through Eighth Graders

This year, the school set a goal that students in second through eighth grades would demonstrate progress in reading as measured by the MAP tests administered in the fall and again in the spring.¹¹ On average, students demonstrated an improvement of 5.6 points from one test administration to the next. Average scores for each grade are described in Table 1.

Table 1				
Darrell Lynn Hines Academy				
Average Reading Scores for 2nd through 8th Graders				
Based on Measures of Academic Progress Tests				
Grade	N	Average Score Fall	Average Score Spring	Average Change
2nd	30	166.5	179.8	13.3
3rd	23	180.8	186.1	5.3
4th	30	190.5	200.3	9.8
5th	27	197.4	205.4	8.0
6th	26	200.2	201.7	1.5
7th	44	209.4	210.0	0.6
8th	28	211.9	214.1	2.2
Total	208	194.9	200.5	5.6

*Includes students with both fall and spring test results.

¹¹ Students who were identified as lagging behind as a result of the fall MAP assessment were tested again in January 2007 to monitor their progress.

Overall, 69.2% of students improved their test score from the fall to the spring test administration. The number of students who showed improvement in reading scores, as measured by MAP, is illustrated Table 2.

Table 2			
Darrel Lynn Hines Academy Reading Progress for 2nd through 8th Graders Based on Measures of Academic Progress Tests			
Grade	N	Number of Students with Improved Score	% of Students with Improved Score
2 nd	30	27	90.0%
3 rd	23	15	65.2%
4 th	30	26	86.7%
5 th	27	22	81.5%
6 th	26	13	50.0%
7 th	44	23	52.3%
8 th	28	18	64.3%
Total	208	144	69.2%

2. Math Progress

a. K5 and First Graders

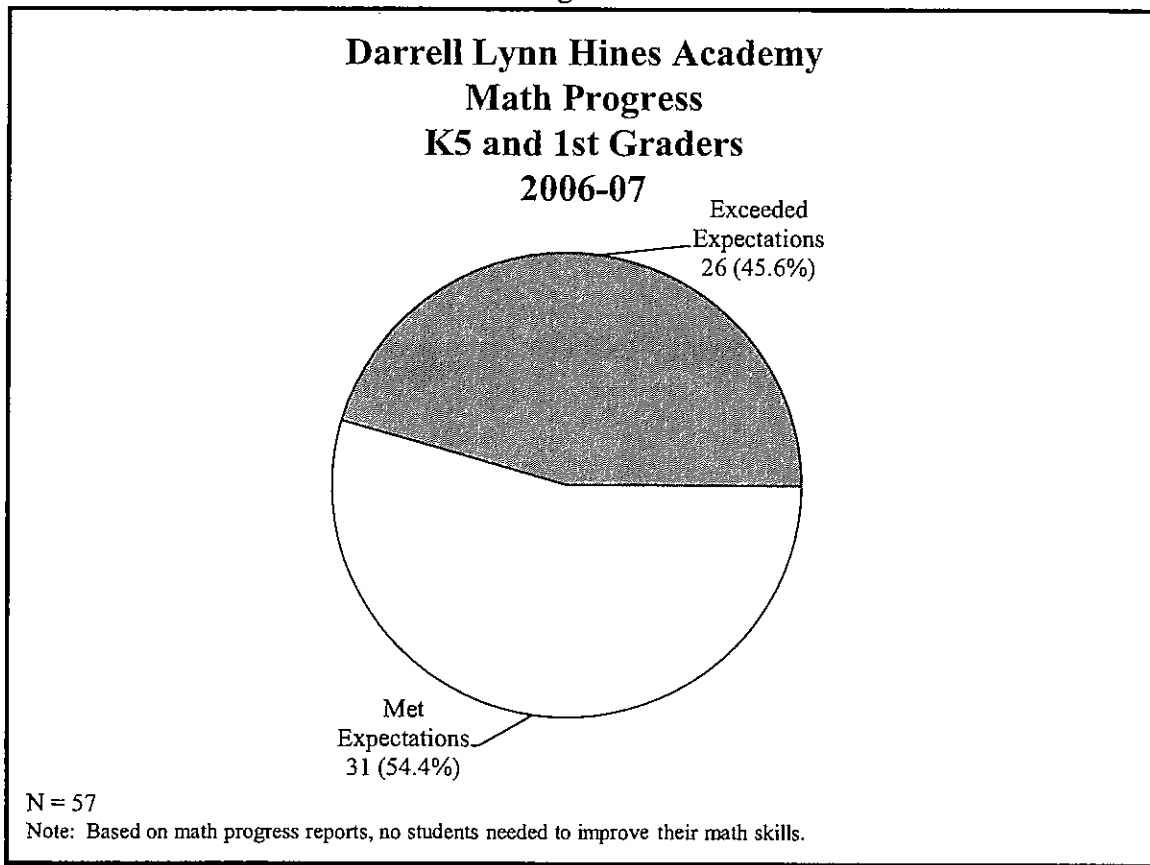
To track math progress at a local level, the Academy set a goal that students in K5 or first grades would exhibit a grade of “2” or better or show one or more levels of progress between the first and sixth marking periods using the following scale:

- 1 Indicates that the student *exceeds expectations*, demonstrating exemplary performance.
- 2+ Indicates that the student *meets expectations*, demonstrating slightly above average performance.
- 2 Indicates that the student *meets expectations*, demonstrating average performance.
- 2- Indicates that the student is demonstrating slightly below average performance and *meets expectations*.

- 3 Indicates that the student *needs improvement*, demonstrating far below average performance.

This year, math progress indicators for 57 K5 and first grade students assessed at the beginning (first marking period) and end of the school year (sixth marking period) showed that by the end of the year, 26 (45.6%) students exceeded expectations, and 31 (54.4%) met expectations. No students demonstrated a need to improve math skills (see Figure 3).

Figure 3



b. Second through Eighth Graders

This year, the school set a goal that students in second through eighth grades would demonstrate math progress on the MAP tests administered in the fall and again in the spring. MAP results were submitted for 208 students who were administered the test at both times.

Results indicate that, on average, student math scores improved by 7.3 points from the fall to the spring test administration (see Table 3).

Table 3				
Darrell Lynn Hines Academy				
Average Math Scores for 2nd through 8th Graders				
Based on Measures of Academic Progress Tests				
Grade	N	Average Score Fall	Average Score Spring	Average Change
2nd	30	171.7	186.3	14.6
3rd	23	180.1	187.4	7.3
4th	30	195.3	201.0	5.7
5th	27	200.0	206.0	6.0
6th	26	201.9	211.3	9.4
7th	44	214.5	221.1	6.6
8th	28	220.0	221.1	1.1
Total	208	199.0	206.3	7.3

Overall, 165 (79.3%) students improved their math score from the fall to the spring MAP test administration (see Table 4).

Table 4			
Darrell Lynn Hines Academy			
Math Progress for 2nd through 8th Graders			
Based on Measures of Academic Progress Fall and Spring Tests			
Grade	N	Number of Students with Improved Score	% of Students with Improved Score
2nd	30	27	90.0%
3rd	23	18	78.3%
4th	30	25	83.3%
5th	27	20	74.1%
6th	26	21	80.8%
7th	44	37	84.1%
8th	28	17	60.7%
Total	208	165	79.3%

3. Language Arts Progress for Second through Eighth Graders

This year, the school elected to use MAP test results from the fall and spring to assess student progress in language arts. Test results were submitted for 208 students who were administered both examinations. Results indicate that, overall, student scores improved by 4.0 points from one test to the next (see Table 5).

Grade	N	Average Score Fall	Average Score Spring	Average Change
2nd	30	171.3	182.0	10.7
3rd	23	187.3	191.2	3.9
4th	30	198.1	205.0	6.9
5th	27	205.6	206.6	1.0
6th	26	204.2	205.0	0.8
7th	44	212.0	214.6	2.6
8th	28	214.5	216.4	1.9
Total	208	199.9	203.9	4.0

Overall, 143 (68.8%) of 208 students improved their language arts score from the fall to the spring test administration (see Table 6).

Grade	N	Number of Students with Improved Score	% of Students with Improved Score
2nd	30	27	90.0%
3rd	23	20	87.0%
4th	30	28	93.3%
5th	27	14	51.9%
6th	26	14	53.8%
7th	44	26	59.1%
8th	28	14	50.0%
Total	208	143	68.8%

4. Writing Progress

To assess writing skills at the local level, the school set a goal that students would be able to produce a grade-appropriate piece of writing. The grade-level written assignment was assessed using the Six Traits of Writing rubric. The Six Traits of Writing is a framework for assessing the quality of student writing and offers a way to link assessments with revisions and editing. Based on grade-level specific requirements, each student was categorized as having minimal, basic, proficient, or advanced writing skills.

Results provided for 270 students in K5 through eighth grades indicated that 34 (12.6%) exhibited advanced, 115 (42.6%) proficient, 88 (32.6%) basic, and 33 (12.2%) students exhibited minimal writing skills on their grade-level writing piece. Since 87.8% of the students demonstrated basic or better proficiency levels in writing, this local measure of academic performance was substantially met (see Figure 4).

Figure 4

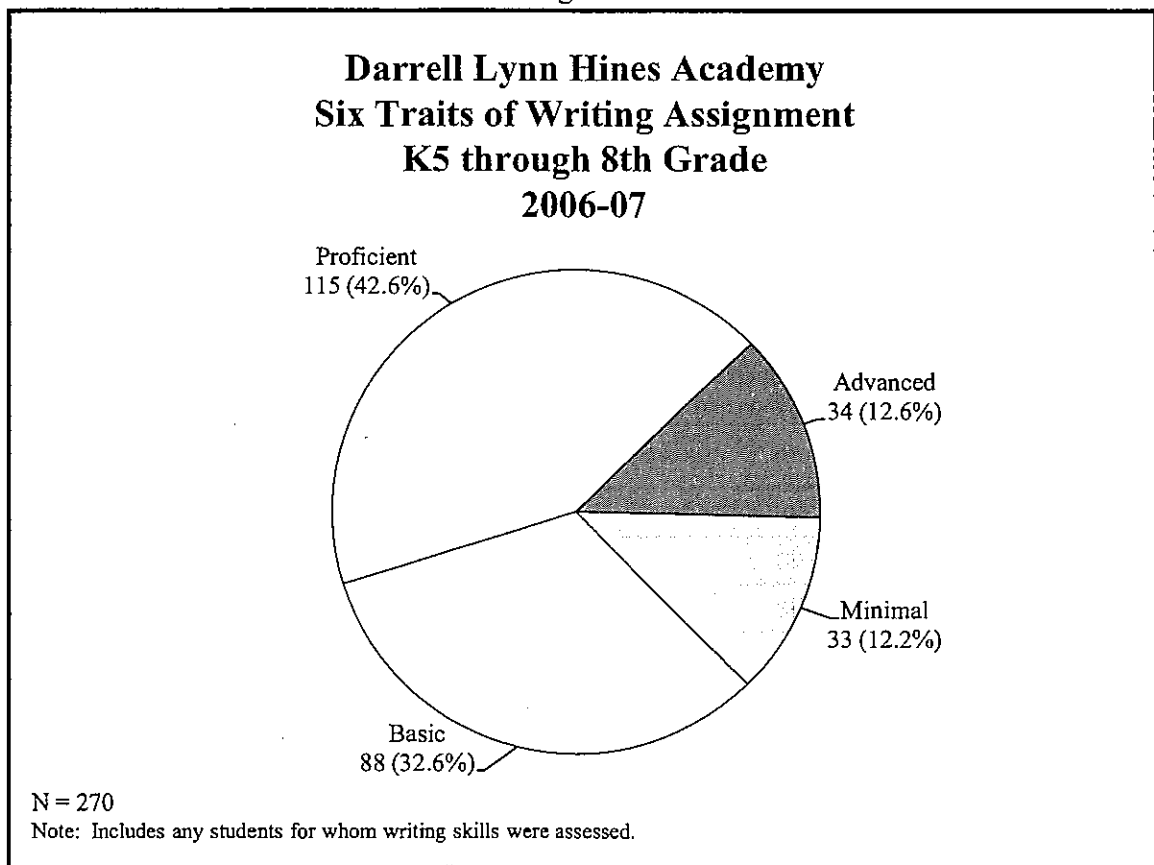


Table 7 illustrates the Six Traits of Writing results for each grade.

Table 7										
Darrell Lynn Hines Academy										
Six Traits of Writing Assessment Results by Grade										
2006-07										
Grade	Results									
	Minimal		Basic		Proficient		Advanced		Total	
K5	1	3.6%	7	25.0%	19	67.9%	1	3.6%	28	100.0%
1st	5	16.7%	7	23.3%	12	40.0%	6	20.0%	30	100.0%
2nd	11	36.7%	6	20.0%	11	36.7%	2	6.7%	30	100.0%
3rd	5	19.2%	6	23.1%	7	26.9%	8	30.8%	26	100.0%
4th	6	20.0%	10	33.3%	7	23.3%	7	23.3%	30	100.0%
5th	4	14.8%	5	18.5%	15	55.6%	3	11.1%	27	100.0%
6th	0	0.0%	15	57.7%	11	42.3%	0	0.0%	26	100.0%
7th	1	2.2%	22	48.9%	17	37.8%	5	11.1%	45	100.0%
8th	0	0.0%	10	35.7%	16	57.1%	2	7.1%	28	100.0%
Total	33	12.2%	88	32.6%	115	42.6%	34	12.6%	270	100.0%

E. External Standardized Measures of Educational Performance

The CSRC requires that the school administer certain standardized tests depending on the grade. The CSRC requires that the school administer the SDRT to all first, second, and third graders enrolled in charter schools and that third through eighth graders take the Wisconsin Student Assessment System Tests. These tests were revised for 2005-06 school and now include the WKCE – CRT for reading and math. This is the second year the WKCE – CRT was available to students in Wisconsin. It is similar to the WKCE reading and math tests formerly given to fourth graders.¹² However, the test is directly aligned with the State of Wisconsin model academic standards and is available to students in third through eighth grades. The WKCE – CRT meets federal No Child Left Behind requirements to test students' reading and

¹² Note that the WKCE – CRT for fourth and eighth grades includes language arts, social studies, and science subtests. Items on these subtests are based primarily on the *TerraNova* test and are nationally normed. The items on the reading and math subtests are CRT items that reflect student performance relative to Wisconsin model academic standards.

math skills. The following section describes results of these standardized tests for all children enrolled at the time of the tests.

1. Stanford Diagnostic Reading Test for K5 Students

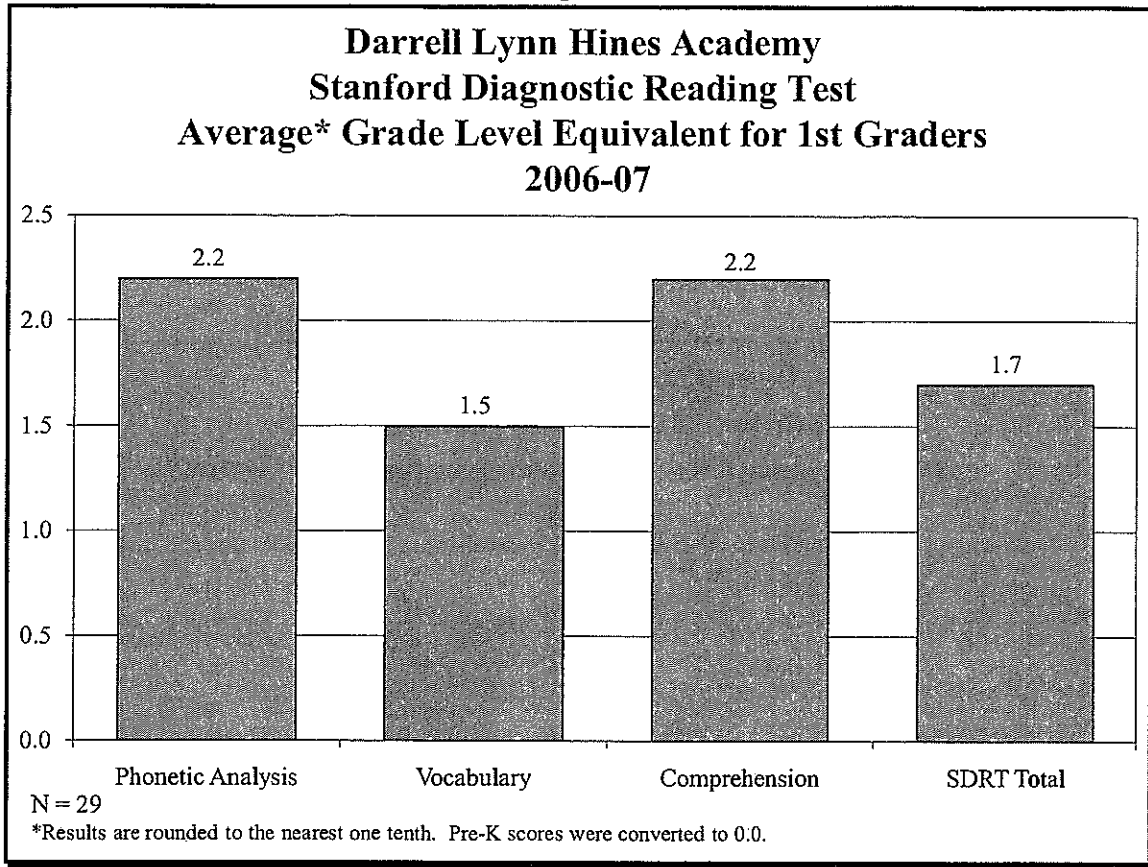
Although not required, the school administered the SDRT to K5 students. However, the test publisher misplaced the test results; therefore, results were not included in this draft report. If results become available prior to the final report, they will be included.

2. Stanford Diagnostic Reading Test for First Graders

For first graders, student performance on the SDRT is reported in phonetic analysis, vocabulary, comprehension, and a total SDRT score. In April 2007, the test was administered to 29 first graders.¹³ Results on this measure indicate that, on average, first graders were functioning in reading at GLEs of 1.5 to 2.2 in the three areas (see Figure 5).

¹³ An additional first grader took only one part of the test. This student's score was not included.

Figure 5



The GLE range and median score for first graders is illustrated in Table 8. The range of levels in each area indicates a fairly wide distribution among the first graders.

Table 8

**Darrell Lynn Hines Academy
Stanford Diagnostic Reading Test
Grade Level Equivalent Range for 1st Graders
2006-07
(N = 29)**

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Phonetic Analysis	K.0	5.2	1.9
Vocabulary	K.6	3.2	1.4
Comprehension	K.8	5.3	2.1
SDRT Total	K.4	3.3	1.8

Note: Results are rounded to the nearest one tenth.

3. Stanford Diagnostic Reading Test for Second Graders

Second graders were administered the SDRT in April 2007. Results are presented in Figure 6 and Table 9. As illustrated, second graders were, on average, reading at or above grade level in each of the areas tested.

Figure 6

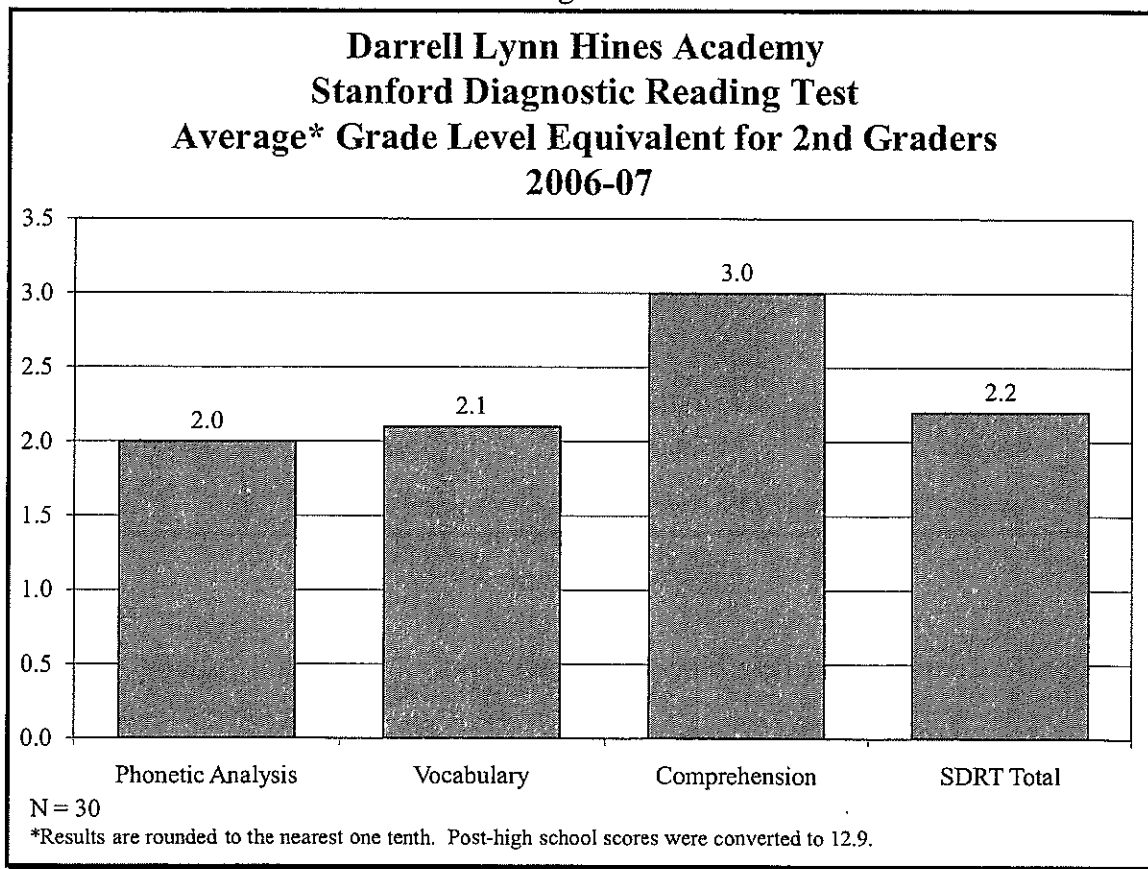


Table 9

**Darrell Lynn Hines Academy
Stanford Diagnostic Reading Test
Grade Level Equivalent Range for 2nd Graders
2006-07
(N = 30)**

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Phonetic Analysis	K.8	4.7	2.0
Vocabulary	K.5	3.6	2.1
Comprehension	1.1	PHS*	2.6
SDRT Total	K.9	3.4	2.3

*Post-high school.

4. **Standardized Tests for Third Graders**

a. **Stanford Diagnostic Reading Test for Third Graders**

Results from this year's SDRT, administered in April 2007, indicate that third graders are, on average, reading at 2.4 to 3.1 GLEs in the areas tested (see Figure 7 and Table 10).

Figure 7

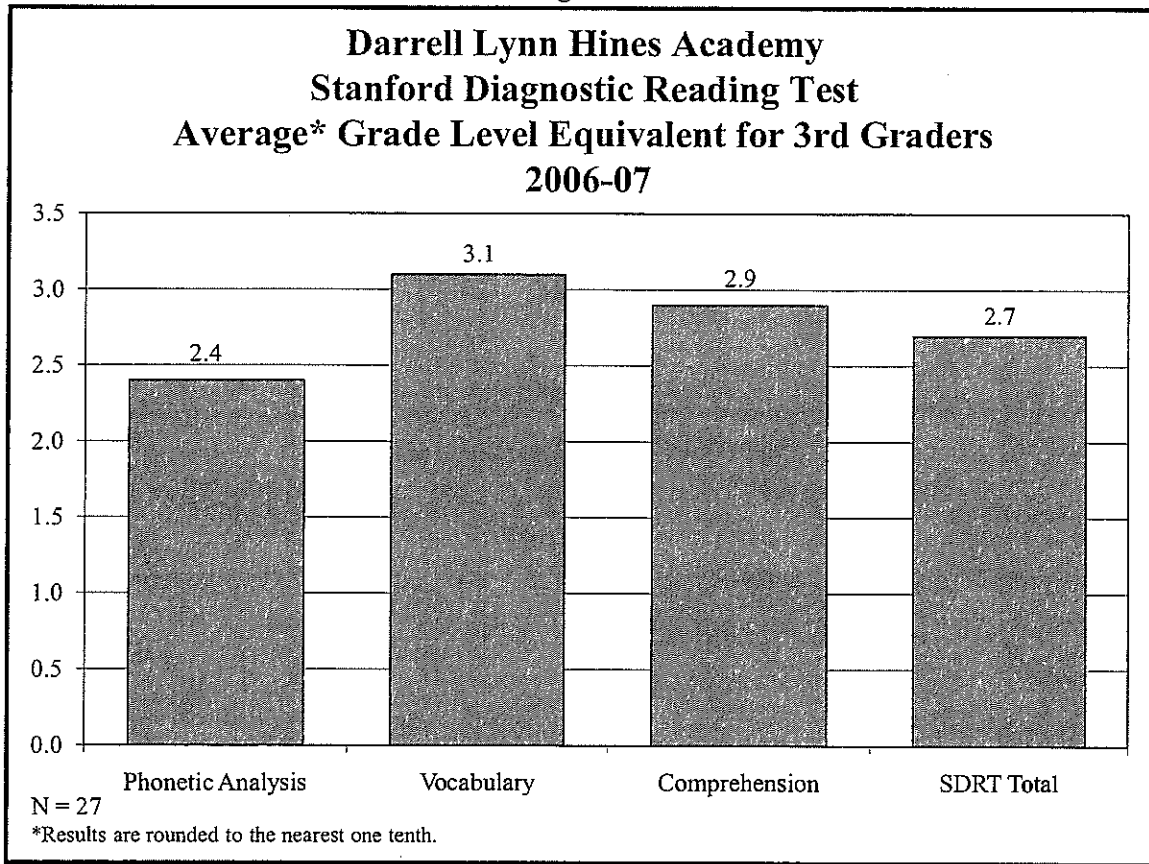


Table 10

Darrell Lynn Hines Academy
Stanford Diagnostic Reading Test
Grade Level Equivalent Range for 3rd Graders
2006-07
(N = 27)

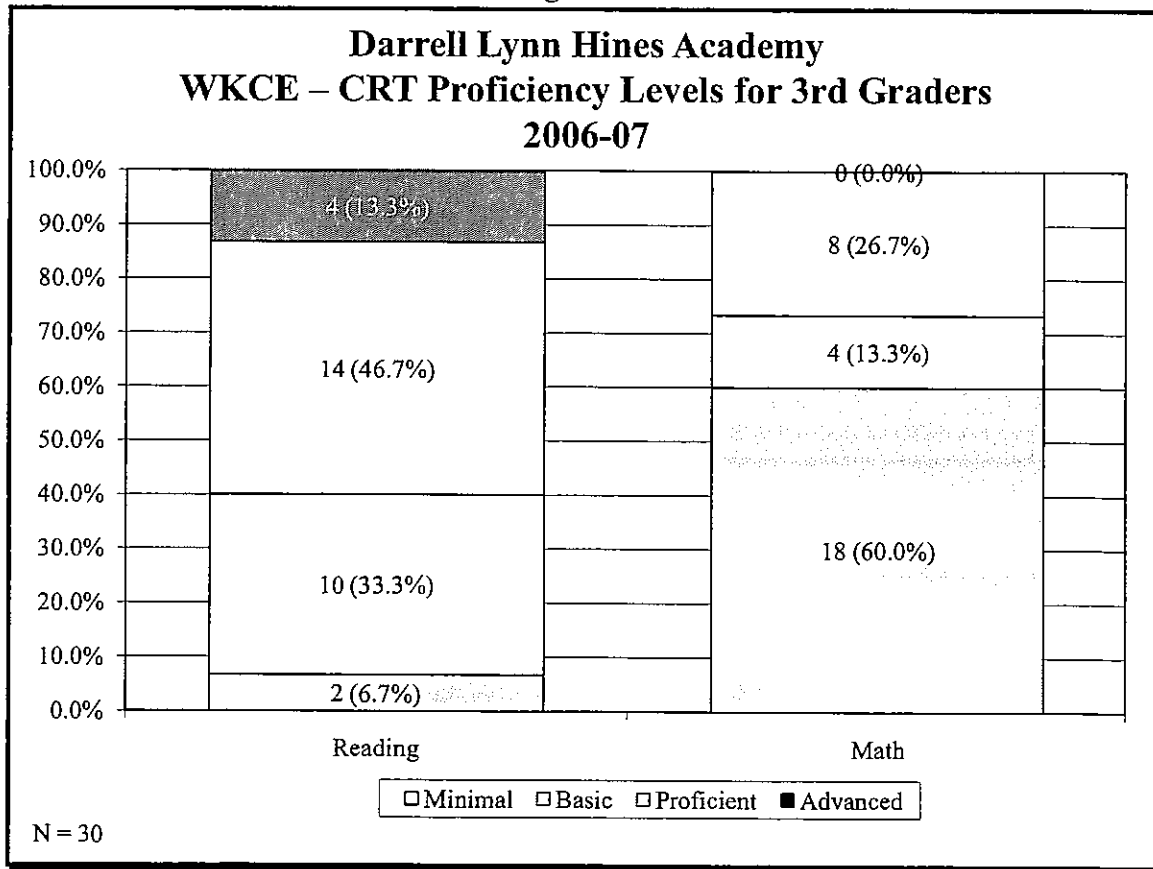
Area Tested	Lowest Grade Level Score	Highest Grade Level Score	Median
Phonetic Analysis	K.9	7.7	2.3
Vocabulary	1.3	5.5	3.1
Comprehension	1.3	8.1	2.6
SDRT Total	1.4	5.2	2.6

b. WKCE – CRT for Third Graders

This year, the CSRC required its charter schools to administer the WKCE – CRT to third graders. Based on how they scored on these assessments, students were placed in one of four proficiency categories: *advanced*, *proficient*, *basic*, and *minimal* performance.¹⁴ Results were used to assess third grade reading and math skills, as well as provide scores against which to measure progress over multiple years. This year, the test was administered in October 2006 to 30 third graders.

As illustrated in Figure 8, four (13.3%) third graders scored advanced, 14 (46.7%) proficient, ten (33.3%) scored basic, and two (6.7%) scored in the minimal proficiency level in reading. In math, no students scored advanced, eight (26.7%) scored proficient, four (13.3%) scored in the basic level, and 18 (60.0%) students scored minimal proficiency.

Figure 8



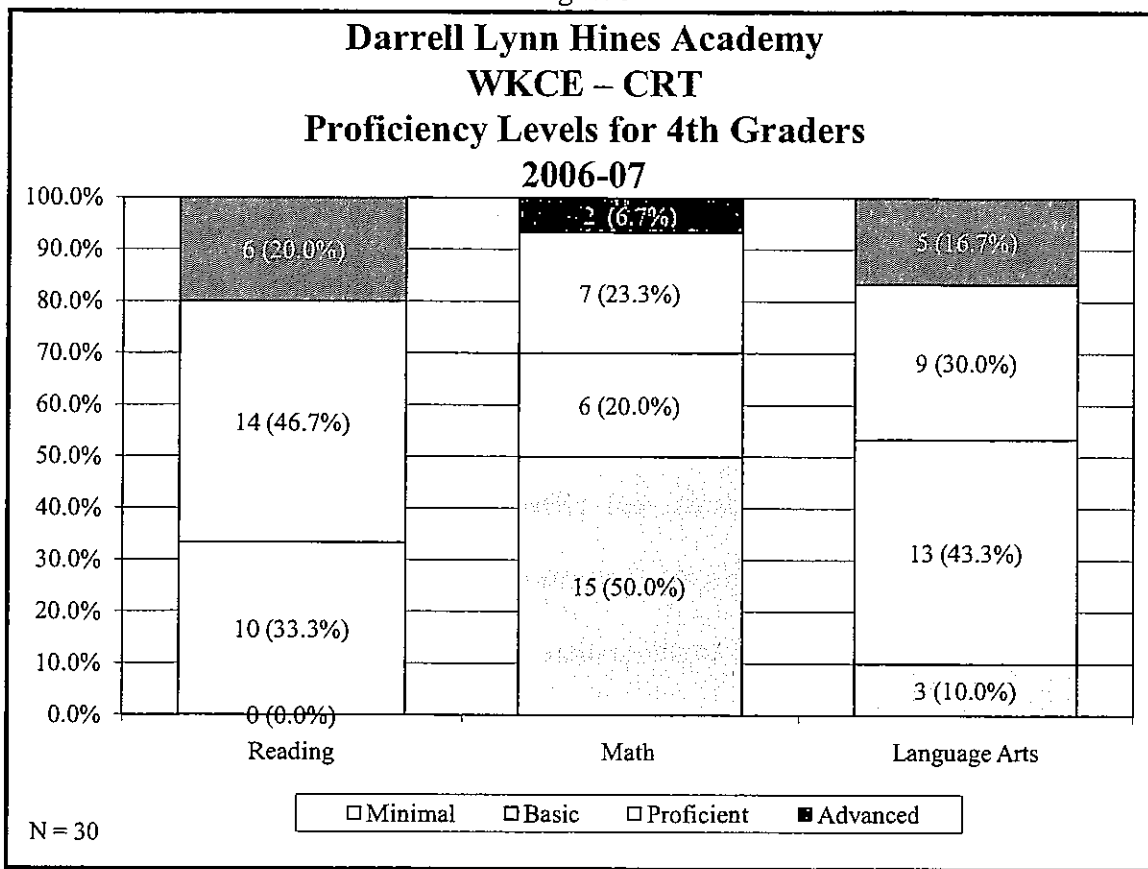
¹⁴ *Advanced*: Demonstrates in-depth understanding of academic knowledge and skills; *proficient*: demonstrates competency in the academic knowledge and skills; *basic*: demonstrates some academic knowledge and skills; and *minimal*: demonstrates very limited academic knowledge and skills.

5. WKCE – CRT for Fourth Graders

In October 2006, all fourth graders in Wisconsin public schools were given the WKCE – CRT. The WKCE – CRT is similar to the WKCE administered in past years except the reading portion is now the CRT – Reading and the math portion is now the CRT – Math. The fourth grade test also includes language arts, science, and social studies. Items on the language arts, science, and social studies subtests are based primarily on *TerraNova* test items and are nationally normed. Items on the reading and math subtests are CRT items directly aligned with Wisconsin model academic standards and reflect students' achievement relative to those standards. The CSRC requires that schools report student achievement on the WKCE – CRT in reading, language arts, and math for fourth graders.

The WKCE – CRT was administered to 30 fourth grade students at the Academy. This year, six (20.0%) fourth graders scored advanced reading proficiency, 14 (46.7%) were proficient readers, ten (33.3%) had a basic understanding, and no fourth graders scored in the minimal reader category. In math, two (6.7%) students exhibited advanced skills, seven (23.3%) students achieved proficient, six (20.0%) scored in the basic range, and 15 (50.0%) students exhibited minimal skills. In language arts, five (16.7%) students were advanced, nine (30.0%) were proficient, 13 (43.3%) had basic skills, and three (10.0%) students exhibited minimal skills (see Figure 9).

Figure 9



The final score from the WKCE – CRT is a writing score. The extended writing sample is evaluated using two scoring methods. A six-point composition score evaluates students' ability to control purpose, organization, content development, sentence fluency, and word choice. A three-point conventions score evaluates students' ability to control punctuation, grammar, capitalization, and spelling. Scores are combined to produce a single score on the report ranging from 0.0 to a maximum possible score of 9.0.

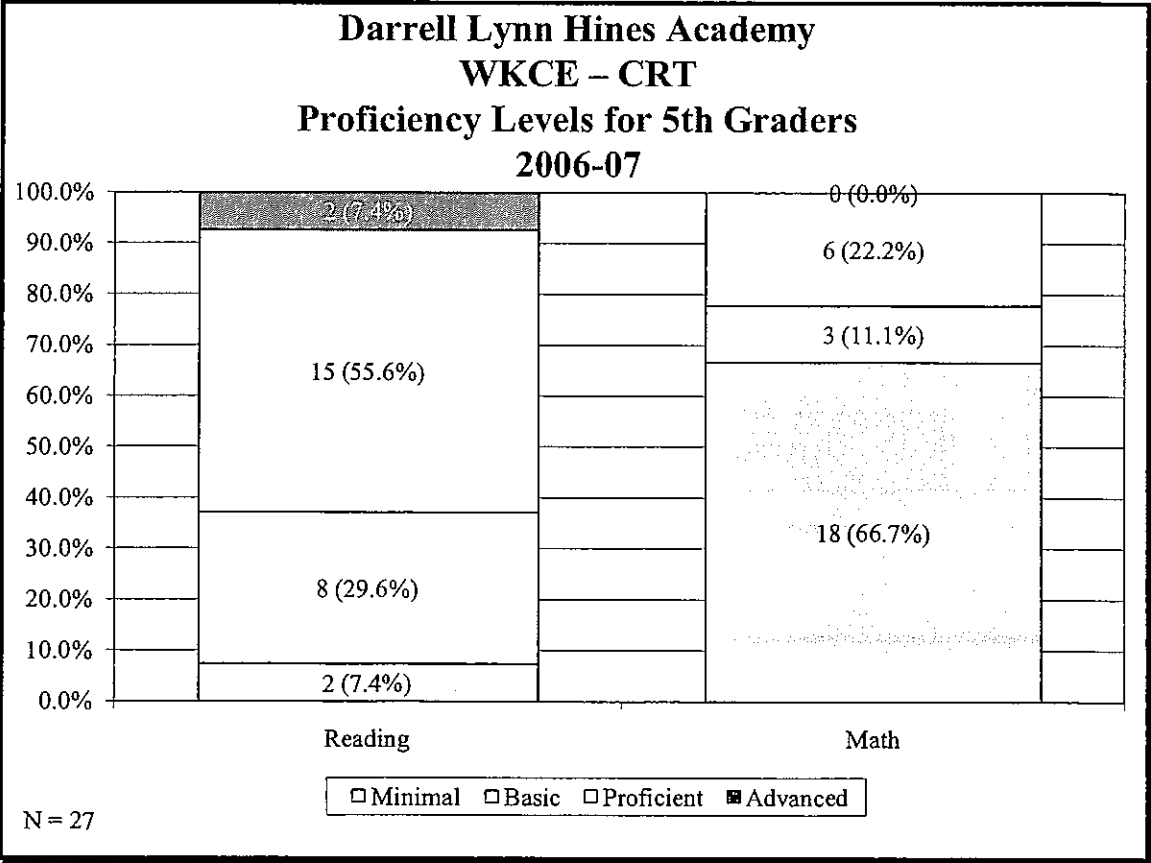
The Academy's fourth graders' writing scores ranged from 2.5 to 6.0. The average score was 4.8. The median score was 5.0, meaning half of students scored at or below 5.0 and half scored 5.0 to 6.0.

6. WKCE – CRT for Fifth Graders

As required by the CSRC, fifth graders were administered the WKCE – CRT reading and math subtests. The CSRC requires that these subtests be administered to assess student achievement and provide a basis for multiple-year student progress.

The examinations were administered in October 2007 to 27 fifth grade students. Results indicated that two (7.4%) fifth graders scored advanced, 15 (55.6%) were proficient, eight (29.6%) scored basic, and two (7.4%) fifth graders scored in the minimal reading level. In math, no fifth graders scored advanced, six (22.2%) scored proficient, three (11.1%) scored basic, and 18 (66.7%) fifth graders scored in the minimal proficiency level (see Figure 10).

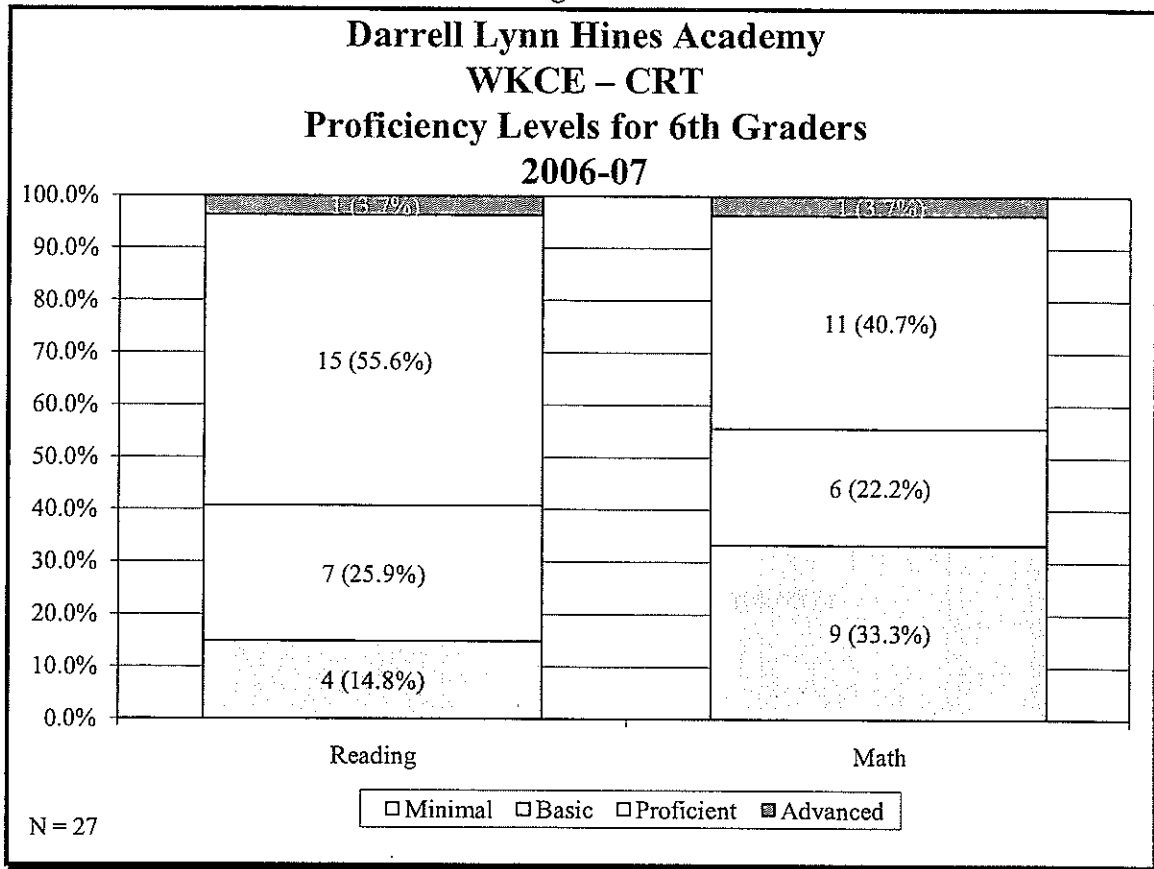
Figure 10



7. **WKCE – CRT for Sixth Graders**

Figure 11 illustrates proficiency levels for all sixth graders who took the WKCE – CRT in October 2006. One (3.7%) scored advanced, 15 (55.6%) scored proficient, seven (25.9%) scored basic, and four (14.8%) students scored minimal in reading. One (3.7%) scored advanced, 11 (40.7%) scored proficient, six (22.2%) scored basic, and nine (33.3%) students scored minimal in math.

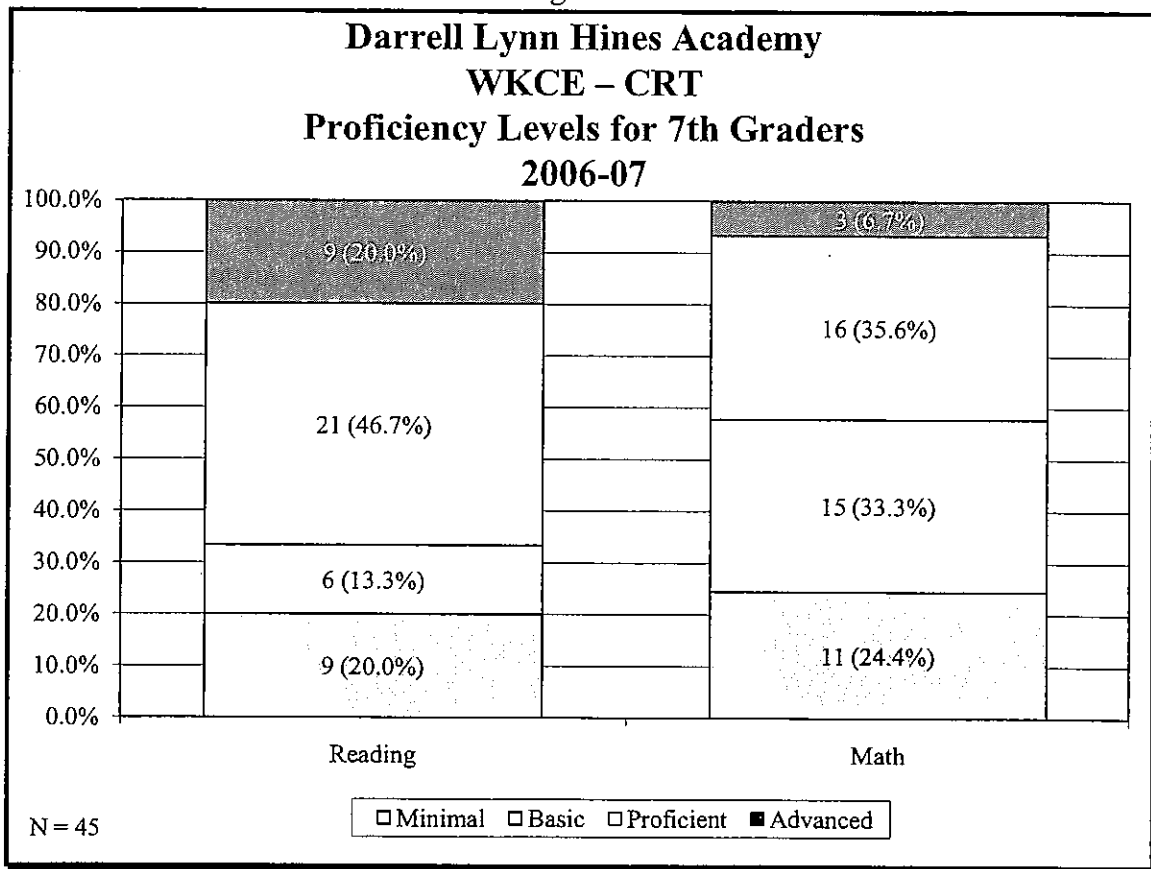
Figure 11



8. WKCE – CRT for Seventh Graders

Figure 12 illustrates the proficiency levels from the seventh grade WKCE – CRT, administered in October 2006. In reading, nine (20.0%) seventh graders scored advanced, 21 (46.7%) proficient, six (13.3%) scored basic, and nine (20.0%) scored in the minimal reader level. In math, three (6.7%) seventh graders scored advanced, 16 (35.6%) scored proficient, 15 (33.3%) scored basic, and 11 (24.4%) seventh graders were in the minimal level in math.

Figure 12

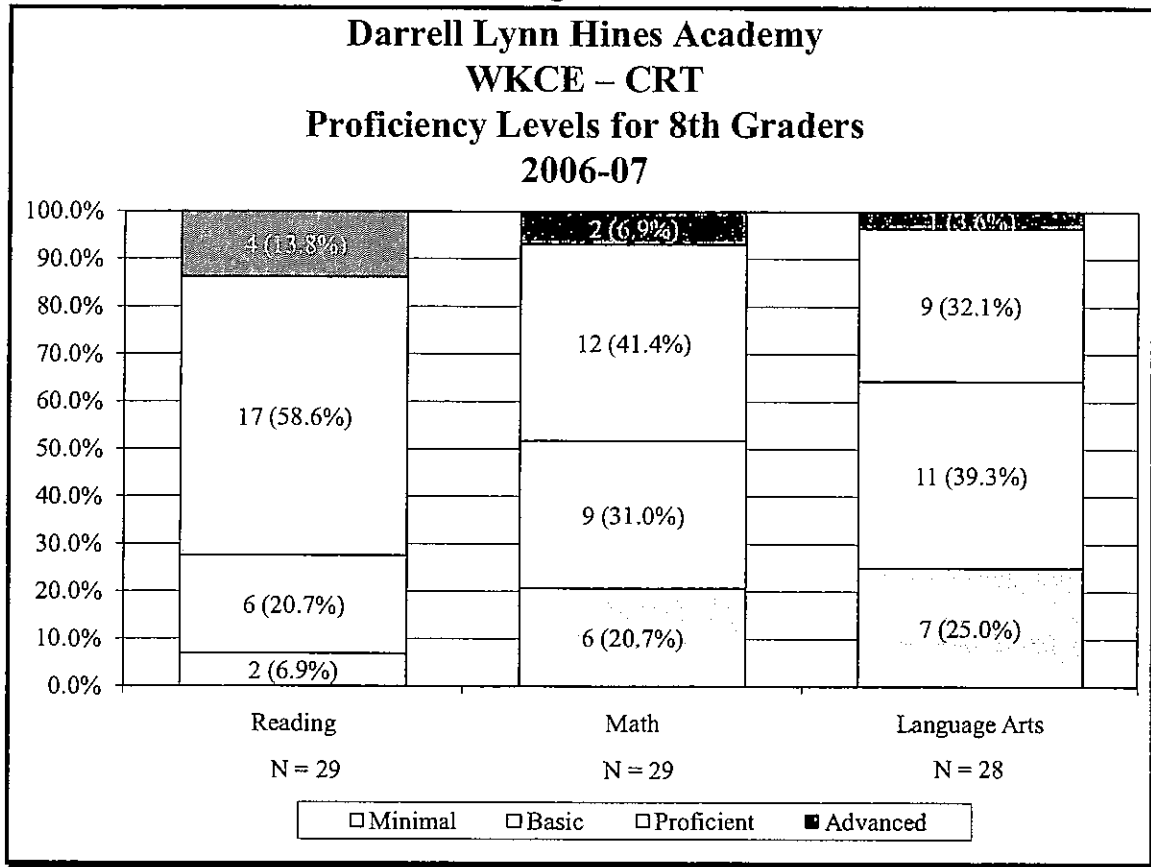


9. WKCE – CRT for Eighth Graders

Eighth graders were administered the WKCE – CRT in October 2006. The eighth grade test consists of reading, math, language arts, science, and social studies. The items on the language arts, science, and social studies subtests are based primarily on nationally normed *TerraNova* items. Items on the reading and math tests are CRT and are directly aligned with Wisconsin model academic standards. The CSRC requires results be reported in reading, math, and language arts.

This year, the test was administered to 29 students; however, one student did not take the language arts test. Four (13.8%) eighth graders scored advanced, 17 (58.6%) scored proficient, six (20.7%) scored basic, and two (6.9%) scored minimal in reading. In math, two (6.9%) students scored advanced, 12 (41.4%) scored proficient, nine (31.0%) were in the basic level, and six (20.7%) students in the minimal level. In language arts, one (3.6%) scored advanced, nine (32.1%) students scored proficient, 11 (39.3%) scored basic, and seven (25.0%) students were in the minimal level (see Figure 13).

Figure 13



Eighth graders are also assessed on an extended writing sample. The extended writing sample is assigned up to three points for punctuation, grammar, capitalization, and spelling and up to six points for purpose, organization, content development, sentence fluency, and word choice. The maximum possible score is nine points.

This year, eighth graders' scores ranged from 3.0 to 6.0. The average score was 5.1, and the median score was 5.0.

F. Multiple-year Student Progress

Year-to-year progress is measured by comparing scores in reading, language, and math on standardized tests from one year to the next. The tests used to examine progress are the SDRT (reading only) and the WKCE – CRT from 2005-06.

The CSRC requires that multiple-year student progress in first through third grades be reported for all students tested in consecutive years. Progress for fourth through eighth graders is to be reported for students enrolled a full academic year (FAY), i.e., since September 16, 2005. In addition to reporting GLE growth for second and third graders, the CSRC requires that progress for students who met proficiency expectations during the prior year be reported separately from those who did not.

1. First through Third Graders

First through third grade reading progress is measured using the SDRT. Results from this test are stated in GLEs and do not translate into proficiency levels. The CSRC expects students, on average, to advance at least one GLE per year from spring to spring testing. Results in this section include all students who were administered the SDRT in consecutive years.

The following table describes reading progress results, as measured by the SDRT over consecutive academic years for 23 students enrolled in the Academy as first graders in 2005-06 and then as second graders in 2006-07, and 23 enrolled as second graders in 2005-06 and then as third graders in 2006-07.

Overall SDRT totals indicated an average improvement of 0.6 GLE from first to second and 0.4 GLE from second to third grade. The school did not meet the expectations for second graders or third graders (see Table 11).

Table 11				
Darrell Lynn Hines Academy				
Average GLE Advancement in Reading from 1st to 2nd and 2nd to 3rd Grade				
Based on SDRT				
SDRT Total 2005-06 to 2006-07	Grade Level Equivalent			
	Average GLE 2005-06	Average GLE 2006-07	Average Advancement	Median Advancement
1st to 2nd (n = 23)	1.7	2.3	0.6	0.5
2nd to 3rd (n = 23)	2.4	2.8	0.4	0.3

Note: Results are rounded to the nearest tenth.

It is possible to compare SDRT results over two academic years, i.e., 2004-05 to 2006-07, using scores from first grade students who took the SDRT in 2004-05 and again in 2006-07 as third graders. Progress for the 20 students with comparison scores from first to third grade indicates an average improvement of 1.5 GLE over two years (see Table 12).

Table 12				
Darrell Lynn Hines Academy				
Average GLE Advancement from 1st to 3rd Grade				
Based on SDRT				
(N = 20)				
Reading	Grade Level Equivalent			
	1st Grade (2004-05)	3rd Grade (2006-07)	Average Advancement	Median Advancement
SDRT Total	1.4	2.9	1.5	1.3

Note: Results are rounded to the nearest tenth.

2. Progress for Students Who Met Proficiency Level Expectations

For the past two years, the CSRC has required that schools administer the WKCE – CRT reading and math subtests to all students in third through eighth grades.

The CSRC expects that at least 75.0% of the students who reached proficiency, i.e., proficient or advanced, in 2005-06 will maintain their status of proficient or above in 2006-07. As illustrated, 92.4% of students were able to do so in reading and 73.7% met this expectation in math (see Tables 13a and 13b).

Table 13a			
Darrell Lynn Hines Academy Reading Proficiency Level Progress for FAY Students Who Tested at Proficient or Advanced in 2005-06 Based on WKCE – CRT			
Grade	Students Proficient/Advanced in 2005-06	Students Maintained Proficient/Advanced in 2006-07	
		N	%
3rd to 4th	14	13	92.9%
4th to 5th	17	13	76.5%
5th to 6th	8	8	100.0%
6th to 7th	27	27	100.0%
7th to 8th	13	12	92.3%
Total	79	73	92.4%

Table 13b			
Darrell Lynn Hines Academy			
Math Proficiency Level Progress for			
FAY Students Proficient or Advanced in 2005-06			
Based on WKCE – CRT			
Grade	Students Proficient/Advanced in 2005-06	Students Maintained Proficient/Advanced in 2006-07	
		N	%
3rd to 4th	13	7	53.8%
4th to 5th	10	5	50.0%
5th to 6th	0*	N/A	N/A
6th to 7th	12	11	91.7%
7th to 8th	10	5	50.0%
Total	38	28	73.7%

*In 2005-06 there was only one student at the proficient or advanced level in math. That student was not enrolled at the school at the time of the fall 2006 testing.

3. Progress for Students Who Did Not Meet Proficiency Level Expectations

The CSRC requires that student progress be examined separately for students who did not meet proficiency level expectations in 2005-06. Progress for first through third grade students is assessed using the SDRT. The SDRT GLE results do not translate into proficiency levels. Therefore, CRC selected students who scored below GLE in 2005-06. It is expected that these students would improve more than one GLE. This year, there were no second graders and only three third graders who tested below grade level expectations in the prior year as first and second graders. Due to the small size of this cohort, results were not included in this report.¹⁵

Analysis of progress from 2004-05 to 2006-07 (two FAYs) indicated that there were three third graders who tested below GLE in 2004-05 as first graders. Due to the small size of this cohort, results could not be included in this report.

Progress for fourth through eighth graders is assessed using proficiency levels from the WKCE – CRT from 2005-06. The CSRC expects students who scored minimal to basic to

¹⁵ To protect student identity, the CSRC requires a minimum group size of ten students.

progress at least one level or, if they scored in the same level, to progress within that level. To examine whether or not students who remained within the same level, e.g., minimal in 2005-06 and minimal in 2006-07, CRC used the scale score thresholds used by the DPI to establish proficiency levels. The basic and minimal levels were then divided into quartiles, and CRC determined whether or not a child had progressed one or more quartiles.¹⁶

As illustrated in Table 14, 90.0% of fourth graders who were below proficiency expectations in reading showed improvement in reading by progressing a proficiency level or advancing to a higher quartile. There were 11 (68.8%) of 16 sixth graders who were able to either advance one proficiency level or improve at least one quartile. Overall, 71.2% of students who were below proficiency improved at least one proficiency level or advanced a quartile within their reading proficiency level.

Grade	# Students Minimal/Basic in 2005-06	# Students Who Advanced One Proficiency Level	If Not Advanced, # Who Improved Quartile(s) within Proficiency Level	Total Advancement	
				N	%
3rd to 4th	10	6	3	9	90.0%
4th to 5th	2	*Cannot report due to N size	*Cannot report due to N size	*Cannot report due to N size	*Cannot report due to N size
5th to 6th	16	9	2	11	68.8%
6th to 7th	15	9	2	11	73.3%
7th to 8th	9	*Cannot report due to N size	*Cannot report due to N size	*Cannot report due to N size	*Cannot report due to N size
Total	52	29	8	37	71.2%

¹⁶ The low threshold for 2005-06 examinations is based on the DPI's identification of the lowest scale score possible on the exam.

Proficiency level progress in math is described in Table 15. As illustrated, 68.4% of students who did not meet proficiency level expectations, i.e., scored minimal or basic, in 2005-06 either advanced one proficiency level (N = 35) or if they did not advance a level, improved at least one quartile within their level (N = 19).

Grade	# Students Minimal/Basic in 2005-06	# Students Who Advanced One Proficiency Level	If Not Advanced, # Who Improved Quartile(s) within Proficiency Level	Total Proficiency Level Advancement	
				N	%
3rd to 4th	11	3	4	7	63.6%
4th to 5th	9	*Cannot report due to N size	*Cannot report due to N size	*Cannot report due to N size	*Cannot report due to N size
5th to 6th	24	15	6	21	87.5%
6th to 7th	23	11	5	16	69.6%
7th to 8th	12	6	1	7	58.3%
Total	79	35	19	54	68.4%

G. Annual Review of the School's Adequate Yearly Progress

1. Background Information¹⁷

State and federal laws require the annual review of school performance to determine student academic achievement and progress. Annual review of performance required by the federal No Child Left Behind Act is based on the test participation of all students enrolled, a required academic indicator (either graduation or attendance rate), and the proficiency rate in reading and mathematics. Science achievement is also considered in some instances.

In Wisconsin, the DPI releases an Annual Review of School Performance for each chartered school with information about whether that school has met the criteria for each of the

¹⁷ This information is taken from the DPI website: www.dpi.state.wi.us/sifi/AYP_Summary.

four required adequate yearly progress (AYP) objectives. If a school fails to make AYP for two consecutive years in the same AYP objective, the school is designated as “identified for improvement.” Once designated as “identified for improvement,” the school must meet the annual review criteria for two consecutive years in the same AYP objective to be removed from this designation.

The possible school status designations are as follows:

- “Satisfactory,” which means the school is not in improvement status.
- “School Identified for Improvement” (SIFI), which means the school has not met AYP for two consecutive years in the same objective.
- SIFI Levels 1-5, which means the school missed at least one of the AYP objectives and is subject to the State requirements and additional Title I sanctions assigned to that level.
- SIFI Levels 1-4 Improved, which means the school met the AYP in the year tested but remains subject to sanctions due to the prior year. AYP must be met for two consecutive years in that objective to be removed from “improvement” status and returned to “satisfactory” status.
- Title I Status, which identifies if Title I funds are directed to the school. If so, the schools are subject to federal sanctions.

2. Adequate Yearly Progress Review Summary¹⁸

According to the Academy’s Adequate Yearly Progress Review for 2006-07, published on the DPI’s website, the Academy met all four of the AYP objectives: test participation, attendance, reading, and mathematics.

In addition, the DPI has reported that the Academy received a “satisfactory” status designation in all four objectives for the past three years; therefore, the Academy has met the requirements for AYP all three years.

¹⁸ For a copy of the Academy’s Annual Review of School Performance, see www.dpi.state.wi.us/sifi/AYP_Summary.

IV. CONCLUSION/RECOMMENDATIONS

This report covers the fifth year that the Academy has operated as a City of Milwaukee charter school. For the 2006-07 academic year, the Academy has met nearly all of its educationally related contract provisions. One provision that was not met was that second and third graders would advance, on average, one GLE from the previous year. This year's second graders showed an average increase of 0.6 GLE and third graders advanced, on average, 0.4 GLE. While meeting year-to-year expectations in reading, the school fell short (73.7%) of the provision that at least 75.0% of fourth through eighth grade students maintain their proficient or advanced status in math. In addition to the information explained in the body of this report, please see Appendix A for an outline of specific contract provision compliance information.

The secondary educational outcomes included the following attendance and parental involvement findings:

- Average student attendance was 93.7%%, exceeding the school's goal of 90.0%.
- Parents of 98.3% of the children attended the first family-teacher conference and parents of 96.3% of the children attended the second scheduled conference, meeting the Academy's goal.

Primary educational outcomes for this year were measured by local measures and standardized tests. The Academy's local measures of academic progress indicated that:

- 73.9% of the first graders with kindergarten SDRT scores demonstrated improvement.
- All kindergarten and first grade students either met or exceeded math expectations from the first to the sixth marking periods.
- Fall to spring MAP scores for second through eighth grade students indicated that:
 - 69.2% demonstrated improvement in reading (an average overall change of 5.6 points);

- ▶ 79.3% demonstrated improvement in math (an average overall change of 7.3 points); and
- ▶ 68.8% demonstrated improvement in language arts (an average overall change of 4.0 points).
- 87.8% of the school's 270 students demonstrated basic or better proficiency levels in writing using the Six Traits of Writing as a framework for each grade level.

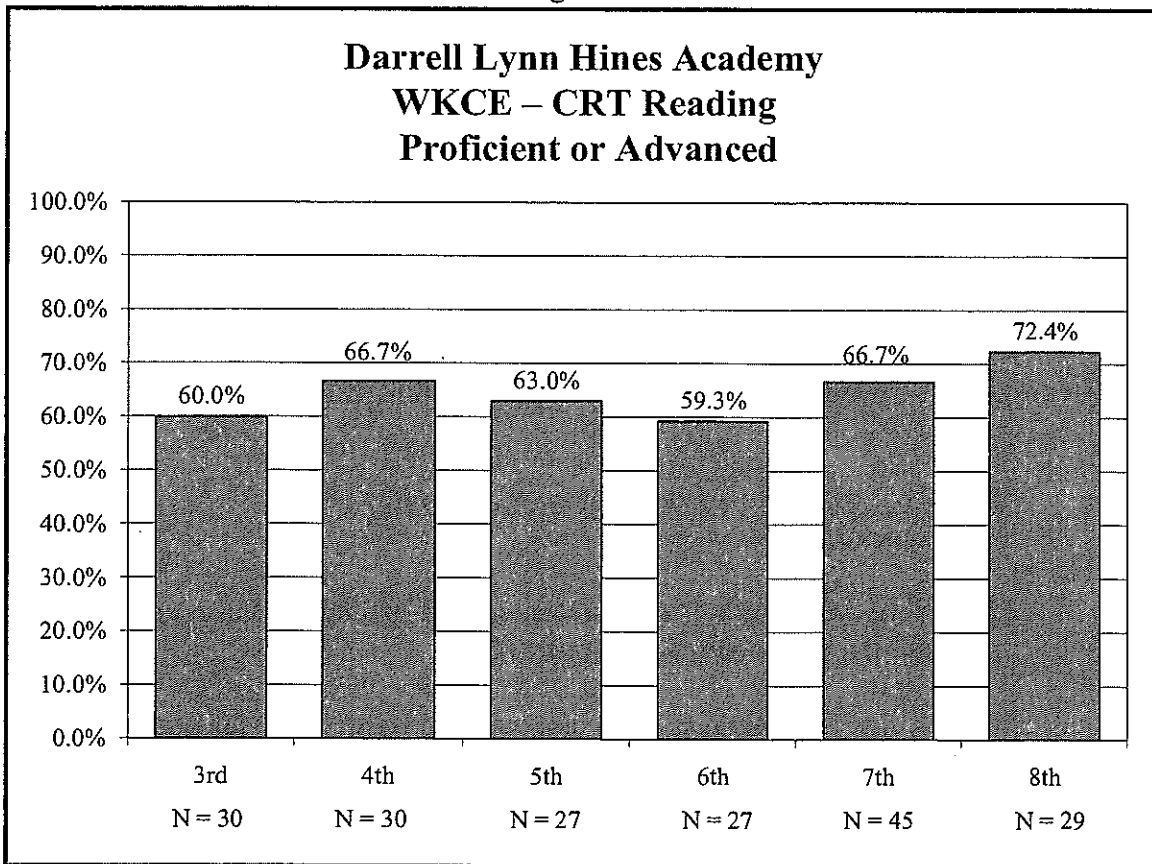
Required standardized tests results for the Academy were as follows:¹⁹

The March 2007 SDRT results indicate that:

- First graders were, on average, reading at 1.7 GLE overall;
- Second graders were at 2.2 GLE; and
- Third graders were at 2.7 GLE.

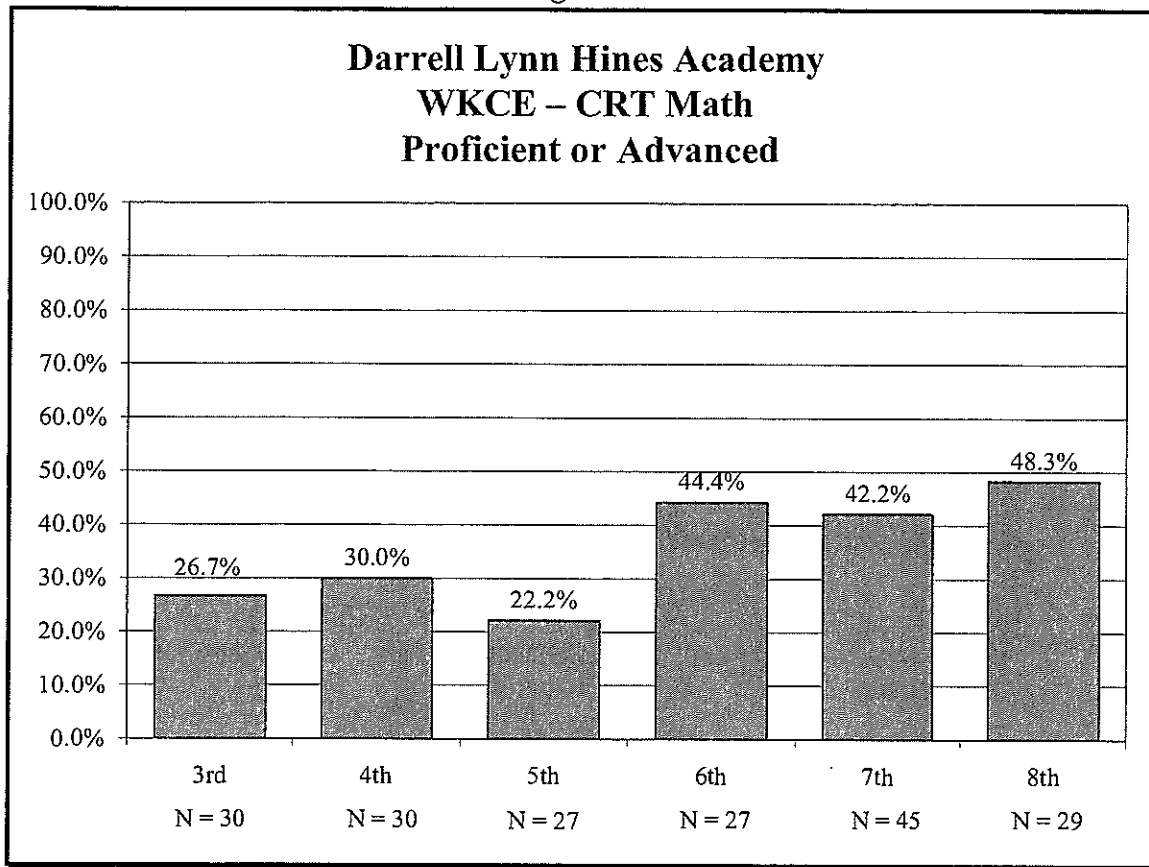
The WKCE – CRT reading and math results are summarized in Figures 14 and 15.

Figure 14



¹⁹ Due to rounding, some of the percentages may not total 100.0% exactly.

Figure 15



- SDRT multiple-year advancement results indicated that in reading, second and third graders advanced an average of 0.6 GLEs and 0.4 GLEs, respectively. The school did not meet the CSRC expectation of at least one year advancement for second and third graders.
- WKCE – CRT results indicated that multiple-year advancement results for students who met proficiency level expectations in 2005-06 are as follows:
 - ▶ 92.4% of 79 fourth through eighth graders maintained a proficient or advanced level in reading, exceeding the CSRC's expectation of at least 75.0%.
 - ▶ 73.7% of 38 fourth through eighth graders maintained a proficient or advanced level in math, falling short of the CSRC's expectation of at least 75.0%.
- Multiple-year advancement results for first through third grade students below grade level expectations in reading using the SDRT in 2005-06 could not be reported due to the small group size.

- Multiple-year advancement results for students below proficiency level expectations on their WKCE 2005-06 results indicated that:
 - 71.2% of 52 fourth through eighth graders either advanced one proficiency level or one quartile within the previous year's proficiency level in reading.
 - 68.4% of 79 fourth through eighth graders either advanced one proficiency level or one quartile within the previous year's proficiency level in math.

After reviewing the information in this report and considering the information gathered during the administration interview in May 2007, it is recommended that the focus of activities for the 2007-08 school year include the following:

- Continue to focus on math instruction and techniques to improve math performance.
- Examine the reasons for the lack of progress in reading for second and third graders as measured by the year-to-year SDRT. For example, could it be related to test-taking skills?
- Continue to focus on staff development.

Appendix A

Contract Compliance Chart

Darrell Lynn Hines Academy

**Overview of Compliance for Educationally Related Contract Provisions
2006-07**

Section of Contract	Educationally Related Contract Provision	Monitoring Report Reference Page	Contract Provisions Met or Not Met?
Section B	Description of educational program: student population served.	pp. 5-7	Met
Section I,V	Education program of at least 180 days (including five banked and two organization days).	p. 9	Met
Section C	Educational methods.	pp. 2-4	Met
Section D	Administration of required standardized tests.	pp. 22-34	Met
Section D	Academic criteria #1: maintain local measures, showing pupil growth in demonstrating curricular goals.	pp. 14-22	Met
Section D and subsequent memos from the CSRC	Academic criteria #2: Year-to-year Achievement Measure: a. Second and third grade students: advance average of one GLE in reading. b. Fourth to eighth grade students proficient or advanced in reading: at least 75.0% maintain proficiency level. c. Fifth to eighth grade students proficient or advanced in language arts: at least 75.0% maintain proficiency level. d. Fourth to eighth grade students proficient or advanced in math: at least 75.0% maintain proficiency level.	a. pp. 35-36 b. p. 37 c. N/A d. pp. 37-38	a. Not met.* b. Met for 92.4% of 79 fourth through eighth graders. c. N/A** d. Not met: met for 73.7% of 38 fourth through eighth grade students.
Section D	Academic criteria #3: a. Second and third grade students with below grade level 2005-06 scores in reading: advance more than one GLE in reading. b. Fourth to eighth grade students below proficient level in 2005-06 reading test: advance one level of proficiency or to the next quartile within their proficiency level range. c. Fifth to eighth grade students below proficient level in 2005-06 language test: advance one level of proficiency or to the next quartile within their proficiency level range. d. Fourth to eighth grade students below proficient level in 2005-06 math test: advance one level of proficiency or to the next quartile within their proficiency level range.	a. p. 38 b. pp. 38-39 c. N/A d. p. 40	a. Could not report due to N size. b. Met for 71.2% of 52 fourth through eighth grade students. c. N/A** d. Met for 68.4% of 79 fourth through eighth grade students.
Section E	Parental involvement	pp. 9-10	Met
Section F	Instructional staff hold a DPI license or permit to teach	pp. 7-8	Met
Section I	Pupil database information	pp. 5-7	Met
Section K	Discipline procedures	pp. 10-11	Met

*Second graders with comparison first grade SDRT scores advanced 0.6 GLE on average; third graders with comparison second grade SDRT scores advanced 0.4 GLE on average.

**There are no comparable tests with which to measure year-to-year change in language arts.

Appendix B

Student Learning Memorandum

November 1, 2006

TO: Children's Research Center
FROM: Darrell Lynn Hines College Preparatory Academy Of Excellence
RE: Student Learning Memorandum for the 2006-2007 School Year

The following procedures and outcomes will be used for the 2006-2007 school-year to monitor the educationally related activities described in the Darrell Lynn Hines College Preparatory Academy of Excellence's Charter School contract with the City of Milwaukee. The data will be provided to Children's Research Center, the monitoring agent contracted by the City of Milwaukee Charter School Review Committee. Data will be reported in a spreadsheet or database that includes each student's identification number(s). The spreadsheet or database should include all students enrolled at any time during the school year and each student's race/ethnicity and gender.

Attendance:

The school will maintain an average daily attendance rate of 90%. Attendance rates will be reported present, excused absence, or unexcused absence.

Enrollment:

The school will record the enrollment date for every student. Upon admission, individual student information will be added to the school database.

Termination:

The date and reason for every student leaving the school will be recorded in the school database.

Parent Participation:

On average, parents will participate in at least two (2) of the scheduled parent-teacher conferences. The date of the conference and whether a parent/guardian or other interested person participated in the conference will be recorded by the school for each student.

Special Education Needs Students:

The school will maintain updated records on all special education students including disability type, date of IEP-team assessment, assessment outcome, IEP completion date, IEP review dates and any reassessment results.

Academic Achievement: Local Measures:

Students in first grade with spring, 2006 Stanford Diagnostic Reading Test (SDRT) scores (while in K5) will demonstrate progress in reading as measured by their spring, 2007, SDRT results.

On average, students in grades K5 and 1st will exhibit a grade of 2 or better, or show one or more levels of progress between the 1st and 6th marking periods in mathematics.

Students from 2nd through 8th grades will demonstrate progress in reading, language arts and mathematics on the Measures of Academic Progress (MAP) tests administered in fall and again in the spring²⁰.

Writing

By the end of the 6th marking period, students will demonstrate a grade appropriate writing piece using the 6 traits - writing rubric that corresponds with the student's respective grade level.

Grading of the writing piece will be scored based on the 6-trait writing rubric. Students will be scored in the following way:

- Minimal
- Basic
- Proficient
- Advanced

Academic Achievement: Standardized Measures:

The following standardized test measures will assess academic achievements in reading and/or mathematics. On average, each class will demonstrate a minimum increase of one grade level on the SDRT as measured by the academic progress of each student in that grade. Students who initially test below grade level on the SDRT will demonstrate more than one grade-level gain. At least 75% of the students who were proficient or advanced on the WKCE will maintain their status of proficient or above. Students who tested below proficiency on the WKCE will improve a level or at least one quartile within their level.

Grades 1, 2, & 3 **Stanford Diagnostic Reading Test** will be administered each spring. The first year testing will serve as baseline data. Progress will be assessed based on the results of the testing in reading in the second and subsequent years.

Grades 3,4,5,6,7,8 **Wisconsin Knowledge Concept Examination** will be administered on an annual basis in the time frame identified by the State Department of Public Instruction. The WKCE CRT - Reading will provide each student with a proficiency level via a scale score in reading and the WKCE CRT - Math will provide each student with a proficiency level via a scale score in math.

²⁰ Students identified as lagging behind as a result of the fall MAP assessment will be tested again in January, 2006 to monitor their progress.



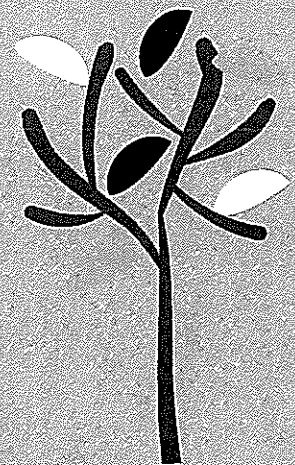
Maasai Institute

Programmatic Profile and Educational Performance

2006-07 School Year

Report Date: September 2007

Janice Ereth, Ph.D.
Susan Gramling
Theresa Healy



Prepared by:



*Children's Research Center
426 S. Yellowstone Drive, Suite 250
Madison, WI 53719
Voice (608) 831-1180 fax (608) 831-6446
www.nccd-crc.org*



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Appendix A: CSRC Contract Provisions

Appendix B: Small High School Learning Memo

EXECUTIVE SUMMARY
For
Maasai Institute's
Second Year of Operation as a City of Milwaukee Charter School
And as a *New Vision* Small High School
2006-07

This second annual report on the operation of Maasai Institute (Maasai), a small high school chartered by the City of Milwaukee, is a result of the intensive work undertaken by the City of Milwaukee's Charter School Review Committee (CSRC), the school's staff, the staff of the Technical Assistance & Leadership Center (TALC), and the Children's Research Center (CRC) staff. Based on the information gathered and discussed in the attached report, CRC has determined the following:

I. CITY OF MILWAUKEE CONTRACT COMPLIANCE

Maasai met over half of the educationally related City of Milwaukee contract provisions. The provisions not met were: the teacher licensing requirement, maintenance of a local measure in writing, and the intervention requirement for students scoring below a certain threshold on the ninth grade EXPLORE and tenth grade PLAN tests. At the time of this report, the school had not submitted data regarding the local measure in reading and the ACT test results.

II. PERFORMANCE CRITERIA

A. Local Measures

1. Secondary Measures of Academic Progress

To meet City of Milwaukee requirements, Maasai identified measurable outcomes in the following secondary measures of academic progress:

- Attendance;
- Student demographics, including special education student information;
- Parent involvement;
- Graduation requirements; and
- Graduation plans.

The school did not meet its internal goals in some of these outcomes. See the Student Population and Educational Performance sections of this report for details.

2. Primary Measures of Academic Progress

The primary measures of academic progress are the school's local measures as well as standardized test results.

The CSRC requires that the school track student progress in reading, writing, and mathematics throughout the year to identify students in need of additional help and to assist teachers with

developing strategies to improve the academic performance of all students. TALC required that the school track progress in at least two academic areas.

Maasai maintained local measures of academic progress in reading/literacy, math, and special education goals. This fulfilled the TALC requirements. Results indicated that:

- HSPT test results for reading and language arts were not provided to CRC.
- 46.6% of 103 students met the school's goal related to math competencies.
- Four (40.0%) of the students with special education needs met at least 80.0% of the benchmarks on their Individual Education Programs (IEP) for eight months of the school year.

B. Standardized Tests

Maasai administered all required standardized tests. However, results from the ACT were not provided to CRC.

Standardized test results for Maasai students indicated the following:

- 31 (55.4%) of the 56 ninth grade students with EXPLORE composite scores scored below 13, indicating a need for supplemental instruction.
- 17.0% of 47 tenth graders were functioning at the proficient or advanced levels and 83.0% were functioning at the minimal or basic levels based on the Wisconsin Knowledge and Concepts Exam – Criterion Referenced Test (WKCE – CRT) reading test.
- 8.5% of 47 tenth graders were functioning at the proficient level and 91.5% were functioning at the minimal or basic levels based on the WKCE – CRT math test.
- 17.4% of 46 tenth graders were functioning at the proficient level and 82.6% were functioning at the minimal or basic levels based on the WKCE – CRT language arts test.
- 31 (88.6%) of 35 tenth grade students with PLAN composite scores scored below 15, indicating a need for supplemental instruction.

Year-to-year Academic Achievement on Standardized Tests

- A comparison of year-to-year EXPLORE (ninth grade) and PLAN (tenth grade) tests for 14 tenth grade students indicated the average composite score improvement was 0.7.

Scores from students' eighth grade WKCE – CRT were not available; therefore, multiple-year academic progress from eighth to tenth grade could not be assessed.

III. FINDINGS RELATED TO KEY ATTRIBUTES OF EQUITABLE SMALL HIGH SCHOOLS

To address the school's overarching goal to promote a college bound culture, the school established several outcome measures. Results include the following:

- The average increase in GPA for 42 ninth graders with comparison first and fourth quarter grades was 0.17;
- The average increase in GPA for 50 tenth graders with comparison first and fourth quarter grades was 0.19;
- The average GPA for 11 eleventh graders with comparison first and fourth quarter grades decreased by 0.11;
- The school's Personnel Manual was updated;
- The school participated in outreach activities that reflected community linkages for after school programming.

IV. RECOMMENDATIONS

The school made efforts to address the recommendations in the 2005-06 annual report. After reviewing the information in this report and considering the information gathered and discussion during the administrator's interview in May 2007, it is recommended that the focus of activities for the 2007-08 school year include the following:

- Develop a strategy for monitoring the acquisition of DPI permits or licenses for teachers in the application process;
- Implement specific plans for tracking student progress and regular review of data collection to ensure that outcomes continue to be measured in the event staff changes.
- Continue the improvement plans for students with less than a 2.0 GPA.
- Develop and implement specific improvement plans for:
 - ▶ Ninth grade students scoring below 13 on the EXPLORE;
 - ▶ Tenth grade students scoring below 15 on the PLAN; and
 - ▶ Tenth grade students scoring at minimal or basic in the WKCE – CRT math test in the fall of 2006 and the fall of 2007.
- Identify and intervene with students who need organizational skill development including planning skills.

- Continue efforts to provide onsite health and social services.
- Implement the initial phase of project based learning.
- Determine and implement the actual life planning process, including emphasis on parental participation.

I. INTRODUCTION

This report is the second program monitoring report to address educational outcomes for Maasai Institute, one of five schools chartered by the City of Milwaukee for the 2006-07 academic year. 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 per the contract between the CSRC and the Children's Research Center (CRC). Please see Appendix A for an overview of compliance for educationally related contract provisions. In addition, this report includes the outcomes required by Maasai's contract with the Technical Assistance & Leadership Center (TALC), a founding member of *A New Vision for Secondary Education in Milwaukee*.¹

The process used to gather the information in this report included the following:

1. CRC made an initial site visit to conduct a structured interview with the administrator and the school's TALC coach to gather information about the school and review pertinent documents. Additional site visits were made to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations.
2. CRC staff assisted the school in developing an outcome measures agreement memo, including a data addendum that specified the data elements to be tracked throughout the year. See Appendix B for a copy of the learning memo with data addendum.
3. At the end of the academic year, CRC staff conducted a structured interview with Maasai staff and their TALC coach.
4. CRC staff reviewed a sample of special education student files.
5. The school provided electronic and paper data, which, along with interview data, were compiled and analyzed by CRC.

¹ In 2003, the Bill & Melinda Gates Foundation awarded \$17.25 million to a consortium of community organizations in Milwaukee, Wisconsin, to create 50 small high schools over five years in the City of Milwaukee. This initiative was designed to improve graduation rates and better prepare high school graduates for college by creating small learning environments that foster student growth. As part of this effort, community leaders from multiple disciplines created TALC, which connects schools, workplaces, and other community resources to improve pathways for youth to post-secondary learning, careers, and effective citizenship. As intermediary between the Foundation and the small schools, TALC assists leaders in planning efforts and managing school operations through the first two years of operation. It is one of the founding members of *A New Vision of Secondary Education in Milwaukee*.

Maasai is the only *New Vision* small high school that is chartered by the City of Milwaukee. It is in its second year working with TALC. This year, TALC required each second-year implementing school to focus on an overarching goal. The school was then to design performance measures, or outcomes, that not only demonstrated progress toward reaching this overarching goal but also implemented the Gates Foundation's Seven Key Attributes of Equitable Schools. The Seven Key Attributes of Equitable schools are a demonstration of common focus, high expectations, personalized environment, respect and responsibility, time to collaborate, performance based, and the use of technology as a tool.

II. SCHOOL PROFILE

Maasai Institute

Address: 4744 North 39th Street
Milwaukee, WI 53209

Telephone: (414) 755-7810

Contact: Janis McCollum, Founder, Village Matriarch

A. Educational Methodology²

1. Mission and Philosophy

Maasai is an education village that “ensures all the children are well through a holistic approach to education connecting family and community. Maasai empowers children, youth and elders to make positive changes in the world in which they live.”

Maasai’s guiding principles include personal responsibility, accountability for all, respect for all, and high standards and innovation. Maasai values family, inclusion, and performance. Every new student entering the school is expected to participate in an orientation session designed to educate families on the Maasai tribe,³ Maasai Institute Guiding Principles, and core values.

2. Instructional Design or Curricular Approach

To create the family-centered approach, Maasai’s educational program is designed to endorse strong, continuous student-adult relationships where every student works with an adult to develop and maintain a personal plan for progress. The mentor/advisor acts as an advocate for

² This information is taken from the Maasai Institute *2006-2007 Family Handbook* and its charter school application to the City of Milwaukee.

³ TALC’s website, www.talcnewvision.org/smallschools/directory, states that the school’s educational philosophy “is influenced by the cultures and practices of an African tribe called Maasai.”

the students and serves as a main adult point-of-contact, gathering information from teachers and parents about what the young people need and locating the resources to address them.

The design of Maasai's inclusive educational program structure was greatly influenced and informed by current charter school legislation and literature; full-service school, small school, and *New Vision* school literature; the expertise of the members of the school design team; and the vision of Maasai's founder. The student instructional program design is adapted from the ability-based model for student-centered learning used at Alverno College of Milwaukee; the youth development model of the Networks for Youth Development, New York City; and is influenced and informed by multiple other sources on child and youth development.

B. Data Collection Methodology

In the fall of the academic year, CRC staff conducted a structured interview with the school's leadership team and their TALC coach. This information led to the development of a Small High School Learning Memo, which states the school's planned outcomes for the year. CRC also identified specific data elements related to each outcome measure and, in conjunction with the school, identified where the data are stored and the person responsible for entering and reporting the data to CRC. See Appendix B for a copy of the learning memo and data addendum.

CRC staff also completed site visits to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations. At the end of the academic year, a structured interview was conducted with the administrator and the school's TALC coach, and a follow-up meeting was held to clarify data requirements.

The CSRC, TALC, and CRC required that all data be collected and reported to CRC in an electronic file, such as a spreadsheet or a database, which included a student ID number. At the end of the academic year, the school was required to submit their data to CRC, where the data

were compiled and analyzed. The CSRC also required that hard copies of all standardized test data be submitted in addition to the spreadsheet form.

C. School Structure

1. Grades and Areas of Instruction

During 2006-07, Maasai served ninth, tenth, and eleventh grade students, including students with special education needs. The courses provided during this academic year included language arts I, II, and III (English and reading); mathematics (algebra and pre-algebra); history (world history and US history); science (biology, chemistry, and astronomy); Spanish I and II; art; physical education; and health. Fundamentals of language arts, and fundamentals of mathematics, African history, and geometry were also offered.

2. Hours of Instruction/School Calendar Information

The school day began at 8:00 a.m.; ended at 2:47 p.m.; and included eight periods, including subject area periods, study hall, lunch, and “Student Group.” On Wednesdays, school was dismissed at 12:25 p.m. to allow time for staff development opportunities. Breakfast was served daily.

The first day of school was August 30, 2006,⁴ and the last day of school was June 8, 2007. The highest number of possible days for student attendance was 180. In addition, eleventh graders participated in a two-day retreat on August 2 and 3. Staff participated in a retreat from August 9 through August 11. An all-school retreat was held August 16 through August 18. There were two additional days set aside for staff development throughout the year.

⁴ Students were seen on August 12, 2006, for placement testing.

Maasai met the City of Milwaukee's practice of requiring 875 instructional hours in its chartered schools as well as its contract provision requiring the school to publish an annual calendar.

3. Student Population

At the beginning of the year, 144 students were enrolled⁵ at Maasai. During the school year, 37 students enrolled and 48 students withdrew from the school. No students were expelled and none dropped out of school. Two students transferred out-of-state and reasons for withdrawing for the other students were not provided.

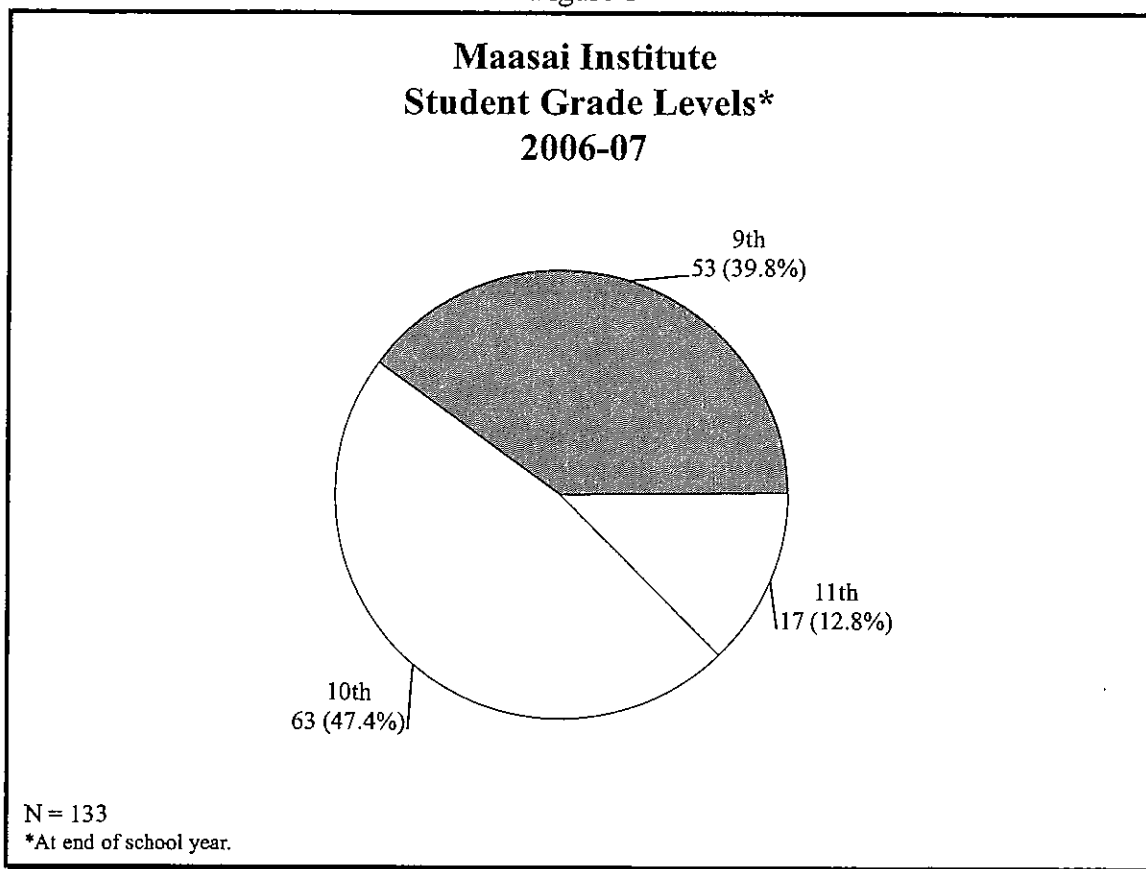
Data regarding the number of students returning to Maasai from the previous year were gathered in the fall of 2006. Of the 69 students attending on the last day of the 2005-06 academic year who were eligible for continued enrollment at the school for the 2006-07 academic year, 37 were enrolled on the third Friday in September 2006, representing a return rate of 53.6%.

At the end of the year, there were 133 students enrolled. There were 127 (95.5%) African American students, four (3.0%) Hispanic students, one (0.8%) Asian student, and one (0.8%) White student. Thirteen students had special education needs: seven students had learning disabilities; three children had Attention Deficit Hyperactivity Disorder (ADHD) combined with learning disabilities; two students had ADHD, cognitive disabilities, and learning disabilities; and one student had a cognitive and a learning disability. Individual Education Programs (IEPs) had been completed for ten of the 13 students. Two of the three incomplete IEPs were due to a late enrollment. The reason for the other incomplete IEP was not provided. The three incomplete IEPs are scheduled to be reviewed in August 2007.

⁵ Enrolled as of September 6, 2006.

At the end of the school year, there were 73 (54.9%) girls and 60 (45.1%) boys enrolled at Maasai. There were 53 students in ninth, 63 in tenth, and 17 students in the eleventh grade. The number of students by grade level is illustrated in Figure 1.

Figure 1



4. School Staffing: Administrator and Teacher Information

Maasai's founder and leader has the title of Village Matriarch. The Village Guide, also referred to this year as the Director of Education, is the person who acts as the educational leader or principal. At the end of the school year, the school employed a total of 11 teachers: two special education teachers, a social studies teacher, a foreign language teacher, two science teachers, a math teacher, an art teacher, a language arts teacher, a reading teacher, and a math teacher. During the year, two language arts teachers and one foreign language teacher left due to licensing problems or incompatibility with the Maasai program. The village guide (principal) was on leave for the first several weeks of the academic year and left the school prior to the end of the school year.

Two of the 11 teachers employed at the end of the academic year did not have a Wisconsin Department of Public Instruction (DPI) permit or license.

5. Parental Involvement⁶

Maasai's values of family and inclusion foster parental involvement in multiple aspects of the organization. The school recognizes that family involvement is necessary for the school to operate effectively. The school strongly encourages that all parents commit to taking an active role in their students' education.

Parents are viewed as "Partners in Education," not visitors; therefore, in addition to attending parent/student conferences, Maasai set up the following parental volunteer opportunities:

- Serving as parent advisors;
- Participating in student's IEP;

⁶ 2006-2007 *Family Handbook*. School staff reported that the family handbook was distributed to families during the family orientation.

- Participating in family development and enrichment activities; and
- Participating in general training activities of the school.

Parents were invited to a back to school barbeque/Family Orientation, which occurred on Saturday, August 19. Parents were routinely informed and invited to attend general training activities of the school and provided specific learning experiences related to empowering them as parents and stakeholders of the school.

6. Waiting List

In the fall of 2006, the school accepted students for ninth, tenth, and eleventh grades. As of May 23, 2007, the school was again accepting new students in ninth, tenth, and eleventh grades and did not have a waiting list.⁷

7. Discipline Policy

Maasai's student behavioral policies are described in the *2006-2007 Family Handbook* and include the following topics:

- Classroom etiquette
- Building and group etiquette/expectations
- Cafeteria etiquette
- Lockers
- Substance and alcohol policy
- Fighting/safety
- Gangs
- Disrespect
- Harassment/sexual behavior
- Probation
- Selling items
- Theft
- Vandalism
- Pranks
- Weapons

⁷ Maasai leadership decided not to accept new students at the senior year level for the fall of 2007; all 2007-08 twelfth graders will be returning students.

- Academic integrity (cheating)
- Books and supplies
- Classroom preparedness
- Uniforms

The school uses an approach known as “Growth-Positive Behavior,” a school-wide effort for improved educational outcomes.⁸ These strategies include responding to individual needs, altering environments, explicitly teaching new skills to the individual with challenging behavior, and positively reinforcing and acknowledging appropriate behaviors. The approach includes prevention, problem solving, and intervention with integrated support systems at the school, classroom, and specific student levels.

In addition, the school has set a policy for acceptable use of the network, Internet, and email, which covers policies for student computer use, an Internet access agreement, and students’ rights and responsibilities while using the school Internet.

All of these expectations are communicated to families and students via activities at the family orientation, the summer camp, and then at staff and student retreats.

D. Activities for Continuous School Improvement

Following is a description of Maasai’s response to the recommended activities in its programmatic profile and education performance report for the 2005-06 academic year. This information was gathered during the end-of-the-year interview conducted by CRC staff with the leadership of Maasai Institute and their TALC coach:

- Recommendation: Develop specific strategies to address the school’s academic goal that all graduates will have a strong grounding in reading, writing, and math at functional levels.

Response: School leadership reported that the school added fundamental class sections in language arts and mathematics. Grade point averages (GPA) were

⁸ Section II of the school’s charter school application.

added to the grading system. Following an analysis of all GPAs, student advisors developed an improvement plan for students with less than a 2.0 GPA. Improvement strategies included support in the classroom, the incorporation of more technology and extra time for academic work, and improving organizational skills. These strategies were also covered during professional development activities.

- Recommendation: Individualize programming for students by using the students' life plans to drive their academic focus and developing project-based learning to enable students to operate within their learning style.

Response: The school leadership reported that the student life plans are in the implementation stage. The school is refining the process. Regarding project based learning, it was reported that some individual projects occurred depending on the teacher. The school leadership is planning on connecting project based learning with professional development in the future. The school is joining a consortium of schools focusing on staff training for project based learning. Beginning in June, teachers will meet once per month, will participate in professional conferences or site visits to schools using project based learning, and will attend four all-day meetings for staff to be held on Mondays.

- Recommendation: Develop the intended community collaborations to become a full-service community school.

Response: School leadership continues to struggle with obtaining the necessary funding to bring medical and social services to the school. During the 2006-07 school year meetings were held with the University of Wisconsin-Milwaukee College of Nursing and the University of Wisconsin-Milwaukee Helen Bader School of Social Welfare to explore the feasibility of opening a school-based health and social services center. It was determined that the cost to open and maintain the center for the next three years would be approximately \$347,500. The school sought funding from the Robert Wood Johnson Foundation (RWJF) in the amount of \$216,000. The school obtained other funds to support the remaining \$131,500. The RWJF did not fund the project. The school is currently seeking funding from several local sources including the Helen Bader Foundation, Northwestern Mutual, and the Fleck Foundation.

Through a linkage with *Safe and Sound*, the school hosted afterschool programs offered to children ages 10 – 19. Those programs included ACT Preparation, African American Movie Nights, Business Basics, Creative Cooking, Game Room Activities, Explore Art, Girlfriends Jujutsu Training, Sewing and Fashion Design, Music Production, Stepping and Hip Hop, and Inspirational Stepping for Adults.

- Recommendation: Employ teachers who have a DPI license or permit to teach.

Response: This year the school year ended with 11 teachers. Two of those teachers did not hold a DPI license or permit.

III. MEASURES FOR KEY ATTRIBUTES OF EQUITABLE SMALL HIGH SCHOOLS

A. Introduction/Background

TALC required each second-year implementing school to focus on an overarching goal. Each school was then directed to design performance measures, or outcomes, that not only demonstrated progress toward this overarching goal, but also implemented the Gates Foundation's Seven Key Attributes of Equitable schools. The Seven Key Attributes of Equitable schools are a demonstration of common focus, high expectations, personalized environment, respect and responsibility, time to collaborate, use of performance-based assessments, and the use of technology as a tool. The Seven key Attributes of Equitable Schools are as follows:

1. **Common Focus:** The staff and students are focused on a few important goals. The use of time, tools, materials, and professional development activities are aligned with instruction.
2. **High Expectations:** All staff members are dedicated to helping every student achieve state and local standards; all students are engaged in an ambitious and rigorous course of study; and all students leave school prepared for success in work, further education, and responsible citizenship.
3. **Personalized Environment:** The school is designed to promote powerful, sustained student relationships with adults where every student has an adult advocate and a personal plan for progress.
4. **Respect and Responsibility:** The school becomes a community. The environment is peaceful, safe, just, and studious. The staff teaches, models, and expects responsible behavior. Relationships are based on mutual respect.
5. **Time to Collaborate:** Staff has time to collaborate and develop skills and plans to meet the needs of all students. Parents are recognized as partners in education. Partnerships are developed with businesses for student work-based learning opportunities and with institutions of higher education to improve teacher preparation.
6. **Performance Based:** Students are promoted to the next instructional level only when they have achieved competency, and students receive additional time and assistance when needed.

7. **Technology as a Tool:** Teachers use technology to design engaging and imaginative curriculum linked to learning standards; they analyze results and have easy access to best practices and professional learning opportunities.

This year, the school's overarching goal was to promote a college-bound culture. With the assistance of CRC staff and their TALC coach, school staff then selected outcomes that were specific, measurable, attainable, results-oriented, and time-bound (S.M.A.R.T. goals). Those outcomes are included in the Small High School Learning Memorandum.

B. Outcome Measures Related to Promotion of a College-bound Culture

Throughout their high school experience at Maasai, students and their advisors utilize the Life Plan process in order to be ready for college entrance after graduation. Each staff member has a maximum of ten students for advisory. This year, the school set a goal that each student would meet grade level expectations with the help of his/her advisor. The methods for the successful accomplishment and documentation of these annual expectations were to include Growth Positive Behavior, The Seven Habits of Highly Effective Teens, use of critical friends group protocols, targeted teacher training, and the use of appropriate data collection systems. This goal reflects all seven of the key attributes.

Goals and results for each grade level are described below:

Freshmen

1. Increase one level in at least one of five dimensions on their advisor-approved Emotional Intelligence Self-Assessment.
Result: At the time of this report, the school had not submitted these data.
2. Overall, increase their grade level's average term grade point average by three tenths of a point from first quarter to fourth quarter.
Result: There were 42 ninth graders with GPAs in the first and fourth quarter. The average increase in GPA for these students was 0.17.
3. Increase the verbal expectations portion of their oral presentations by one level.
Result: Due to the absence of the Director of Education and staff turnover, the school did not assess verbal levels of student oral presentations.

Sophomores

1. For returning students, increase one level in at least two of the five dimensions on their advisor-approved Emotional Intelligence Self-Assessment. For new students, increase one level in at least one of the five dimensions on their advisor-approved Emotional Intelligence Self-Assessment.
Result: At the time of this report, the school had not submitted these data.
2. Overall, increase their grade level's average term GPA by one tenth of a point from first quarter to fourth quarter.
Result: There were 50 tenth graders with GPAs in the first and fourth quarters. The average increase in GPA for these students was 0.19.
3. Increase the verbal expectations portion of their oral presentations by one level.
Due to the absence of the village guide (principal) and staff turnover, the school did not assess verbal levels of student oral presentations.

Juniors

1. For returning students, increase one level in at least three of the five dimensions on their advisor-approved Emotional Intelligence Self-Assessment. For new students, increase one level in at least two of the five dimensions on their advisor-approved Emotional Intelligence Self-Assessment.
Result: At the time of this report, the school had not submitted these data.

2. Overall, increase their grade level's average term GPA by two tenths of a point from first quarter to fourth quarter.
Result: First and fourth quarter GPAs were available for 11 eleventh grade students. Average GPAs for these students decreased by 0.11.
3. Increase the verbal expectations portion of their oral presentations by one level.
Result: Due to the absence of the Director of Education and staff turnover, the school did not assess verbal levels of oral presentations.

Maasai leadership also identified these outcomes related to the key attributes of common focus and community collaboration:

1. The Maasai Institute Organization Manual, including policies and procedures, will be drafted by the spring of 2007 and finalized by the summer of 2007.
Result: On May 23, 2007, the school's leadership reported that the Maasai Institute Organization Manual remained in the drafting process. An updated copy of the school's Personnel manual was provided.
2. By the end of the school year, Maasai Institute will have developed linkages with organizations to provide school-based social and medical services to students and families.
Result: At the end of the school year, Maasai's leadership reported that the linkages with organizations to provide school-based social and medical services to students and families had not yet occurred. Funding was identified as the primary barrier to these services being available onsite at the school.

The school did participate in outreach activities that reflected linkages for afterschool programming for any student ages 10 through 19. Some of the afterschool programs were provided via the *Safe and Sound* program and included linkages such as the Ivy League Institute for Entrepreneurship, LLC, "Reason" music, the Davis Jujutsu Academy, the "Girlfriends" program, and Steppers Unlimited (see Section II, D. for more details).

IV. EDUCATIONAL PERFORMANCE

In addition to outcomes related to promoting a college bound culture, Maasai was also required by the CSRC to identify outcomes related to attendance, parent/guardian participation, graduation requirements, and graduation plan objectives. The school also identified local and standardized measures to describe students' academic achievements.

A. Attendance

The school's attendance goal, as described in the learning memo, was that students would attend school, on average, 85.0% of the time. Attendance rates were calculated for 154 students for whom data were submitted and averaged across all students. This year, the average attendance rate was 78.0%. When excused absences were included in the calculation, the average attendance rate rose to 80.9%,⁹ short of the school's goal related to attendance.

B. Parent/Guardian Participation

The school's goal regarding parent/guardian participation was that all students would be represented by a family member at least one of the parent/guardian/family events held by the school. The school did not provide parent/guardian attendance information. Therefore, CRC was unable to determine if the school met its goal related to parent/guardian participation.

C. Graduation Requirements

The school's goal to ensure that students were meeting graduation requirements was that ninth graders would be promoted after successfully completing six of the 26 credits required for graduation, tenth graders would be promoted after earning 12 of the 26 credits required for

⁹ Based on enrollment data for 154 students for whom the school supplied data. The attendance rate was computed by dividing the number of possible days of attendance for each student by the number of days attended, then averaging all students' attendance rates. A student was considered present if he/she attended at least five of seven classes.

graduation, and eleventh graders would be promoted after earning 19 of 26 credits by the end of the year.

The school provided a count of credits earned this school year, the total number of credits accumulated during high school, and an indicator of whether or not the student was promoted.

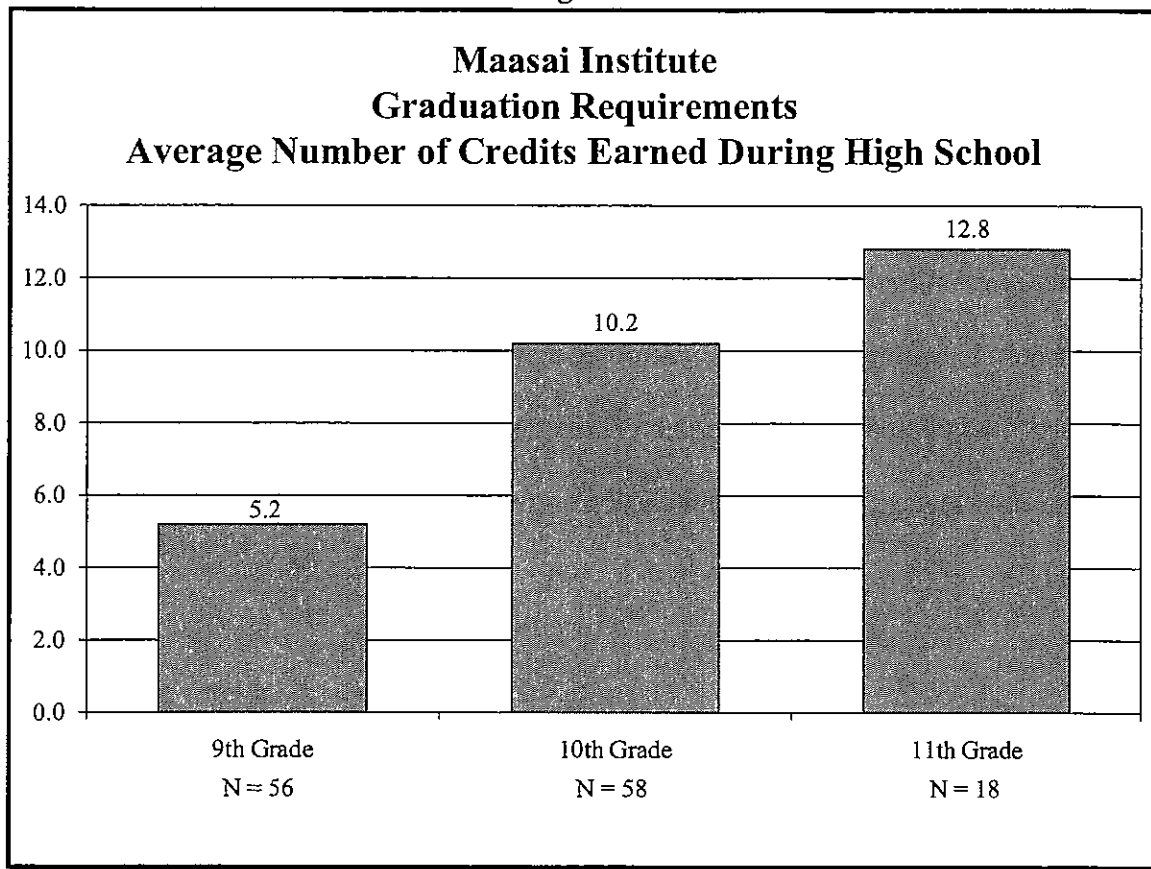
Data were submitted in a Microsoft Excel spreadsheet. Analysis is based on the total number of credits accumulated during each student's high school career. Results indicate that ninth graders¹⁰ had earned, on average, 5.2 credits; tenth graders,¹¹ on average, had accumulated 10.2 credits; and eleventh graders¹² had earned an average of 12.8 credits during their years in high school.

¹⁰ Total credit information was provided for 56 ninth graders. Total credit data were missing or transcripts had not been received for an additional 21 students.

¹¹ Total credit information was provided for 58 tenth graders. Total credit data were missing or transcripts had not been received for an additional 16 students.

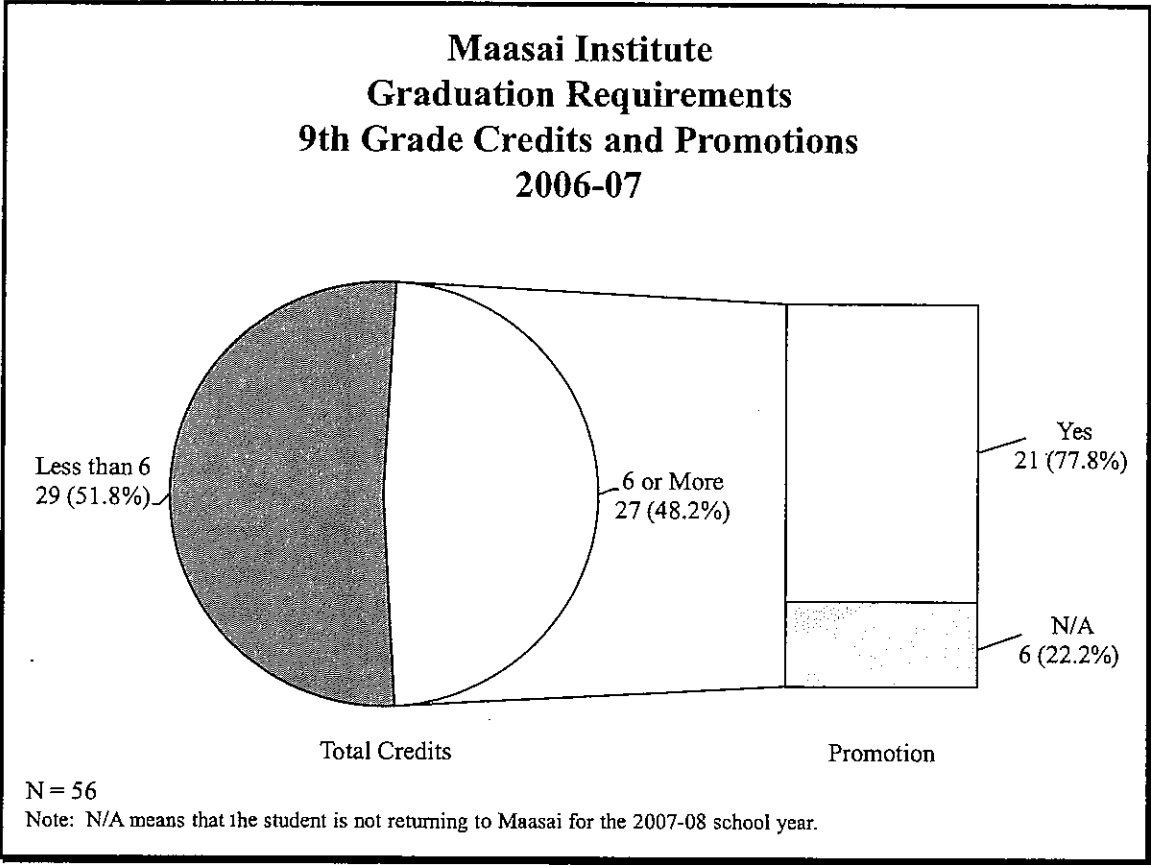
¹² Total credit information was provided for 18 eleventh graders. Total credit data were missing or transcripts had not been received for an additional four students

Figure 2



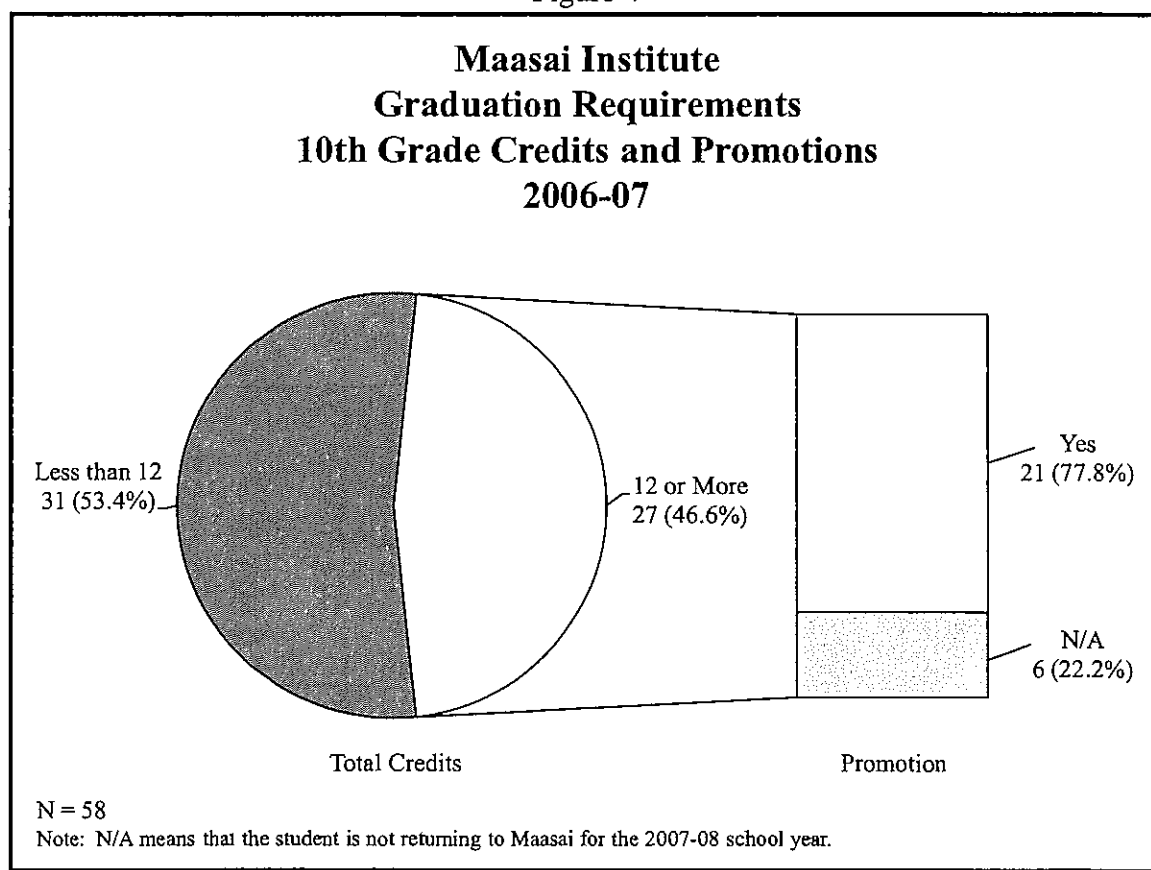
There were 27 (48.2%) ninth graders who earned 6.0 or more credits. These students were eligible for promotion. As illustrated in Figure 3, 77.8% of ninth graders who earned six or more credits were promoted, and the school indicated that promotion information was not applicable (N/A) for six (22.2%) of these students. No ninth graders who had earned fewer than six credits were promoted to the tenth grade.

Figure 3



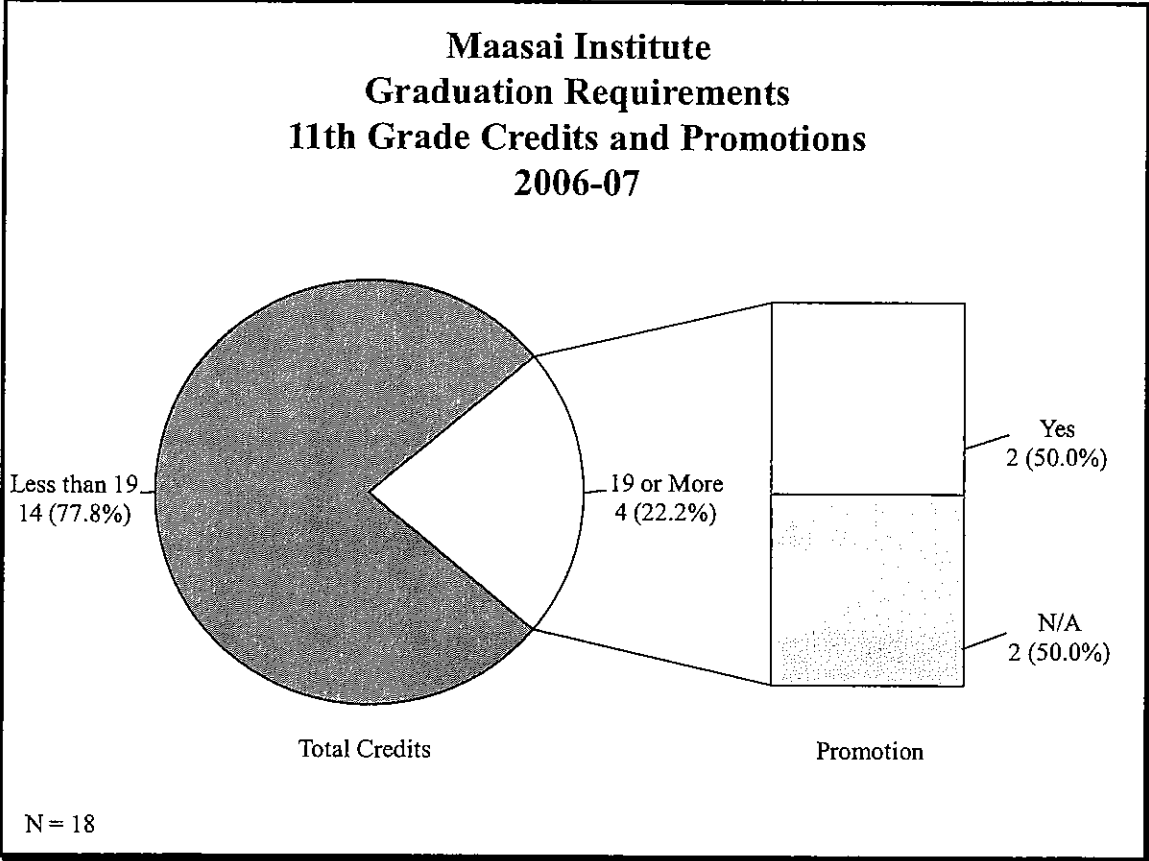
There were 27 (46.6%) tenth graders who earned 12 or more credits and became eligible for promotion to the eleventh grade. Most (77.8%) of these students were promoted; and promotion status was N/A for 22.2% of these students (see Figure 4). No tenth graders who had earned fewer than 12 credits were promoted to the eleventh grade.

Figure 4



There were four (22.2%) eleventh graders who had earned 19 or more credits in high school. Two of these were promoted to twelfth grade (see Figure 5).

Figure 5



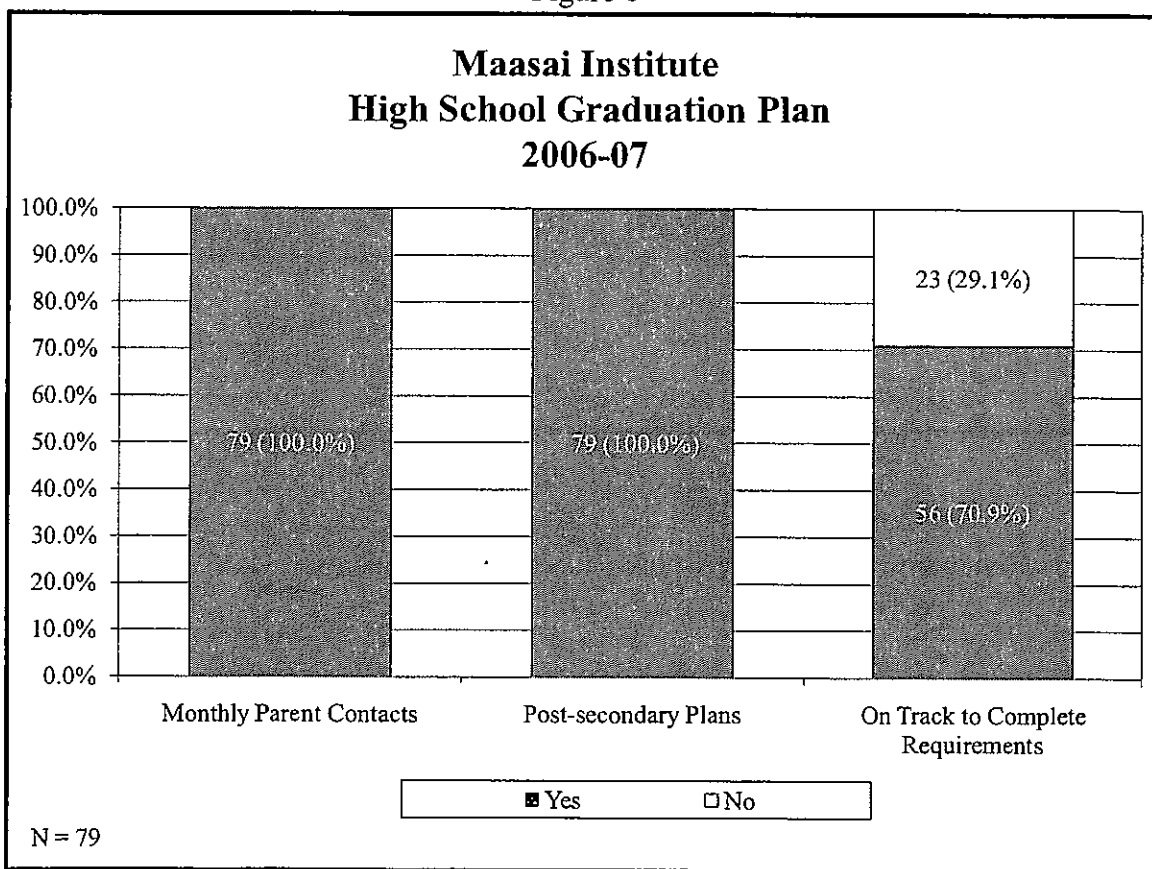
The school has met graduation requirements for most students.

D. Graduation Plan

The CSRC required that each student have an annual plan for graduation that included evidence of parent involvement; information regarding the student’s post-secondary plans; and a schedule reflecting plans for completing four years of English and three years each of college preparatory mathematics, science, and social studies, and two years of a foreign language.

The school submitted data for 79 students.¹³ The school planned to track parent/guardian involvement by having parents sign report cards and having advisors log parental contacts. This year, parents could come to the school to pick up report cards; however, if a parent was unable to come to the school, the report card was mailed home. Contact with parents was not logged; however, the school indicated that parents of all students were contacted at least monthly through a variety of communication methods.¹⁴ In addition, post-secondary plans were included in the graduation plan for all students¹⁵ and 56 (70.9%) students' high school graduation plan indicated they were on track for completing course requirements (see Figure 6).

Figure 6



¹³ Includes students who will continue to be enrolled in the school.

¹⁴ Based on email from Michael Wridt at Maasai.

¹⁵ Twenty (25.3%) students planned to attend a two-year school, 35 (44.3%) planned to attend a four-year college, and 24 (30.4%) students were undecided.

E. Local Measures of Educational Performance

The school was required by the CSRC to establish local measures of academic progress in reading (or literacy), mathematics, and writing. This requirement also satisfied the TALC requirement to set local measures of academic progress in at least two areas. 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.

1. Literacy

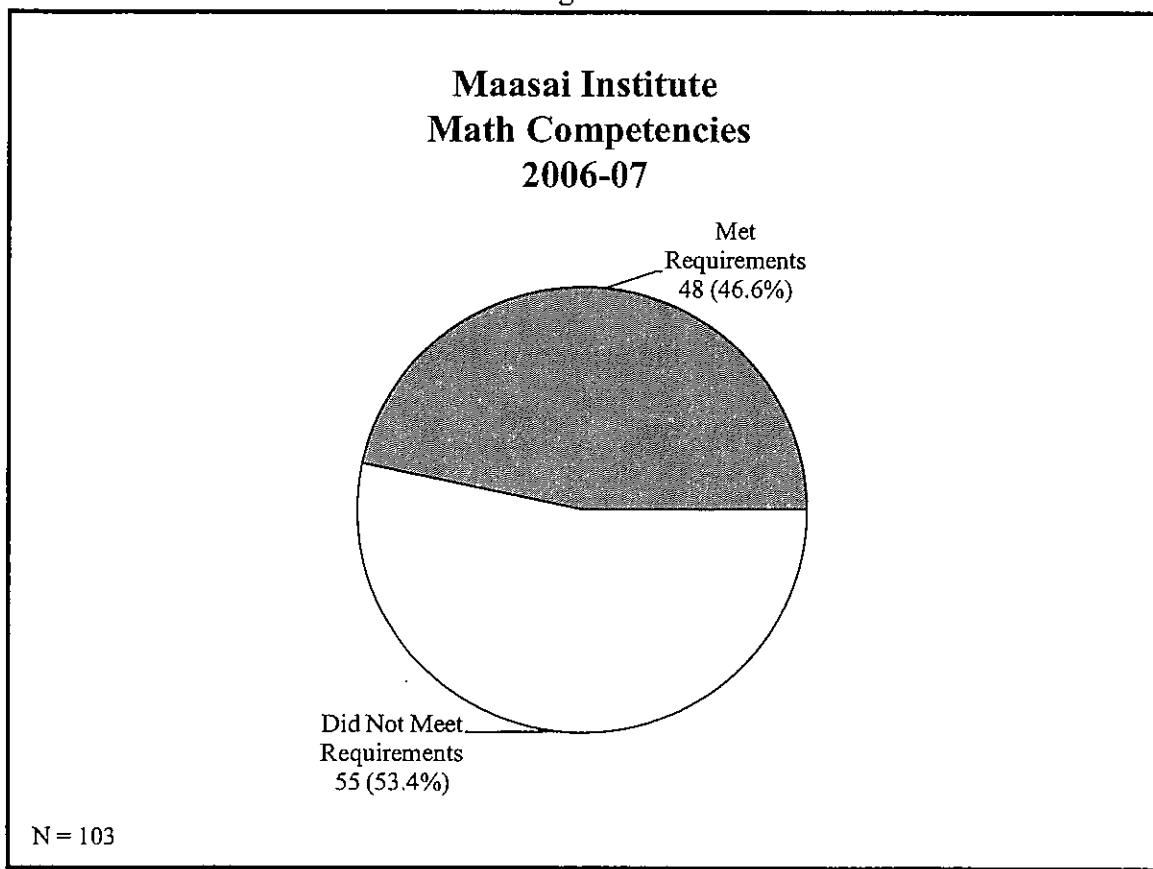
This year, the school set a goal that students would show progress in reading and language arts as measured by the High School Placement Test (HSPT), which included reading and language arts tests. The HSPT is administered to all new students at the time of enrollment and to all others in May of each school year.

At the time of this report, the school had not submitted these data. Therefore, CRC was unable to determine if the school met this goal.

2. Mathematics

This year, the school set a goal that 75.0% of students enrolled in math would reach proficiency¹⁶ on the State of Wisconsin Mathematics Competencies. Data were submitted for 154 students; however, 51 students were not assessed. The mathematics goal was met for 48 (46.6%) of 103 students, short of the school's 75.0% goal (see Figure 7).

Figure 7



3. Writing

The school intended to use the Six Traits of Writing to assess student writing ability. However, due to the absence of the Director of Education at the start of the school year

¹⁶ Proficiency is achieving 75.0% or more of the competencies.

combined with staff turnover issues, the Six Traits of Writing was not fully implemented and student writing ability was not assessed.

F. Individual Education Programs

This year, the school set a goal that all special education students would reach 80.0% of benchmarks indicated on their IEP for at least eight months. The school reported that there were ten students with IEP benchmarks.¹⁷ Four (40.0%) students met at least 80.0% of the benchmarks on their IEP and six (60%) did not. This falls short of meeting the school's goal.

G. External Standardized Measures of Educational Performance

1. EXPLORE for Ninth Graders

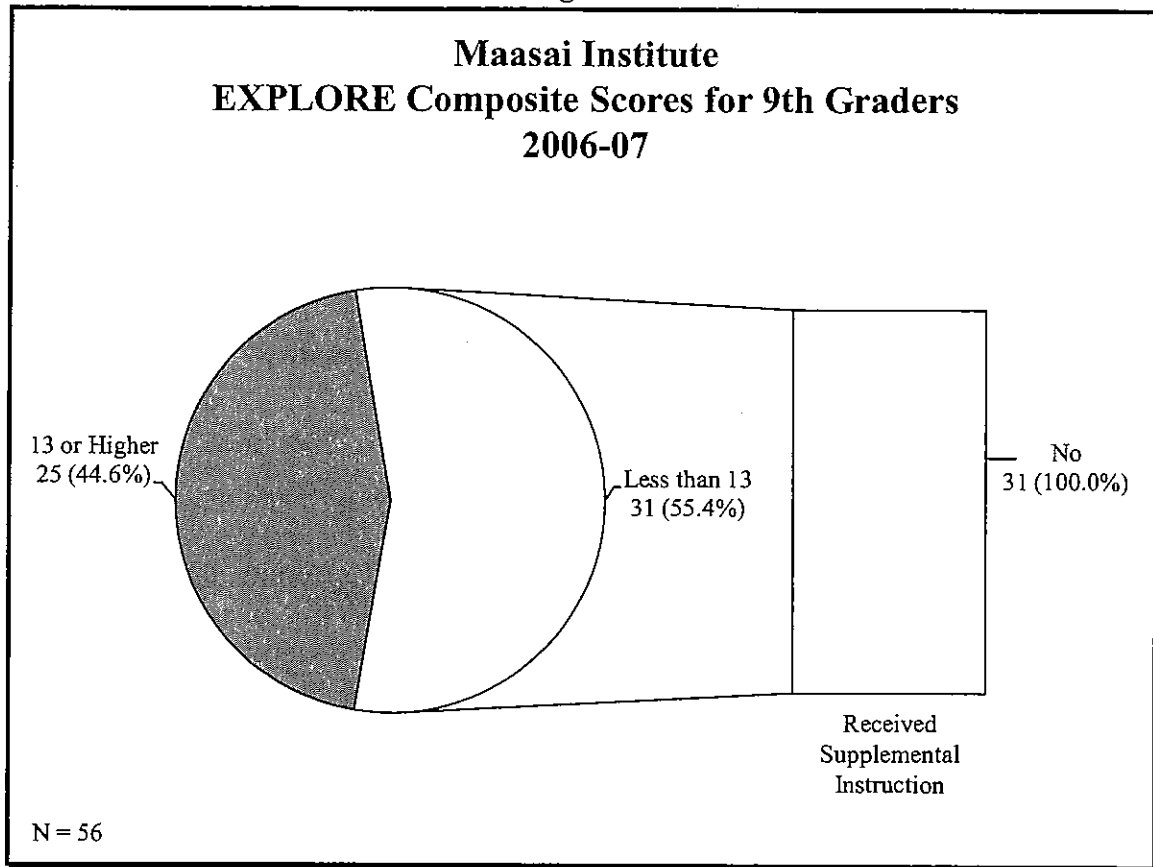
The CSRC required that all ninth grade students take the EXPLORE test. EXPLORE consists of tests in English, mathematics, reading, and science. Results are summarized in a composite score. It is one of two pre-ACT examinations used to identify students who may not be adequately prepared to take the ACT.

Composite scores on the EXPLORE can range from 1 to 25. The CSRC required that all ninth grade students who scored below 13 on the EXPLORE receive additional supplemental instruction in any areas that needed strengthening. The school, administration, and teachers reviewed the scores to identify students who required extra help. However, due to staff turnover, additional assistance was not provided. Instead, at the end of the third quarter, teachers identified students who received a grade below C and constructed a detailed plan to improve the students' grades. In addition, teachers met with parents of the students to discuss how parents could help students with the plan for improvement.

¹⁷ CRC assumed that the goals were on the students' IEPs for at least eight months.

In January 2007, ninth grade students in the school were administered the EXPLORE test. Composite scores were provided for 56 students. Of these, 31 (55.4%) scored below 13 and 25 (44.6%) scored 13 or higher (see Figure 8).

Figure 8



2. Standardized Tests for Tenth Graders

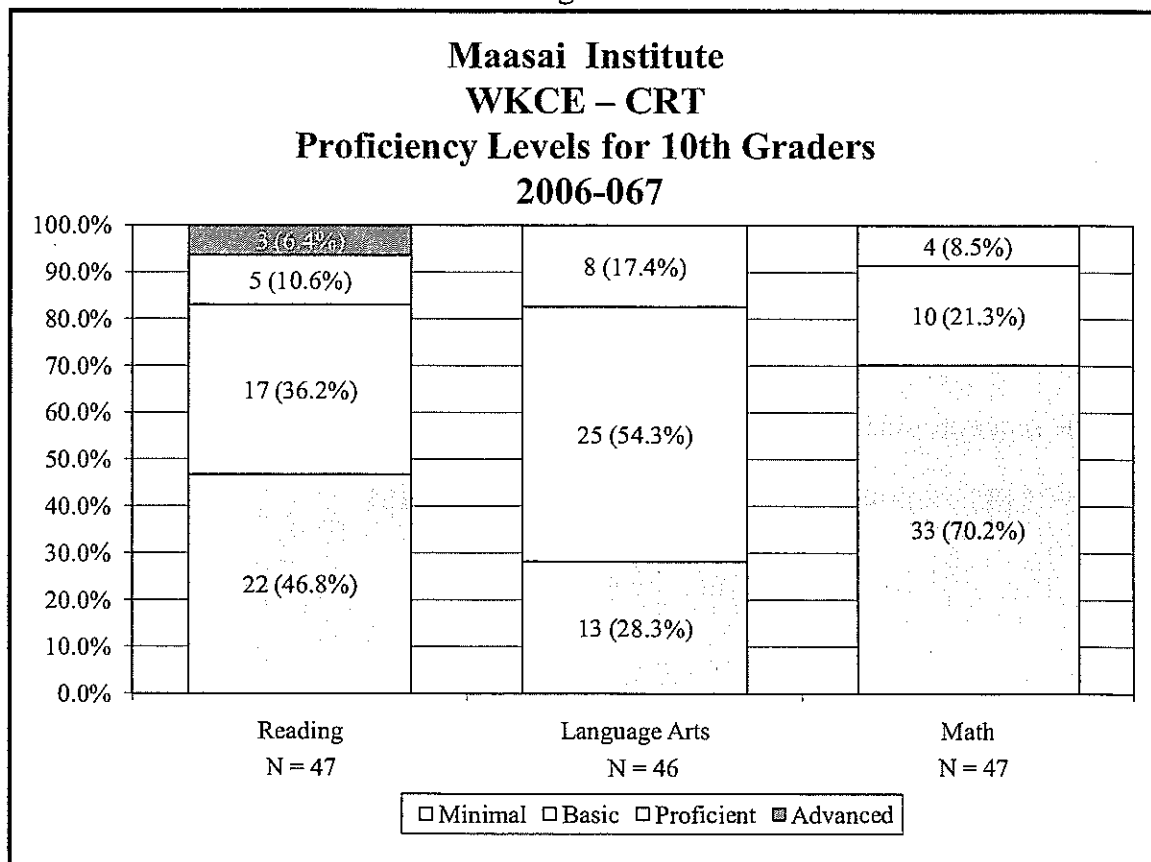
a. WKCE – CRT

Every fall, all tenth graders in Wisconsin public schools are required to take the Wisconsin Knowledge and Concepts Examination – Criterion Referenced Test (WKCE – CRT). This test consists of subtests in reading, language arts, mathematics, science, and social studies. The reading and math portions consist of CRT items directly aligned with the State of Wisconsin model academic standards. The language arts, science, and social studies subtests are similar to

the WKCE subtests used in the past and consist of items that are nationally normed. The WKCE – CRT meets federal No Child Left Behind requirements that student reading and math skills be tested in high school. The CSRC requires that schools report students' results in reading, language arts, and mathematics.

This year, the test was administered to 48 tenth graders. (Note that some students took some but not all subtests.) Results indicate that five (10.6%) students reached proficient and three (6.4%) reached advanced levels in reading, eight (17.4%) reached proficient in language arts, and four (8.5%) students reach proficient in mathematics (see Figure 9).

Figure 9



Tenth grade writing is also assessed on the WKCE – CRT. Students writing samples are scored using two scales: a six-point composing scale reflects students’ ability to control purpose/focus, organizations/coherence, develop content, sentence fluency, and word choice. A three-point scale reflects students’ ability to use punctuation, grammar, capitalization, and spelling. Points are combined to produce a single score with a maximum of nine points. Writing scores ranged from 2.0 to 5.5 points. The median score was 5.0, meaning half of the students scored below 5.0 and half scored 5.0 to 5.5.

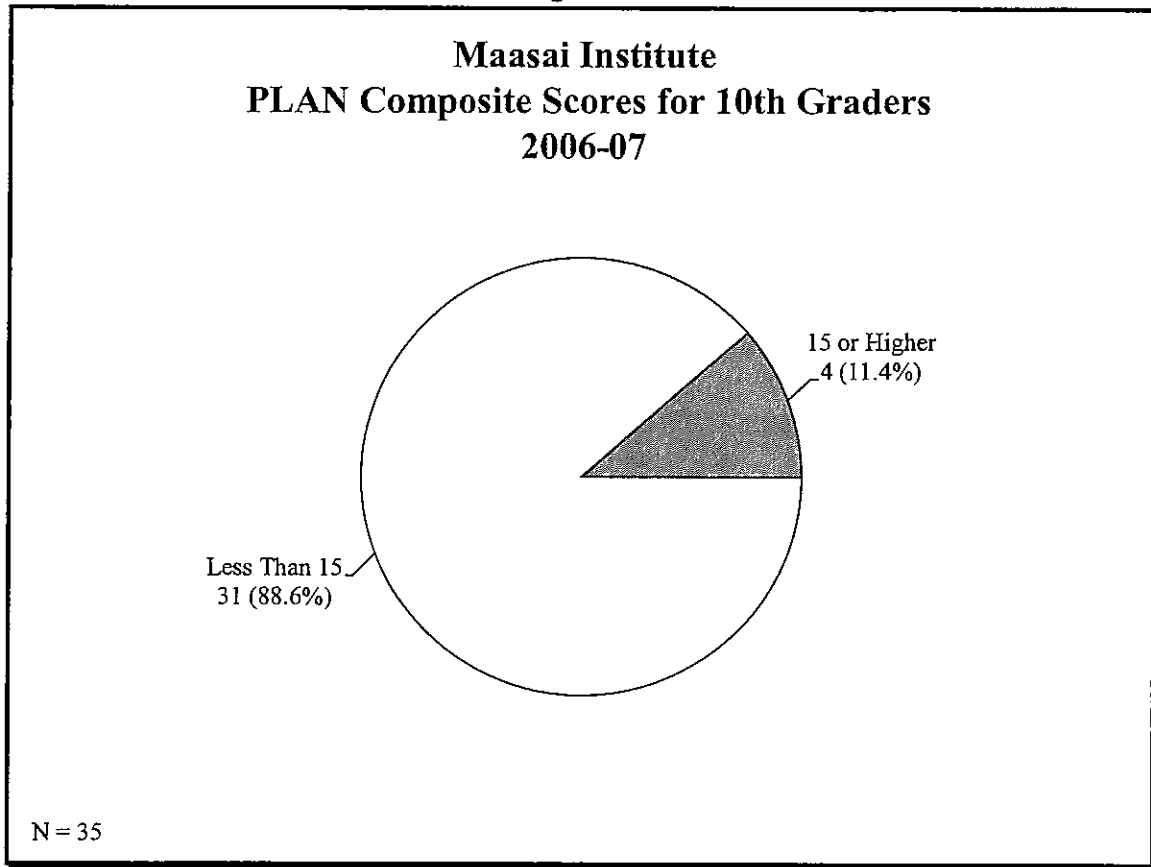
b. PLAN

The CSRC required that all tenth grade students take the PLAN, the second in a series of two pre-ACT tests that track student progress and identify students not ready for the ACT. The test was to be administered within two weeks of taking the WKCE – CRT. Student scores can range from 1 to 32. The CSRC further required that all tenth grade students who scored below 15 on the PLAN receive additional supplemental instruction in any areas that needed strengthening. This year, the test was given in January 2007.¹⁸

The school provided PLAN test scores for 35 tenth graders. Four (11.4%) scored 15 or higher and 31 (88.6%) students scored below 15 (see Figure 10).

¹⁸ The school obtained permission from the CSRC to administer the EXPLORE and the PLAN tests in January.

Figure 10



As with the EXPLORE test, administrators and teachers reviewed results; however, due to staff changes, they were unable to offer students additional assistance. Instead, after the third quarter, teachers worked with students who received lower than a C to design an improvement plan. Teachers met with parents of these students to discuss ways in which parents could encourage and support their student and the improvement plan.

3. ACT for Eleventh Graders

This year the CSRC required that all eleventh grade students take the ACT and the SAT. Note, however, that this requirement was inadvertently left off the learning memo. The school staff reported that some students took the ACT; however, at the time of this report, the school had not received results from the test publisher and therefore had not submitted ACT data.

H. Multiple-year Student Progress

Year-to-year student progress is based on composite scores on the EXPLORE for ninth graders and the PLAN for tenth graders. The two tests are similar in that they focus on attaining skills. They differ in that the scores reflect skill levels at different time in the student's educational experience.¹⁹ This year, there were 14 tenth graders who had been administered the EXPLORE in the ninth grade and PLAN in the tenth grade.

Composite scores from the EXPLORE, given in 2005-06, ranged from 9 to 15; scores from the PLAN, given in 2006-07, ranged from 11 to 15. The average composite score from the EXPLORE was 11.9; the average composite score from the PLAN was 12.6, an average improvement of 0.7 (see Table 1).

Grade	Average EXPLORE Score 2005-06	Average PLAN Score 2006-07	Average Improvement
9th to 10th	11.9	12.6	0.7

I. Annual Review of the School's Adequate Yearly Progress

1. Background Information²⁰

State and federal laws require the annual review of school performance to determine student academic achievement and progress. In Wisconsin, the annual review of performance required by the federal No Child Left Behind Act is based on each school's performance relative to four objectives:

¹⁹ See "Using EXPLORE and PLAN Data to Evaluate GEAR UP programs," ACT and the National Council for Community and Education Partnerships, <http://www.act.org/research/reports/index.html>.

²⁰ This information is taken from the DPI website: www.dpi.state.wi.us/oca/annrvw07.html.

- The test participation of all students enrolled.
- A required academic indicator (either graduation or attendance rate).
- The proficiency rate in reading.
- The proficiency rate in mathematics.

In Wisconsin, the DPI releases an Annual Review of School Performance for each chartered school with information about whether that school met the criteria for each of the four required adequate yearly progress (AYP) objectives. If a school fails to meet the criteria in the same AYP objective for two consecutive years, the school is designated as “identified for improvement.” Once designated as “identified for improvement,” the school must meet the annual review criteria for two consecutive years in the same AYP objective to be removed from the status designation.

The possible school status designations are:

- “Satisfactory,” which means the school is not in improvement status.
- “School Identified for Improvement” (SIFI), which means the school does not meet AYP for two consecutive years in the same objective.
- SIFI Levels 1-5, which means the school missed at least one of the AYP objectives and is subject to the state requirements and additional Title I sanctions, if applicable, assigned to that level.
- SIFI Levels 1-4 Improved, which means the school met the AYP in the year tested but remains subject to sanctions due to the prior year. AYP must be met for two years in a row in that objective to be removed from “improvement” status and returned to “satisfactory” status.
- Title I Status identifies if Title I funds are directed to this school, and if so, the schools are subject to federal sanctions.

2. Adequate Yearly Progress: Maasai Institute Summary²¹

According to Maasai Institute's Annual Review of School Performance: 2006-07, published by DPI, Maasai reached adequate yearly progress in test participation and reading. The other academic indicator, graduation, was not applicable because the school has not had a graduating class yet. The school did not meet AYP in mathematics. The school's status rating for test participation, attendance, reading, and mathematics was "Satisfactory." While the school did not meet the state's requirement for AYP in all four areas, its improvement status remains "Satisfactory" because the school has not missed AYP in the same area for two consecutive years.

²¹ For a copy of Maasai Institute's Adequate Yearly Progress Review Summary, see: http://www2.dpi.state.wi.us/sifi/AYP_Summary.asp?AgKey=000058

V. CONCLUSION/RECOMMENDATIONS

This report covers the second year of Maasai's operation as a City of Milwaukee charter school and as a *New Vision* small high school supported by TALC. For the 2006-07 academic year, Maasai met over half of the educationally related City of Milwaukee contract provisions. The provisions not met were: the teacher licensing requirement, maintenance of a local measure in writing, and the intervention requirement for students scoring below a certain threshold on the ninth grade EXPLORE and tenth grade PLAN tests. At the time of this report, the school had not submitted data regarding the local measure in reading and the ACT test results. In addition to the information explained in the body of this report, please see Appendix A for an outline of specific contract provision compliance information.

In addition to academic outcome measures, information provided by the school has been used to examine and report the school's progress related to the overarching goal and the Gates Foundation key attributes, required by TALC. Some of the goals the school set related to its overarching goal of promotion of a college-bound culture were not assessed and therefore could not be reported. The school's leader reported that outcomes were affected by the absence of the Director of Education and staff turnover. The measured outcomes indicated the following results:

- The average increase in GPA for 42 ninth graders with comparison first and fourth quarter grades was 0.17;
- The average increase in GPA for 50 tenth graders with comparison first and fourth quarter grades was 0.19;
- The average GPA for 11 eleventh graders with comparison first and fourth quarter grades decreased by 0.11;
- The school's Personnel Manual was updated; and
- The school participated in outreach activities that reflected community linkages for afterschool programming.

The major findings related to secondary measures of academic progress for this year were as follows:

- Average student attendance was 80.9%, falling short of the school's goal of 85.0%.
- Parent/guardian participation data were not provided to CRC.
- Graduation requirement data submitted indicated that on average:
 - ▶ Ninth graders earned 5.2 credits;
 - ▶ Tenth graders earned 10.2 credits; and
 - ▶ Eleventh graders earned 12.8 credits during their years in high school.
- The school met its goal related to graduation plans. Parents of all students were contacted monthly, students' plans included post-secondary plans, and 70.9% of 79 students were on track for completing course requirements.

Maasai's primary measures of academic progress were assessed using local measures and standardized test results. Maasai maintained local measures of academic progress in reading/literacy, math, and special education goals. Those results indicated:

- HSPT test results for reading and language arts were not provided to CRC.
- 46.6% of 103 students met the school's goal related to math competencies
- Four (40.0%) of ten special education students met at least 80.0% of the benchmarks on their IEP.

Standardized test results for Maasai students were as follows:

- Thirty-one (55.4%) of the 56 ninth grade students with EXPLORE composite scores scored below 13, indicating a need for supplemental instruction.

WKCE – CRT results for tenth graders indicated that in:

- Reading:
 - ▶ 17.0% of 47 students were functioning at the proficient or advanced levels; and
 - ▶ 83.0% of 47 students were functioning at the minimal or basic levels.
- Math:
 - ▶ 8.5% of 47 students were functioning at the proficient level; and
 - ▶ 91.5% of 47 were functioning at the minimal or basic levels.
- Language arts:
 - ▶ 17.4% of 46 were functioning at the proficient level; and
 - ▶ 82.6% of 46 were functioning at the minimal or basic levels.
- Thirty-one (88.6%) of the 35 tenth grade students with PLAN composite scores scored below 15, indicating a need for supplemental instruction.
- The school did not provide ACT results for eleventh graders.
- A comparison of year-to-year EXPLORE (ninth grade) and the PLAN (tenth grade) tests for 14 tenth grade students indicated the average composite score improvement was 0.7.

After reviewing the information in this report and considering the information gathered and discussion during the administration interview in late May, 2007, it is recommended that the focus of activities for the 2007-08 school year include the following:

- Develop a strategy for monitoring the acquisition of DPI permits or licenses for teachers in the application process.
- Implement specific plans for tracking student progress and regular review of data collection to ensure that outcomes continue to be measured in the event of staff changes.
- Continue the improvement plans for students with less than a 2.0 GPA.
- Develop and implement specific improvement plans for:
 - ▶ Ninth grade students scoring below 13 on the EXPLORE;
 - ▶ Tenth grade students scoring below 15 on the PLAN; and

- ▶ Tenth grade students scoring at minimal or basic in the WKCE – CRT math test in fall of 2006 and fall of 2007.
- Identify and intervene with students who need organizational skill development, including planning skills.
- Continue efforts to provide onsite health and social services.
- Implement the initial phase of project based learning.
- Determine and implement the actual life planning process, including emphasis on parental participation.

Appendix A

CSRC Contract Provisions

Maasai Institute
Overview of Compliance for Educationally Related Contract Provisions

2006-07

Section of Contract	Educationally Related Contract Provision	Monitoring Report Reference Page	Contract Provision Met or Not Met
Sec. I –B	Description of educational program and curriculum focus, etc.	pp. 3-4	Met
Sec. I –V	School calendar	p. 5-6	Met
Sec. I –C	Educational methods	pp. 3-4	Met
Sec. I – E	Parental involvement	pp. 8-9	Met
Sec. I – F	DPI license or permit	p. 8	Not met*
Sec. I –I	Student database information including information regarding special education students	pp. 6-7	Met
Sec. I – K	Procedures for disciplining students	pp. 9-10	Met
Memo subsequent to contract (per Sec.I-D)	Annual graduation plan for all students	pp. 20-21	Met for 79 students who will continue to be enrolled in the school.
Memo subsequent to contract (per Sec.I-D)	Administration of required standardized tests: a. EXPLORE (ninth graders) b. PLAN (tenth graders) c. ACT (eleventh graders) d. SAT (eleventh graders)	a. pp. 24-25 b. pp. 27-28 c. p. 28 d. N/A	a. Met b. Met c. Unable to determine** d. N/A***
Memo subsequent to contract (Per Sec.I-D)	Maintain local measures of academic progress in the following areas: a. Reading or literacy b. Mathematics c. Writing d. Special education plan: percentage of goals met	a. p. 22 b. p. 23 c. pp. 23-24 d. p. 24	a. Unable to determine** b. Met c. Not met d. Met
Memo subsequent to contract	High school intervention requirement: a. Ninth grade students scoring below 13 on EXPLORE b. Tenth grade students scoring below 15 on PLAN	a. pp. 24-25 b. p. 27	a. Not met b. Not met
Memo subsequent to contract	Year-to-year progress (using the EXPLORE and PLAN) ²²	p. 29	Met

*At the time of this report, two teachers did not hold a valid license or permit during the 2006-07 academic year.

**The school did not provide data regarding local measures of academic progress in this area.

***The SAT requirement was inadvertently omitted from the annual learning memo.

²² The CSRC memo adopted August 10, 2005, indicated comparing tenth grade WKCE with eighth grade WKCE. However, the difficulty in obtaining eighth grade WKCE scores led CRC to use EXPLORE and PLAN scores.

Appendix B

Small High School Learning Memo

To: Children's Research Center/Charter School Review Committee/Technical Assistance and Leadership Center
From: Maasai Institute
Re: Small High School Learning Memorandum for the 2006-07 Academic Year
Date: December 8, 2006

Note: This memorandum of understanding includes the *minimum* measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC) and the Technical Assistance & Leadership Center (TALC) for small high schools participating in *A New Vision of Secondary Education in Milwaukee*, funded by the Bill & Melinda Gates Foundation. Schools can add outcomes to this memo if additional measures of academic progress are developed and the school desires them to be included in the final monitoring report (e.g., if a school administers additional standardized tests).

The specific outcomes will be defined by the leadership and/or staff at each school in consultation with staff from the Children's Research Center (CRC), the school's TALC coach, and the CSRC. All data shall be reported to CRC in an electronic file such as a spreadsheet or a database that **includes a consistent student ID number**. The full year's data submission will be due no later than the fifth day following the last day of student attendance for the academic year.

Measures for Key Attributes of Equitable Small High Schools

Each school will select an overarching goal for this area of the Learning Memo. In the area of equity, TALC requires each second-year implementing school to focus on an overarching goal such as one of the following: College-Bound Culture, Community Engagement, or Project-Based Learning. The measurable outcomes (S.M.A.R.T. goals) demonstrate how progress toward the goal can be measured in relationship to the Seven Key Attributes of Equitable Schools. The Seven Key Attributes are: Common Focus (CF), High Expectations (HE), Personalized Environment (PE), Respect and Responsibility (RR), Time to Collaborate (TC), Performance Based (PB), and Technology as a Tool (TT). The school will identify measurable outcomes related to their overarching goal and the corresponding key attribute(s) addressed within those outcomes. All measurable outcomes related to this goal and the corresponding attribute(s) assessed by these outcomes are described in this memo. These measures will be reported to CRC and included in the annual monitoring report.

Maasai Institute's overarching goal is to promote a college-bound culture.

Throughout their high school experience at Maasai, students and their advisors utilize the Life Plan process in order to be ready for college entrance after graduation. Each staff member will have a maximum of ten students for advisory. Each student will meet grade level expectations with the help of their advisor. The methods for the successful accomplishment and documentation of these annual expectations will include Growth Positive Behavior, The Seven Habits of Highly Effective Teens, use of critical friendgroup protocols, targeted teacher training, and the use of appropriate data collection systems (CF, HE, PE, RR, TC, PB, and TT).

This year, as indicated in each student's Life Plan, students will successfully accomplish the following:

Freshmen

1. Increase one level in at least one of five dimensions on their advisor-approved Emotional Intelligence Self-Assessment.
2. Overall, increase their grade level's average term grade point average by three tenths of a point from first quarter to fourth quarter.
3. Increase the verbal expectations portion of their oral presentations by one level.

Sophomores

1. For returning students, increase one level in at least two of the five dimensions on their advisor-approved Emotional Intelligence Self-Assessment. For new students, increase one level in at least one of the five dimensions on their advisor-approved Emotional Intelligence Self-Assessment.
2. Overall, increase their grade level's average term grade point average by one tenth of a point from first quarter to fourth quarter.
3. Increase the verbal expectations portion of their oral presentations by one level.

Juniors

1. For returning students, increase one level in at least three of the five dimensions on their advisor-approved Emotional Intelligence Self-Assessment. For new students, increase one level in at least two of the five dimensions on their advisor-approved Emotional Intelligence Self-Assessment.
2. Overall, increase their grade level's average term grade point average by two tenths of a point from first quarter to fourth quarter.
4. Increase the verbal expectations portion of their oral presentations by one level.

Maasai leadership has identified additional outcomes related to the key attributes of common focus and community collaboration:

The Maasai Institute Organization Manual, including policies and procedures, will be drafted by Spring 2007 and finalized by Summer 2007 (CF).

By the end of the school year, Maasai Institute will have developed linkages with organizations to provide school-based social and medical services to students and families (CC).

Attendance

The school will maintain appropriate attendance records including in-school and out-of-school suspensions. This school will achieve an average attendance rate of 85.0%. A student will be marked present for the day if he/she attends five out of seven classes. (The school will record student data in the Infinite Campus [IC] database. The school will be able to generate a student roster that lists all students enrolled at any time during the school year.)

Enrollment

The school will record the enrollment date for every student. Upon admission, individual student information, including the actual enrollment date, will be added to the school's IC database.²³

Termination

The date and reason for every student leaving the school will be recorded in the school's IC database. Information will include the date of withdrawal/termination, where the student went, expulsion, and drop-out information.

Parent/Guardian Participation

All students will be represented by a family member at least one of the parent/guardian/family events held by the school. School staff will maintain a spreadsheet by student ID of the events held throughout the year and whether the student was represented.

Special Education Needs Students

Public high schools will maintain updated records on all special education students including disability type, date of IEP team assessment, assessment outcome, IEP completion date, IEP review dates, and any reassessment results.

High School Graduation Plan

In addition to the outcomes related to promotion of a college-bound culture, each student's Life Plan incorporates his/her high school graduation plan and includes:

- Evidence of parent/guardian involvement: parents sign off on reports cards, which are included in the Life Plan, and advisors log weekly contact with parents regarding their child's progress at school, which will be reported on a spreadsheet that includes student ID.
- Information regarding the student's post-secondary plans.
- A schedule reflecting plans for completing four years of English; three years each of college preparatory mathematics, science, and social studies; and two years of a foreign language. Student schedules will be reviewed at the spring scheduling retreat. The school will record results on a spreadsheet that includes student ID.

²³ Transfer student information will be obtained by the receiving school, and transcript information will be entered into the receiving school's database.

High School Graduation Requirements²⁴

Freshmen will be promoted when they successfully complete six of 26 credits toward graduation.

Sophomores will be promoted when they successfully complete 12 of 26 credits toward graduation.

Juniors will be promoted when they successfully complete 19 of 26 credits toward graduation.

Local Measures of Academic Achievement²⁵

Literacy

Students will show progress in reading and language arts as measured by the High School Placement Test administered to all new students at enrollment and to all students in May of each year.

Mathematics

Seventy five percent of the students enrolled in math courses will reach proficiency on the State of Wisconsin mathematics competencies. The math instructors will identify which targets will be presented and tracked. Proficiency is defined as 75.0%. The proficiency level is set at 75.0% or above for 75.0% of the students enrolled in math courses.

Writing

A fall writing sample taken for all students will be analyzed using the high school-level Six Traits of Writing rubric. Students scoring 3 or below on the “voice” trait will either earn a voice score of 4 or improve their voice score at least two points on a comparable writing sample taken in May 2007.

IEP Goals

Special education students will achieve at least 80.0% of the IEP benchmarks indicated on their IEP for at least eight months.

Academic Achievement: Standardized Measures

Freshmen

All freshmen are required to take all subtests²⁶ of the EXPLORE test (the first in a series of two pre-ACT tests that will identify students not ready for the ACT²⁷) in the same timeframe

²⁴ This item depends upon each school’s high school graduation requirements and the timing of their course work. Outcomes reflect what would be needed at each grade level to meet the graduation requirements by the end of the fourth year.

²⁵ Local measures of academic achievement are the 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 IEP goals.

²⁶ English, mathematics, reading, and science.

²⁷ The Educational Planning and Assessment System (EPAS), developed by the American College Testing Service (ACT), provides a longitudinal, standardized approach to educational and career planning, assessment, instructional support, and evaluation. The series includes the EXPLORE, PLAN, and ACT tests. Score ranges from all three tests are linked to *Standards for Transition* statements that describe what students have learned and what they are ready to learn next. The *Standards for Transition*, in turn, are linked to *Pathways* statements that suggest strategies to enhance students’ classroom learning. *Standards* and *Pathways* can be used by teachers to evaluate instruction and student progress and advise students on the courses of study.

identified by the State of Wisconsin Department of Public Instruction for WKCE – CRT testing. During the second semester, all freshmen who scored below 13 on the EXPLORE will receive additional supplemental instruction in the areas that need strengthening.

Sophomores

All sophomores are required to take the WKCE – CRT in the timeframe identified by the State of Wisconsin Department of Public Instruction.

All sophomores are required to take all subtests of the PLAN²⁸ (the second in a series of two pre-ACT tests that will track student progress and identify students not ready for the ACT). The PLAN will be administered in December 2006 or January 2007.

During their second semester of tenth grade, all sophomores who scored below 15 on the PLAN will receive additional supplemental instruction in the areas that need strengthening.

²⁸ English, mathematics, reading, and science.

**Small High School Learning Memorandum Data Addendum
Maasai Institute**

This addendum has been developed to clarify the data collection and submission process related to each of the outcomes stated in your school’s Small High School Learning Memorandum for the 2006-07 academic year. Additionally, there are important principles applicable to all data collection that must be considered.

1. All students enrolled in the school at any time during the 2006-07 academic year should be included in all student data files created by the school. Be sure to include each student’s unique ID number in each data file.
2. All data fields must be completed for each student enrolled at any time during the school year. If a student is not enrolled and/or present when a measure is completed, record an N/A for that student to indicate “not applicable.” This may occur if a student enrolls after the beginning of the school year, withdraws prior to the end of the school year, or is absent when a measure is completed.
3. Record and submit a score/response for each student. Please do not submit aggregate data, e.g., 14 students scored 75.0%, or the attendance rate was 92.0%.

Staff Person Responsible for Year-End Data Submission: Alia Williams-Ashley

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Entering Data
Promote College-Bound Culture: Ninth Graders	Create columns to show: <ul style="list-style-type: none"> • Student ID. • Student name. • Dimension level in Self Awareness during the first semester. Enter N/A if the student did not have a dimension level. • Dimension level in Self Awareness at the end of the year on advisor-approved Emotional Intelligence Self-Assessment. Enter N/A if the student did not have a dimension level. • Dimension level in Handling Emotions during the first semester. Enter N/A if the student did not have a dimension level. • Dimension level in Handling Emotions at the end of the year. Enter N/A if the student 	Infinite Campus	Ninth grade advisors

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Entering Data
	<p>did not have a dimension level.</p> <ul style="list-style-type: none"> • Dimension level in Motivation for semester one. Enter N/A if the student did not have a dimension level. • Dimension level in Motivation at the end of the year. Enter N/A if the student did not have a dimension level. • Dimension level in Empathy during the first semester. Enter N/A if the student did not have a dimension level. • Dimension level in Empathy at the end of the year. Enter N/A if the student did not have a dimension level. • Dimension level in Social Skills during the first semester. Enter N/A if the student did not have a dimension level. • Dimension level in Social Skills at the end of the year. Enter N/A if the student did not have a dimension level. 		
Promote College-Bound Culture: Ninth Graders	<p>Create columns to show:</p> <ul style="list-style-type: none"> • Student ID. • Student name. • GPA in first quarter. Enter N/A if the student was not enrolled in first quarter. • GPA in fourth quarter. Enter N/A if the student was not enrolled in fourth quarter. 	Infinite Campus	Ninth grade advisors
Promote College-Bound Culture: Ninth Graders	<p>Create columns to show:</p> <ul style="list-style-type: none"> • Student ID. • Student name. • Verbal level from oral presentation during first semester. Enter N/A if the student did not present at the start of the year. • Verbal level from oral presentation at end of year. Enter N/A if the student did not present at the end of the year. 	Infinite Campus	Ninth grade advisors
Promote College-Bound Culture: Tenth Graders	<p>Create columns to show:</p> <ul style="list-style-type: none"> • Student ID. • Student name. 	Infinite Campus	Tenth grade advisors

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Entering Data
	<ul style="list-style-type: none"> • New or returning student indicator (N or R). • Dimension level in first dimension at the start of the year on advisor-approved Emotional Intelligence Self-Assessment. Enter N/A if the student did not have a dimension level. • Dimension level in first dimension at the end of the year on advisor-approved Emotional Intelligence Self-Assessment. Enter N/A if the student did not have a dimension level. • Create two columns for every dimension from the Emotional Intelligence Self-Assessment. Use the first to enter level during the first semester; use second to enter level at end of year. Enter N/A if a particular dimension does not apply to a student. 		
Promote College-Bound Culture: Tenth Graders	Create columns to show: <ul style="list-style-type: none"> • Student ID. • Student name. • GPA in first quarter. Enter N/A if the student was not enrolled in first quarter. • GPA in fourth quarter. Enter N/A if the student was not enrolled in fourth quarter. 	Infinite Campus	Tenth grade advisors
Promote College-Bound Culture: Tenth Graders	<ul style="list-style-type: none"> • Student ID. • Student name. • Verbal level from oral presentation during the first semester. Enter N/A if the student did not present at the start of the year. • Verbal level from oral presentation at end of year. Enter N/A if the student did not present at the end of the year. 	Infinite Campus	Tenth grade advisors
Promote College-Bound Culture: Eleventh Graders	Create columns to show: <ul style="list-style-type: none"> • Student ID. • Student name. • New or returning student 	Infinite Campus	Eleventh grade advisors

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Entering Data
	<p>indicator (N or R).</p> <ul style="list-style-type: none"> • Dimension level in first dimension during the first semester on advisor-approved Emotional Intelligence Self-Assessment. Enter N/A if the student did not have a dimension level. • Dimension level in first dimension at the end of the year on advisor-approved Emotional Intelligence Self-Assessment. Enter N/A if the student did not have a dimension level. • Create two columns for every dimension from the Emotional Intelligence Self-Assessment. Use the first to enter level during the first semester; use second to enter level at end of year. Enter N/A if a particular dimension does not apply to a student. 		
Promote College-Bound Culture: Eleventh Graders	<p>Create columns to show:</p> <ul style="list-style-type: none"> • Student ID. • Student name. • GPA in first quarter. Enter N/A if the student was not enrolled in first quarter. • GPA in fourth quarter. Enter N/A if the student was not enrolled in fourth quarter. 	Infinite Campus	Eleventh grade advisors
Promote College-Bound Culture: Eleventh Graders	<ul style="list-style-type: none"> • Student ID. • Student name. • Verbal level from oral presentation during the first semester. Enter N/A if the student did not present at the start of the year. • Verbal level from oral presentation at the end of year. Enter N/A if the student did not present at the end of the year. 	Infinite Campus	Eleventh grade advisors
Organization Manual	Copy of manual	Local school network	Melanie Phillips and Janice McCollum
Linkages with Social and Medical Services	Description of efforts and linkages including:	Local school network	Linda Peterson

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Entering Data
	<ul style="list-style-type: none"> • List of organizations that could be linkages for collaboration with Maasai's Health and Human Services program. • Research potential grant opportunities (Y/N). Write three proposals to fund Health and Human services program: <ul style="list-style-type: none"> ▶ Number of proposals written. ▶ Number of proposals funded. 		
Attendance	<p>Provide a roster of all students enrolled at any time during the school year. Include:</p> <ul style="list-style-type: none"> • Student ID. • Student name. • Number of days expected to attend. • Number of days present. • Number of days excused absent. • Number of days unexcused absent. • Number of days in-school suspension. • Number of days out-of-school suspension. 	Infinite Campus	LaTasha Thompson
Enrollment	Include a column in the roster above to show enrollment date.	Infinite Campus	Greg Griffin
Termination	<p>Include columns in the roster above to show:</p> <ul style="list-style-type: none"> • Termination date for any student who withdrew during the year. • The termination reason (i.e., moved, transportation issues, etc.). • Where the student went (if known). • If the student was expelled. • If a student dropped out. 	Infinite Campus	Greg Griffin
Parent/Guardian Participation	<p>Create columns for:</p> <ul style="list-style-type: none"> • Student ID. • Student name. • Parent/Guardian attend event 1 (Y, N, or N/A, with N/A indicating that the student was not enrolled at the time of the event). 	Infinite Campus	Geneva Owens

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Entering Data
	<ul style="list-style-type: none"> • Parent/Guardian attend event 2 (Y, N, or N/A, with N/A indicating that the student was not enrolled at the time of the event), etc. for every parent/guardian event during the school year. <p>Also provide a brief description of each event, e.g., parent/teacher conference.</p>		
Special Education Students	<p>Create a list of students who were assessed and/or received special education services. Include:</p> <ul style="list-style-type: none"> • Student ID. • Student name. • Disability type (e.g., CD, LD, ED, etc.). • Date of IEP team assessment. • Assessment outcome. • IEP completion date. • IEP review dates. • IEP review results. 	School-developed spreadsheet	Kasongo Kalumbula
High School Graduation Plan	<p>Create columns for:</p> <ul style="list-style-type: none"> • Student ID. • Student name. • Parent signed report cards (Y/N). • Weekly contact with parents (Y/N). • Student's post secondary plans (brief description, e.g., four-year college, two-year college, armed forces, etc.). • Student schedule reviewed at spring scheduling retreat (Y, N, or N/A if the student will not be enrolled in the school next year). • Student on track to matriculate in four years (Y/N). 	Infinite Campus	Alia Williams-Ashley and Greg Griffin
High School Graduation Requirements	<p>Create columns for:</p> <ul style="list-style-type: none"> • Student ID. • Student name. • Number of credits earned toward graduation this year. • Number of cumulative credits earned toward graduation. • Promoted to next grade (Y/N). 	Infinite Campus	Alia Williams-Ashley and Greg Griffin

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Entering Data
Local Measures of Academic Achievement: Literacy	Create columns for: <ul style="list-style-type: none"> • Student ID. • Student name. • Reading score HSPT at enrollment. • Reading score HSPT in May 2007. • Language arts score HSPT at enrollment. • Language arts score HSPT in May 2007. 	Infinite Campus	Alia Williams-Ashley and Greg Griffin
Mathematics	List of students enrolled in math courses. Create columns for: <ul style="list-style-type: none"> • Student ID. • Student name. • Reached proficient on State of WI mathematics competencies (Y, N, or N/A, with N/A indicating that the student was not assessed). 	Infinite Campus	Michael Wridt
Writing	Create columns for: <ul style="list-style-type: none"> • Student ID. • Student name. • Fall 2006 “voice” score from Six Traits of Writing. • Spring 2007 “voice” score from Six Traits of Writing. 	Infinite Campus	Alia Williams-Ashley and Greg Griffin
IEP Goals	<ul style="list-style-type: none"> • List of special education students (can add columns to the spreadsheet described above under Special Education Students). • Percentage of IEP benchmarks achieved for at least eight months. 	School-developed spreadsheet	Kasongo Kalumbula
Standardized Measures: Ninth Grade EXPLORE	Create columns for: <ul style="list-style-type: none"> • Student ID. • Student name. • EXPLORE English score. • EXPLORE math score. • EXPLORE reading score. • EXPLORE science score. • EXPLORE overall score. • Did student receive additional instruction in area(s) that needs strengthening? (Y, N, or N/A, with N/A indicating that the student did not have any areas that needed strengthening.) 	Infinite Campus	Alia Williams-Ashley and Greg Griffin

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Entering Data
Tenth Grade WKCE – CRT	Create columns for: <ul style="list-style-type: none"> • Student ID. • Student name. • WKCE – CRT reading scale score. • WKCE – CRT reading proficiency level. • WKCE – CRT math scale score. • WKCE – CRT math proficiency level. • WKCE – CRT language arts scale score. • WKCE – CRT language arts proficiency level. • WKCE – CRT science scale score. • WKCE – CRT science proficiency level. • WKCE – CRT social studies scale score. • WKCE – CRT social studies proficiency level. • WKCE – CRT writing prompt score. 	Infinite Campus	Alia Williams-Ashley and Greg Griffin
Tenth Grade PLAN	Create columns for: <ul style="list-style-type: none"> • Student ID. • Student name. • PLAN English score. • PLAN math score. • PLAN reading score. • PLAN science score. • PLAN overall score. • Did student receive additional instruction in area(s) that needs strengthening? (Y, N, or N/A, with N/A indicating that the student did not have any areas that needed strengthening.) 	Infinite Campus	Alia Williams-Ashley and Greg Griffin

Attachment H

City of Milwaukee – Charter Schools Report of Management Oversight Consultant Description of Procedures Performed

M.L. Tharps & Associates developed procedures for reviewing both Charter Schools' management policies and procedures and their compliance with the City of Milwaukee contract. These procedures were developed based on the review of the contracts between the Charter Schools and the City of Milwaukee; the management oversight requirements outlined in the Request for Proposal, and conferences/discussions with the Charter School Review Committee and various City personnel. The procedures are as follows:

- a) For new schools in the program, M.L. Tharps & Associates (MLTA) met with financial management personnel to get an understanding of school's operations as well as the accounting, budgeting and financial management functions.
- b) For each major system function (cash receipts / accounts receivable, cash disbursements/accounts payable, and payroll), MLTA has obtained an understanding of the schools processes and/or controls over each area.
- c) Cash account reconciliations were reviewed and compared to month-end general ledger balances.
- d) Revenues were reviewed to verify whether charter students were paying tuition, book and/or registration fees.
- e) Liability accounts were reviewed to determine if large or unusual liabilities exist.
- f) Quarterly financial statements were obtained from the schools to monitor the financial situation of the school on an ongoing basis.
- g) Obtained a copy of the school's annual audit reports. MLTA reviewed the reports for propriety, noting any findings reported by the auditor, and that the reports were in accordance with reporting standards.





**City of Milwaukee – Charter Schools
Report of Management Oversight Consultant
For the School Year Ended June 30, 2007**

November 29, 2007

**M. L. Tharps & Associates, LLC
Management Consultants / Certified Public Accountants
Milwaukee, Wisconsin**



M. L. Tharps & Associates, LLC

1845 North Farwell Avenue Suite 109

Milwaukee, WI 53202

(414) 278-8532 Fax (414) 278-7579

Certified Public Accountants

Management Consultants

To the Members of The City of Milwaukee
Charter School Review Committee

We have completed a review of the management function of the five charter schools (Downtown Montessori Academy, Central City Cyberschool, DLH Academy, Academy of Learning and Leadership, and Maasai Institute), which have contracted with the City of Milwaukee for the 2006-2007 school year, and have issued our report herein. This report is based on a review of and limited testing of the policies and procedures employed by each school. We have not performed an audit of these schools, however, we have performed sufficient procedures to get an adequate understanding of each school's management policies and procedures. Based on these procedures, we are issuing this report of each school's management activities.

We would like to thank the management of each charter school for their cooperation in our efforts to perform our management oversight services.

M.L. Tharps & Associates

November 29, 2007

**City of Milwaukee – Charter Schools
Report of Management Oversight Consultant
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**City of Milwaukee – Charter Schools
Report of Management Oversight Consultant
Description of Procedures Performed**

M. L. Tharps & Associates developed procedures for reviewing both Charter Schools' management policies and procedures and their compliance with the City of Milwaukee contract. These procedures were developed based on the review of the contracts between the Charter Schools and the City of Milwaukee, the management oversight requirements outlined in the Request for Proposal, and conferences/discussions with the Charter School Review Committee and various City personnel. The procedures are as follows:

- a) For new schools in the program, M. L. Tharps & Associates (MLTA) met with financial management personnel to get an understanding of school's operations as well as the accounting, budgeting and financial management functions.
- b) For each major system function (cash receipts / accounts receivable, cash disbursements / accounts payable, and payroll), MLTA has obtained an understanding of the schools processes and/or controls over each area.
- c) Cash account reconciliations were reviewed and compared to month-end general ledger balances.
- d) Revenues were reviewed to verify whether charter students were paying tuition, book and/or registration fees.
- e) Liability accounts were reviewed to determine if large or unusual liabilities exist.
- f) Quarterly financial statements were obtained from the schools to monitor the financial situation of the school on an ongoing basis.
- g) Obtained a copy of the school's annual audit reports. MLTA reviewed the reports for propriety, noting any findings reported by the auditor, and that the reports were in accordance with reporting standards.

Reports on Charter Schools

Downtown Montessori Academy

MLTA reviewed Downtown Montessori Academy's management policies, procedures and contract compliance during the 2006-07 school year. Communications were conducted with Virginia Flynn, Principal as well as the school's administrative assistant.

Current Year Financial Results

The school relocated to the south side of Milwaukee during 2006-07, which resulted in a temporary decrease in enrollment, and a corresponding loss of revenues.

Per review of the periodic financial statements and the year-end audited financial statements, the school struggled slightly during the 2006-07 school year. The decrease in enrollment and increase of expenses due to the relocation of the school resulted in a \$134,000 decrease in net assets for the year. Charter school aids decreased by \$67,000 and expenses increased by \$128,000. Various foundation grants made up for a portion of the increase in expenses, but not enough to offset the increase in expenses. However, past surpluses were used to cover the deficit incurred by the school.

Current Financial Position

Due to the relocation, the school's cash position decreased by \$162,000 from the prior year. Presently there are no concerns regarding these results, as the school has significantly increased its enrollment for 2007-08, and that past experience with the school indicates that they are very fiscally-minded and are well aware of their budget limitations. The ratio of cash and receivables to liabilities remains reasonable at a 3 to 2 ratio, where a 2 to 1 ratio is desired for most organizations. It is expected that this will increase in the coming year based on current conditions.

Contract Compliance

Annual Audit

The annual audit for Downtown Montessori Academy was completed as of September 19, 2007 by the firm David L. Scrima, S.C. Per review of the report, there were no material findings by the auditor and the audit appears to have been properly submitted and is in accordance with generally accepted accounting standards.

Student Tuition / Fees

As stated in the contract between Downtown Montessori Academy and the City of Milwaukee, the school may not charge tuition for any charter student, nor may it charge fees for registration, books, teacher salary, equipment or courses credited for graduation. Activity and uniform fees may be charged, but the school must not profit from these fees.

We noted that any fees charged appeared to be allowable and were not considered excessive. There was no evidence that a charter funded student paid tuition or paid any other unallowable fees during the school year.

Internal Control Structure

During our current year review, we noted several changes in the financial and internal control structure at Downtown Montessori Academy. The school has changed auditors to David L. Scrima, S.C., and is no longer retaining Hau and Associates for accounting support. Accounting duties are now fully under the direction of the school's administrative assistant, and no outside accounting support is being provided. However, the internal control structure appears solid, with adequate segregation of duties and solid fiscal practices.

Conclusion

Based on our review of management's policies and procedures, it appears the school has in place a solid financial management system. The school appears to be in good financial condition, with a solid cash flow. The school appears to be in compliance with the financial management provisions of its contract with the City of Milwaukee.

Recommendations

As noted above in the Internal Control Structure section, the school does not have any outside accounting support, as it had in the past. We recommend that, if the school's budget allows, they engage an accountant to provide monthly and quarterly closeouts and periodic financial statements.

Central City Cyberschool

MLTA performed an ongoing review of Central City Cyberschool's management policies, procedures and contract compliance during the 2006-07 school year. Our primary contact is Dr. Christine Faltz, Principal, who is in charge of the financial management functions for the school.

Current Year Financial Results

Per review of the audited financial statements, the school showed a decrease in net assets of \$45,000 on revenues of \$3.5 million for the fiscal year. A decrease in enrollment resulted in approximately \$110,000 decrease in charter school revenues and a decrease in other grants. However, cash flow appeared adequate for the 2006-07 year.

Current Financial Position

Based on our review, it appears that the school continues to be financially stable and is improving. The school is now showing a solid net asset balance of approximately \$425,000. The ratio of cash and receivables to current payables (excluding notes payable) is approximately 1.4:1, compared to a 1.7:1 ratio in the prior year. This can be attributed to the enrollment decrease in 2006-07. This ratio should be reversed in the 2007-08 fiscal year as enrollments have increased.

The school continues to have a large long-term debt obligation (approximately \$3.3 million). The school incurred a \$190,000 liability during 2006-07 for the capital lease of new notebook computers. The school has been financially able to pay the debt service on this balance without major financial hardship, and should be able to continue without any problems.

Contract Compliance

Annual Audit

The annual audit for Central City Cyberschool for the fiscal year ended July 31, 2007 was completed as of October 11, 2007 by the firm of David L. Scrima, S.C. Per review of the report, there were no material findings by the auditor and the audit appears to have been properly submitted and is in accordance with generally accepted accounting standards.

Student Tuition / Fees

As is stated in the contract between Central City Cyberschool and the City of Milwaukee, the school may not charge tuition for any charter student, nor may it charge fees for registration, books, teacher salary, equipment or courses credited for graduation. Activity and uniform fees may be charged, but the school must not profit from these fees.

Per review of revenues for the school's fiscal year ended July 31, 2007, we noted that no tuition or fees were charged to any student.

Internal Control Structure

During our review for 2006-07, we noted no major changes in the internal control structure of the school. It appears that the school continues to have a solid internal control structure, with good financial practices in place. However, we have noted that the school does not have anyone on staff with any formal accounting training that can perform monthly and quarterly closeouts and prepare financial statements.

Conclusion

Based on our review of the management policies and procedures of Central City Cyberschool as of the end of the school's fiscal year, July 31, 2007, it appears that the school has adequate procedures in place to ensure a sufficient financial management system. The school appears to be in good financial condition, with a solid cash flow. The school appears to be in compliance with the financial management provisions of its contract with the City of Milwaukee.

Recommendations

As stated in the Internal Control Structure section above, the school does not have anyone on staff with any formal accounting training that can perform monthly and quarterly closeouts and prepare financial statements. We recommend that, given the size of the school and staff, the school should retain a person with adequate accounting training or engage an accounting firm to reconcile accounts and properly classify transactions in accordance with generally accepted accounting principles. In addition we recommend that the school engage this person or accounting firm to provide monthly or quarterly financial statements.

D.L. Hines College Preparatory Academy of Excellence (DLH Academy)

MLTA reviewed DLH Academy's management policies, procedures and contract compliance for the 2006-07 school year. Communications were conducted with Ms. Barbara Horton, Executive Director and the school's financial manager.

Current Year Financial Results

Based on a review of the annual audit, the school had another solid year, showing an unrestricted net asset increase of \$235,000 on unrestricted revenues of \$2.6 million. This continues a trend of surpluses, as the school had a prior year surplus of \$135,000. Revenue rose by \$140,000 over the prior year, which is attributable to the increase in enrollment for the school year. Expenses only increased by \$40,000, resulting in the large increase in net assets.

The school has also received donations of \$110,000 in 2006-07 for educational activities, which will be used during 2007-08. These funds have been restricted from operating funds to be used for the specific purpose of the donation.

The school made a \$125,000 investment in new equipment and classroom improvements for the school during the year. These investments were financed through approximately \$125,000 in donations received in the prior fiscal year.

Current Financial Position

Currently, the school has unrestricted net assets of over \$450,000, and excellent cash flow position and a solid 4:1 ratio of cash and receivables to current liabilities. Year-end cash balances totaled approximately \$450,000, and the school had receivables of \$80,000. Current liabilities total \$130,000, thus resulting in the favorable ratio. The school does maintain a \$100,000 line of credit for cash flow purposes, however, based on the school's cash position, this line of credit is not needed like it was in past years.

Contract Compliance

Annual Audit

The annual audit for DLH Academy for the fiscal year ended June 30, 2007 was completed as of September 11, 2007 by the firm Reilly, Penner & Benton LLP. Per review of the report, there were no material findings by the auditor and the audit appears to have been properly submitted and is in accordance with generally accepted accounting standards.

Student Tuition / Fees

As is stated in the contract between DLH Academy and the City of Milwaukee, the school may not charge tuition for any charter student, nor may it charge fees for registration, books, teacher salary, equipment or courses credited for graduation. Activity and uniform fees may be charged, but the school must not profit from these fees.

Per review of revenues for the school's fiscal year ended June 30, 2007 we noted that no tuition or fees were charged to any student.

Internal Control Structure

Based on our review of the financial operations of the school, DLH Academy has a solid financial management system and internal control structure in place. Personnel appear to have financial and accounting experience to adequately maintain the school's accounting system. The school continues to build on its surpluses to where it has a significant reserve, indicating the school has budgeted its funds well over time.

Conclusion

Based on our review of the management policies and procedures of the DLH Academy as of June 30, 2007 it appears that the organization continues to have excellent procedures in place to ensure a sufficient financial management system. The school appears to be in excellent financial position, and has an excellent cash flow position. As of June 30, 2007, the school appears to be in compliance with the financial management provisions of its contract with the City of Milwaukee.

Recommendations

Based on our management review, we believe that the DLH Academy should continue its current management policies and procedures. We are satisfied with all areas of the schools financial management and contract compliance.

Academy of Learning and Leadership

MLTA reviewed the Academy of Learning and Leadership's management policies, procedures and contract compliance during the 2006-07 school year. Communications were conducted with Ms. Camille Mortimore, Executive Director, as well as the schools office manager.

Current Year Financial Results

Due to struggles in its initial year of operations, the school needed to begin a reversal of its initial year's deficit of approximately \$200,000. It now appears that the school has been able to reverse this deficit, through careful budgeting and increased enrollment. For the year ended June 30, 2007, the school showed an increase in net assets of \$176,000, based on revenues of \$2.66 million and expenses of \$2.49 million. The school's cumulative deficit is now \$32,000, down from \$208,000 in the prior fiscal year.

During 2006-07, the school embarked on an expansion project, adding a new school building, which allowed the school to increase its enrollment by approximately 60% beginning in September 2007. The school financed this through \$10 million bonding issue, which refinanced their existing debt, provided financing for the building construction, and provided a reserve to pay interest on the bonds until full enrollment is realized. Details of this bonding issue are described in the next section.

Current Financial Position

The bond issue described above allowed the school to eliminate a large share of short-term debt that had accumulated during the schools first year. Currently, the only short-term debt is the school's line of credit, which at year-end, stood at \$465,000 compared to \$850,000 in the prior year. The school has a long-term budget that proposes to pay down and eliminate the line of credit over the next several years, and become self-sustaining. Based on the current results and the future projected results reviewed by MLTA, it appears the school is creating a solid financial position.

As noted above, the school embarked on a significant expansion in 2007. From the audited financial statements, below is a description of the financing arrangement for this expansion:

"In April 2007 the Redevelopment Authority of the City of Milwaukee (RACM) issued a 15 year and 30 year tax-exempt Redevelopment Education Revenue Bonds (Series A tax-exempt bonds) totaling \$7.8 million and underwritten by A.G. Edwards. Interest rates on the tax-exempt bonds are between 5.5% and 5.625%. RACM also issued 6 and 9 year taxable Redevelopment Education Revenue Bonds (Series B taxable bonds and Series C taxable bonds) totaling \$850,000. The interest rate on the taxable Bonds is 7.56%.

RACM loaned the bond proceeds of the Series A and Series B bonds to an investment fund. The Investment fund received capital contributions, in the form of New Market Tax Credits, from TransCapital Community Improvement Fund, LLC, (an "Investment Fund Tax Credit Investor"). The bond proceeds and capital contributions were invested in Community Development Funding

IX, LLC (CDE) which in turn made two loans (a Senior Loan of \$8,130,000 and a Subordinate Loan of \$1,658,800) to the Academy. The Series C bond proceeds (\$520,000) were loaned by RACM directly to the Academy. Interest over the period of the loans vary between 1% and 7.56% over the term of the loans and mature on various dates with a final payment of \$1,658,800 on April 24, 2047.

For the years ended June 30, 2008, 2009 and 2010, the Academy's debt service payments are defrayed by a Capitalized Interest Fund in the amounts of \$72,062, \$312,020 and \$133,723, respectively.

At the end of seven years, the CDE has an option to call the Subordinate Loan for a single payment of \$82,900, which will extinguish the Subordinate Loan."

Principal payments on the debt begin in the year ending June 30, 2009, and continue through the year ending June 30, 2037. In the event that the Subordinate Loan is not called after the seven-year period expires, payments will continue through the year ending June 30, 2047.

MLTA has examined the projected budgets for the school, and has noted that currently the school is exceeding the projected revenues stated in its budgets.

Contract Compliance

Annual Audit

The annual audit for the Academy of Learning and Leadership for the fiscal year ended June 30, 2007 was completed by the firm Coleman & Williams, Ltd. as of October 16, 2007. As the audit report was due September 15, 2007, the school did not complete its audit on a timely basis. This was partially due to the complications brought forth by the financing package for the new school building. Per review of the report, there were no material findings by the auditor and the audit appears to have been properly submitted and is in accordance with generally accepted accounting standards.

Student Tuition / Fees

As is stated in the contract between the Academy of Learning and Leadership and the City of Milwaukee, the school may not charge tuition for any charter student, nor may it charge fees for registration, books, teacher salary, equipment or courses credited for graduation. Activity and uniform fees may be charged, but the school must not profit from these fees.

Per review of revenues for the school's fiscal year ended June 30, 2007, we noted that no tuition or fees were charged to any student.

Internal Control Structure

Based on our review of the financial operations of the school, the financial management staff of the school appears to have established a solid internal control system. Our review noted no significant deficiencies in the internal control structure. Ms. Mortimore is directly involved in the financial management of the school, along with her business manager. Due to the increased

complexity of the school's finances, the school has hired an accountant to handle accounting and financial reporting duties for the school.

Conclusion

Based on our review of the management policies and procedures of the Academy of Learning and Leadership as of June 30, 2007, it appears that the organization has procedures in place to ensure an adequate financial management system. Other than the late filing of its annual audit, the school appears to have be in compliance with the financial management provisions of its contract with the City of Milwaukee.

Recommendations

Based on our management review, we have recommended that the school continue with its current management policies and procedures. As the school has a very complicated and significant debt issuance, we have requested that the quarterly financial statements provided to us contain budget-to-actual results. We also recommend that the school take steps to have its annual audit completed on a timely basis in accordance with its contract with the City of Milwaukee.

Maasai Institute

MLTA reviewed the Maasai Institute's management policies, procedures and contract compliance during the 2006-07 school year. Communications were conducted with Ms. Janis McCollum, Executive Director and the school's business manager.

Current Year Financial Results

During 2006-07, the school was able to double its enrollment, resulting in a corresponding doubling of revenues. The school showed an increase in net assets of \$160,000 during 2006-07 on revenues of \$1.6 million. Prior year revenues totaled \$850,000. However, a significant amount of the increase in net assets can be attributed to the purchase of furniture and equipment. Thus, although net assets increased significantly, cash flows were very low, where the school needed its line of credit to fund its current obligations.

Cash and receivables totaled \$100,000, while current liabilities, including the line of credit, totaled \$169,000.

Current Financial Position

2006-07 was the second year of operations for Maasai Institute as a City of Milwaukee charter school. Due to first year enrollments falling well below initial projections, the school had to make major modifications to its budget. Fortunately, the school was able to maintain a balanced budget in its first year.

Despite the school's initial year difficulties, the school appears to have turned a corner financially and appears to be improving financially. The school's dangerously low prior year ratio of current assets to liabilities of 2:9 has now improved to 5:8. In addition, the school did not have to exhaust its line of credit. As of June 30, 2007, the balance of the \$150,000 line of credit was \$87,000. If the school can again increase its enrollment and carefully budget its funds, it should be able to become stable financially. We will be closely monitoring the school's progress toward that goal.

Contract Compliance

Annual Audit

The annual audit for Maasai Institute for the fiscal year ended June 30, 2007 was completed by the firm of David L. Scrima, S.C. as of August 30, 2007. However, the report was not issued until October 29, 2007. Per the contract with the City of Milwaukee, the annual audit was due on or before September 15, 2007. Thus, the school was not in compliance with the audit requirement. Per review of the report, there were no material findings by the auditor and the audit reports appear to have been properly prepared and is in accordance with generally accepted accounting standards.

In addition, we noted that the school did not submit its required membership audit to DPI in a timely manner.

Student Tuition / Fees

As is stated in the contract between the Maasai Institute and the City of Milwaukee, the school may not charge tuition for any charter student, nor may it charge fees for registration, books, teacher salary, equipment or courses credited for graduation. Activity and uniform fees may be charged, but the school must not profit from these fees.

Per review of revenues for the school's fiscal year ended June 30, 2007, we noted that no tuition or fees were charged to any student.

Internal Control Structure

Our review noted that there is a lack of segregation of duties in the financial operations, where one person is handling too many of the duties, increasing the potential of fraud. There also does not appear to be much board oversight in the internal control structure. A lack of segregation of duties is common in small organizations, however, in the case of Maasai, almost all duties are being performed by one person.

Early in the school year, the school had engaged a consultant to work with the school with its financial system. However, this consultant did not continue with the school after mid-year, and was no longer working for Maasai at year-end.

Conclusion

Based on our review of the management policies and procedures of the Maasai Institute as of June 30, 2007, it appears that the organization has not fully implemented procedures to ensure an adequate financial management system, due to its internal control deficiencies. Based on this, and also due to the late filing of its annual financial and membership audits, the school is not in full compliance with the financial management provisions of its contract with the City of Milwaukee.

Recommendations

Based on our management review, we recommend that the school completely reorganize its internal control policies and procedures. We recommend that a person experienced in internal control for small organizations be engaged to analyze and implement new and effective internal control procedures, which allow for the proper segregation of duties and involvement of the school board. We recommend that the school implement the recommendations suggested by the school's auditor, as well as taking steps to ensure its accounting system is up-to-date each month. In addition, we have requested that quarterly financial statements with budget-to-actual results, be submitted to us, so we can closely monitor the schools financial position.

We also recommend that management take steps to ensure that all required reports, including audits be submitted to proper authorities in a timely manner.



Charter School Oversight Fees 2006-2007 School Year

Collected:

Date	Amount	School	Vendor
10/10/2006	\$2,147.00	Downtown Montessori	M.L.Tharps thru Oct 15
10/10/2006	\$5,598.00	Masaai	M.L.Tharps thru Dec 31
10/10/2006	\$14,226.00	Cyberschool	National Council on Crime and Delinquency Nov - 06
10/10/2006	\$11,197.00	DLH Academy	National Council on Crime and Delinquency Dec - 06
12/20/2006	\$9,624.00	Cyberschool	Marquette for Kinko's
12/24/2006	\$10,043.00	DLH Academy	M.L.Tharps thru Feb 28
12/26/2006	\$1,917.00	Downtown Montessori	National Council on Crime and Delinquency - 06
12/26/2006	\$9,893.00	Academy of L&L	National Council on Crime and Delinquency Jan - 07
1/16/2007	\$5,598.00	Masaai	National Council on Crime and Delinquency Feb - 07
3/6/2007	\$2,148.00	Downtown Montessori	M.L.Tharps thru May 15
3/8/2007	\$12,154.00	Cyberschool	National Council on Crime and Delinquency Mar - 07
3/19/2007	\$12,119.00	DLH Academy	National Council on Crime and Delinquency Apr - 07
3/26/2007	\$5,599.00	Masaai	NACSA Membership thru July 2007
4/5/2007	\$19,555.00	Academy of L&L	NACSA Membership thru July 2008
6/25/2007	\$9,510.00	Academy of L&L	M.L.Tharps thru July 15
6/25/2007	\$11,121.00	DLH Academy	National Council on Crime and Delinquency May - 07
6/25/2007	\$2,070.00	Downtown Montessori	National Council on Crime and Delinquency June - 07
6/28/2007	\$12,004.00	Cyberschool	City of Milwaukee Administration 2007
7/9/2007	\$3,271.00	Masaai	M.L.Tharps thru August
Total :	\$159,794.00		National Council on Crime and Delinquency July - 07
			National Council on Crime and Delinquency Aug - 07

Payments:

Date	Amount	Vendor
10/24/06	\$2,969.25	M.L.Tharps thru Oct 15
01/08/07	\$2,969.25	M.L.Tharps thru Dec 31
01/22/07	\$2,638.30	National Council on Crime and Delinquency Nov - 06
02/20/07	\$1,212.07	National Council on Crime and Delinquency Dec - 06
02/22/07	\$538.89	Marquette for Kinko's
03/12/07	\$3,959.00	M.L.Tharps thru Feb 28
03/27/07	\$8,743.35	National Council on Crime and Delinquency - 06
03/27/07	\$1,261.10	National Council on Crime and Delinquency Jan - 07
04/27/07	\$3,721.69	National Council on Crime and Delinquency Feb - 07
05/23/07	\$3,959.00	M.L.Tharps thru May 15
06/05/07	\$1,501.82	National Council on Crime and Delinquency Mar - 07
06/14/07	\$3,619.52	National Council on Crime and Delinquency Apr - 07
06/14/07	\$1,000.00	NACSA Membership thru July 2007
06/27/07	\$1,000.00	NACSA Membership thru July 2008
07/16/07	\$3,959.00	M.L.Tharps thru July 15
07/16/07	\$3,606.15	National Council on Crime and Delinquency May - 07
08/21/07	\$6,859.56	National Council on Crime and Delinquency June - 07
08/30/07	\$6,416.00	City of Milwaukee Administration 2007
09/10/07	\$1,979.50	M.L.Tharps thru August
09/25/07	\$24,895.01	National Council on Crime and Delinquency July - 07
10/02/07	\$23,147.69	National Council on Crime and Delinquency Aug - 07
Total Exp.	\$109,956.15	

Revenue	\$159,794.00
Expenses	\$109,956.15
Balance	\$49,837.85
Bal. 2000-06	\$175,260.41
Net Balance	\$225,098.26

Charter School Oversight Fees
1st and 2nd Quarter - 2006/2007 School Year

SCHOOL:	OCTOBER PAYMENT				DECEMBER PAYMENT			
	Students	Check	Date Rec'd	Amount	Students	Check	Date Rec'd	Amount
Academy of Learning & Leadership	258	4593	12/27/2006	\$9,893	257	2750	4/5/2007	\$9,893
Central City Cyberschool	371	3757	10/31/2006	\$14,226	311	3798	12/13/2006	\$9,624
DLH Academy	292	4593	10/13/2006	\$11,197	290	4708	12/22/2006	\$10,043
Downtown Montessori	56	4518	10/13/2006	\$2,147	53	4593	12/20/2006	\$1,917
Maasai	146	5166	10/13/2006	\$5,598	145	5345	1/11/2007	\$5,598

Total 1st Quarter \$43,061 Total 2nd Quarter \$37,075

SCHOOL:	MARCH PAYMENT				JUNE PAYMENT			
	Students	Check	Date Rec'd	Amount	Students	Check	Date Rec'd	Amount
Academy of Learning & Leadership	256	3073	4/5/2007	\$9,662	254	3194	6/26/2007	\$9,510
Central City Cyberschool	313	3827	3/9/2007	\$12,154	313	3984	6/28/2007	\$12,004
DLH Academy	290	4841	3/21/2007	\$12,119	290	4996	6/26/2007	\$11,121
Downtown Montessori	54	4643	2/28/2007	\$2,148	54	4749	6/26/2007	\$2,070
Maasai	146	5462	3/26/2007	\$5,599	138	5582	7/9/2007	\$3,271

Total 3rd Quarter \$41,682 Total 4th Quarter \$37,976

1st Quarter Total: \$43,061.00 = 1123 FTE's
2nd Quarter Total: \$37,075.00 = 1056 FTE's
3rd Quarter Total: \$41,682.00 = 1059 FTE's
4th Quarter Total: \$37,976.00 = 1049 FTE's

Total: \$159,794.00

Attachment K

The following is taken from Appendix A of the City of Milwaukee Charter School application.

When would the CSRC put a school on probation for academic reasons?

1. Regarding local measures—a school would be placed on probation if it were found to:
 - a. not have or not have implemented a clear plan for keeping records of student growth in the three required areas,
 - b. or not provide interventions for students who are not making continuous progress in developing skills in the three required areas, based upon monthly reviews of progress, or
 - c. not have students meeting 70% of functional grade level expectations on the local measures and not have intervention plans and implement those plans for all students who do not meet the 70% demonstration level.
2. Regarding standardized measures—a school would be placed on probation if its scores on standardized tests indicated no progress over two test periods. (If the standardized tests showed no growth in contrast to evidence of healthy growth on local measures, then the school would be required to develop a test-taking skills program, to assure that students are able to demonstrate their knowledge and skill on the standardized measures.)

Being placed on probation will result in an increased level of monitoring by the CSRC monitors. The cost of additional monitoring would be borne by the school.

When would the CSRC rescind a charter for academic reasons?

1. A school may have its charter rescinded for academic reasons, without being given a period of probation if the CSRC finds that there are problems so serious that such action is warranted.
2. A school that has been on probation for academic reasons for a reasonable time (ordinarily one year or less) may have its charter rescinded if problems with its local measures have not been remedied. These problems include lack of a clear plan, lack of implementation, lack of interventions, or lack of success in meeting the 70% performance rate.
3. A school that has been on probation for academic reasons for a reasonable time (ordinarily one year or less) may have its charter rescinded if the pattern of no progress on standardized test results continued for a second year.

Other factors the CSRC will take into account in determining probation or rescinding of a charter for academic reasons:

Because teachers are critical to the implementation of a quality program, a combination of problems with student performance and problems with teachers (i.e., lack of certification, high turnover) will be looked at as of serious concern. Student retention issues can also figure in to the picture; loss of significant numbers of students will be examined carefully as a potential indicator of concerns about the quality of the program. Finally, we want to use all other data provided in our oversight of schools to make reasonable and prudent decisions.

Teacher Certification

Compliance with teacher certification requirement means

- a) The teacher has applied for a DPI license/permit before beginning to teach and
- b) In cases where the DPI has not granted licensure/permit within eight weeks of the application, the school has periodically contacted and documented the status of the teacher's application

Teacher Retention and Mobility

Charter school administrators will record and report the number of teachers who terminate during the school year and their reason for leaving. Additionally, the schools will inform the CSRC of the names, certification status, and date of hire for teachers added to the faculty during a school year.

Student Retention and Mobility

Charter school administrators will record and report the number of students who terminate during the school year and the reason(s) for their leaving. Additionally, information about all students who enroll after the beginning of each school year must be incorporated into the normal reporting requirements as applied to all other students.

Organizational climate and culture data

As part of the oversight plan, the CSRC's monitors gather additional information that may provide information about satisfaction/dissatisfaction with the school on the part of various groups of stakeholders, e.g., administrators, teachers, parents, and students. The CSRC will also take these data into account in looking at the overall health of each charter school.

When would we rescind a charter for other than academic reasons?

If it is deemed to be in the best interest of the students, parents, and City of Milwaukee, the CSRC may place a school on probation or rescind a charter without probation. Among the circumstances that would suggest such a course of action include (but not limited to):

- Issues of governance or fiscal integrity
- Financial instability
- Lack of cohesive management
- Lack of internal controls
- Lack of an appropriate learning environment
- Safety concerns
- Lack of an occupancy permit

Depending upon the gravity of the situation, the CSRC will determine whether probation or rescinding the contract is the appropriate course of action.



Charter School Review Committee

Kevin Ingram **Mary Diez**
Chair Vice Chair

W. Martin Morics, CPA
City Comptroller, *Ex Officio*

LaRhonda Bearden-Steward
Howard Fuller
Jeanette Mitchell
Yovira Moroney
Committee Members

February 12, 2008

Ms. Janis McCollum and
Board of Directors
Maasai Institute
4744 N. 39 St.
Milwaukee, WI 53209

Dear Ms. McCollum and Board of Directors:

As Chair of the Charter School Review Committee (CSRC) for the City of Milwaukee Common Council, with this letter I am formally notifying you that we are placing Maasai Institute on probation. As you know, there are several factors that the CSRC takes into account in determining probation or rescinding a charter. These factors, academic and otherwise, are described in Appendix A of the City of Milwaukee's charter school application entitled, "*Academic Performance and Educational Program Criteria.*"

The specific factors leading to the CSRC's decision to place Maasai Institute on probation include:

- The lack of consistency regarding the implementation and reporting of local measures of academic progress.
- The lack of implementation of appropriate interventions for students performing below expectations, i.e. those student who fail to demonstrate progress of at least 70% of their grade level expectations¹ and those students who scored below expectations on the EXPLORE and the PLAN.
- The lack of certification of some of the teachers² as well as teacher turnover³.
- The lack of cohesive school management, specifically:
 - Effective communication among the school's management and teaching staff.
 - Internal controls to monitor student and organizational expectations.
 - The lack of organizational backup plans that remedy situations where expectations are not being met.
- Concerns of fiscal integrity and financial stability.

¹ At the high school level this includes annual expectations for credit acquisition and annual promotion criteria toward graduation.

² During each of the past two academic years (2005-06 and 2006-07), two of Maasai's teachers did not hold a valid license or permit.

³ Over the past two academic years six teachers and one administrator left Maasai.

For these reasons, the CSRC requires the following activities *to be completed jointly by Maasai's Board of Directors and representatives of the school's staff* prior to considering removal of Maasai Institute from probation status:

1) Develop, submit,⁴ and disseminate to all staff *updated* policies and procedures to address the following organizational issues:

- Effective communication among the school's management and teaching staff.
- Appropriate internal controls to collect data and monitor student and organizational expectations.
- An organizational backup plan to anticipate and address tasks that may not be completed as expected.
- Specific assignments and deadlines to accomplish the above should be included in this update.

Deadline: March 1, 2008

2) Provide data in a timely fashion to support all outcomes specified in Maasai Institute's annual learning memo in accordance with the specifications of the data addendum developed jointly with Maasai and the Children's Research Center (CRC) staff.

Deadline: Submission of data at the end of the first semester and at the end of the academic year as indicated in the learning memo to the CRC.

3) Submit evidence of intervention with those students who are either not earning the expected credits for the first semester or have scored below expectations on the EXPLORE and the PLAN. At a minimum, the evidence must include: an Excel spreadsheet listing the student identification number for ALL students who did not meet the credit expectations for first semester, the students who scored below 13 on the EXPLORE, students who scored below 15 on the PLAN, and a description of the intervention(s) they will receive during the second semester.

Deadline: March 1, 2008

4) Develop and submit a written plan and timetable to ensure that all teaching staff holds a DPI license or permit to teach for the current and future academic years.

Deadline: March 15, 2008

5) Develop and submit an education plan to address the State of Wisconsin's expectations for Annual Yearly Progress (AYP) in math and reading. *This plan should provide a target date for full compliance with State requirements and measurable milestone accomplishments and associated dates prior to the full target date.*

Deadline: March 15, 2008

⁴ Unless otherwise stated, "submit" refers to submission of required information to the chair of the CSRC.

6) Develop and submit a written plan to reduce the incidence of teaching and management/administrative staff turnover, including plans to replace staff in an efficient and effective manner. *The plan should specify actions to be taken and the date by which those actions will be accomplished.*

Deadline: April 1, 2008

7) Develop and submit a plan to increase student retention both for the entire academic year and also from year to year. *The plan should specify actions to be taken and the date by which those actions will be accomplished.*

Deadline: May 1, 2008

8) Board of Directors and Executive must implement a process for additional oversight with respect to:

- o Improving current assets to liabilities ratio to become more financially stable.
- o Providing additional oversight regarding segregation of duties in the financial operations to ensure compliance with generally accepted accounting standards of fiscal management and to reduce the potential of fraud.
- o Plan to ensure that annual audit report will be done on or before September 15, 2008.
- o Plan to ensure that all required membership audits to DPI will be submitted in a timely manner to avoid loss of funding for the school.
- o Fully implement procedures recommended by M.L. Tharps & Associates, LLC to ensure that an adequate financial management system is in place.

Deadline: March 1, 2008

9) Provide any additional data needed for monitoring purposes in a timely fashion to the appropriate entity as requested by the CSRC, CRC, or DPI⁵. Deadline as needed.

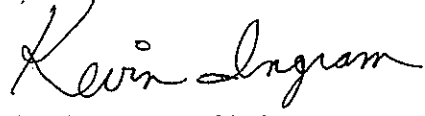
All of the above must be materially accomplished prior to Maasai's removal from probation status. Failure to execute the above within the prescribed deadlines will be considered adequate grounds for withdrawal of the City charter school status. The CSRC is hopeful that your commitment to the above activities will result in the removal of Maasai Institute from probation status and, more importantly, will positively affect the academic outcomes of all of Maasai's students. The CSRC will assess the appropriate completion of activities as the deadlines occur with a final meeting to review Maasai's probation status no later than July 15, 2008.

Thank you very much for working with the CSRC to ensure that Maasai Institute becomes a high-performing school. Do not hesitate to call or write if you have questions or concerns about the above expectations or deadlines.

⁵Examples include DPI reports which are required from time to time or additional information, such as the surveys conducted by CRC.

Please confirm that you have received this letter via email or a phone call to me.

Sincerely,



Kevin Ingram, Chair
Charter School Review Committee

- c: Ms. Denise Patton, Chair, Maasai Institute Board of Directors
- Ms. Susan Gramling, Children's Research Center
- CSRC members