City of Milwaukee

Meeting Agenda

STEERING & RULES COMMITTEE

ALD. WILLIE L. HINES, Jr., CHAIR
Ald. Michael J. Murphy, Vice-Chair
Ald. Joe Davis, Sr., Ald. Ashanti Hamilton, Ald. James
Witkowiak, Ald. Robert Bauman, Ald. Robert Donovan, and Ald.
James Bohl, Jr.
Staff Assistant: James Owczarski, 286-2998, Fax: 286-3456,
jowcza@milwaukee.gov
Legislative Liaison, Richard Watt, 286-2253,
rwatt@milwaukee.gov

Thursday, February 17, 2011	1:30 PM	Room 301-B, 3rd Floor, City Hall

1.	**101216**	Communication from the Charter School Review Committee transmitting its Annual Report.

Sponsors: THE CHAIR

Attachments: Charter School Review Committee Progress Report- PowerPoint Presentation

Charter School Committee Annual Report

Report of Management Oversight Consultant

Downtown Montessori Academy, Inc

Central City Cyberschool of Milwaukee, Inc

Darryl Lynn Hines College Prep

Milwaukee Academy of Science

This meeting will be webcast live at www.milwaukee.gov/channel25.

Members of the Common Council and its standing committees who are not members of this committee may attend this meeting to participate or to gather information. Notice is given that this meeting may constitute a meeting of the Common Council or any of its standing committees, although they will not take any formal action at this meeting.

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File #:	101216	**Version:**	0			
Type:	Communication-Report		**Status:**	In Committee		
File created:	1/19/2011		**In control:**	STEERING & RULES COMMITTEE		
On agenda:			**Final action:**			
Effective date:						
Title:	Communication from the Charter School Review Committee transmitting its Annual Report.					
Sponsors:	THE CHAIR					
Indexes:	CHARTER SCHOOL REVIEW COMMITTEE, REPORTS AND STUDIES					
Attachments:	Charter School Review Committee Progress Report- PowerPoint Presentation, Charter School Committee Annual Report, Report of Management Oversight Consultant, Downtown Montessori Academy, Inc, Central City Cyberschool of Milwaukee, Inc, Darryl Lynn Hines College Prep, Milwaukee Academy of Science					

Date	Ver.	Action By	Action	Result	Tally
1/19/2011	0	COMMON COUNCIL	ASSIGNED TO		

Number
101216
Version
ORIGINAL
Sponsor
THE CHAIR
Title
Communication from the Charter School Review Committee transmitting its Annual Report.
Drafter
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1/19/11

Charter School Review Committee
Academic Progress Report

2009–10

for Steering and Rules Committee on

January 27, 2011

Downtown Montessori
Central City Cyberschool
Darrell Lynn Hines Academy
Milwaukee Academy of Science

Data from reports issued by the Children's Research Center

Overview

I.   Basics of City of Milwaukee Charter Schools Accountability and Charter School Review Committee (CSRC)

II.   Charter School Profile and Performance Information

III. Annual Yearly Progress Status: No Child Left Behind

IV.   Trend and Comparative Data

Outcomes Monitored by CSRC

- Standardized tests: Required for all students in grades 1–8 and high school.

- Elementary student year-to-year expectations for reading and math:

  Grades 1–3:
  - » Students at grade level: Average gain of least one grade-level equivalency

  - » Students below grade level: Average gain of more than one grade-level equivalency

  Grades 3–8:
  - » Students at proficient level or above: Maintain this status

  - » Students at minimal proficiency or below: Advance to the next quartile or next level of proficiency

Outcomes Monitored by CSRC (continued)
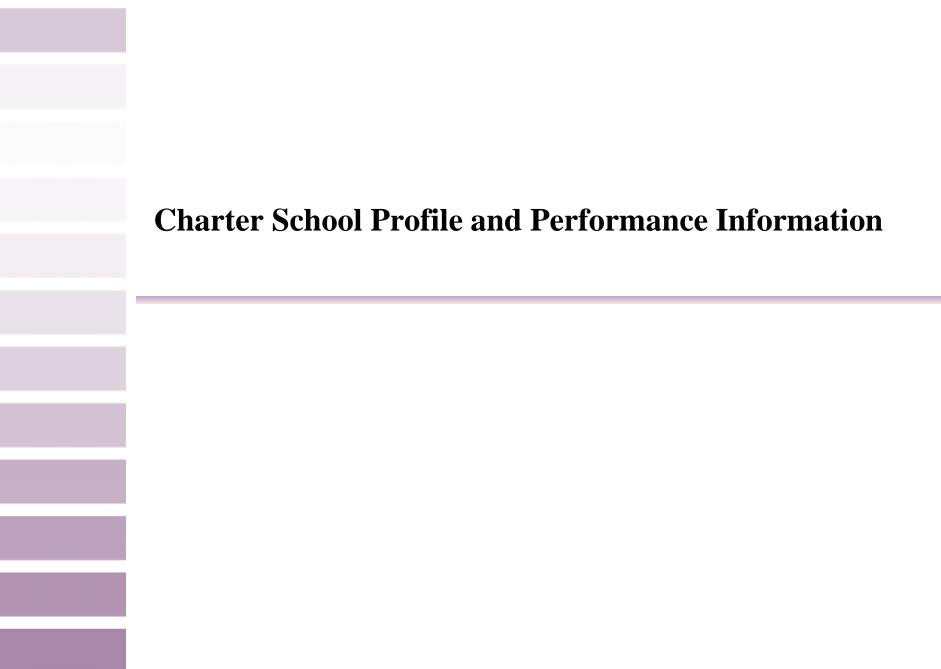
Year-to-year expectations for high school levels:

- Ninth-grade EXPLORE: Provide intervention if student composite score is below 13

- Tenth-grade PLAN: Provide intervention if student composite score is below 15

- Eleventh and twelfth grades: Complete ACT or SAT

Outcomes Monitored by CSRC (continued)

- Hours of instruction and attendance

- Return and retention rates

- Parent/family involvement

- Teacher licensure and retention

- Special education requirements

- Local measures in reading, math, writing and special education:

  » Progress indicators throughout the year

  » Inform teacher interventions

Stakeholder Satisfaction

- In the 2009–10 school year, the Children's Research Center (CRC) conducted interviews and administered surveys to parents, teachers, students, and board members to determine stakeholder satisfaction with each school.

- Satisfaction is high at all of the city charter schools. See Section III of the attached reports for detailed information.

Charter School Profile and Performance Information

Charter Schools Profile

Name of School	Year Chartered	Grade Levels Served	End of Year Enrollment	Percentage Free/Reduced Lunch	Percentage Special Education	Racial Breakdown	Aldermanic District
Downtown Montessori	1998	K3–8th	126	31.7%	7.1%	• White: 60.3% • African American: 18.3% • Hispanic: 9.5% • Asian: 11.1% • Native American: 0.8%	14th
Central City Cyberschool	1999	K4–8th	353	94.4%*	13.9%	• African American: 98.9% • Native American: 0.3% • Hispanic: 0.3% • White: 0.3% • Other: 0.3%	7th
Darrell Lynn Hines Academy	2002	K4–8th	263	86.3%	14.8%	• African American: 95.8% • Asian: 3.0% • White: 0.8% • Hispanic: 0.4%	9th
Milwaukee Academy of Science	2008	K4–12th	872	82.2%	12.3%	• African American: 98.9% • White: 0.7% • Hispanic: 0.3% • Native American: 0.1%	4th

Note: Information is based on annual programmatic reports, except where noted.
*Based on DPI website for 355 students enrolled at the beginning of the school year.

CSRC Academic Progress Report:
2009–10 Local Measures

LOCAL MEASURES: The CSRC requires that all schools utilize reliable and valid assessment tools to track the academic progress of every student in reading, math, writing, and special education. The expectation is that students will demonstrate at least adequate progress in each of these measures from the beginning to the end of each school year.

LOCAL MEASURES RESULTS: All of the schools maintained local measures in reading, math, writing, and special education that tracked the academic progress of every student during the 2009–10 school year. Students demonstrated adequate progress on these four measures during the school year.

Year-to-year 2009–10 Standardized Test Measures Downtown Montessori

Year-to-year Progress (from 2008–09 to 2009–10)		
CSRC Expectation for Grades 2 and 3	**All Students Reading Expectation: Average of One Year Progress**	**Students Below Grade Level Reading Expectation: Average of > One Year Progress**
Results for 2nd and 3rd graders with comparison scores (Stanford Diagnostic Reading Test)	2nd graders: 0.7GLE* (N = 16) N/A for 3rd Graders (N = <10) 2nd and 3rd graders combined: 1.1 GLE (N = 24)	N/A: Too few 2nd or 3rd graders tested below grade level in previous year

*Grade-level equivalency

Year-to-year 2009–10 Standardized Test Measures Downtown Montessori (continued)

Year-to-year Progress (from 2008–09 to 2009–10)		
CSRC expectation for grades 4 through 8	**Students proficient or advanced the prior year: At least 75% maintain proficient or advanced levels**	**Students below proficient level the prior year: Increase the percentage of students who improve one quartile or one level**
Results for 4th through 8th graders with comparison scores in reading and math (WKCE)	Reading: 100% (N = 21) Math: 95% (N = 20)	N/A: Too few 4th through 6th graders tested below proficient level in previous year

Year-to-year 2009–10 Standardized Test Measures Central City Cyberschool

Year-to-year Progress (2008–09 to 2009–10)		
CSRC Expectation for Grades 2 and 3	**All Students Reading Expectation: Average of One Year Progress**	**Students Below Grade Level Reading Expectation: Average of > One Year Progress**
Results for 2nd and 3rd graders with comparison scores (Stanford Diagnostic Reading Test)	2nd graders: 1.1 GLE (N = 27) 3rd graders: 0.5 GLE(N = 28)	2nd and 3rd graders combined: 0.6 GLE (N = 10)

Year-to-year 2009–10 Standardized Test Measures Central City Cyberschool (continued)

Year-to-year Progress (2008–09 to 2009–10)		
CSRC expectation for grades 4 through 8	**Students proficient or advanced the prior year: At least 75% maintain proficient or advanced levels**	**Students below proficient level the prior year: Increase the percentage of students who improve one quartile or one level**
Results for 4th through 8th graders with comparison scores in reading and math	Reading: 81.8% (N = 77) Math: 92.0% (N = 50)	Reading: 45.5% compared to 76.1% last year Math: 65% compared to 49.1% last year

Year-to-year 2009–10 Standardized Test Measures Darrell Lynn Hines Academy

Year-to-year Progress (2008–09 to 2009–10)		
CSRC Expectation for Grades 2 and 3	**All Students Reading Expectation: Average of One Year Progress**	**Students Below Grade Level Reading Expectation: Average of > One Year Progress**
Results for 2nd and 3rd graders with comparison scores (Stanford Diagnostic Reading Test)	2nd graders: 1.0 GLE (N = 19) 3rd graders: 0.5 GLE (N = 17)	N/A: Too few 2nd or 3rd graders tested below grade level in previous year

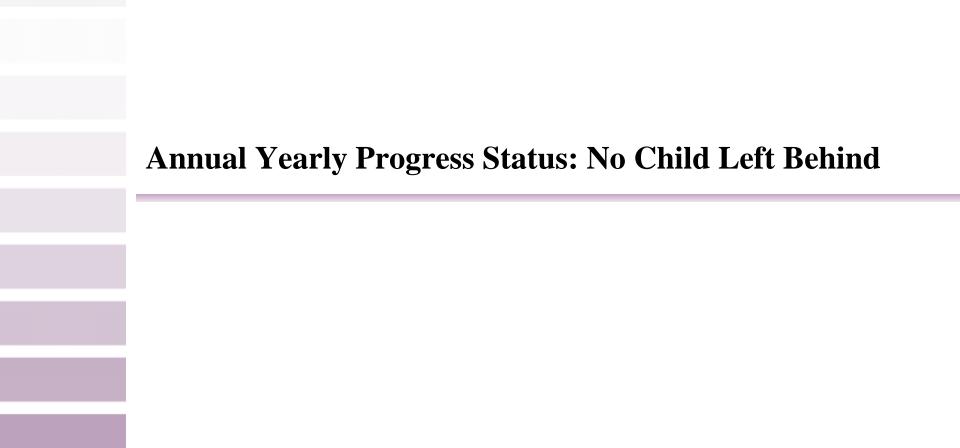# Year-to-year 2009–10 Standardized Test Measures Darrell Lynn Hines Academy (continued)

	Year-to-year Progress (2008–09 to 2009–10)	
CSRC expectation for grades 4 through 8	**Students proficient or advanced the prior year: At least 75% maintain proficient or advanced levels**	**Students below proficient level the prior year: Increase the percentage of students who improve one quartile or one level**
Results for 4th through 8th graders with comparison scores in reading and math	Reading: 80.6% (N = 67) Math: 94.3% (N = 35)	Reading: 45.7% compared to 61.8% last year Math: 58.2% compared to 45.5% last year

Year-to-year 2009–10 Standardized Test Measures Milwaukee Academy of Science

Year-to-year Progress (2008–09 to 2009–10)		
CSRC Expectation for Grades 2 and 3	**All Students Reading Expectation: Average of One Year Progress**	**Students Below Grade Level Reading Expectation: Average of > One Year Progress**
Results for 2nd and 3rd graders with comparable scores (Stanford Diagnostic Reading Test)	2nd graders: 0.8 GLE (N = 57) 3rd graders: 1.0 GLE (N = 66)	2nd Graders: 0.8 GLE (N = 10) 3rd Graders: 1.0 GLE (N = 40) 2nd and 3rd graders combined: 0.9 GLE (N = 50)

Year-to-year 2009–10 Standardized Test Measures Milwaukee Academy of Science (continued)

Year-to-year Progress (2008–09 to 2009–10)		
CSRC expectation for grades 4 through 8	Students proficient or advanced the prior year: At least 75% maintain proficient or advanced levels	Students below proficient level the prior year: Increase the percentage of students who improve one quartile or one level
Results for 4th through 8th graders with comparison scores in reading and math	Reading: 89.4% (N = 123) Math: 91.0% (N = 78)	Reading: 63.9% compared to 47.3% last year Math: 65.4% compared to 52.3% last year

Annual Yearly Progress Status: No Child Left Behind

Annual Yearly Progress (AYP) Status
School Accountability
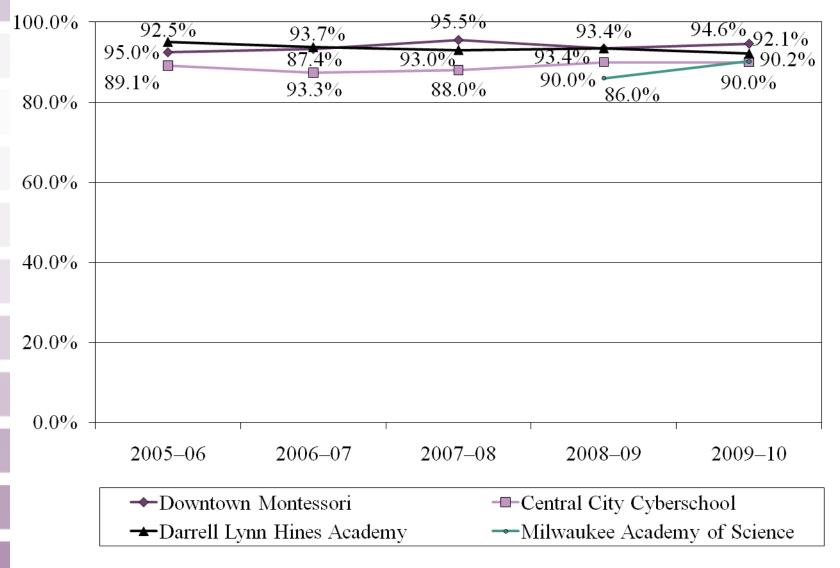## Wisconsin No Child Left Behind Compliance 2009–10

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

Department of Public Instruction Status: Academic Year Progress Summary

| 2009–10	Downtown Montessori	Central City Cyberschool	Darrell Lynn Hines Academy	Milwaukee Academy of Science
I. Test Participation: 95.0%	Yes, satisfactory	Yes, satisfactory	Yes, satisfactory	Yes, satisfactory
II. Elementary Schools: 85% attendance or growth over prior year **High School: 85% graduation rate or growth over prior year**	Yes, satisfactory	Yes, satisfactory	Yes, satisfactory	Yes, satisfactory
III. Reading: **74% proficient**	Yes, satisfactory	Yes, satisfactory	Yes, satisfactory	Yes; Level 2, Improved
IV. Math: **58% proficient**	Yes, satisfactory	Yes, satisfactory	Yes, satisfactory	Yes; Level 2, Improved

Trend and Comparison Data
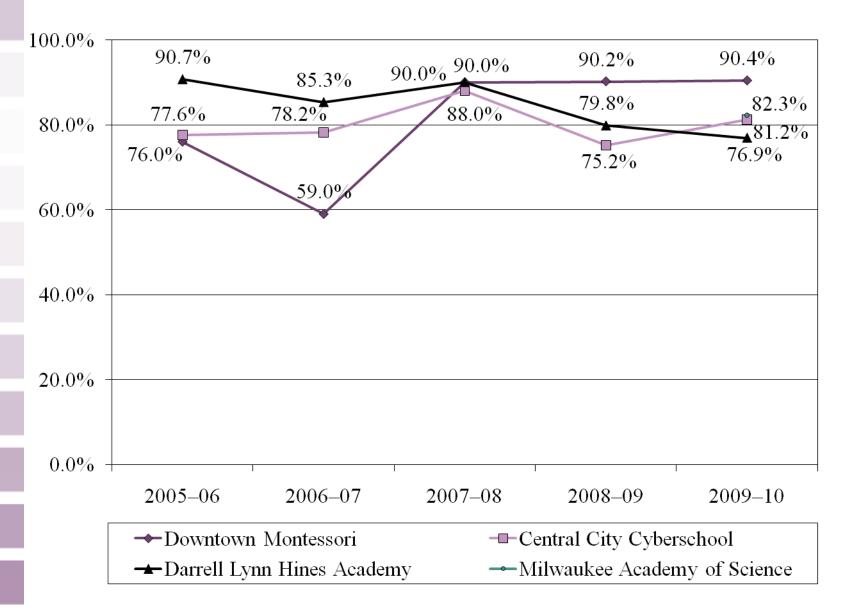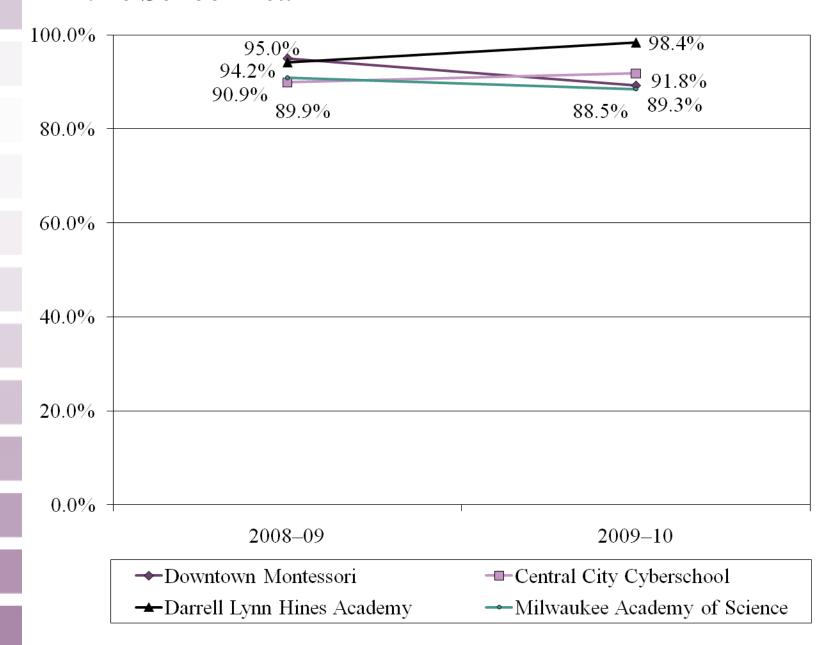
Attendance Rates

Note: The Wisconsin Department of Public Instruction's attendance standard for Annual Yearly Progress is 85%. Milwaukee Academy of Science rate is K–5th graders; the 6th–12th grade attendance rate was 89.1% compared to 86% last year.
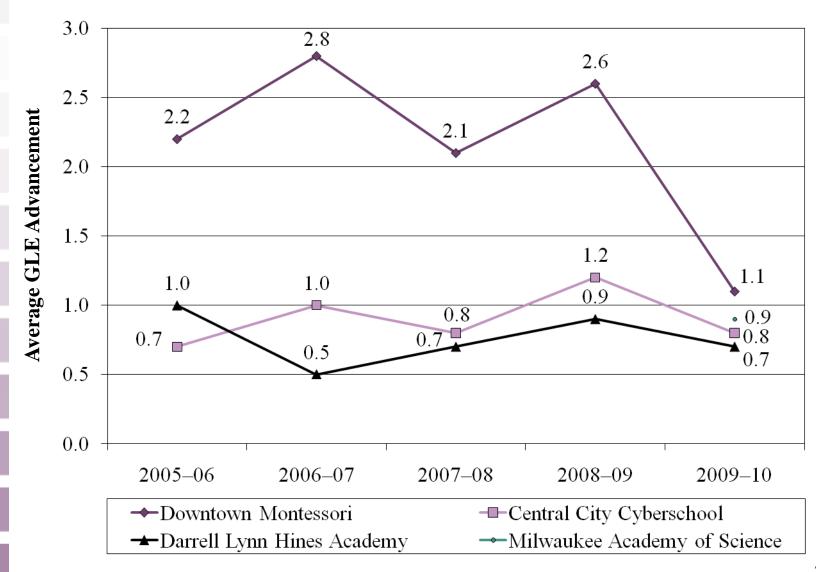
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Student Return Rates

Note: In 2006–07, Downtown Montessori moved from its North side location near UW-Milwaukee, to Bayview.

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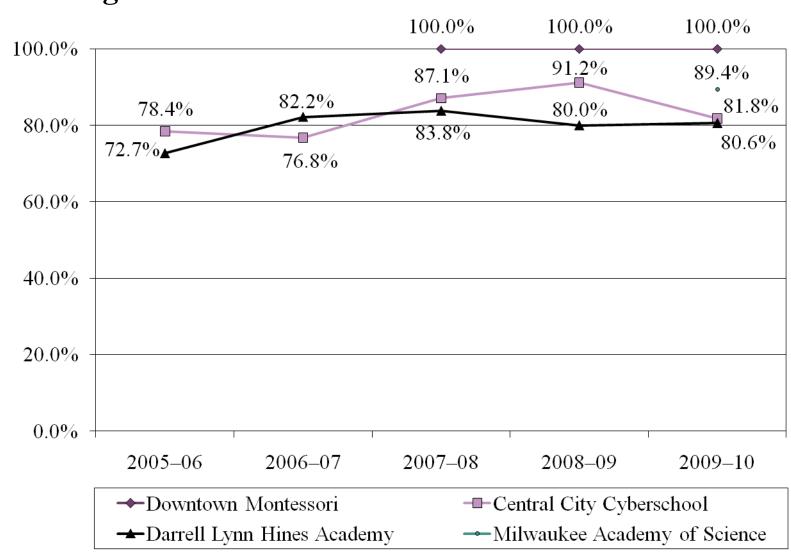
Student Retention Rates: Percentage Enrolled the Entire School Year
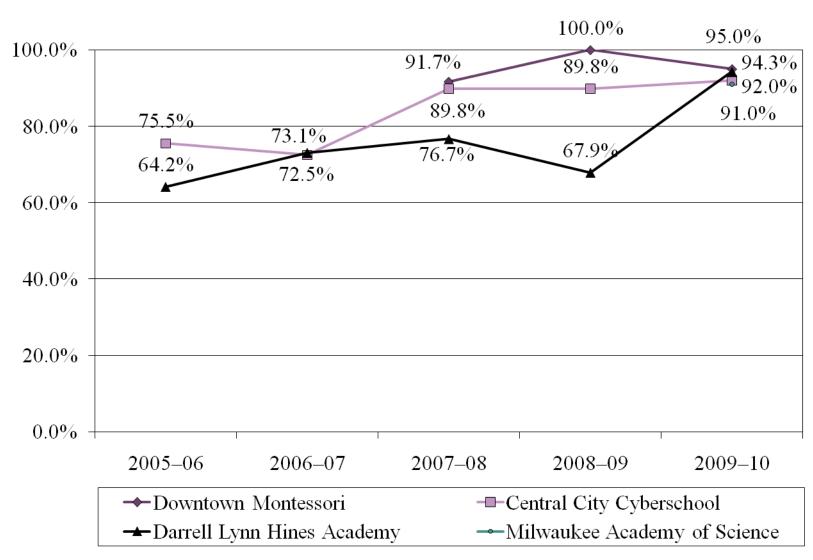
Stanford Diagnostic Reading Test Year-to-year Progress Average Grade Level Equivalency Advancement for Students in Grades 2 and 3
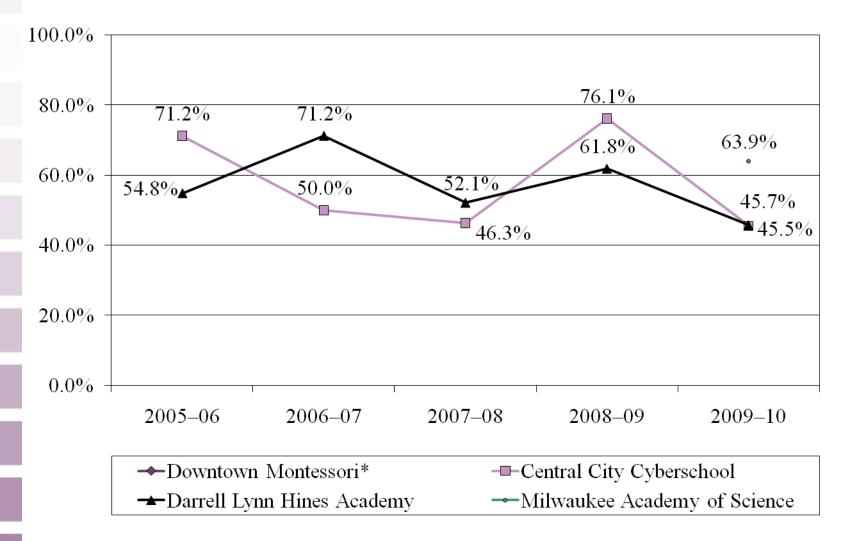
WKCE Year-to-year Progress Percentage of Students Who Remained Proficient or Showed Advancement in Reading in Grades 4–8

WKCE Year-to-year Progress Percentage of Students Who Remained Proficient or Showed Advancement in Math in Grades 4–8

WKCE Year-to-year Progress
Percentage of Students Who Were Minimal or Basic and Showed Improvement in Reading Grades 4–8

*There were too few students who tested below proficiency for reporting purposes.

WKCE Year-to-year Progress
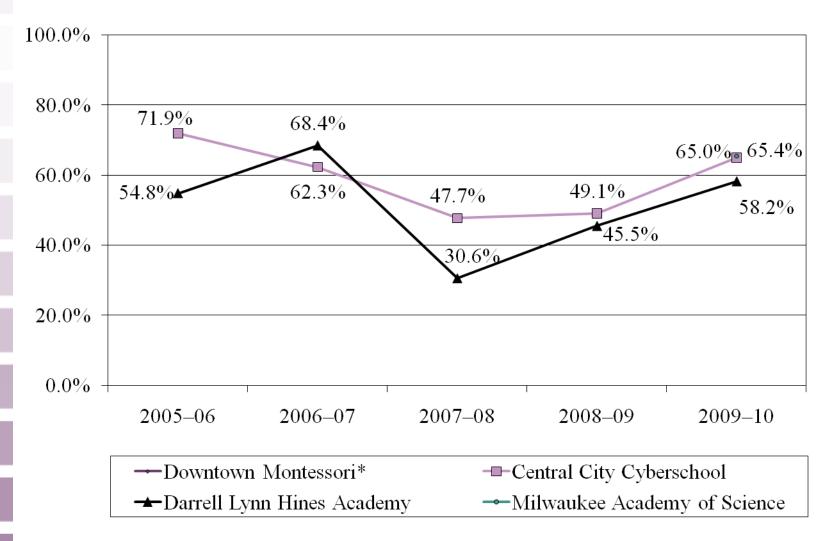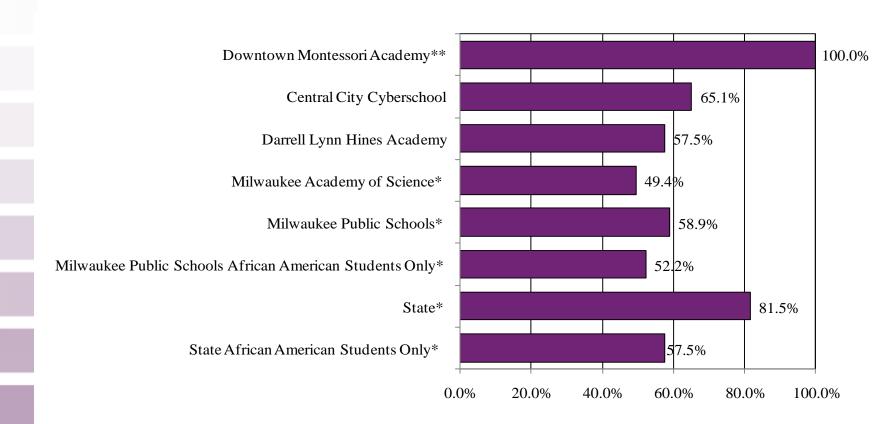# Percentage of Students Who Were Minimal or Basic and Showed Improvement in Math Grades 4–8

*There were too few students who tested below proficiency for reporting purposes.
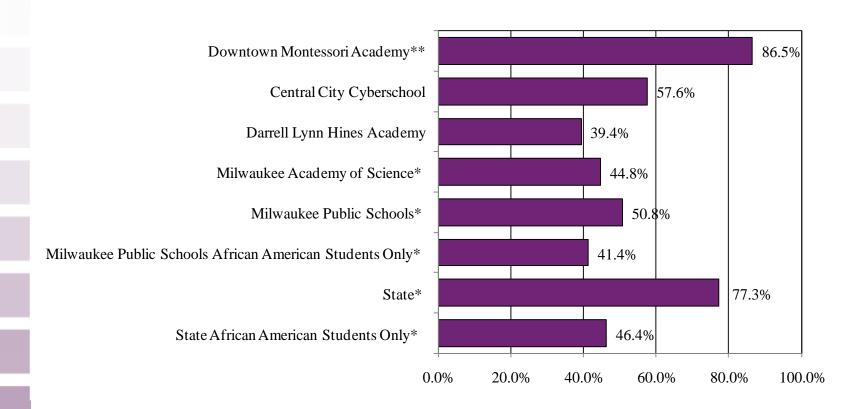
City of Milwaukee Charter School Test Score Data for 2009–10 Data Reflect the Percentage of FAY Students Scoring at Advanced or Proficient in Reading on the WKCE by Combined Grades (3–8, 10)

School/District	Percentage
Downtown Montessori Academy**	100.0%
Central City Cyberschool	65.1%
Darrell Lynn Hines Academy	57.5%
Milwaukee Academy of Science*	49.4%
Milwaukee Public Schools*	58.9%
Milwaukee Public Schools African American Students Only*	52.2%
State*	81.5%
State African American Students Only*	57.5%

*Data for these schools/districts include results for 10th graders as well as 3rd–8th graders.
**Due to the small number of students at Downtown Montessori Academy who took the WKCE in 2009, results were not presented on the DPI website and therefore were calculated by CRC staff based on data provided by the school.

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City of Milwaukee Charter School Test Score Data for 2009–10 Data Reflect the Percentage of FAY Students Scoring at Advanced or Proficient in Math on the WKCE by Combined Grades (3–8, 10)

*Data for these schools/districts include results for 10th graders as well as 3rd–8th graders.

**Due to the small number of students at Downtown Montessori Academy who took the WKCE in 2009, results were not presented on the DPI website and therefore were calculated by CRC staff based on data provided by the school.

ACT Results for State of Wisconsin, MPS, and Milwaukee Academy of Science* 2009–10
December 2010

ACT Subject Area	State of Wisconsin	Milwaukee Public Schools (MPS)	State African American Students	MPS African American Students	Milwaukee Academy of Science
Number of students	70,497	4,531	5,582	2,787	26
% tested	59.6%	83.9%	51.3%	74.4%	84.6%
Reading	22.2	15.8	15.8	14.7	15.4
English	21.3	14.1	14.2	13.1	13.3
Math	21.9	16.0	16.0	15.2	15.4
Science	22.2	16.6	16.6	15.7	16.9
COMPOSITE	**22.0**	**15.8**	**15.8**	**14.8**	**15.5**

*Public school results are posted on the DPI school performance website, http://dpi.state.wi.us/sig/usetips_data.html, under college admissions/placement tests. Subtest scores were not available for analysis. Results reflect ACT scores for 12th-grade students who took the ACT as 11th or 12th graders.

Any questions or comments??

2010
ANNUAL REPORT

CHARTER SCHOOL REVIEW COMMITTEE
COMMON COUNCIL
CITY OF MILWAUKEE

Prepared by
Cindy Zautcke, staff
Charter School Review Committee
January 3, 2011

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Introduction

The following report documents the activities of the Charter School Review Committee (CSRC) of the Common Council of the City of Milwaukee for 2010.

The CSRC's contribution to the effort to raise student achievement in our city is outlined in its strategic plan. Its role is to:

1. Make recommendations to the Common Council about which charter school applicants to approve.
2. Monitor the performance of operating charter schools.
3. Make recommendations to the Common Council about which charter schools should be renewed, put on probation, or closed.

Strategic Plan of the Charter School Review Committee

Mission: To ensure that the Common council and the Mayor of the City of Milwaukee are quality authorizers of charter schools.

Methods:
1. Establish policies and procedures that meet quality authorizing practices as defined by the National Association of Charter School Authorizers' "Principles and Standards for Quality Charter School Authorizing."
2. Review applications submitted by persons and/or organizations seeking to establish charter schools authorized by the Common Council.
3. Recommend to the Common Council applicants that meet the requirements of the Committee.
4. Work with the City Attorney's office to establish contracts with schools that are approved by the Common Council.
5. Monitor for academic, governance and financial results of approved schools.
6. Hold schools accountable for agreed upon outcomes described in their contracts.
7. Recommend to the Common Council that schools be granted extensions to their contracts and their charter.
8. Recommend to the Common Council that schools have their contract terminated and their charter revoked if they fail to meet the terms of their contract.

Intended Impact:
 TO IMPROVE AUTHORIZING PRACTICES SO THE CHARTER SCHOOL REVIEW COMMITTEE (CSRC) CAN ADD VALUE TO THE EFFORT TO IMPROVE THE QUALITY OF EXISTING SCHOOLS AND INCREASE THE NUMBER OF NEW, HIGH-QUALITY SCHOOLS CHARTERED IN THE CITY.

Strategies:
Continuously improve the authorizing practices of the CSRC
1. Implement the National Association of Charter School Authorizer evaluation recommendations.
2. Continue to develop and implement the fiscal and academic methodologies for evaluating schools in the City's portfolio.
3. Staff the Committee appropriately.

Improve the outreach and messaging of the CSRC
1. Develop a message that increases the understanding among key advocates and the general citizenry about the role of the CSRC.
2. Engage in the ongoing conversation about the role of charter schools in increasing the number of quality schools in the city of Milwaukee.

TACTICS and ACTIVITIES

1. Continuously improve the authorizing practices of the Charter School Review Committee

Implement the recommendations in the NACSA evaluation of CSRC authorizing practices
Just prior to launching its strategic planning initiative, the CSRC participated in an evaluation of its authorizing practices, conducted by the National Association of Charter School Authorizers. These recommendations inform our efforts to improve our authorizing and are, therefore, connected to our strategic planning.

Develop and implement methodology to evaluate and compare school quality
The Charter School Review Committee has done an excellent job of monitoring schools which it authorizes and has taken action when needed as demonstrated by having placed some schools on probation and closing down underperforming schools. The Committee has been exploring different ways to assess school quality in partnership with the academic and fiscal monitoring firms. These efforts are tied into ongoing national efforts to define a "quality school" but will deliver a product in a more rapid timeframe that can continue to evolve and be informed by national standards.

Staffing
The Charter School Review Committee currently contracts with agencies to provide the staffing services it needs to authorize effectively.. For the Committee to pursue the strategies listed above and to achieve its intended impact, it must have the necessary staff. This strategy calls for developing polces for determining if and when contracts with outside firms need to be changed to meet our authorizing needs. A current description of roles and responsibilities is attached in Appendix A, along with proposed description of roles and responsibilities to implement this plan.

2. Improve the outreach and messaging of the Charter School Review Committee

Strategic Communication
To strengthen the Committee's position with community leaders to better address the challenges that charter schools face as well as to attract those interested in charter schools outside Milwaukee, the Committee will undertake a strategic communication initiative to identify a clear, consistent message about the role of the CSRC in improving educational quality in the City of Milwaukee. We will also identify target audiences for this message and determine the best method for delivering these messages. In doing so, not only will key individuals better understand and be able to support chartering and the resulting high-impact charter schools, but the Committee will speak as a whole and have a cohesive vision and message to attract increased interest in its efforts.

Network for Resources
We are clear about the CSRC role in the charter school movement. Because we will focus our work on reviewing applicants, monitoring schools, and holding schools accountable, the CSRC will leave to other organizations the work of advocating and supporting charter schools. However, the CSRC will remain aware of and connect schools to different resources that support school improvement.

Engage in Policy Conversation
The charter school community in Milwaukee is dynamic with many individuals and organizations attempting to address the challenges that schools face in areas such as facilities, financing and board governance. While the Charter School Review Committee does not have the resources or direction to lead these efforts, it is important for them to be a part of the conversation so they can help shape the policies affecting chartering and charter schools.

Approvals

New schools in 2010

In 2010, King's Academy completed its pre-opening and opened as a charter school. A report on their progress will be included in next year's report.

New schools in 2011

On May 25, 2010, the Charter School Review Committee voted to recommend the following applicants to operate a charter school sponsored by the Common Council:

CEO Leadership Academy
Garden Homes Montessori School
Milwaukee Math and Science Academy

Subsequent to this approval, the CSRC made a recommendation to withhold approval of Garden Homes Montessori School in light of audit findings gathered after the initial approval.

Therefore, the anticipated new schools for the 2011-12 school year will be

CEO Leadership Academy
Milwaukee Math and Science Academy

Monitoring

The Children's Research Center, M.L. Tharps and the Institute for the Transformation of Learning at Marquette University continue to provide monitoring services for the CSRC. The reports from CRC and M.L. Tharps are included as attachments to this report.

Renewal Decisions

The CSRC held a public hearing on July 13, 2010 and voted at that time to recommend that the Common Council close the Academy of Learning and Leadership, which had been on probation since December 30, 2008. The Common Council voiced support for that recommendation and approved it at its September 1, 2010 meeting.

Between the recommendation and the final vote, the CSRC's primary concern once the closure was approved was to re-enroll as many of the students as possible. Out of 331 children at ALL:

- 231 "stayed" at the Milwaukee College Prep-Lindsay Heights Campus, an expansion campus of Milwaukee College Prep in the ALL building;
- 45 moved
- 24 did not make a commitment at the time of the first week of school
- 3 committed to MCP-LHC but had not shown up by the first week of school
- 28 were unreachable

City of Milwaukee – Charter Schools
Report of Management Oversight Consultant
For the School Year Ended June 30, 2010

M. L. Tharps & Associates, LLC
Management Consultants / Certified Public Accountants
Milwaukee, Wisconsin

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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 the Milwaukee Academy of Science), which have contracted with the City of Milwaukee for the 2009-2010 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, LLC

November 17, 2010

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)   MLTA has obtained an understanding of the schools processes and/or controls over significant financial control system.

b)   Cash account reconciliations were reviewed and compared to month-end general ledger balances.

c)   Revenues were reviewed to verify whether charter students were paying tuition, book and/or registration fees.

d)   Liability accounts were reviewed to determine if large or unusual liabilities exist.

e)   Quarterly financial statements were obtained from the schools, and are reviewed to monitor the financial situation of the school on an ongoing basis.

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.

Reports on Charter Schools

Downtown Montessori Academy

MLTA reviewed Downtown Montessori Academy's management policies, procedures and contract compliance during the 2009-10 school year. Communications were conducted with Virginia Flynn, School Administrator.

Current Year Financial Results

Following their relocation to Milwaukee's Bay View area during 2006-07, the school has steadily increased its yearly enrollment. Following an increase of approximately 15 students in the prior year, enrollment increased by approximately 20 students in 2009-10.

Per review of the periodic financial statements and the year-end audited financial statements, the school once again performed very well financially in the 2009-10 school year. The increase in enrollment resulted in a $99,000 increase in net assets for the year compared to a $88,000 increase in the prior year. Charter school aids increased by $132,000 and total revenues increased by $198,000, whereas total expenses increased by only $188,000, which accounts for the strong financial results of the school. As the school continues its planning for a significant expansion project, the accumulated surpluses are an important component of the school's plans for financing the expansion.

Current Financial Position

The school's year-end cash position increased by $90,000 to $287,000 from the prior year. There are no concerns regarding the current financial position of the school, as 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 is excellent at a 3.5 to 1 ratio. Unrestricted net assets as of June 30, 2010 are $270,000.

The school also has a $75,000 line of credit available to supplement cash needs due to timing issues with state aid payments. There was no outstanding balance of this line of credit as of June 30, 2010.

Contract Compliance

Annual Audit
The annual audit for Downtown Montessori Academy was completed as of October 4, 2010 by the firm David L. Scrima, S.C. Per review of the report, there were no material findings by the auditor. Although the audit was submitted subsequent to the deadline for submission, the school applied for a 30-day extension, and was granted the extra time to complete the audit. The audit appears to have been properly submitted and is in accordance with generally accepted accounting standards.

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<u>Student Tuition / Fees</u>

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

Accounting duties for the 2009-10 year were under the direction of the school's administrative assistant, with outside accounting support provided by the firm Ritz Holman. Although the organizational structure is small, we believe the internal control structure is solid, with adequate segregation of duties for an organization of its size.

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 remains in good financial condition, with a solid cash flow. Based on our review, the school appears to be in compliance with the financial management provisions of its contract with the City of Milwaukee.

Recommendations

We recommend that the school continue to follow the same financial controls and processes that are currently in place.

Central City Cyberschool

MLTA performed an ongoing review of Central City Cyberschool's management policies, procedures and contract compliance during the 2009-10 school year. Our primary contact is Dr. Christine Faltz, School Administrator.

Current Year Financial Results

Per review of the audited financial statements, the school showed an increase in net assets of $115,000 on revenues of $4 million for the fiscal year. An increase in enrollment resulted in a $225,000 increase in charter school revenues, and a $300,000 increase in total revenues. Expenses increased by approximately the same amount as total revenues, resulting in the $115,000 surplus. Cash flow appeared adequate for the 2009-10 year.

Current Financial Position

Based on our review, it appears that the school continues to be financially stable. The school continues to show a very solid net asset balance, which is now $990,000. The ratio of cash and receivables to current payables (excluding notes payable) is approximately 1.05:1, a decrease from the prior year, yet still positive.

The school continues to have a large long-term debt obligation (approximately $2.35 million). The school has been able to pay the debt service on this balance without major financial hardship, and should be able to continue to do so in the future.

Contract Compliance

Annual Audit
The annual audit for Central City Cyberschool for the fiscal year ended July 31, 2010 was completed as of October 1, 2010 by the firm of David L. Scrima, S.C. The audit was timely submitted in accordance with the submission deadline. 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, 2010, we noted that no tuition or fees were charged to any student.

Internal Control Structure

During our review for 2009-10, 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. Along with Ms Faltz, the school has a business manager to perform the accounting functions for the school. The school has also engaged the services of an outside accountant to perform quarterly accounting services.

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, 2010, 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 adequate cash flow. The school appears to be in compliance with the financial management provisions of its contract with the City of Milwaukee.

Recommendations

We recommend that the school continue to follow the same financial controls and processes that are currently in place.

D.L. Hines College Preparatory Academy of Excellence (DLH Academy)

MLTA reviewed DLH Academy's management policies, procedures and contract compliance for the 2009-10 school year. Communications were conducted with Ms. Barbara Horton, Executive Director and the school's financial manager, Cheryl McMurtry.

Current Year Financial Results

Based on a review of the annual audit, the school had a slight deficit for the year, showing an unrestricted net asset decrease of $85,000 on unrestricted revenues of $2.9 million. Of the $85,000 deficit, approximately $47,000 is a result of depreciation on assets purchased in prior years. Enrollment remained consistent with the prior year, however, total revenues increased by $300,000, and expenses showed a slight decrease from the prior year. Although the school showed a slight deficit for the year, there was a dramatic improvement from the prior year, in which the school showed a $471,000 deficit. Most expenses remained consistent from year-to-year.

Current Financial Position

Currently, the school has unrestricted net assets of $231,000, a solid cash position and a 1.5:1 ratio of cash and receivables to current liabilities. Year-end cash balances totaled approximately $238,000, and the school had receivables of $230,000. Current liabilities total $315,000, thus resulting in the favorable ratio. The school does maintain a $100,000 line of credit for cash flow purposes, and the full $100,000 balance was outstanding on this line of credit as of June 30, 2010.

Contract Compliance

Annual Audit
The annual audit for Central City Cyberschool for the fiscal year ended June 30, 2010 was completed as of October 4, 2010 by the firm of David L. Scrima, S.C. Although the audit was submitted subsequent to the deadline for submission, the school applied for a 30-day extension, and was granted the extra time to complete the audit. 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, 2010 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 continues to have 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 maintain an adequate 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, 2010 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 good financial position, despite the 2008-09 and current year deficit. As of June 30, 2010, 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. We do, however, recommend that the school closely monitor its budget to ensure that future significant deficits will not occur, as their current favorable financial position could reverse itself quickly.

Milwaukee Academy of Science

MLTA reviewed the Milwaukee Academy of Science's management policies, procedures and contract compliance during the 2009-10 school year. This was the school's second year as a City of Milwaukee charter school, after opening in 2000 as a University of Wisconsin–Milwaukee charter school. Communications were conducted with Judy Merryfield, President/CEO and Keith Rogers, the school's business manager.

Current Year Financial Results

Per review of the annual audit, the school had a deficit for the year, showing an unrestricted net asset decrease of $532,000 on revenues of $9 million, a small decrease in revenue from the prior year A major component of the deficit is from a non-cash charge for depreciation and amortization expense of $430,000. Total operating expenses remained consistent from the prior year at $8.7 million. The school also incurred interest on its debt service of $679,000.

Current Financial Position

Currently, the school has unrestricted net assets of $2.15 million, a very solid cash flow position and a 3.1:1 ratio of cash and receivables to current liabilities other than current debt service. Year-end cash balances totaled approximately $2.1 million, and the school had receivables of $479,000. Current liabilities other than current debt service total $818,000, thus resulting in the favorable ratio. As the school has a favorable cash position, they do not have a line of credit.

In June 2005, the Redevelopment Authority of the City of Milwaukee issued bonds in the amount of approximately $12 million, which in turn, was loaned to the school to purchase, rehabilitate and equip the elementary and high school. This debt is to be repaid over a 30-year period. The balance of this loan is $11.7 million at June 30, 2010. In addition, as part of the loan covenant, the school is required to maintain cash and investments in a Debt Service Reserve Fund, and a Repair and Replacement Fund. Total cash in these restricted accounts totaled $1.47 million on June 30, 2010. This balance is in addition to the unrestricted cash of $2.1 million noted above.

Contract Compliance

Annual Audit
The annual audit for the Milwaukee Academy of Science for the fiscal year ended June 30, 2010 was completed as of September 8, 2010 by the firm Jenkins & Vojtisek, S.C. Per review of the report, there were no financial statement or compliance findings by the auditor and the audit appears to have been properly submitted and is in accordance with generally accepted accounting standards.

Prior year internal control findings that were considered material weaknesses by the auditor have been corrected, and the auditor indicated that the recommendations were implemented.

<u>Student Tuition / Fees</u>
As is stated in the contract between Milwaukee Academy of Science 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, 2010 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 Milwaukee Academy of Science 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 prior year internal control weaknesses indicated by the auditor were corrected during the 2009-10 school year. The school has a very solid accumulated surplus, indicating the school has budgeted its funds well over time.

Conclusion

Based on our review of the management policies and procedures of the Milwaukee Academy of Science as of June 30, 2010, it appears that the organization has adequate procedures in place to ensure a sufficient financial management system. The school appears to be in good financial position, despite the 2009-10 deficit. 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 school should continue its current management policies and procedures. We are satisfied with all areas of the schools financial management and contract compliance. We do, however, recommend that the school closely monitor its budget to ensure that future significant deficits will not occur.

Downtown Montessori Academy, Inc.

Programmatic Profile and Educational Performance

2009–10 School Year

Report Date: September 2010

Prepared by:
Janice Ereth, Ph.D.
Susan Gramling
Theresa Healy

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APPENDICES

Prepared for:
Downtown Montessori Academy, Inc.
2705 South Graham Street
Milwaukee, WI 53207

EXECUTIVE SUMMARY
for
Downtown Montessori Academy, Inc.
2009–10

This is the 12th annual report on the operation of Downtown Montessori Academy, Inc., a City of Milwaukee charter school. It is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), school staff, and Children's Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has determined the following findings.

I.   CONTRACT COMPLIANCE SUMMARY
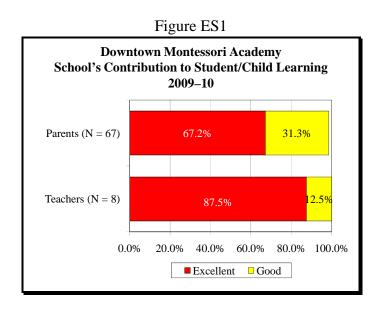
Downtown Montessori has met all provisions but the following from its contract with the City of Milwaukee and the subsequent requirements of the CSRC: that second- and third-grade students advance, on average, 1.0 grade-level equivalents (GLE) in reading from year to year. (The average advancement of the second graders' was 0.7 GLE and second and third graders combined average advancement was 1.1 GLE.)

See Appendix A for a list of each education-related contract provision and report page references.

II.   PARENT, TEACHER, STUDENT, AND BOARD MEMBER SATISFACTION

On a scale of excellent, good, fair, or poor, 98.5% of 67 parents rated the school's contribution toward their child's learning as good (31.3%) or excellent (67.2%).

Seven (87.5%) of eight teachers rated the school's contribution toward student academic progress as excellent and one (12.5%) rated the school's contribution as good.

Figure ES1

Downtown Montessori Academy
School's Contribution to Student/Child Learning
2009–10

Parents (N = 67)	67.2% / 31.3%
Teachers (N = 8)	87.5% / 12.5%

■ Excellent   □ Good

- All 10 students interviewed indicated that they use computers at school, the school is clean, people work together in school, and that their teachers talk to their parents.

- All four members of the board of directors interviewed indicated that the school's progress toward becoming an excellent school was excellent.

- Teachers most often mentioned building improvements as suggestions to help improve the school.

- Board members mentioned finalizing the building purchase or lease issues as the main suggestion to improve the school.

III.   PERFORMANCE CRITERIA

A.   Local Measures

1.   Secondary Measures of Academic Progress

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

- Attendance;
- Parent involvement; and
- Special education student records.

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 outcomes:

- By the end of the school year, pre-kindergarten and kindergarten students showed progress in or reached proficiency in 77.1% of language, 88.8% of math, 88.0% of sensory, 70.8% of cultural, and 87.4% of practical life skills.

Reading skills for first through eighth graders:

- First through third graders' reading progress, as measured by McGraw-Hill reading tests at the end of the year, indicates that 91.3% of 46 students were able to score at least 70% on the final unit test.

- Fourteen (93.3%) of 15 fourth through sixth graders showed progress based on McGraw-Hill reading tests.

- Seven (63.6%) of 11 seventh and eighth graders were able to show progress in their literacy grade from the first to the final marking period.

Writing skills for first through eighth graders:

- Writing skills testing for 45 first through fourth graders indicated that 51.1% improved writing skills during the year; 12 (92.3%) of 13 fifth and sixth graders improved skills; and 3 (27.3%) of 11 seventh or eighth graders improved writing skills this year.

Math skills for first through eighth graders:

- There were 63 students in first through sixth grade who were tested in math throughout the year. By the end of the year, 7 (11.1%) students reached proficient on all math skills practiced at the start of the year.

- There were only 7 of 11 seventh and eighth graders who were above average in math. Due to the small size of this cohort, results cannot be included in this report.
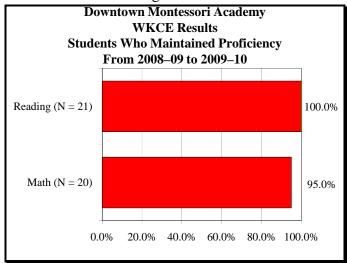
Special education students: This year, there were fewer than 10 special education students evaluated. To protect student identity, results were not included in this report.

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.

- Stanford Diagnostic Reading Test (SDRT) multiple-year advancement results indicated that 24 second and third graders advanced an average of 1.1 GLE in reading. The 16 second graders advanced only 0.7 GLE, short of the CSRC goal.

- All 21 (100.0%) students who were proficient in reading in 2008–09 maintained proficiency.

- Nineteen (95.0%) of 20 students who were proficient in math in 2008–09 maintained proficiency.

Figure ES2

Downtown Montessori Academy
WKCE Results
Students Who Maintained Proficiency
From 2008–09 to 2009–10

Reading (N = 21)	100.0%
Math (N = 20)	95.0%

0.0%   20.0%   40.0%   60.0%   80.0%   100.0%

There was one student who tested below grade level on the SDRT, one who was not proficient in reading based on the Wisconsin Knowledge and Concepts Examination (WKCE); and only two who were not proficient in math, based on the 2008–09 WKCE. Due to the small sizes of the cohort, results could not be included in this report.

C.   Adequate Yearly Progress

The school reached adequate yearly progress (AYP) in all four of the AYP objectives: test participation, attendance, reading, and mathematics. For the third year in a row, the Wisconsin Department of Public Instruction (DPI) reported that the school received a satisfactory designation in all four of these objectives.

IV.   RECOMMENDATIONS

The school substantially addressed the recommendations made in its 2008–09 programmatic profile and educational performance report. To continue a focused school improvement plan, it is recommended that the focus of activities for the 2010–11 year include the following steps.

- Refine and revise the use of Montessori Records Express to be able to extract data regarding skills acquisition for K3 through K5 in an electronic form that yields analyzable data. Consider revising the local measure goal accordingly.

- Consider the adoption of a policy to require summer programming for struggling students.

- Continue development of the board of directors.

- Develop a plan to work with the parent-teacher organization (PTO) to foster PTO academic support of the school by projects such as developing the library, tutoring students, or assisting teachers.

- Clarify the Six Traits Writing measurement to include consistent use of the five-point rubric for each of the six traits for grades four through eight, the same topic writing sample for pre- and post-measurement, and the Six Traits information to inform writing instruction.

I. INTRODUCTION

This is the 12th annual program monitoring report to address educational outcomes at Downtown Montessori Academy, Inc., a City of Milwaukee charter school.[1] This report was prepared as a result of a contract between the City of Milwaukee Charter School Review Committee (CSRC) and Children's Research Center (CRC).[2] 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 steps.

- CRC staff visited the school and conducted a structured interview in the fall with the program director. Critical documents were reviewed; 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 individualized education programs (IEPs) were updated.

- CRC staff conducted an end-of-year structured interview with the program director.

- At the end of the school year, CRC conducted face-to-face interviews with all eight teachers and a random selection of students. CRC also interviewed four members of the school's board of directors. Parent surveys were distributed by the school at the spring parent conference in March, and CRC made two attempts by telephone to gather survey information from parents who did not return a survey.

- The school provided electronic and paper data to CRC.

- CRC staff compiled and analyzed results.

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[1] The City of Milwaukee Common Council chartered five schools in the 2009–10 academic year.

[2] CRC is a nonprofit social science research organization and division of the National Council on Crime and Delinquency.

II. PROGRAMMATIC PROFILE

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

Telephone: (414) 744-6005

Program Director: Ms. Virginia Flynn

A.   Philosophy and Description of Educational Methodology

1.   Montessori Approach[3]

Downtown Montessori Academy, Inc. (Downtown Montessori), delivers a valid

Montessori program as interpreted by the Association Montessori Internationale or the American

Montessori Society. Montessori education is both a philosophy of child growth and a rationale

for guiding such growth. It is based on a child's developmental needs for freedom within limits,

and a carefully prepared environment that guarantees exposure to materials and experiences

through which to develop intelligence as well as physical and psychological abilities. Begun in

Italy by Dr. Maria Montessori, Montessori education was introduced into the United States in

1912, with one of the early schools established by Alexander Graham Bell in his own home.

Montessori education has enjoyed a resurgence of interest in recent years, reflecting growing

recognition of the validity of its approach.

Downtown Montessori is divided into three levels of programming—the Children's

House, the elementary program, and the adolescent program. The Children's House contains the

Montessori primary program and is open to students aged 3 through 6 years. Children aged 5 on

or before September 1 may attend full-day Montessori sessions.

The Children's House provides an environment prepared to meet the needs of children,

where children work individually and collaboratively with sensorial materials that engage their

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[3] Information in this section is taken from the 2009–10 *Parent-Student Handbook* provided to CRC in February 2010. The school revised this handbook during the 2009–10 academic year to include a policy regarding bullying.

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, serving students in grades 1 through 6, 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 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.

The adolescent program (seventh and eighth grade) reflects a more rigorous level of academic challenge and preparation for high school. Study skills, time management, and setting high work and social standards are all vital components of the adolescent program.

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

Again this year the McGraw-Hill reading curriculum, published by Macmillan, was used only for the first through third grades (lower elementary). The school also continued using the

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as a diagnostic reading tool to identify the lower elementary students who might be at risk in reading. Because most upper elementary students were reading at or above their grade level, the reading program was individualized and integrated into all of the student work, including a Writer's Workshop.

2. Teacher Information

During the 2009–10 academic year there were six classrooms. The six classrooms included two Children's House classrooms for 3- to 6-year-olds (or K3 through K5), two lower elementary (first through third grades), one upper elementary (fourth through sixth grades), and one adolescent (seventh and eighth grades) classroom. There was one teacher for each classroom. In addition to teachers, the instructional staff included a speech/language pathologist and a special education teacher (who also served as a half-time classroom teacher).[4]

The entire instructional staff was stable throughout the year. No staff left the school's employment and no new staff were hired. All seven eligible instructional staff (six teachers and one speech language pathologist) who were employed at the school the previous year returned in the fall of 2009.[5]

Two of the classroom teachers have taught at the school since its original charter 12 years ago, one teacher has been teaching at the school for 10 years, two teachers completed their third year at the school, and one teacher completed her first year (this teacher was hired into a new position at the start of the school year). The average timespan of experience at Downtown Montessori for classroom teachers was 6.8 years. The average timespan of experience for all instructional staff (including the speech pathologist and the classroom/special education teacher) was 7 years. Montessori teachers serve as student guides, with the students working at their own

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[4] The school contracted for the services of a psychologist and an occupational therapist as needed.

[5] The special education teacher during 2009–10 was a classroom teacher during the 2008–09 academic year. She replaced the special education teacher from the previous year.

pace. The areas of discovery are ordered into a sequentially progressive curriculum that is commensurate with the development of the child.

All of the six classroom teachers and the classroom/special education teacher had Montessori certification. Seven of eight of the instructional staff held a held a Department of Public Instruction (DPI) license, as indicated on the DPI website. One teacher applied for a license on September 1, 2009, but at the time of this report there was no license information on the DPI website.

The school held one inservice or development meeting each month with a focus on the following topics:

- Intervention—RtI (Response to Intervention);

- Green School development/garden projects;

- Staff/parent communication;

- Using data/looking at scores and evaluating areas for improvement;

- Expanding staff involvement in overall planning and programming;

- Annual planning meeting with the board of directors;

- Special education conference and workshop: Special Education in the Montessori Classroom;

- Data for CRC.

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 four hours per year in school-based service activities and to visit their child's classroom at least once a year. Each child has a folder in which notices, school forms, and school work are sent home with the child. Email is

encouraged, as the school endeavors to communicate as much as possible through email as possible to prevent unnecessary paper usage, in accordance with the principles of a Green and Healthy School. Teacher email addresses are shared with parents. The school also has a website where current information and notices are available (http://www.downtownmontessori.com). The school also published and posted the annual *Parent-Student Handbook* on its website. Downtown Montessori held parent conferences during November and again in March.

Downtown Montessori had an active parent-teacher organization (PTO) that met on a monthly basis. In addition to regular PTO meetings, parents were invited to attend events throughout the year, including a September open house, parent education programs in October and November, and music performances in February and March.

4.   Discipline Policy

The school's code of conduct and discipline policy was published in the 2009–10 *Parent-Student Handbook*. It indicated that when dealing with discipline, it is most important to create a consistent environment for 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.

Quiet time is used only if redirection of the child does not work. The child will choose when he/she is ready to rejoin the group.

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; and

- 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.

5.   <u>Waiting List</u>

At the start of the 2009–10 school year, the school did not have a waiting list. For the 2010–11 school year, the program director reported that there were approximately 20 students on the waiting list for K3 through eighth grade.

B.   Student Population

Downtown Montessori started the school year with 121 children in K3 through eighth grade.[6] By the end of the year, 7 more children had enrolled and 2 had withdrawn as they had moved away.[7] One student withdrew from K5 and 1 from first grade. None of the children who withdrew had special education needs. There were 119 of 121 children who started and finished the school year at Downtown Montessori. This represents a student retention rate of 98.4%.

At the end of the year, there were 126 students enrolled.

- Seventy-six (60.3%) students were White, 23 (18.3%) were African American, 12 (9.5%) were Hispanic, 14 (11.1%) were Asian, and 1 (0.8%) was Native American.

- There were 59 (46.8%) girls and 67 (53.2%) boys.

- Nine (7.1%) students had special education needs.[8] Three had speech/language impairments, 4 had specific learning disabilities, and 2 had other health impairments.

- Forty (31.7%) students were eligible for free or reduced lunch prices and 86 (68.3%) were not eligible for free/reduced lunch prices.

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[6] As of September 18, 2009.

[7] The school did not expel any students.

[8] One student started the year with special education needs but was dismissed from special education during the school year.

Grade levels for students enrolled at the end of the school year are illustrated below. The largest class was K4, with 24 students, and the smallest was eighth grade, with 3 students.

Figure 1

Downtown Montessori Academy
Student Grade Levels*
2009–10

K5
19 (15.1%)

K4
24 (19.0%)

1st
17 (13.5%)

K3
9 (7.1%)

8th
3 (2.4%)

2nd
18 (14.3%)

7th
8 (6.3%)

6th
7 (5.6%)

5th
4 (3.2%)

3rd
12 (9.5%)

4th
5 (4.0%)

N = 126
*At the end of the school year.

There were 104 students attending Downtown Montessori on the last day of the 2008–09 academic year who were eligible for continued enrollment at the school this past academic year (i.e., they did not graduate). Of these, 94 were enrolled in the school on the third Friday in September 2009. This represents a return rate of 90.4% and compares to a return rate of 90.2% in the fall of 2008.[9]

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[9] Prior to 2009–10, the school self-reported student return rates. This year, the rate is based on data files from 2008–09 and 2009–10.

C.   Hours of Instruction

The 2009–10 school year consisted of 166 school days. The hours of instruction for K3 and K4 students were 8:45 a.m. to 11:45 a.m. each day. For students in K5 through eighth grades, the school day was 8:45 a.m. to 3:30 p.m. The highest possible number of hours of instruction per day was 3 hours for K3 and K4 students and 6.5 hours for K5 through eighth-grade students; therefore, the provision of at least 875 hours of instruction for full-day students (K5 through eighth 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.

The school also provided before- and after-school child care for a fee.

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 school uses Montessori Records Express to collect data in the Montessori environment. The teachers continue to implement Montessori Records Express to record student data related to academic progress. According to the Montessori Records Express website, it is a web-based Montessori record-keeping system that tracks attendance, progress, and lesson plans. The program also generates custom progress reports.

E.   Activities for Continuous School Improvement

The following is a description of Downtown Montessori's response to the recommended activities in its programmatic profile and educational performance report for the 2008–09 academic year.

- <u>Recommendation</u>: Continue to provide struggling students with interventions such as supplementary Montessori materials, computer programs, and/or one-on-one extra instruction and practice.

    <u>Response</u>: The school continued the practices mentioned in the recommendation. Specific to the extra instruction and practice, Downtown Montessori initiated before- and afterschool math tutoring for students in the upper elementary and adolescent programs. In addition, for students with mental health or emotional issues, the school engaged in a cooperative project with Jewish Family Services to obtain funding for onsite counseling for students and their parents.

- <u>Recommendation</u>: To meet the needs of all students, including those at or above grade-level expectations, continue the Montessori practice of providing instruction and work at the student's level based on assessment.

    <u>Response</u>: The school continues to provide instruction and work at each student's level; this is an ongoing process built into the Montessori approach.

- <u>Recommendation</u>: Follow through with the strategies and ideas identified by the organizational assessment completed with the help of a consultant during the 2008–09 academic year.

    <u>Response</u>: Through grants received during the 2009–10 academic year, the board of directors, with staff support, has done the following:

    - »   Completed a board diagnostic;

    - »   Developed a Board of Directors Manual, governance policies, and new committees, member, and board descriptions;

    - »   Initiated a facilities feasibility study through IFF, and is negotiating the purchase or long-term lease of the current building;

    - »   Implemented a continuing education benefit for teachers;

    - »   Established fiscal policies and developed an annual budget planning process;

    - »   Developed a new school logo and redesigned the website;

» Initiated surveys of parents for each grade level;

» Begun developing a new employee handbook;

» Developed an emergency succession plan; and

» Is evaluating human resources policies to provide a performance review process and job descriptions.

- Recommendation: Develop and implement clear, specific criteria for defining local measure growth, and identify the data elements needed and the location of the data for measuring student progress.

    Response: Through the use of Montessori Records Express, the staff realized the need to further define the stages of skill acquisition in order to track student progress and the need for documentation in the comments section on Montessori Records Express. The staff met and agreed on the following rubric:

    » Presented: The student has been shown this lesson.

    » Practiced: The student is working toward demonstrating developmentally appropriate understanding of the concept.

    » Mastered: The student demonstrates developmentally appropriate understanding of the concept.

    In addition, representatives of the school met with CRC staff to clarify and develop appropriate data collection practices and improve reporting capability.

F.   Graduation and High School Guidance Information

This was the second year that Downtown Montessori had an eighth grade. There were three eighth-grade students this year and all three graduated. Two are planning to attend Montessori IB High School and one is planning to attend Milwaukee High School of the Arts. School staff encouraged the students to attend open houses at various high schools, discussed high school with the students, and spoke with parents regarding the value of visiting schools with their child.

At this time, Downtown Montessori does not have a formal method to track the high school achievement of its graduates. The school's administrator reported that it would be good to

establish a plan for follow-up. Occasionally, former Downtown Montessori students will contact

the school and information will be gathered informally.

III. PARENT, TEACHER, STUDENT, AND BOARD MEMBER SATISFACTION

A. Parent Surveys

Parent surveys are qualitative in nature and provide a valuable external measure of school performance. To determine how parents heard about the school, why they elected to send their children to the school, parental involvement with the school, and an overall evaluation of the school, parents were asked to complete a survey. CRC prepared the survey form with a cover letter. The parent surveys were distributed by the school during the March parent-teacher conferences. Parents were asked to complete the survey, place it in a sealed envelope, and return it to the school. CRC made at least two follow-up phone calls to parents who had not completed a survey. All completed interview and survey forms were forwarded to CRC for data entry.
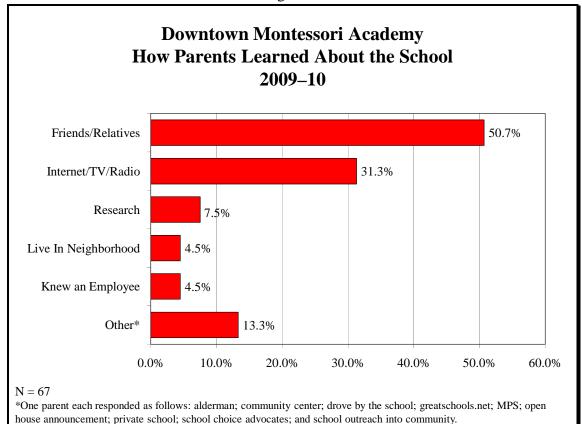
At the time of this report, 67 (72.8%) surveys of 92 families (representing parents of 87 children) had been completed and submitted to CRC.[10] Results are summarized below.

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[10] As of July 29, 2010.

Parents heard about the school from a variety of places, such as friends or relatives (50.7%); Internet, television, or radio (31.3%); and their own research (7.5%). See Figure 2.

Figure 2

Downtown Montessori Academy
How Parents Learned About the School
2009–10

Category	Percentage
Friends/Relatives	50.7%
Internet/TV/Radio	31.3%
Research	7.5%
Live In Neighborhood	4.5%
Knew an Employee	4.5%
Other*	13.3%

N = 67

*One parent each responded as follows: alderman; community center; drove by the school; greatschools.net; MPS; open house announcement; private school; school choice advocates; and school outreach into community.

Parents chose to send their child(ren) to Downtown Montessori for a variety of reasons. Figure 3 illustrates the reasons parents considered very important when making the decision to send their child(ren) to this school.[11] For example, 88.1% of 67 parents stated that educational methodology and 86.6% said the general atmosphere at the school were very important reasons for selecting this school (see Figure 3).

Figure 3

Downtown Montessori Academy
Parent "Very Important" Reasons for Choosing School
2009–10

Reason	Percentage
Educational Methodology	88.1%
General Atmosphere	86.6%
School Safety	73.1%
Class Size	64.2%
Discipline	41.8%
Parental Involvement	41.8%
Age/Grade of Students	40.2%
Location	28.4%
Recommendation by Family/Friends	23.9%
Other Child in School	19.4%
Frustration With Previous School	10.4%
Other	43.3%

N = 67

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[11] Parents were given the following choices for each reason: very important, somewhat important, somewhat unimportant, and not at all important.

Parental involvement was also used as a measure of satisfaction with the school. Parental involvement was measured by the number of contacts between the school and parent(s) and participation in educational activities in the home. For example, 76.1% of parents were in contact with the school at least three times regarding their child's academic performance and 62.6% were in contact regarding fundraising activities. Approximately 44.8% of parents were in contact with the school to assist in the classroom (see Figure 4).

Figure 4

Downtown Montessori Academy
Percentage of Parents Contacted by School
Three or More Times
2009–10

Category	Percentage
Academic Performance	76.1%
Fundraising	62.6%
Assist in Classroom	44.8%
Child's Behavior	41.8%
Classes	40.3%
School Records	23.9%

N = 67

Parental participation can also be described in terms of educational activities the family engages in while at home. During a typical week, 100.0% of 63 parents of elementary school children (K4 through fifth grade) read to their child, 82.6% worked on arithmetic or math, 77.8% participated in activities (e.g., sports, visits to library and/or museums) with their child, 77.8%

watched educational programs on television, and 68.2% worked on other homework with their children. Nine parents of older children (sixth to eighth grade) engaged in similar activities. For example, 77.7% monitored homework completion, 66.6% participated in activities together outside of school, 44.4% watched educational programs on television with their child, and 22.2% discussed progress toward graduation.

When asked what they most liked about the school, parents indicated the following aspects:

- Montessori method/curriculum (n = 17);
- Quality staff, accessible, attentive (n = 16);
- Size (n = 10);
- Environment/atmosphere (n = 7);
- Child's academic progress (n = 4);
- Location (n = 3); and
- Parent participation/involvement (n = 3).

One parent each mentioned communication, discipline, flexible, and partnership with the Urban Ecology Center. Three parents did not respond.

Parents were then asked what they least liked about the school. Responses included the following:

- Communication lacking regarding individual child's progress (n = 11);
- Facility, e.g., needs repair, no gym, lack of outdoor space (n = 10);
- Nothing (n = 5);
- Upper grade class size too small/not rigorous (n = 5);
- Lack of diversity among students and teachers (n = 3);
- Location (n = 3);
- Lack of foreign language (n = 2); and
- No sports programs/extracurricular activities (n = 2).

One parent each mentioned a particular teacher, before- and afterschool care expenses, inconsistent policies, lack of focus on math, lack of funds for technology, lack of transportation, library needs a lot of work, no hot lunch, process for school board selection is not transparent,

small office staff, the PTO, the school does not have open enrollment, and too informal.

Parents were then asked to rate various aspects of the school, including the program of instruction and progress reports for parents/guardians. Table 1 indicates that parents rated most of the aspects of the academic environment as excellent or good. For example, 67.2% of parents indicated that the program of instruction was excellent and 47.8% thought that the enrollment policy and procedures were excellent (see Table 1).

Table 1 Downtown Montessori Academy Parental Rating of Various Aspects of the School 2009–10 (N = 67)										
	Response									
Area	Excellent		Good		Fair		Poor		No Response	
	N	%	N	%	N	%	N	%	N	%
Program of instruction	45	67.2%	20	29.9%	2	3.0%	0	0.0%	0	0.0%
Enrollment policy and procedures	32	47.8%	33	49.3%	2	3.0%	0	0.0%	0	0.0%
Child's academic progress	39	58.2%	23	34.3%	5	7.5%	0	0.0%	0	0.0%
Student-teacher ratio	41	61.2%	22	32.8%	4	6.0%	0	0.0%	0	0.0%
Discipline method	35	52.2%	28	41.8%	4	6.0%	0	0.0%	0	0.0%
Parent-teacher relationships	41	61.2%	23	34.3%	3	4.5%	0	0.0%	0	0.0%
Communication regarding learning expectations	24	35.8%	30	44.8%	11	16.4%	2	3.0%	0	0.0%
Parent involvement in policy and procedures	29	43.3%	26	38.8%	11	16.4%	0	0.0%	1	1.5%
Teacher performance	48	71.6%	16	23.9%	3	4.5%	0	0.0%	0	0.0%
Principal performance	43	64.2%	22	32.8%	2	3.0%	0	0.0%	0	0.0%
Teacher/principal accessibility	45	67.2%	20	29.9%	2	3.0%	0	0.0%	0	0.0%
Responsiveness to concerns	46	68.7%	17	25.4%	4	6.0%	0	0.0%	0	0.0%
Progress reports for parents	35	52.2%	28	41.8%	4	6.0%	0	0.0%	0	0.0%

Parents were asked to indicate their level of agreement with several statements related to school staff. The statements and parent ratings are provided in Table 2.

Table 2										
Downtown Montessori Academy **Parental Rating of School Staff** **2009–10** **(N = 66)***										
Area	**Response**									
	Strongly Agree		**Agree**		**Neutral**		**Disagree**		**Strongly Disagree**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
I am comfortable talking with the staff.	48	72.7%	16	24.2%	2	3.0%	0	0.0%	0	0.0%
The staff welcomes suggestions from parents.	32	48.5%	27	40.9%	7	10.6%	0	0.0%	0	0.0%
The staff keeps me informed about my child's performance.	30	45.5%	30	45.5%	4	6.1%	2	3.0%	0	0.0%
I am comfortable with how the staff handles discipline.	29	43.9%	32	48.5%	3	4.5%	2	3.0%	0	0.0%
I am satisfied with the number of adults available to work with the students.	34	51.5%	29	43.9%	3	4.5%	0	0.0%	0	0.0%
I am satisfied with the overall performance of the staff.	38	57.6%	25	37.9%	2	3.0%	1	1.5%	0	0.0%
The staff recognizes my child(ren)'s strengths and weaknesses.	40	60.0%	23	34.8%	2	3.0%	1	1.5%	0	0.0%

*One parent did not respond.

Last, parental satisfaction was evident in the following findings:

- Nearly all (98.5%, or 66 of 67) parents would recommend this school to other parents;

- Of 67 parents, 59 (88.1%) will send their child to this school next year;[12]

- When asked how their child would rate the school, 46 (68.7%) of 67 parents said excellent and 18 (26.9%) said good. Only 2 (3.0%) said fair and 1 parent did not provide an answer; and

- When asked to rate the school's overall contribution to their child's academic progress, most 45 (67.2%) parents indicated excellent and 21 (31.3%) parents rated the school good. One parent did not provide a response.

B.   Teacher Interviews

In the spring of 2010, CRC interviewed the school's eight instructional staff regarding reasons for teaching there and overall satisfaction with the school. Two teachers taught K3 through K5; two taught first through third grade; one was the fourth- through sixth-grade teacher; one taught seventh and eighth grades; one was a half-time special education and half-time regular classroom teacher responsible for K4 and first graders; and one was the speech pathologist, who worked K3 through third-grade students. Teachers were responsible for 9 to 26 students at a given time. One of the teachers was in his/her first year at this school, two had been teaching at the school for 2 years, one for 4 years, one for 6 years, and four teachers had been at the school for 10 or more years.[13] On average, teachers had over 15 years of teaching experience, including this and other schools. Two of the eight teachers used team-teaching techniques. All eight teachers indicated that they routinely used data to make decisions within the classroom and seven indicated that school leadership used data to make schoolwide decisions. One teacher's performance review occurred annually, two were reviewed informally, performance for two

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[12] Five parents were unsure, two are moving, and one wants a more rigorous curriculum for seventh/eighth grade.

[13] The principal/administrator, known at Downtown Montessori as the program director, is not included in the teacher interview section.

teachers was examined weekly by mentors, and three teachers' performance had not been reviewed. Two teachers indicated that student academic progress was not part of their review and the other six did not know if student performance was part of teacher performance evaluation. Three teachers were satisfied with the review process and five did not offer an opinion because their performance had yet to be reviewed. All eight teachers indicated that they planned to continue teaching at the school.

When asked about their reasons for teaching at this school, six of eight teachers indicated that the educational methodology and/or the general atmosphere at the school were very important reasons, and four out of eight indicated that discipline was a very important reason for teaching at this school. See Table 3 for more details.

Table 3				
Reasons for Teaching at Downtown Montessori 2009–10 (N = 8)				
Reason	**Importance**			
	Very Important	**Somewhat Important**	**Somewhat Unimportant**	**Not at All Important**
Location	2	3	0	3
Financial considerations	1	2	4	1
Educational methodology	6	2	0	0
Age/grade level of students	3	4	1	0
Discipline	4	3	1	0
General atmosphere	6	2	0	0
Class size	3	5	0	0
Type of school	1	7	0	0
Parental participation	2	5	0	1

In terms of overall evaluation of the school, teachers were asked to rate the school's performance related to class size, materials and equipment, and overall student assessment plan, as well as shared leadership, professional support and development, and the school's progress toward becoming an excellent school. Most teachers rated these areas as good or excellent. The area in which three teachers expressed dissatisfaction was with student progress reports (see Table 4).

Table 4 Downtown Montessori School Performance Rating 2009–10 (N = 8)				
Area	**Rating**			
	Excellent	**Good**	**Fair**	**Poor**
1. Class size	3	3	2	0
2. Materials and equipment	3	5	0	0
3. Student assessment plan	2	6	0	0
3a. Local measures	2	6	0	0
3b. Standardized tests	3	5	0	0
3c. Progress reports	2	3	3	0
4. Shared leadership, decision making, and accountability	2	5	1	0
5. Professional support	1	6	0	1
6. Professional development opportunities	5	1	2	0
7. Progress toward becoming an excellent school	3	4	1	0

Teachers were then asked to rate their satisfaction in a variety of areas related to the school. On a satisfaction rating scale ranging from very satisfied to very dissatisfied, teachers responded on the satisfied end of the response range in most areas. Areas in which at least two teachers expressed some dissatisfaction were student/teacher ratio, teacher collaboration to plan learning experiences, and parental involvement. Table 5 lists all of the teacher responses.

	Table 5				
	Downtown Montessori Teacher Satisfaction 2009–10 (N = 8)				
Performance Measure	Response				
	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	No Opinion
Program of instruction	6	2	0	0	0
Enrollment policy and procedures	3	3	1	0	1
Student's academic progress	4	3	1	0	0
Student/teacher ratio	4	2	2	0	0
Discipline policy	2	6	0	0	0
Adherence to discipline policy	1	6	1	0	0
Instructional support	3	5	0	0	0
Parent-teacher relationships	4	4	0	0	0
Teacher collaboration to plan learning experiences	1	5	2	0	0
Parent involvement	4	1	3	0	0
Community/business involvement	2	5	0	0	0
Teacher performance	4	3	1	0	0
Principal performance	4	4	0	0	0
Professional support staff performance	2	5	0	0	1
Opportunities for teacher involvement	4	4	0	0	0
Board of directors' performance	6	2	0	0	0
Opportunities for continuing education	7	1	0	0	0
Frequency of staff meetings	2	5	1	0	0
Effectiveness of staff meetings	1	7	0	0	0

When teachers were asked what they most liked about the school, they mentioned the following (note that teachers could provide up to three responses each):

- The director (n = 4);
- Staff (n = 3);
- Class/school size (n = 2); and
- Family atmosphere (n = 2)

One teacher each mentioned adherence to special education laws, challenge of adolescent program, efforts to be diverse, a green school, the Montessori approach, MR system for record keeping, opportunity to become certified while working, parent-teacher involvement, school philosophy, and students.

When asked what they least liked about the school, teachers mentioned the following:

- The building, e.g., no gym, common space, untidy (n = 5);
- Policies and procedures need further development and clarification (n = 3); and
- Parents are uninvolved, disgruntled (n = 2).

One teacher each mentioned that class sizes are too large; the end-of-day pick-up routine; the homogenous staff; insufficient funding for a librarian; insufficient funding for an enriched curriculum; lack of hot lunch; the need to improve communication among all staff; pay; and teacher meetings need to be more efficient.

When asked for suggestions to improve the school, teachers indicated the following: more room (n = 2); add a cafeteria (n = 1); add water source on second floor (n = 1); more funding (n = 1); new paint (n = 1); orientation/training for new teachers (n = 1); and provide staff coverage to attend meetings (n = 1).

When asked to provide suggestions to improve the classroom, teachers indicated the following: need more physical space (n = 2); remove carpet (n = 2); and one teacher each mentioned: add water in the classrooms, organize feedback among staff, and support shared

teaching. One teacher did not have any suggestions for improving the classroom.

On a scale of poor, fair, good, or excellent, seven teachers rated the school's contribution to students' academic progress as excellent and one teacher rated the school as good.

C.   Student Interviews

Ten students in seventh or eighth grade were asked several questions about their school. All 10 students indicated that they use computers at school, the school is clean, people work together in school, and that their teachers talk to their parents (see Table 6).

Table 6 Downtown Montessori Student Interview 2009–10 (N = 10)			
Question	**Yes**	**No**	**No Opinion/ Don't Know**
1. Do you like your school?	8	1	1
2. Do you learn new things every day?	3	5	2
3. Have you improved in reading?	6	4	0
4. Have you improved in math?	7	3	0
5. Do you use computers at school?	10	0	0
6. Is your school clean?	10	0	0
7. Do you like the school rules?	2	6	2
8. Do you follow the rules?	6	3	1
9. Does your homework help you learn more?	4	5	1
10. Do your teachers help you at school?	7	2	1
11. Do you like being in school?	5	4	1
12. Do you feel safe in school?	9	1	0
13. Do people work together in school?	10	0	0
14. Do you feel the marks you get on classwork, homework, and report cards are fair?	6	3	1
15. Do your teachers talk to your parents?	10	0	0
16. Does your school have afterschool activities?	6	3	1
17. Do your teachers talk with you about high school plans?	7	3	0

Students were then asked what they liked best and least about the school. Students liked the following the most:

- Teachers (n = 3);

- Size of school (n = 2);

- Students (n = 2); and

- One student each mentioned getting to work with people of different ages, don't have dislikes, music class, that the school is Montessori, and the friendly social environment (note that some students provided more than one response).

Students liked the following the least:

- Personal world time (n = 3);

- Dress code (n = 2); and

- One student each mentioned curriculum, gym class, how little principal does about issues in the classroom, limited amount of green projects, and some teachers are unfair.

D. Board of Directors Interviews

Board member opinions are qualitative in nature and provide valuable insight regarding school performance and organizational competency. Four members of Downtown Montessori's Board of Directors were interviewed via telephone by CRC staff using a prepared interview guide. One of the board members has served on the board intermittently since the school began, one has served for three years, one for four years, and one for less than a year. One interviewee is currently the board president; another, the treasurer/secretary; and two are board members at large. These board members represented experience as a parent, nonprofits, advertising and marketing, for-profit businesses, the law, and other board membership including MPS.

The interviewees were asked to rate the school's performance in class size, materials and

equipment, and the student assessment plan (local measures of achievement, standardized testing, and progress reports to parents) if they had knowledge of these school performance elements. The rating scale was excellent, good, fair, or poor. The interviewees rated these elements as either excellent or good. Most of the ratings were excellent or good. Similarly, the majority of interviewees rated the school's performance regarding shared leadership, decision making and accountability, professional support, and professional development opportunities as either excellent or good.

All four of the interviewees indicated that the school's progress toward becoming an excellent school was excellent and that the school is excellent overall. They also reported that the board of directors uses data to make decisions and cited several examples.

On a satisfaction rating scale ranging from very satisfied to very dissatisfied, all four interviewees indicated that they were very satisfied with the program of instruction, enrollment policies and procedures, the students' academic progress, size, the discipline policy, instructional support, the teachers' performance, the principal's performance, the current role of the board of directors and the board's performance, the commitment of the school's leadership, and the safety of the educational environment. All interviewees indicated that they were very or somewhat satisfied with the student-teacher ratio/class size; the adherence to the discipline policy; community or business involvement; opportunities for teacher involvement in policy/procedure decisions; and human, administrative and financial resources to fulfill the school's mission. The only area where a board member expressed being somewhat dissatisfied was with parent involvement, and that was related to a lack of understanding by some parents of the role of the PTO.[14]

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[14] One board member did not have enough knowledge to express an opinion regarding opportunities for continuing education and another did not have enough experience to express an opinion regarding community/business involvement.

When asked what they liked best about the school, the board members mentioned the following:

- The head of school and the faculty;

- The progress made by the board's leadership to institutionalize the head of school's style and philosophy;

- The fact that the students are involved, learning, and happy to be at school;

- The small size of the school; and

- The general quality, caring, and understanding of the entire staff, including consideration of each student's individual needs.

Regarding dislikes, each of the following issues was mentioned once:

- The continuing financial pressures, including the facility itself;

- How to manage succession;

- Communication at the school: specifically, lack of sufficient quality and timeliness of communication to parents and answering the phone promptly;

- Lack of a lunch program; and

- Limitations of the building, i.e., lack of gymnasium, small playground.

When asked for one suggestion for improving the school, the board members mentioned the following ideas:

- Resolve the building issues: whether to buy/lease and make improvements;
- Obtain more funding; and
- Improve the timeliness of communication to the parents.

IV. EDUCATIONAL PERFORMANCE

To monitor Downtown Montessori's school performance, a variety of qualitative and quantitative information was collected at specific 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 used 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 (WKCE).

A. Attendance

At the beginning of the academic year, the school established a goal of maintaining an average attendance rate of 85%. This year, the school surpassed this goal, as students, on average, attended school 94.6% of the time.[15] When excused absences were included, the attendance rate rose to 100.0%.[16]

B. Parent Conferences and Contracts

At the beginning of the academic year, the school established a goal that parents would participate in all of scheduled parent-teacher conferences. This year, the school scheduled conferences for students in first through eighth grades, 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.

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[15] Attendance rate is based on all 128 students enrolled at any time during the year. The rate was calculated for each student by dividing the number of days attended by the number of expected days of attendance and averaging across all students.

[16] CSRC required that the school report suspensions this year. The school did not suspend any students.

The school also established a goal that 95% of parents would fulfill the requirements of the parent contract related to hours of involvement. The PTO requested that families contribute four hours per person or family this year. This year, parents of all (100.0%) children fulfilled contract requirements; therefore, the school has met this goal.

C.   Special Education Student Records

This year, the school established a goal to develop and maintain records for all special education students. During the year, there were 10 students with special education needs. Based on information supplied by the school, all 10 students had an IEP, including 1 student who was dismissed from special education because he/she was no longer eligible. In addition, 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 to and participated in the IEP team. The school has met its goal related to keeping updated special education records.

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 administering standardized tests, each charter school is responsible for describing goals and expectations for its students in the context of that school's unique approach to education. These goals and expectations are established by each city-chartered 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. The CSRC expectation is that at a minimum, schools establish local measures in

reading, writing, math, and special education. Due to their young age, results for 3- to 5-year-olds are combined below. Results in each academic content area for students in grades 1 through 8 are illustrated subsequently.

1.   Progress Reports for Grades K3 Through K5

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

- Language, e.g., spoken, written, reading, parts of speech, and word study;

- Mathematical development, e.g., numbers, counting, addition, subtraction, and multiplication;

- Sensorial discrimination, e.g., visual, auditory, tactile, gustatory, and olfactory;

- Cultural areas, e.g., globes, maps, and animals of the world; and

- Practical life, e.g., care of person, grace, courtesy, and control and coordination.
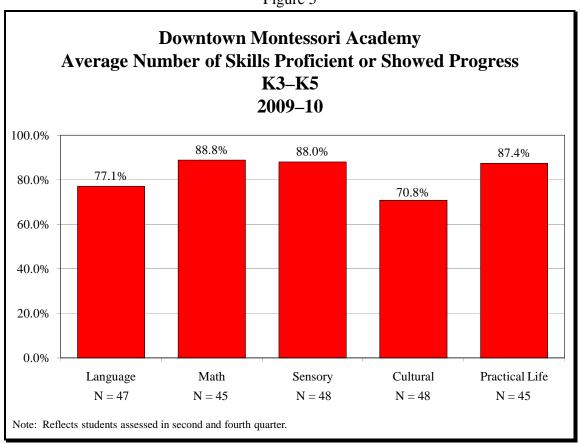
Students are rated as "presented/introduction," "practiced," or "improved" or "proficient" on each skill. This year, the school established a goal that K3 through K5 students would show progress in acquiring practical life, sensorial, mathematical development, language, and cultural skills between the second and fourth quarters. Figure 2 shows the average percentage of skills in which students made progress or reached proficiency.[17] Rates were calculated for each student and averaged across all students.[18]

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[17] If a student reaches proficiency at the time of the second-quarter assessment and maintains proficiency at the time of the fourth-quarter assessment, CRC counted this as progress.

[18] Rates were calculated by dividing the number of skills in which the student improved at least one level or which the student had reached proficiency by the number of skills presented for each student in the second quarter.

This year, report card data were submitted for 51 K3 through K5 students. Some students were assessed in some areas and others were assessed in all of the areas. For example, 47 students were assessed in language skills. On average, students showed progress or reached proficient on 77.1% of language skills. Forty-five students were assessed on math skills. On average, these students showed progress or reached proficiency on 88.0% of skills that had been presented to them during the first part of the year.[19] On average, students showed proficiency in 88.0% of sensory, 70.8% of cultural, and 87.4% of practical life skills. See Figure 5.

Figure 5

Downtown Montessori Academy
Average Number of Skills Proficient or Showed Progress
K3–K5
2009–10

Note: Reflects students assessed in second and fourth quarter.

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[19] The end-of-year percentage is an average of the skills in which students showed progress (i.e., improved a level) or maintained mastery during the year.

2.   Reading, Writing, and Math Progress for First Through Eighth Grades

a.   *Reading Skills*

Reading skills for students in first through third grade were measured using the McGraw-Hill reading tests.[20] Each student took the first unit test (or if the student was new, a placement test) and then was administered reading skills exams throughout the school year. The goal was that students would score at least 70% on the final unit test.

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[20] The learning memo plan was to test fourth graders as well; however, all fourth graders were tested with the fifth and sixth graders due to performance on reading-level tests.

Based on percentage correct from the last test, 42 (91.3%) of 46 first- through third-grade students were able to score 70% or higher. See Table 7.

Table 7 Downtown Montessori Academy Reading Skills Based on McGraw-Hill Final Unit Reading Test 1st Through 3rd Grade			
Grade	N	Number Scored 70% or Higher	Percentage Scored 70% or Higher
1st	17	15	88.2%
2nd	18	16	88.9%
3rd	11	11	100.0%
Total	**46**	**42**	**91.3%**

Reading skill development for fourth through sixth graders was also assessed using the McGraw-Hill reading tests (note that the fourth graders who completed level four in the McGraw-Hill series were tested with the fifth and sixth graders). The goal was that students would show improvement in literacy grades from the first to the last marking period. This year, 93.3% of 15 fourth through sixth graders demonstrated progress, meeting the school's goal (note that progress includes students who scored 100% on both exams). See Table 8.

Table 8 Downtown Montessori Academy Reading Skills Progress Based on McGraw-Hill Unit Reading Tests 4th Through 6th Grade*			
Grade	N	Number Improved	% Improved
4th	5	Could not report due to *n* size	
5th	3	Could not report due to *n* size	
6th	7	Could not report due to *n* size	
Total	**15**	**14**	**93.3%**

*Includes fourth graders because they were reading at fifth- or sixth-grade levels.

Reading skills for seventh- and eighth-grade students were measured by comparing the average overall literacy grade in percentage from the first marking period to the average overall

literacy grade percentage from the last marking period. Eleven students were assessed at the time of the first and last periods. Seven (63.6%) improved from the first to the last marking period.

Table 9
Downtown Montessori Academy **Reading Skills Progress Based on Literacy Grades** **7th and 8th Grade**

Grade	N	Number Improved	% Improved
7th	8	Could not report due to *n* size	
8th	3	Could not report due to *n* size	
Total	**11**	**7**	**63.6%**

b. *Writing Skills*

Writing progress for first- through fourth-grade students was based on the first and last writing scores, based on reading level from the Macmillan/McGraw-Hill curriculum. Student writing skills were assessed as poor, fair, good, or excellent. Data provided by the school reflected student scores on a four-point scale.

This year, 45 first- through fourth-grade students were tested in the first and last marking periods.[21] Results indicate that 23 (51.1%) students were able to improve scores from one test to the other. See Table 10.

Table 10
Downtown Montessori Academy **Writing Skills Progress Based on McGraw-Hill Unit Reading Tests** **1st Through 4th Grade** **2009–10**

Grade	N	Number Improved	% Improved
1st	15	6	40.0%
2nd	17	14	82.4%
3rd	10	0	0.0%
4th	3	Could not report due to *n* size	
Total	**45**	**23**	**51.1%**

[21] Includes fourth graders at or below levels. Fourth graders functioning above grade were tested with the fifth and sixth graders.
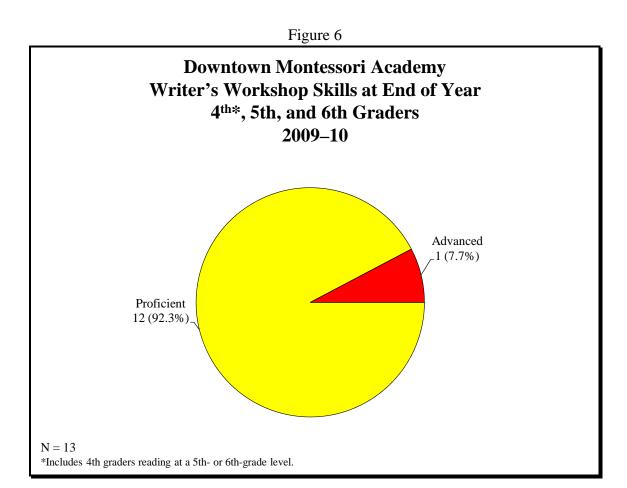
Writing skills goals for fifth and sixth grade (and fourth graders reading at fifth- or sixth-grade levels) applied to students who were functioning at or above grade level in reading. These students were eligible to participate in Writer's Workshop. One goal that the school set was that students in Writer's Workshop would demonstrate writing progress as measured by comparing the average score from writing samples produced in the fall semester to those created at the end of the year. The second goal was that Writer's Workshop students would exhibit proficiency in literacy skills by the end of the year. Students were assessed using chapter tests from a vocabulary workbook, periodic review tests from the grammar textbook, and fluency tests administered periodically throughout the school year.

This year, two fourth, four fifth, and seven sixth graders were eligible for Writer's Workshop. Twelve (92.3%) of these students demonstrated progress from the fall to the spring writing assessment. See Table 11.

Table 11 **Downtown Montessori Academy** **Writing Progress Based on Writing Samples** **4th, 5th, and 6th Grade*** **2009–10**			
Grade	**N**	**Number Improved**	**% Improved**
4th	2	Could not report due to *n* size	
5th	4	Could not report due to *n* size	
6th	7	Could not report due to *n* size	
Total	**13**	**12**	**92.3%**

*Includes fourth graders functioning above grade level.

Examination of Writer's Workshop tests from fourth quarter indicated that 12 (92.3%) fourth, fifth, and sixth graders exhibited proficient skills and 1 (7.7%) had advanced writing skills, meeting the school's second Writer's Workshop goal (Figure 6).

Figure 6

Downtown Montessori Academy
Writer's Workshop Skills at End of Year
4th*, 5th, and 6th Graders
2009–10

Advanced
1 (7.7%)

Proficient
12 (92.3%)

N = 13
*Includes 4th graders reading at a 5th- or 6th-grade level.

Writing skills progress for seventh and eighth graders was measured by comparing the average score from student writing samples created in the fall to the average score on student writing samples created in the spring. Student skills were assessed on a four-point scale. Three (27.3%) students were able to increase their writing scores by the end of the year (see Table 12). Note that 8 of the 13 students scored three or more out of four points on the final writing sample (not shown).

Table 12			
Downtown Montessori Academy Writing Progress Based on Writing Samples 7th and 8th Grade 2009–10			
Grade	N	Number Improved	% Improved
7th	8	Could not report due to *n* size	
8th	3	Could not report due to *n* size	
Total	**11**	**3**	**27.3%**

c. *Math Skills*

Math skills for students in grades 1 through 6 were tracked on student report cards. Students were rated on each math skill as "presented," "practicing," or "proficient." The school's goal was that by the final marking period, 80% of students enrolled for the year would master (i.e., reach proficient on) all math skills that were at the practiced level at the end of first semester.

Scores were provided for 63 first through sixth graders. By the end of the year, 7 (11.1%) of them had mastered all math skills that they had practiced. On average, students had mastered 76.1% of math skills (see Table 13).

Table 13				
Downtown Montessori Academy Math Progress and Proficiency 1st Through 6th Grades 2009–10				
Grade	Number of Students	Students Who Reached Proficient in All Skills		Average Percentage Skills Proficient at End of Year
		N	%	
1st	17	0	0.0%	65.8%
2nd	18	1	5.6%	64.8%
3rd	12	1	8.3%	86.15
4th	5	Cannot report due to *n* size		
5th	4	Could not report due to *n* size		
6th	7	Could not report due to *n* size		
Total	**63**	**7**	**11.1%**	**76.1%**

Math progress for seventh and eighth graders was based on the Connected Mathematics 2 curriculum. The goal was that students at or above grade level would demonstrate progress as measured by comparing the average unit test grade at the beginning of the year to the average unit test grade at the end of the year. This year, there were 7 of 11 seventh and eighth graders above average in math skills. Due to the small size of this group, results could not be included in this report.

3.   <u>Special Education Student Progress</u>

The school also set a goal for special education students. The goal was that students who had an active IEP would demonstrate progress toward meeting their IEP goals at the time of the annual review or re-evaluation. Note that ongoing student progress on IEP goals is monitored and reported throughout the academic year through the special education progress reports that are attached to the regular report cards. This year, there were fewer than 10 students due for an annual review. To protect student identity, results were not included in this report.

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-chartered schools to assess student reading skills. Students are tested in phonetic analysis, vocabulary, and comprehension. Results are provided as grade-level equivalents (GLE). The test was to be administered between March 15 and April 15. The school administered the SDRT in March 2010.
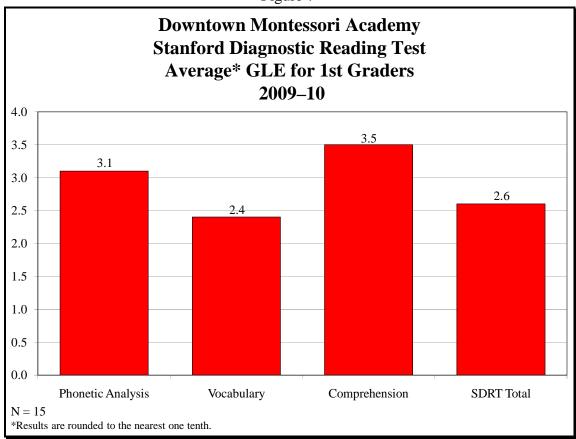
The CSRC also requires that students in third through eighth grade take the WKCE. This test is required by the State of Wisconsin and is administered to all students in Wisconsin public schools in October or November of each year. The WKCE meets federal No Child Left Behind requirements that students 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. Based on results, students are placed in one of four proficiency categories—advanced, proficient, basic, or minimal—in each content area. The school administered the test in November 2009.

The following section describes results of the standardized measures of academic performance. It reflects results for all students enrolled in the school at the time of the test administration, including students enrolled for a full academic year (FAY) and those students who were new to the school.

1.	SDRT for First Grade

       In March 2010, the SDRT was administered to 15 first graders.[22] Results indicate that, on average, first graders were functioning at second- to third-grade reading GLEs in the three areas (see Figure 7).

Figure 7

**Downtown Montessori Academy
Stanford Diagnostic Reading Test
Average* GLE for 1st Graders
2009–10**

N = 15
*Results are rounded to the nearest one tenth.

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[22] There were two additional students who took part of the test. Results were not included in analysis.

The GLE range, median score, and the percentage of first graders at or above GLE are illustrated in Table 2. The range of levels in each area indicates a fairly wide distribution among the first graders.

Table 14

Downtown Montessori Academy
Stanford Diagnostic Reading Test
GLE for 1st Graders
2009–10
(N = 15)

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median	% At or Above GLE
Phonetic Analysis	1.0	5.2	2.5	100.0%
Vocabulary	1.2	4.3	2.4	100.0%
Comprehension	1.3	7.7	2.6	100.0%
SDRT Total	**1.4**	**3.9**	**2.4**	**100.0%**

Note: Results are rounded to the nearest one tenth.

2. SDRT for Second Grade

SDRT results for second graders indicates that students were reading at second-grade levels, on average, in the areas tested (Figure 8 and Table 15).

Figure 8

**Downtown Montessori Academy
Stanford Diagnostic Reading Test
Average* GLE for 2nd Graders
2009–10**

N = 16
*Results are rounded to the nearest one tenth.

Table 15
Downtown Montessori Academy **Stanford Diagnostic Reading Test** **GLE for 2nd Graders** **2009–10** **(N = 16)**

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median	% At or Above GLE
Phonetic Analysis	1.5	7.9	2.3	62.5%
Vocabulary	1.5	5.6	2.4	62.5%
Comprehension	1.3	5.7	2.6	75.0%
SDRT Total	**1.6**	**5.8**	**2.6**	**62.5%**

Note: Results are rounded to the nearest one tenth.

3. <u>SDRT for Third Grade</u>

Results for third graders indicate that students, on average, scored 4.8 to 6.7 GLE in the areas tested (Figure 9 and Table 16).

Figure 9

**Downtown Montessori Academy
Stanford Diagnostic Reading Test
Average* GLE for 3rd Graders
2009–10**

N = 10
*Results are rounded to the nearest one tenth.
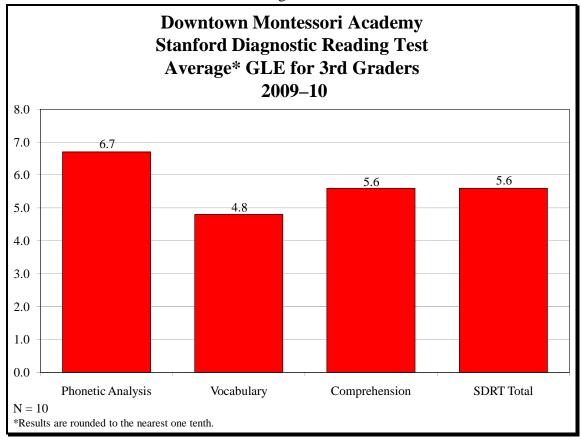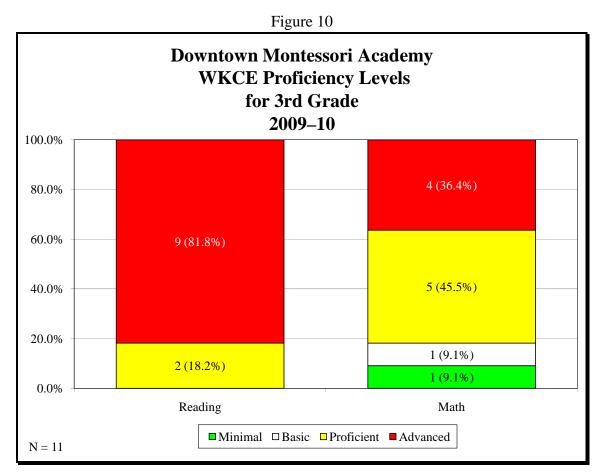
Table 16
Downtown Montessori Academy **Stanford Diagnostic Reading Test** **GLE for 3rd Graders** **2009–10** **(N = 10)**

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median	% At or Above GLE
Phonetic Analysis	2.7	10.8	6.5	90.0%
Vocabulary	3.2	7.2	4.6	100.0%
Comprehension	2.3	8.1	5.2	90.0%
SDRT Total	**2.9**	**7.7**	**5.6**	**90.0%**

Note: Results are rounded to the nearest one tenth.

4.   <u>WKCE for Third Grade</u>

This year, there were 11 third graders, 5 fourth graders, 3 fifth graders, 7 sixth graders, 8 seventh graders, and 3 eighth graders who took the WKCE. Due to the small size of these cohorts, results for each grade level could not be included in this report. To provide an estimate of student performance, results for fourth through sixth grade and seventh and eighth grades were combined.

Results for third grade indicate that nine (81.8%) students were reading at an advanced level and two (18.2%) scored at the proficient level. No students scored in the basic or minimal category. In math, four (36.4%) students exhibited advanced skills, five (45.4%) scored proficient, and one (9.1%) scored in the basic range. One (9.1%) student showed minimal math proficiency (Figure 10).

Figure 10

Downtown Montessori Academy
WKCE Proficiency Levels
for 3rd Grade
2009–10

Reading: 9 (81.8%), 2 (18.2%)
Math: 4 (36.4%), 5 (45.5%), 1 (9.1%), 1 (9.1%)

N = 11

Legend: Minimal | Basic | Proficient | Advanced

5.   WKCE for Fourth Through Sixth Grade

Results for fourth through sixth grade indicate that 11 (73.3%) students scored advanced and 4 (26.7%) were proficient in reading. Four (26.3%) scored advanced, 9 (60.0%) were proficient, and 2 (13.3%) students scored in the basic level for math (see Figure 11).

Figure 11

Downtown Montessori Academy
WKCE Proficiency Levels
for 4th Through 6th Grade
2009–10

Reading: 11 (73.3%) Advanced, 4 (26.7%) Proficient
Math: 4 (26.7%) Advanced, 9 (60.0%) Proficient, 2 (13.3%) Basic

Legend: ■ Minimal □ Basic ■ Proficient ■ Advanced

N = 15

6. WKCE for Seventh and Eighth Grade

Results for the seventh and eighth grades indicate that 9 (81.8%) students scored advanced and 2 (18.2%) were proficient. No seventh or eighth graders performed in the minimal or basic ranges in reading. In math, 8 (72.7%) students exhibited advanced math skills, 2 (18.2%) scored proficient, and 1 (9.1%) student scored in the basic level. No students exhibited minimal math skills (Figure 12).

Figure 12

Downtown Montessori Academy
WKCE Proficiency Levels
for 7th and 8th Graders
2009–10

Reading: 9 (81.8%) Advanced, 2 (18.2%) Proficient
Math: 8 (72.7%) Advanced, 2 (18.2%) Proficient, 1 (9.1%) Basic

Minimal ☐ Basic ☐ Proficient ☐ Advanced

N = 11
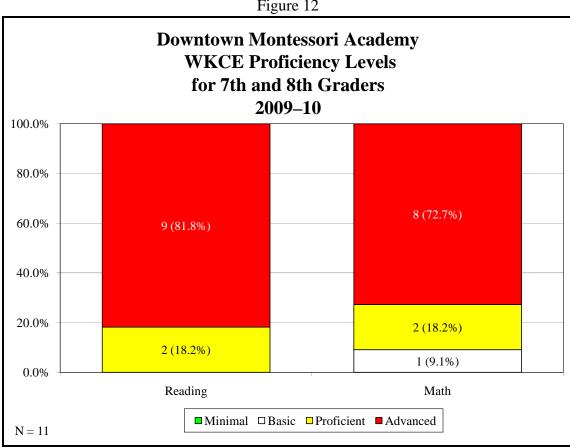
Due to the small size of the fourth- and eighth-grade cohorts, proficiency levels for language arts and the student writing scores could not be included in this report.

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. In addition, the CSRC requires that progress for fourth- through eighth-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. This includes students enrolled for a FAY and students who were new to the school.

1.   <u>First- Through Third-grade Students</u>

First- through third-grade reading progress was measured using the SDRT. Results from this test are stated in GLE. The CSRC expects all students to advance at least one year, on average, 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 17 describes reading progress results, as measured by the SDRT, over consecutive academic years for students enrolled as first graders in 2008–09 and as second graders in 2009–10, and for second graders who returned as third graders in 2009–10. Overall, SDRT totals indicate that 12 (50.0%) students improved at least 1.0 GLE and students improved, on average, 1.1 GLE from one grade to the next. The median improvement was 1.0 GLE.

Table 17

Downtown Montessori
Average GLE Advancement in Reading
Based on SDRT

Grades	GLE				
	Average GLE (2008–09)	**Average GLE (2009–10)**	**Median Advancement**	**Average Advancement**	**% Advanced 1.0 GLE or More**
1st to 2nd (n = 16)	2.0	2.7	0.6	0.7	25.0%
2nd to 3rd (n = 8)	Cannot be reported	Cannot be reported	Cannot be reported	Cannot be reported	Cannot be reported
Total (N = 24)	**--**	**--**	**1.0**	**1.1**	**50.0%**

Note that 23 of the 24 students were at or above GLE in 2008–09 and 17 of the 24 students were at or above GLE in 2009–10.

It is possible to compare SDRT results from 2007–08 to 2009–10 using scores from students who took the SDRT in 2007–08 as first graders and again in 2009–10 as third graders. Eight of this year's third graders were administered the SDRT as first graders in 2007–08. Due to the small size of this cohort, progress could not be included in this report.

2.   <u>Multiple-year Progress for Students Who Met Proficiency Expectations</u>

The CSRC requires that multiple-year standardized test results be reported for students who met proficiency-level expectations in the previous school year. The CSRC expects that at least 75% of students who reached proficiency, i.e., scored proficient or advanced, in 2008–09 will maintain their status in 2009–10. Multiple-year progress for fourth through eighth graders can be examined using the WKCE results from 2008–09 and 2009–10.

This year, there were four fourth graders, three fifth graders, seven sixth graders, five seventh graders, and three eighth graders who had scores from consecutive years. In 2008–09, 21 of these 22 students met reading proficiency-level expectations, and 20 of the 21 met expectations in math. This year, all (100.0%) of the 21 students were able to maintain a

proficient or higher level in reading and 19 (95.0%) of the 20 students were able to do so in math (see Table 18).

Table 18 Downtown Montessori Academy Proficiency-level Progress for Students Who Tested at Proficient or Advanced in 2008–09 Based on WKCE 4th Through 8th Graders			
Subject	**Students Proficient/Advanced in 2008–09**	**Students Who Maintained Proficient/Advanced in 2009–10**	
		N	**%**
Reading	21	21	100.0%
Math	20	19	95.0%

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 advancement for students who did not meet proficiency-level expectations in reading and/or math in the previous academic year. Because the SDRT does not translate into proficiency levels, GLE advancement is used to examine progress for first and second graders.

This year, there was one student who tested below GLE on the 2008–09 SDRT; one student who scored minimal or basic in reading on the WKCE; and two students who scored minimal or basic in math, based on WKCE. Due to the small size of these groups, results for students who did not meet proficiency-level expectations could not be included in this report.

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

1.   Background Information[23]

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

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[23] This information is based on the DPI website, http://dpi.wi.gov/oea/aact/ayp.html, July 2008.

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, 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 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 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.[24]

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

2.   Three-year Adequate Yearly Progress

According to Downtown Montessori's *Adequate Yearly Progress Review Summary School Performance: 2009–10* published by DPI, the school has demonstrated satisfactory performance on all four objectives: test participation, attendance, reading, and mathematics.[25] In addition, DPI reported that Downtown Montessori received a satisfactory designation in all four objectives applicable for the past three years. The school has met all requirements for AYP for the 2009–10 academic year in the areas of other academic indicator (attendance), reading, mathematics, and test participation.

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[25] For a copy of the Downtown Montessori Adequate Yearly Progress Review Summary, see http://www2.dpi.state.wi.us/ sifi/AYP_Summary.asp?AgKey=030909

V. SUMMARY AND RECOMMENDATIONS

This report covers the 12th year of Downtown Montessori's operation as a City of Milwaukee charter school. In addition to the information in the body of this report, see Appendix A for an outline of specific contract provision compliance information.

A. Contract Compliance

The school has met all but one of its education-related contract provisions.

B. Parent, Teacher, Student, and Board Member Satisfaction

On a scale of excellent, good, fair, or poor, 98.5% of 67 parents rated the school's contribution toward their child's learning as good (31.3%) or excellent (67.2%).

Seven (87.5%) of eight teachers rated the school's contribution toward student academic progress as excellent and one (12.5%) rated the school's contribution as good.

All 10 students interviewed indicated that they use computers at school, the school is clean, people work together in school, and that their teachers talk to their parents.

All four members of the board of directors interviewed indicated that the school's progress toward becoming an excellent school was excellent.

C. Education-related Findings

Attendance and parental involvement findings were as follows.

- Average student attendance was 94.6%, exceeding the school's goal of 85%.

- Parents of all (100.0%) children enrolled at the time of each of the two scheduled attended conferences.

- Parents of all (100.0%) students fulfilled the parent contract requirements related to hours of involvement.

D.   **Local Measure Results**

Downtown Montessori's local measures of academic progress indicated the following outcomes:

Pre-kindergarten and kindergarten student progress: By the end of the school year, pre-kindergarten and kindergarten students showed progress or sustained proficiency in 77.1% of language, 88.8% of math, 88.0% of sensory, 70.8% of cultural, and 87.4% of practical life skills.

Reading skills:

- McGraw-Hill reading tests given at the end of the year indicate that 42 (91.3%) of 46 students in first through third grades were able to score at least 70% correct.

- McGraw-Hill reading tests from first to last marking period indicate that 14 (93.3%) of 15 fourth through sixth graders were able to show improvement.

- Reading results from the first to last marking period show that 7 (63.6%) of 11 seventh and eighth graders showed improvement.

Writing skills:

- Writing skills for 45 students in first through fourth grade were assessed using a 4-point scale at the beginning and end of the year. Results indicate that 23 (51.1%) showed improvement.

- Fifth and sixth graders and fourth graders were eligible to participate in the Writer's Workshop. Writer's Workshop test scores from the beginning and end of the year indicate that 12 (92.3%) students improved in writing skills. All 13 students scored proficient or advanced at the end of the year.

- Writing skills for seventh and eighth graders were assessed on a four-point scale at the beginning and end of the year. Three (27.3%) students showed improvement in scores from fall to spring.

Math skills:

- There were 63 students in first through sixth grade who were tested in math during the fourth quarter of the school year. Seven (11.1%) had reached proficiency on all math skills. On average, students reached proficiency on 76.1% of skills.

- The school's seventh- and eighth-grade goal applied to students who were above grade level. There were only seven students in grades 7 and 8 who were above

grade level. Due to the small size of this cohort, results could not be included in this report.

Special education students: There were fewer than 10 special education students due for an annual IEP review; therefore, results were not included in this report.

E. Standardized Test Results

Standardized tests results for Downtown Montessori students were as follows.

- The March 2010 SDRT results indicated that first graders were, on average, reading at 2.6 GLE; second graders were reading, on average, at 2.7 GLE, and third graders' average was 5.6 GLE.

- The WKCE for 11 third graders indicated that in reading, 81.8% were at the advanced level and 18.2% scored proficient; and in math, 36.4% were at the advanced level and 45.5% were proficient.

- The WKCE for 15 fourth through sixth graders indicated that in reading, 73.3% were at the advanced level and 26.7% scored proficient; and in math, 26.7% scored advanced and 60.0% scored in the proficient range.

- The WKCE results for 11 seventh and eighth graders indicated that 81.8% scored advanced and 18.2% proficient in reading. In math, 72.7% scored advanced and 18.2% scored proficient.

F. Multiple-year Advancement

Multiple-year advancement results were as follows.

- SDRT results indicated that second and third graders advanced an average of 1.1 GLE in reading.

- WKCE results over multiple years for fourth through eighth graders indicated that all 21 students who were proficient in reading in 2008–09 maintained proficiency and 19 of 20 students who were proficient in math in 2008–09 maintained proficiency in 2009–10.

G.   Recommendations

After reviewing the information in this report and considering the information gathered during the administration interview in August 2010, CRC and the school leadership jointly recommend that the focus of activities for the 2010–11 school year include the following steps.

- Refine and revise the use of Montessori Records Express to be able to extract data regarding skills acquisition for K3 through K5 in an electronic form that yields analyzable data. Consider revising the local measure goal accordingly.

- Consider the adoption of a policy to require summer programming for struggling students.

- Continue development of the board of directors.

- Develop a plan to work with the PTO to foster PTO academic support of the school by projects such as developing the library, tutoring students, or assisting teachers.

- Clarify the Six Traits Writing measurement to include consistent use of the five-point rubric for each of the six traits for grades four through eight, the same topic writing sample for pre- and post-measurement, and the Six Traits information to inform writing instruction.

Appendix A

Contract Compliance Chart

<table>

	Downtown Montessori Academy, Inc. **Overview of Compliance for Education-related Contract Provisions** **2009–10**		
Section of Contract	**Contract Provision**	**Report Reference Page**	**Contract Provision Met or Not Met**
Section I, B	Description of educational program of the school and curriculum focus	pp. 2–4	Met
Section I, V	Charter school operation under the days and hours indicated in its calendar	p. 10	Met
Section I, C	Educational methods	pp. 2–4	Met
Section I, D	Administration of required standardized tests	pp. 41–48	Met
Section I, D	Academic criteria #1: Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education.	pp. 31–40	Met
Section I, D	Academic criteria #2: Year-to-year achievement measures: a. 2nd- and 3rd-grade students: advance average of 1.0 GLE in reading. b. 4th- through 8th-grade students proficient or advanced in reading: at least 75.0% maintain proficiency level. c. 4th- through 8th-grade students proficient or advanced in mathematics: at least 75.0% maintain proficiency level.	a. pp. 49–50 b. pp. 50–51 c. pp. 50–51	a. Not met* b. Met: 100% of 21 maintained proficiency. c. Met: 95.0% of 20 maintained proficiency
Section I, D	Academic criteria #3: Year-to-year achievement measures: a. 2nd- and 3rd-grade students with below-grade-level scores in reading: advance more than 1.0 GLE in reading. b. 4th- through 8th-grade students below proficient level in reading: increase the percentage of students who advanced one level of proficiency or to the next quartile within the proficiency level range. c. 4th- through 8th-grade students below proficient level in math: increase the percentage of students who advanced one level of proficiency or to the next quartile within the proficiency level range.	a. p. 51 b. p. 51 c. p. 51	a. N/A** b. N/A** c. N/A**
Section I, E	Parental involvement	p. 5–6	Met
Section I, F	Instructional staff hold a DPI license or permit to teach	p. 5	Met
Section I, I	Pupil database information, including special education need students	pp. 8–9	Met
Section I, K	Discipline procedures	pp. 6–7	Met

</table>

*The average advancement of the second graders was 0.7 GLE and second and third graders' combined average advancement was 1.1 GLE.
**Group size too small: There were very few students below grade level.

Appendix B

Outcome Measures Agreement Memo

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

Student Learning Memorandum
2009–2010 School Year

The following procedures and outcomes will be used for the 2009-2010 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 85%. Attendance rates will be reported as present, excused absence, and unexcused absence.
Present is defined as having been present for at least half of the day.

Enrollment:
The school will record the enrollment date for every student. Upon admission, individual student information including eligibility for free/reduced lunch 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:
A parent or guardian of all students will participate in all 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. Conferences may occur in person or by phone.

Parent Contract:
Ninety five percent (95%) 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:

Children's House (K3, K4, 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 Montessori Records Express (MRX) and extracted for submission to CRC. The following scale will be used to track the change in skill acquisition:

        1 – Presented   3 – Mastered/Proficient
        2 – Practiced

Elementary (Grades 1 through 8)

Reading:

Grades 1- 3
Using the McGraw Hill reading unit tests throughout the year, each 1st through 4th grade student's reading progress will be measured and reported. A McGraw Hill placement test will be administered in the fall to 1st grade and all new 1st through 4th grade students. Unit tests will be administered throughout the year.   The expectation is that all students enrolled for the entire year will demonstrate at least 70% on their final unit test.
These data will be entered into MRX.

Grades 4 - 6[26]
Students who have completed level four in the Mc Graw Hill reading program will demonstrate literacy by comparing the literacy grade in the 1st marking period with the average overall literacy grade on the last marking period

Grades 7-8:[27]

7th and 8th grade students will demonstrate progress in literacy as measured by comparing the average overall literacy grade (in percentage form) on the first marking period with the average overall literacy grade (in percentage form) on the last marking period. [28] These data will be entered into MRX.

Writing:

Grades 1-4:
Writing Skills will continue to be part of our local measures and progress. Progress will be measured by comparing first and last writing test scores based on each student's reading level of the McMillen/McGraw Hill curriculum. The scale used is 0 = Incomplete/blank; 1= poor, 2 = fair, 3 = good and 4 = excellent.

Grades 4- 5-6:[29]

Writer's Workshop Outcomes: Fourth,[30] Fifth and sixth grade students who are at or above grade level in reading will participate in Writers Workshop.

> #1. Writers workshop students   will demonstrate writing progress as measured by comparing the average score (using the six traits rubric) of a writing sample from the fall

---

26 Some fourth grade students have completed the level four in McGraw Hill.

27 There are no 7th or 8th grade students who are below grade level in reading this year. We have 2 transfer students whose progress we will measure

28 Literacy is taught in the context of project based learning using an approach developed by Betsy Coe . Grades for projects, group work, study guide questions, themes and vocabulary will be averaged for each student to yield an overall literacy grade in percentage form.

29 All of these students have successfully completed the 4th grade reading curriculum.

30 These students are the 4th grade students who have completed the 4th grade McGraw Mc Millen reading curriculum

semester compared with a final end of the year writing sample.

#2. Writers workshop students will demonstrate increased literacy skills. Throughout the school year literacy will be assessed using chapter tests from a vocabulary workbook, periodic review tests from their grammar textbook and fluency tests. By the end of the year, students will score either proficient (2.6-3.5), or advanced (3.6-4) in each of these areas on Montessori Record Express.
.

Grades 7-8:

Students in grades 7 and 8 will demonstrate writing progress as measured by comparing the average score (using the six traits rubric) of a writing sample from the fall semester compared with a final end of the year writing sample.

Mathematics:

Grades 1-6:

Students in 1st through 6th grades will demonstrate progress in acquiring math skills. The following scale will be used to track the change in skill acquision and be used for each student's end of semester report card:

1. = presented
2. = practiced
3. = Mastered/Proficient

The expectation is that by the final marking period, 80 % of the students attending all year will master all of the math skills that are at the practiced level at the end of the first semester.

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. These data will be entered into the Montessori Express database.

Grades 7-8:

7th and 8th grade students who at or above grade level in math will demonstrate progress in the *Connected Mathematics 2* curriculum as measured by a comparison of the average unit test percentage grade at the beginning of the year with the average unit test percentage grade at the end of the year.[31]

Special Education Students

Students who have active IEP's will demonstrate progress toward meeting their IEP goals at the time of their annual review or re-evaluation. Progress will be demonstrated by reporting the

---

31 There are 3 students at the 7th grade level who are struggling with math. Those students receive an individualized math curriculum

number of goals on the IEP that have been met. Please note that ongoing student progress on IEP goals is monitored and reported throughout the academic year through the   special education progress reports that are attached to the regular report cards.

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 - 8 **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 and 8th Grades.

Data Addendum

This addendum has been developed to clarify the data collection and submission process related to each of the outcomes stated in the learning memo for the 2009–10 academic year. Additionally, there are important principles applicable to all data collection that must be considered.

1. All students attending the school at any time during the 2009–10 academic year should be included in all student data files. This includes students who enroll after the first day of school and students who withdraw before the end of the school year. Be sure to include each student's unique Wisconsin student ID number and the school-based 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 when a measure is completed, record NE to indicate "not enrolled." If the measure did not apply to the student for another reason, enter NA for that student to indicate "not applicable." NE may occur if a student enrolls after the beginning of the school year or withdraws prior to the end of the school year. NA may apply when a student 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(s) responsible for year-end data submission: Virginia Flynn
Data due to CRC: Within 10 days following the last day of student attendance.

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Student Roster: Student identification Demographics Enrollment Termination Attendance	Create a column for each of the following. Include for all students enrolled at any time during the school year: • Wisconsin student ID • School-based student ID • Student name • Grade level • Race/ethnicity • Gender (M/F) • Enrollment date • Termination date, or NA if the student did not withdraw • Reason for termination, if applicable • The number of days the student was enrolled at the school this year (number of days expected attendance) • The number of days the student attended this year • The number of excused absences this year • The number of unexcused absences this year • Indicate if the student had or was assessed for special education needs during the school year (Yes and eligible, Yes and not eligible, or No) • Free/reduced lunch status (free, reduced, full pay)	MRX	Liz Becerra
Special Education Needs Students and Academic Achievement: Local Measures IEP Progress	For each student who had or was assessed for special education, i.e., had "Yes and eligible" in the data file above, include the following: • Wisconsin student ID • School-based student ID • Student name • The special education need, e.g., ED, CD, LD, OHI, etc. • Assessment date • IEP completion date • IEP review date • IEP review results, e.g., continue in special education, no longer eligible for special education • # goals on IEP • # goals met on IEP	Excel spreadsheet designed by school	Liz Becerra
Parent Conferences	• Create a column for each of the scheduled conferences as well as	Excel spreadsheet designed by school	Liz Becerra

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	for student identification. Include all students enrolled at any time during the school year. Student name • Wisconsin ID number • School-based ID number • Create one column labeled <u>conference 1</u>. In this column, indicate with a Y or N whether a parent/guardian/adult attended the first conference. If the student was not enrolled at the time of this conference, enter NE. • Create one column labeled <u>conference 2</u>. In this column, indicate with a Y or N whether a parent/guardian/adult attended the second conference. If the student was not enrolled at the time of this conference, enter NE. •		
Parent Contract (note: the parent contract column can be added to the student roster data file described above)	For each student enrolled at any time during the year, include: • Wisconsin student ID • School-based student ID • Student name • Parent fulfilled contract (Y or N)	Excel spreadsheet designed by school	Liz Becerra
Academic Achievement: Local Measures Children's House (K3-K5)	For each student enrolled at any time during the year, include the following: • Wisconsin student ID • School-based student ID • Student name For each skill, provide the semester one result (presented, practiced, mastered/proficient) for each skill assessed. For each skill assessed, provide the semester two result (presented, practiced, mastered/proficient) Note: results for each student can be presented in a data file with one row per student or the school can submit a data file that contains results for each skill for each student. If the data file reflects one row per skill per student, the row must also contain the student ID and student name.	MRX	Liz Becerra

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Reading Grades 1-3	• Wisconsin student ID • School-based student ID • Student name • Placement test score for 1st graders and new 1st through 4th graders • Final unit test score	MRX	Liz Becerra
Grades 4-6	• Wisconsin student ID • School-based student ID • Student name • Indicate if the student has completed level four in the McGraw Hill reading program (yes or no) • For each student who has completed level 4, 1st period literacy score • For each student who has completed level4, last period literacy score		
Grades 7-8	• Wisconsin student ID • School-based student ID • Student name • First marking period percentage score • Last marking period percentage score		
Academic Achievement: Local Measures Writing Grades 1-4 Grades 4-6 (students who have completed 4th grade reading	For each student enrolled at any time during the year, include the following: • Wisconsin student ID • School-based student ID • Student name • First writing test score • Last writing test score • Wisconsin student ID	Excel spreadsheet designed by school	Liz Becerra

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
curriculum) Grades 7-8	• School-based student ID • Student writing grade level (below, at above) • Writing sample score from fall semester • Writing sample score from end of school year • End of year literacy score (e.g., 2.6) • End of year literacy level (e.g., proficient) • Wisconsin student ID • School-based student ID • Student name • Writing sample score from fall semester • Writing sample score from end of school year		

Academic Achievement: Local Measures
 	
Mathematics
 	
Grades 1-6
 	
Grades 7-8
	For each student enrolled at any time during the year, include the following:
	
	• Wisconsin student ID
	• School-based student ID
	• Student name
	• Number of skills practiced at end of first semester
	• Of the skills practiced, number mastered/proficient
	
	• Wisconsin student ID
	• School-based student ID
	   • Student name
	   • Student math level (below, at, above)
	   • Average unit test score percentage at beginning of the school year
	   • Average unit test score percentage at end of the school year
			Liz Becerra

Academic Achievement: Required Standardized Measures SDRT	Create a spreadsheet including all 1st- through 3rd-grade students enrolled at any time during the school year. Include the following: • Wisconsin student ID • School-based student ID	Excel spreadsheet designed by school	Liz Becerra

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	• Student name • Grade • Phonetics scale score • Phonetics GLE • Vocabulary scale score • Vocabulary GLE • Comprehension scale score • Comprehension GLE • Total scale score • Total GLE Please provide the test date(s) in an email or other document.		
Academic Achievement: Standardized Measures WKCE	For each 3rd- through 8th-grade student enrolled at any time during the school year, include the following: • Wisconsin student ID • School-based student ID • Student name • Grade • Scale scores for each WKCE test (e.g., math and reading for all grades, plus language, social studies, and science for fourth and eighth graders). • Proficiency level for each WKCE test • Percentile for each WKCE test • Writing scores for 4th and 8th graders Note: Enter NE if the student was not enrolled at the time of the test. Enter NA if the test did not apply for another reason. Please provide the test date(s) in an email or other document.	Excel spreadsheet designed by school	Liz Becerra

Appendix C

Trend Information

		Table C1			
		Downtown Montessori Academy **Enrollment**			
Year	**Number Enrolled at Start of School Year**	**Number Enrolled During Year**	**Number Withdrew**	**Number at the End of School Year**	**Student Retention (Number and Percentage Enrolled for the Entire Year*)**
1998–99	15	0	3	12	N/A
1999–2000	33	0	5	28	N/A
2000–01	46	0	6	40	N/A
2001–02	66	32	32	66	N/A
2002–03	63	18	3	78	N/A
2003–04	74	8	2	80	N/A
2004–05	79	3	3	79	N/A
2005–06	81	0	4	77	N/A
2006–07	62	8	1	69	N/A
2007–08	100	2	9	93	N/A
2008–09*	104	7	6	105	98 (94.2%)
2009–10	121	7	2	126	119 (98.4%)

*2008–09 was the first year retention data were included in this report.

Figure C1

Downtown Montessori Academy
Student Return Rates

Note: Return rates were not calculated prior to 2002–03.

Figure C2

Downtown Montessori Academy
Student Attendance Rates
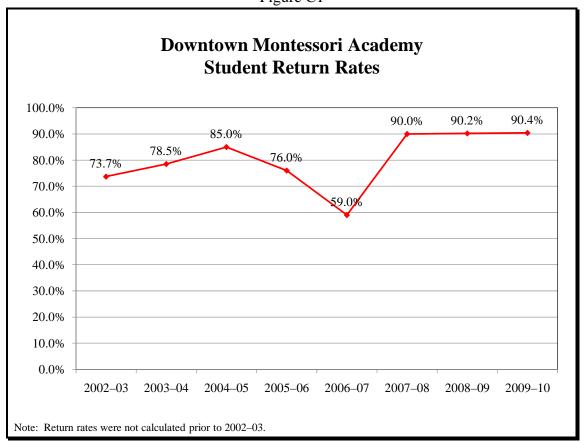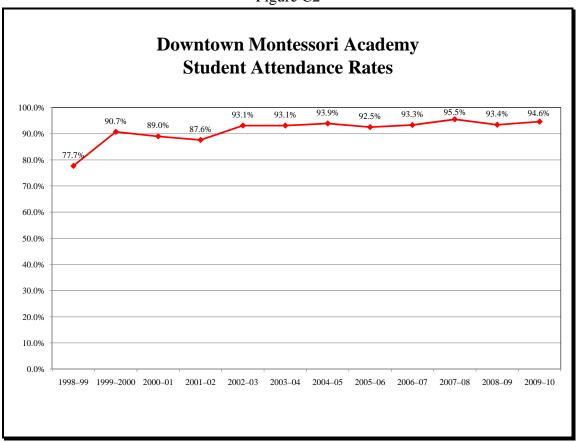
Table C2	
Downtown Montessori Academy **Parent/Guardian Participation**	
School Year	**% Participated**
1999–2000	100.0%
2000–01	100.0%
2001–02	100.0%
2002–03	100.0%
2003–04	100.0%
2004–05	100.0%
2005–06	100.0%
2006–07	100.0%
2007–08	100.0%
2008–09	100.0%
2009–10	100.0%

Table C3
Downtown Montessori Academy **Stanford Diagnostic Reading Test Year-to-year Progress** **Average Grade-level Advancement** **Grades 1–3**

School Year	N	Average Grade-level Advancement
2005–06	18	2.2
2006–07	15	2.8
2007–08	12	2.1
2008–09	15	2.6
2009–10	24	1.1

Note: There were not enough students to include in prior school years.

Table C4
Downtown Montessori Academy **WKCE Year-to-year Progress** **Percentage of Students Who Remained Proficient or Showed Advancement** **Grades 4–8**

School Year	Reading	Math
2007–08	100.0%	91.7%
2008–09	100.0%	100.0%
2009–10	100.0%	95.0%

Note: There were not enough students to include in prior school years.

Table C5
Downtown Montessori Academy **WKCE Year-to-year Progress** **Percentage of Students Who Were Minimal or Basic and Showed Improvement** **Grades 4–8**

School Year	Reading	Math
--	--	--

Note: There were too few students who tested below proficiency to include in this table.

Table C6
Downtown Montessori Academy **Teacher Retention** **2009–10**

Teacher Type	Number at Beginning of School Year	Number Started After School Year Began	Number Terminated Employment During the Year	Number at the End of School Year	Retention Rate: Number and Rate Employed at the School for Entire School Year
Classroom Teachers	6	0	0	6	100.0%
All Instructional Staff	8	0	0	8	100.0%

Table C7
Downtown Montessori Academy **Teacher Return Rate** **2009–10**

Teacher Type	Number at End of Prior School Year	Number Returned at Beginning of Current School Year	Return Rate
Classroom Teachers	6	5	100.0%
All Instructional Staff	1	1	100.0%

Table C8
Downtown Montessori Academy **Adequate Yearly Progress**

School Year	Met	Improvement Status
1999–2000	N/A	N/A
2000–01	N/A	N/A
2001–02	N/A	N/A
2002–03	N/A	Satisfactory
2003–04	N/A	Satisfactory
2004–05	Yes	Satisfactory
2005–06	Yes	Satisfactory
2006–07	Yes	Satisfactory
2007–08	Yes	Satisfactory
2008–09	Yes	Satisfactory
2009–10	Yes	Satisfactory
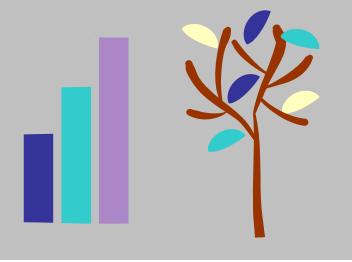
The Central City Cyberschool of Milwaukee, Inc.

Programmatic Profile and Educational Performance

2009–10 School Year

Report Date: September 2010

Prepared by:
Janice Ereth, Ph.D.
Susan Gramling
Theresa Healy

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Appendix C: Trend Information

Prepared for:

Central City Cyberschool of Milwaukee, Inc.
4301 North 44th Street
Milwaukee, WI 53216

EXECUTIVE SUMMARY
for Central City Cyberschool of Milwaukee, Inc.
2009–10

This 11th annual report on the operation of Central City Cyberschool of Milwaukee, Inc. (Cyberschool) is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), Cyberschool staff, and Children's Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has determined the following findings.

I. CONTRACT COMPLIANCE SUMMARY[1]

Cyberschool has met all but three of the educational provisions in its contract with the City of Milwaukee and subsequent requirements of the CSRC. The provisions not met were as follows;

- That second- and third-grade students advance at least 1.0 grade-level equivalent (GLE) in reading (actual: second graders advanced 1.1 GLE, third graders advanced 0.5 GLE);

- That second- and third-grade students with below-grade-level 2008–09 scores in reading advance more that 1.0 GLE in reading (actual: 0.6 GLE);

- That more than 76.1% of students below proficient on the Wisconsin Knowledge and Concepts Examination (WKCE) in reading show advancement (actual: 45.5%).

II. PARENT, TEACHER, STUDENT, AND BOARD MEMBER SATISFACTION
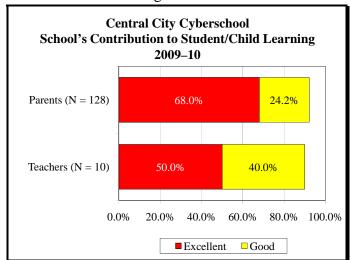
On a scale of excellent, good, fair, or poor, 92.2% of parents rated the school's contribution toward their child's learning as good (24.2%) or excellent (68.0%). Ninety percent of teachers rated the school's contribution toward student academic progress as good (40.0%) or excellent (50.0%).

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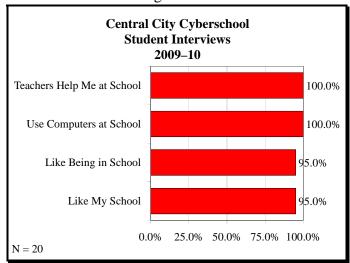
[1] See Appendix A for a list of each education-related contract provision, page references, and a description of whether or not each provision was met.

Figure ES1

Central City Cyberschool
School's Contribution to Student/Child Learning
2009–10

	Excellent	Good
Parents (N = 128)	68.0%	24.2%
Teachers (N = 10)	50.0%	40.0%

0.0%   20.0%   40.0%   60.0%   80.0%   100.0%

■ Excellent   □ Good

All 20 students interviewed indicated that their teachers help them at school and that they use computers. Nineteen (95.0%) said that they like their school and that they like being in school (Figure ES2).

Figure ES2

Central City Cyberschool
Student Interviews
2009–10

Teachers Help Me at School	100.0%
Use Computers at School	100.0%
Like Being in School	95.0%
Like My School	95.0%

0.0%   25.0%   50.0%   75.0%   100.0%

N = 20

- Two of the three members of the board of directors interviewed indicated that the school's progress toward becoming a high-performing school was good, while the other indicated the school's progress was excellent.

- Board members indicated that they most liked the following:

  » The academic progress the school has made;
  » The high expectations of the students by the adults in the school;
  » The executive director and the staff;
  » The spirit of the school, including the nurturing environment;

» The mission of the school; and

» The location and population served by the school.

III.   EDUCATIONAL PERFORMANCE CRITERIA

A.   Local Measures

1.   <u>Secondary Measures of Academic Progress</u>

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

- Attendance;
- Parent conferences; and
- Special education.

The school achieved its goals in all of these outcomes.

2.   <u>Primary Educational Measures of Academic Progress</u>

The CSRC requires each school to track student progress in reading, writing, and mathematics and on the individualized education programs (IEPs) of students with special education needs 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, Cyberschool's local measures of academic progress resulted in the following outcomes.

- Of 173 K5 through fourth-grade students with comparable test scores, 98.3% demonstrated improvement on the literacy measure (DIBELS) from the first to second or second to third tests. The school's goal was 90%.

- Of 119 fifth through eighth graders with comparable Read Naturally assessments, 99.2% improved their scores from fall to winter or winter to spring test administrations. The school's goal was 90%.

- Of 213 second through eighth graders, 94.4% were fluent or showed improvement in addition. Of 172 third through eighth graders, 93.0% were fluent or showed improvement in subtraction, 95.3% in multiplication, and 95.9% in division. The school's goal was 90%.

- Of 264 students, 247, or 93.6%, met or surpassed the goal of reaching skilled or higher progress levels in math benchmarks. The school's goal was that students would reach skilled or higher on 80% of benchmarks.

- Of 250 students, 243, or 97.2%, reached skilled, mastery, or advanced levels in writing skills, based on their progress reports. The school's goal was that all students would reach skilled or higher on 80% of benchmarks.

- On average, the 36 students with annual IEP reviews met 80.4% of their goals. The school's goal was 80%.
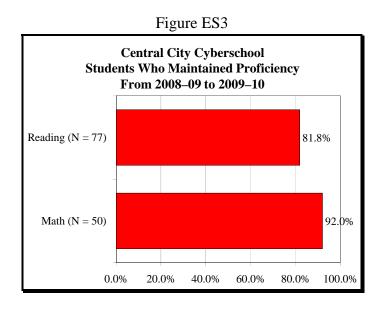
B. Year-to-year Academic Achievement on Standardized Tests

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

Multiple-year advancement results indicated that second graders advanced an average of 1.1 GLE from first-grade Stanford Diagnostic Reading Test (SDRT) scores. Third graders advanced, on average, 0.5 GLE over the year. When compared to their first-grade scores, this year's third graders advanced 2.0 GLE, on average. CSRC's goal for one-year progress was 1.0 GLE.

Multiple-year advancement for 10 second- and third-grade students below GLE indicated an average improvement of 0.6 GLE. The CSRC expectation was more than 1.0 GLE.

Multiple-year advancement for fourth- through eighth-grade students who met proficiency expectations in 2008–09 indicated that the school exceeded the CSRC's expectation that at least 75.0% of these students would maintain their proficiency.

Figure ES3

Central City Cyberschool
Students Who Maintained Proficiency
From 2008–09 to 2009–10

Reading (N = 77)	81.8%
Math (N = 50)	92.0%

0.0% 20.0% 40.0% 60.0% 80.0% 100.0%

Multiple-year advancement for fourth- through eighth-grade students below proficiency-level expectations in 2008–09 indicated that the following students advanced a proficiency level or at least one quartile within their previous proficiency level. This rate is lower than 76.1% from the previous year (2007–08 to 2008–09), which does not meet CSRC expectations. In math, the CSRC goal was to exceed 46.3%. This goal was met.

Figure ES4

Central City Cyberschool
Percentage Improved
of Students Who Did Not Meet
Proficiency-level Expectations in 2008–09

Category	Percentage
Reading (N = 33)	45.5%
Math (N = 60)	65.0%

C.   Adequate Yearly Progress

The school reached adequate yearly progress (AYP) in all four AYP objectives: test participation, attendance, reading, and mathematics. For the fourth year in a row, the school's improvement status was "satisfactory."

III.   RECOMMENDATIONS

The school fully addressed the recommendations made in its 2008–09 programmatic profile and educational performance report. To continue a focused school improvement plan, CRC and the school jointly recommend that the focus of activities for the 2010–11 year proceed as follows.

- Work with CESA #1 staff to implement the Response to Intervention (RtI) and Positive Behavior Intervention and Supports (PBIS) approaches to develop more effective interventions for behavior management and to add services for students.

- Continue to work on improving math fluency.

Incorporate the video series "*Failure Is Not an Option"* during August staff development and use the assessment strategies throughout the year. Also, read and discuss *Teaching with Poverty in Mind* by Eric Jensen.

I.   INTRODUCTION

This is the 11th regular *program monitoring repor*t to address educational outcomes for

Central City Cyberschool, Inc. (Cyberschool), a school chartered by the City of Milwaukee.[2]

This report focuses on the educational components 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 Children's Research Center (CRC).[3]

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

- An initial site visit, wherein a structured interview was conducted with the school's leadership, critical documents were reviewed, and copies of these documents were obtained for CRC files.

- CRC staff assisted the school in developing its outcome measures agreement memo.

- Additional scheduled 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.

- CRC read case files for selected special education students to ensure that individualized education programs (IEPs) were up to date.

- At the end of the school year, CRC conducted face-to-face interviews with 10 teachers and a random selection of 20 students. CRC also interviewed three members of the school's board of directors. Parent surveys were distributed by the school at the spring parent conferences in March 2010 and CRC made two attempts by telephone to gather survey information from parents who did not return a survey.

- At the end of the school year, a structured interview was conducted with the administrator.

- Cyberschool provided electronic data to CRC, which were compiled and analyzed by CRC.

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[2] The City of Milwaukee chartered five schools for the 2009–10 school year.

[3] CRC is a nonprofit social research organization and division of the National Council on Crime and Delinquency.

II. PROGRAMMATIC PROFILE

The Central City Cyberschool of Milwaukee, Inc.
4301 North 44th Street
Milwaukee, WI 53216

Phone Number: 414-444-2330

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

A. Description and Philosophy of Educational Methodology

1. <u>Philosophy</u>

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 mastery of the academic skills necessary for a successful future."[4]

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.[5]

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[4] Central City Cyberschool *Student Handbook*, 2009–10.

[5] Ibidem.

2.   <u>Instructional Design</u>

Cyberschool's technology-based approach takes full advantage of electronic resources 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 eighth grade. In fifth and sixth grades, students rotated between two content specialists for language arts and mathematics. Teachers for grades one through six typically remained with their students for two consecutive years. This structure is referred to as "looping."

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.

B.   School Structure

1.   <u>Areas of Instruction</u>

Cyberschool's kindergarten (K4 and K5) curriculum focuses on social/emotional development; language arts (including speaking/listening, reading, and writing); active learning (including 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).

First- through eighth-grade students receive instruction in language and writing, reading, literature, oral language, mathematics, technology, social studies, science, art, music, physical education, and respect and responsibility. Grade-level standards and benchmarks are associated with 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 antiviolence, 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 expanded the philosophy of the "Responsive Classroom" approach, which it has used in past years by adopting the Positive Behavior Intervention and Supports (PBIS). The school's administrator explained that PBIS combines the philosophy of the Responsive Classroom approach with collecting and using data to make decisions. PBIS is a systemic approach to proactive, schoolwide behavior based on a Response to Intervention (RtI) model. PBIS applies evidence-based programs, practices, and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture.[6]

The school also provided the 21st Century Community Learning Center (CLC), a before- and afterschool program, for students to receive academic enrichment, tutoring, and homework help as well as youth development activities.

2. Teacher Information

At the beginning of the 2009–10 academic year, Cyberschool had 20 classrooms. These classrooms included two K4 classrooms,[7] two full-day K5 classrooms, and two classrooms each for first, second, third, fourth, fifth, and sixth grades. There were four homerooms for seventh and eighth graders, two at each grade level. The school also included an art room, a music room, a Cybrary and Health Emotional Academic Resource Team (HEART) room, where special education and other support services not available in the regular classrooms were provided.

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[6] Information regarding PBIS can be found at http://dpi.wi.gov/rti/pbis.html.

[7] The school expanded the half-day K4 program to full days this year.

Each classroom was staffed with a teacher. Paraeducators, or teaching assistants, were assigned to the K4, K5, first-, and second-grade classrooms. An additional paraeducator was also available to help in the classrooms when not needed for substitute teaching.

During the year the school employed a total of 21 classroom teachers. In addition to the 21 full-time classroom teachers, there were eight instructional staff, including a full-time art teacher; a full-time physical education teacher; a full-time special education teacher; a speech/language pathologist; a reading teacher; a reading intervention specialist; a special education aide, who was the lead paraeducator (and the CLC director); and another aide who was the occupational therapist.

The 29 instructional staff members had taught at the school for an average of 4.9 years. The newest teacher began in March 2010 and four staff members began in the fall of 2009. The remaining staff members worked at Cyberschool between 1 and 10 years. One sixth-grade teacher left during the school year and a replacement was hired. All of the instructional staff members throughout the year held a Wisconsin Department of Public Instruction (DPI) license or permit.[8]

Five teachers served as lead teachers. Paraeducators assisted in the classroom. The school also employed a social worker, parent coordinator, a technology director, a cybrary/media specialist, a guidance counselor, and a student services manager.

In addition to the founder and executive director, the school's administrative staff included an administrative assistant and reception personnel.

Fifteen (88.2%) of the 17 classroom teachers who were employed at the end of the 2008–09 school year and were eligible to return came back to the school in fall of 2009. All of the other 8 instructional staff who were employed at the end of the 2008–09 school year and were

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[8] One instructional staff person oversees a seventh- through eighth-grade homeroom and was therefore counted as a classroom teacher. This staff person teaches life skills and is a support staff person to the other seventh- and eighth-grade teachers. This staff member holds a special education aide license.

eligible to return came back to the school in fall of 2009. Overall, 23 of the 25 instructional staff returned to the school.[9]

The following is a list of staff development events that occurred throughout the school year. These events were attended by various staff members depending on the content.

- July 27–31, 2009: Peer Coaching Training by Microsoft

- July 29, 2009: Open Court Reading training for new teachers

- August 4–5, 2009: Everyday Math Summer Institute, Chicago, Illinois

- August 6, 2009: Maintenance of Effort Webinar by DPI

- August 6, 2009: Powerschool Webinar by NCS Pearson

- August 12, 2009: Overview of Cyberschool expectations and staff roles, logistics, technology use, teacher/paraeducator team strategies, curriculum overview (Everyday Math, Connected Math, and OCR emphasis), benefits, Responsive Classroom implementation with Second Step, daily procedures, Smartboard tools, and Powerschool database training.

- August 13–26, 2009: Orientation including review of policies and procedures, peer coaching strategies (including group norms, communication skills, 21st Century Skills, the Innovative Teachers Network [ITN] webpage, Microsoft online templates, and "Find a Hook"), Everyday Math workshop with Mary Freytag and the staff of Darrell Lynn Hines Academy (another city-chartered school) staff on strategies to improve monitoring of students' achievement of Everyday Math grade-level target learning goals, workshop with Marcia Brenner Associates on the new Premier version of Powerschool and PowerTeacher, workshop on how to improve OCR instruction to positively impact student fluency with Evelyn Probert, PBIS implementation strategies (including but not limited to student management strategies to improve transitions and increase instructional time), curriculum planning by level including technology integration planning, Everyday Math lesson planning (including pacing, eSuite review, math lab planning, and assessment plan K–6), interdisciplinary planning (including book study planning 7/8), and RtI review and planning.

  Book study selections:

  » *The Book Whisperer* by Donalyn Miller (2009)
  » *Inside Urban Charter Schools* by Katherine Merseth (2009)
  » *Transforming Schools with Technology* by Andrew Zucker (20098)
  » *Work Hard, Be Nice* by Jay Matthews (2009)

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[9] One teacher moved out of state and the other accepted a position at another school.

- August 19–21, 2009: PBIS Training by DPI in Stevens Point, Wisconsin

- August 19, 2009: ISES/WSLS training by CESA #1

- September 2 and 11, 2009: OASYS Training

- September 15, 2009: City of Milwaukee Health Department Summit on H1N1

- September 28, 2009: DPI Webinar on completing surveys for ARRA funding

- September 29–30, 2009: Open Court Reading and DIBELS staff development with Evelyn Probert

- October 6, 2009: DPI Homeless Grant meeting in Madison, Wisconsin

- October 7, 2009: Capital Campaign workshop by McDonald Schaefer group

- October 14, 2009: CLC Fall Directors Meeting in Wisconsin Dells, Wisconsin

- October 17, 2009: Quest Atlantis training at Darrel Lynn Hines Academy

- October 21, 2009: MAP Webinar

- November 16, 2009: OCR instruction to positively impact student fluency with Evelyn Probert

- November 17–18, 2009: DPI Special Education Conference in Madison, Wisconsin

- December 16, 2009: Webinar by DPI on CLC amendments

- January 12–13, 2010: DPI Wisconsin Promise Conference in Madison, Wisconsin

- January 25, 2010: RtI OASYS demo at CESA #1

- February 15, 2010: OCR and DIBELS workshop with Evelyn Probert (K4 through second) and Quest Atlantis (third through eighth)

- February 16, 2010: OCR and DIBELS workshop with Evelyn Probert

- March 3, 2010: Everyday Math workshop with Mary Freytag

- March 4, 2010: Everyday Math workshop with Mary Freytag

- March 4, 2010: BAEO Symposium

- March 10–11, 2010: WASDA RtI conference in Green Bay

- March 22, 2010: Wisconsin Charter School Conference in Madison, Wisconsin

- March 23, 2010: CLC Training in Wisconsin Dells, Wisconsin

- April 14, 2010: Ian Jukes workshop on technology and learning in Pewaukee, Wisconsin

- April 22, 2010: DPI-sponsored Technology Plan workshop at MATC

- April 27, 2010: DPI-sponsored CREATE conference on disproportionality in Green Bay, Wisconsin

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

3. <u>Hours of Instruction/School Calendar</u>

The regular school day began at 8:00 a.m. and ended at 3:30 p.m.[10] On early release days, typically the first Friday of each month, school was dismissed at 12:00 p.m. The first day of student attendance was August 27, 2009, and the last day was June 10, 2010. The highest possible number of full days for student attendance in the academic year was 180 (including 7 early release days); therefore, the contract provision of at least 875 hours of instruction was met.

Cyberschool's CLC provided additional academic instruction. The CLC was open every school day from 7:30 a.m. to 8:00 a.m. for tutoring and homework help. The afterschool program operated Monday through Thursday from 3:30 p.m. to 5:30 p.m. The afterschool program offered homework help, tutoring, and technology and academic enrichments in addition to sports and recreation, nutrition and health, and arts and music opportunities to help build students' self-confidence and skills. The CLC provides a safe and nurturing environment outside of regular

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[10] Students could enter the building as early as 7:30 a.m. Breakfast was served to students in their classrooms between 8:00 a.m. and 8:30 a.m. each morning.

school hours for Cyberschool students. All activities are designed to promote inclusion and encourage participation for enjoyment, challenge, self-expression, and communication.[11]

4.   Parental Involvement

As stated in the *Student Handbook* (2009–2010), Cyberschool recognizes that parents are the first and foremost teachers of children and play a key role in the effective education of its students. Parents are asked to read and review the 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.

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

- 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 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;

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[11] *Student Handbook*, 2009–10.

- Work with Cyberschool's parent association to provide assistance in establishing by-laws and conducting association affairs;

- Maintain ongoing contact with community organizations providing services to the school's education program; and

- 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 with a voice in the decision-making process of the school.

In addition to parent conferences, parents were invited to participate in the following school/family events:

- Open house in September;
- Family Karaoke Night in October;
- Family Feasting and Reading Night in November;
- Winter program in December;
- Black History exhibition and celebration of the 100th day in February;
- School spelling bee in March;
- Family Carnival Night and spring program in May;
- Awards program and graduation in June.

Parents were also 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

As of September 23, 2009, the school's administrator reported that the school did not have a waiting list for the school year. As of May 18, 2010, the school did not have a waiting list for fall.

6.   Discipline Policy

The following discipline philosophy is described in the Cyberschool *Student Handbook* (2009–2010), 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 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.

The school also provides recognition of excellence, including specific awards for perfect attendance, super Cyber student, leadership, mathematics, literacy, most improved student, citizenship, and a Dr. Martin Luther King Jr. award. The handbook describes the criteria for each of these awards.

7.   <u>Graduation and High School Information</u>

In the fall of 2009, the guidance counselor and the seventh- and eighth-grade teachers held a student-parent meeting for all eighth-grade students and their families. At this meeting the attendees were given information regarding Milwaukee public high schools, the Milwaukee Parental Choice Program schools, and independent charter schools. The importance of high school selection was emphasized. The Cyberschool staff met with parents of individual students to help select high schools. The school facilitated visits to high schools and hired a bus to take a number of parents to one of the schools. High school representatives as well as the Marquette University and UW–Milwaukee pre-college program staff who work with ninth graders were invited to present at Cyberschool. The school posted all acceptance letters that students received for in-school public viewing.

This year, 40 students graduated from Cyberschool. Based on information at the time of graduation, these students will be attending the following high schools: 7 planned to attend Rufus King; 6 were going to Bradley Tech; 5 to Custer High School; 4 to Messmer High School; 2 to Hamilton High School; 2 to Madison High School; 2 to Ronald Reagan High School; 2 to Wings Academy; and 1 each to Bay View High School, Downtown Institute for Arts and Letters, Holy Redeemer Christian Academy, Milwaukee High School of the Arts, Neenah High School, Pulaski High School, Vincent High School, Washington High School, Waukesha South High School, and Wisconsin Career Academy. The school does not have a formal plan to track the high school achievement of its graduates. The school's administrator reported that the school does not have resources for this purpose and they will rely on anecdotal information, as former students sometimes come back to visit the school.

C.   Student Population

At the start of the school year, there were 354 students enrolled in grades K4 through eight.[12] During the year, 38 students enrolled in the school and 39 students withdrew. Students withdrew for a variety of reasons: 11 left for disciplinary reasons, 9 students moved away, 5 students were expelled, 4 left for other unspecified reasons, 2 left due to dissatisfaction with the program, 2 left because of transportation issues, and 6 students left for unknown reasons. Four students withdrew from K4, 3 from K5, 5 from first grade, 3 from second, 5 from third, 2 from fourth, 3 from fifth, 4 from sixth, 6 from seventh, and 4 students withdrew from eighth grade. Four students who withdrew had special education needs.[13] Three hundred and twenty-five (91.8%) of the 354 students had been enrolled for the entire school year.
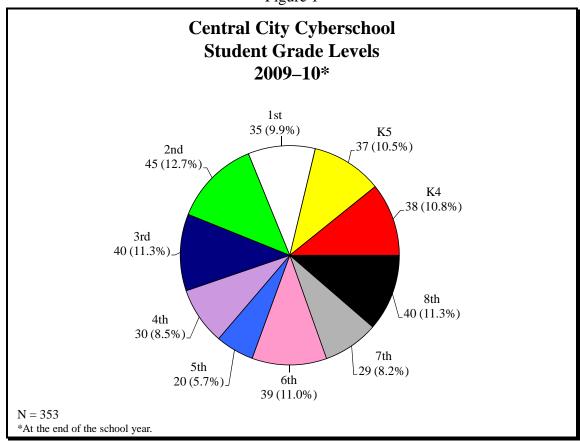
At the end of the year, there were 353 students enrolled. The enrolled students can be described as follows.

- There were 180 (51.0%) girls and 173 (49.0%) boys.

- Nearly all (349, or 98.9%) students were Black, 1 (0.3%) was American Indian, 1 (0.3%) student was Hispanic, 1 (0.3%) was White, and 1 (0.3%) student was of another race/ethnicity.

- Forty-nine students had special education needs. Thirteen students had learning disabilities (LD); 11 had speech and language needs (SPL); 7 had other health impairments (OHI); 3 had a cognitive disability (CD) and SPL; 3 had LD/SPL; 3 had SPL/OHI; 2 had CD; 2 had emotional/behavioral disabilities (EBD); 1 had CD/OHI; 1 had EBD/LD/OHI; 1 had LD/OHI; 1 had a significant developmental delay (SDD); and 1 student required accommodation under 504 of the Civil Rights Act (although this student was not eligible for special education, the school was required to develop a plan for this student).

- The school provided education to students in K4 through eighth grade. The number of students in each grade level is illustrated in Figure 1.

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[12] As of September 18, 2009.

[13] Two more students who withdrew were dismissed from special education services prior to withdrawing.

Figure 1

Central City Cyberschool
Student Grade Levels
2009–10*

1st
35 (9.9%)

K5
37 (10.5%)

2nd
45 (12.7%)

K4
38 (10.8%)

3rd
40 (11.3%)

8th
40 (11.3%)

4th
30 (8.5%)

7th
29 (8.2%)

5th
20 (5.7%)

6th
39 (11.0%)

N = 353
*At the end of the school year.

Approximately 94.4% of 355 students who were enrolled at the beginning of the year were eligible for free or reduced lunch prices, based on estimates reported on the DPI website.[14]

There were 277 students who were attending Cyberschool on the last day of the 2008–09 academic year who were eligible for continued enrollment this past academic year (i.e., did not graduate from eighth grade). Of those, 225 were enrolled on the third Friday in September 2009, representing a return rate of 81.2%. This compares to a return rate of 75.2% in the fall of 2008.[15]

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[14] http://dpi.state.wi.us/sig/usetips_data.html.

[15] Until this year, student return rates were self-reported by the school. In 2009–10, student return rates were calculated based on data files submitted by the school to CRC.

D.   Activities for Continuous School Improvement

The following is a description of Cyberschool's response to the recommended activities

in its programmatic profile and educational performance report for the 2008–09 academic year.

- Recommendation: Continue to focus on achievement in reading and math at all levels.

  Response: To improve math achievement, the school continued using Everyday Math for the students through sixth grade and Connected Math for the seventh- and eighth-grade students. Cyberschool staff worked with another city-chartered school and an Everyday Math consultant in August 2009 and at several three-day workshops throughout the year. This year, the educators at Cyberschool added more emphasis on knowing math facts by incorporating math fluency work into the curriculum. The math fluency tests for third- through eighth-grade students were administered four times during the year and student progress was noted by teachers, who adjusted their strategies and interventions accordingly.

  For reading, the school hired Evelyn Probert, a consultant from Washington State, for reading support using Open Court and the DIBELS. This consultant provided daylong or two-day workshops, particularly working with kindergarten through fourth-grade teachers. The focus was on using the Open Court reading series to develop reading fluency by practice with blending, sound identification, and vowels. Ms. Probert also worked in the classroom and assisted teachers in working with data, emphasizing reading rate and reading accuracy data to further assist students.

- Recommendation: Increase the use of Everyday Math and Open Court materials, particularly to re-teach students who are lagging behind and to offer accelerated activities for students at grade level.

  Response: The response to this recommendation is embedded in the response to the first recommendation, to continue to focus on achievement in reading and math at all levels.

- Recommendation: Continue the use of the Responsive Classroom program.

  Response: The school continued using the Responsive Classroom program this year. After training with CESA #1 staff in August 2009, the school implemented PBIS, which has been promoted by DPI.[16] The school has been analyzing behavioral data, specifically suspension data, by class and gender. Results indicate that the biggest problem has been with 5-, 6- and 7-year-olds with behaviors such as biting and kicking others.

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[16] The Responsive Classroom and PBIS are described in this report in the "Areas of Instruction."

The school also has been working with Jewish Family Services, through a grant from the Walton Foundation, to allow for mental health services onsite at the school. This pilot project began in January 2010. A therapist came to the school from 8:00 a.m. to 4:00 p.m. every Tuesday to work with students. After the program began, parents were also invited to attend therapy sessions. The therapist will continue to come to the school over the summer.

- <u>Recommendation</u>: Utilize the school's leadership team to provide more technology training to emphasize increasing the depth and breadth of meaningful use of technology in the classroom.

  <u>Response</u>: The lead teachers attended Microsoft coaches training in August 2009. Throughout the year the lead teachers worked with their level teachers to improve the use of technology in the classroom.

III. PARENT, TEACHER, STUDENT, AND BOARD MEMBER SATISFACTION

A. Parent Surveys

Parent opinions are qualitative in nature and provide a valuable measurement of school performance. To determine how parents heard about the school, why they elected to send their children to the school, parental involvement with the school, and an overall evaluation of the school, parents were provided with a survey during the March parent-teacher conferences. Parents were asked to complete the survey, place it in a sealed envelope, and return it to the school. CRC made at least two follow-up phone calls to parents who had not completed a survey. For families who had not submitted a survey, CRC completed the survey over the telephone or sent the parents/guardians a survey in the mail. All completed survey forms were forwarded to CRC for data entry. At the time of this report, 128 (57.9%) surveys from 221 families (representing parents of 200 children) had been completed and submitted to CRC.[17] Results are presented below.

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[17] As of July 28, 2010.

Most (59.4%) parents heard about the school from friends or relatives. Others heard about the school because they live in the neighborhood (10.2%), through their community center (5.5%), or from television/radio/Internet (3.1%). Some (9.4%) parents heard about the school from other sources (see Figure 2).

Figure 2

Central City Cyberschool
How Parents Learned About the School
2009–10

Category	Value
Friends/Relatives	76 (59.4%)
Live in Neighborhood	13 (10.2%)
Community Center	7 (5.5%)
Walked In	5 (3.9%)
TV/Radio/Internet	4 (3.1%)
Other*	12 (9.4%)

0.0%   25.0%   50.0%   75.0%

N = 128
*Other included: church (1); daycare (2); know the principal (1); letter/brochure (2); newspaper (1); returning student (1); social worker (1); and through co-workers (2).
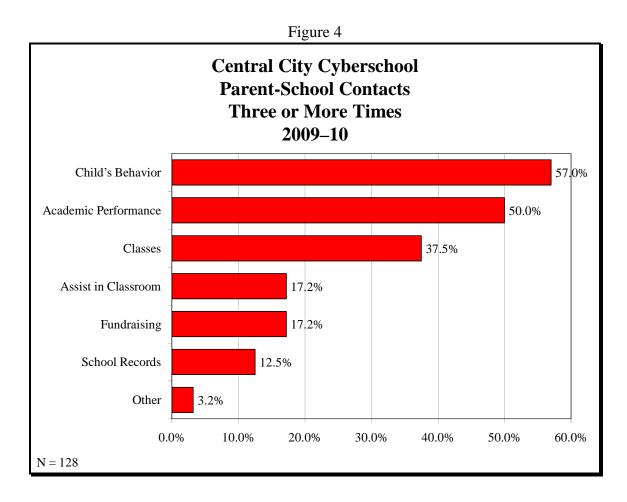
Parents chose to send their child to Cyberschool for a variety of reasons. Figure 3 illustrates the reasons parents considered "very important" when making the decision to send their child to the school.[18] For example, 93.8% of parents stated that school safety was a very important reason for selecting this school, and 89.1% of parents indicated that the educational methodology of the school was very important to them when choosing this school.

Figure 3

Central City Cyberschool
Parent "Very Important" Reasons for Choosing the School
2009–10

Reason	Percentage
School Safety	93.8%
Educational Methodology	89.1%
Discipline	84.4%
General Atmosphere	83.6%
Age/Grade of Students	82.8%
Class Size	72.7%
Parental Involvement	71.1%
Location	68.8%
Recommended by Family/Friend	38.3%
Frustration With Previous School	34.4%
Other Child in School	32.0%
Other	39.1%

N = 128

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[18] Parents could choose very important, somewhat important, somewhat unimportant, or not at all important.

Parental involvement was also used as a measure of satisfaction with the school. Parental involvement was measured by number of contacts between the school and the parent(s) and parents' participation in educational activities at home.

Parents and the school were in contact for a variety of reasons, including a child's academic performance and behavior, assisting in the classroom, or engaging in fundraising activities. For example, 57.0% of parents reported contact with the school at least three times regarding their child's behavior, and 50.0% regarding their student's academic performance. See Figure 4 for additional information.
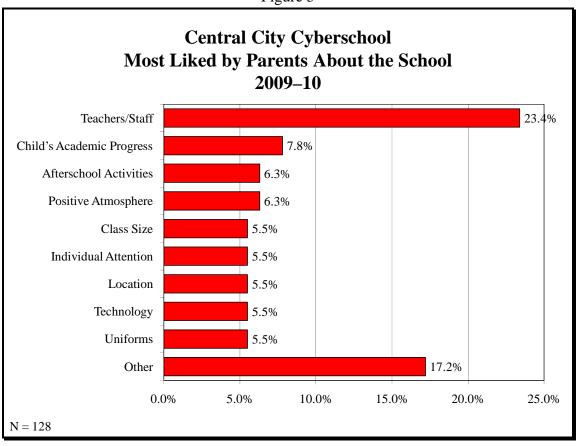
Figure 4

Central City Cyberschool
Parent-School Contacts
Three or More Times
2009–10

Category	Percentage
Child's Behavior	57.0%
Academic Performance	50.0%
Classes	37.5%
Assist in Classroom	17.2%
Fundraising	17.2%
School Records	12.5%
Other	3.2%

N = 128

The second measure of parental participation was the extent to which parents engaged in educational activities while at home. During a typical week, 91.3% of 115 parents of younger children (K4 through fifth) worked on homework with their children; 89.5% worked on arithmetic or math with their child; 88.7% of parents read to or with their child; 69.6% watched educational programs on television; and 55.6% participated in activities such as sports, library visits, or museum visits with their child. Parents of older children (grades six through eight) engaged in similar activities during the week. For example, 81.1% of 53 parents monitored homework completion, 60.0% discussed their child's post-secondary plans with the child, 56.6% watched educational programs on television, and 52.9% participated together in activities outside of school.

When asked what they most liked about the school, 23.4% indicated that they like teachers/staff and 7.8% of parents were pleased with their child's academic progress (see Figure 5).[19]

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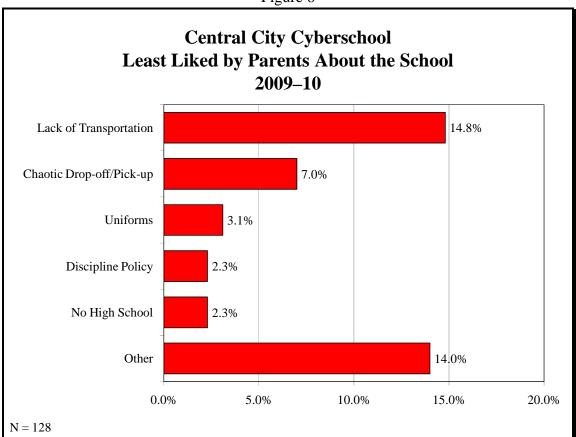
[19] Other responses included academics/curriculum (3.9%), discipline (3.1%), safe (2.3%), teacher meetings (2.3%), everything (1.6%), children bring books home (0.8%), communication (0.8%), and nothing (0.8%).

Figure 5

Central City Cyberschool
Most Liked by Parents About the School
2009–10

N = 128

Parents were then asked what they least liked about the school. Responses included the lack of transportation (14.8%), chaotic drop-off and pick-up (7.0%), and uniforms (3.1%). See Figure 6 for additional responses.[20]

Figure 6

Central City Cyberschool
Least Liked by Parents About the School
2009–10

N = 128

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[20] Other responses included lack of communication (1.6%), no playground (1.6%), everything (0.8%), grading system (0.8%), half-day first Fridays (0.8%), K4/K5 change buildings (0.8%), lack of daycare (0.8%), lack of special ed resources (0.8%), math program (0.8%), need more individualized attention (0.8%), no parking lot (0.8%), principal (0.8%), release time (0.8%), report cards (0.8%), should be more homework (0.8%), and teaching approach (0.8%).

Parents were also asked to rate the school on various aspects including the program of instruction, the school's responsiveness, and progress reports provided to parents/guardians. Table 1 indicates that parents rated the school as good or excellent in most of the aspects of the academic environment. For example, most parents indicated that the program of instruction was excellent (56.3%) or good (35.9%). Parents indicated that the enrollment policies and procedures were excellent (62.5%) or good (31.3%) and that their child's academic progress at the school was excellent (73.4%) or good (22.7%). Where "no response" was indicated, the parent either had no knowledge or experience with that aspect or had no opinion.

Table 1 Central City Cyberschool Parental Satisfaction 2009–10 (N = 128)										
Area	**Response**									
	Excellent		**Good**		**Fair**		**Poor**		**No Response**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Program of instruction	72	56.3%	46	35.9%	9	7.0%	0	0.0%	1	0.8%
Enrollment policy and procedures	80	62.5%	40	31.3%	8	6.3%	0	0.0%	0	0.0%
Child's academic progress	94	73.4%	29	22.7%	4	3.1%	1	0.8%	0	0.0%
Student-teacher ratio	81	63.3%	36	28.1%	8	6.3%	1	0.8%	2	1.6%
Discipline methods	80	62.5%	32	25.0%	13	10.2%	2	1.6%	1	0.8%
Parent-teacher relations	89	69.5%	28	21.9%	9	7.0%	1	0.8%	1	0.8%
Communication regarding learning expectations	94	73.4%	24	18.8%	6	4.7%	3	2.3%	1	0.8%
Parent involvement in policy and procedures	86	67.2%	29	22.7%	8	6.3%	3	2.3%	2	1.6%
Teacher performance	79	61.7%	42	32.8%	5	3.9%	1	0.8%	1	0.8%
Principal performance	77	60.2%	34	26.6%	9	7.0%	3	2.3%	5	3.9%
Teacher/principal accessibility	84	65.6%	31	24.2%	9	7.0%	2	1.6%	2	1.6%
Responsiveness to concerns	82	64.1%	36	28.1%	8	6.3%	1	0.8%	1	0.8%
Progress reports	81	63.3%	34	26.6%	10	7.8%	1	0.8%	2	1.6%

Parents were then asked to indicate their level of agreement with several statements about school staff. Results are summarized in Table 2.

	Table 2											
	Central City Cyberschool **Parental Rating of School Staff** **2009–10** **(N = 128)**											
Statement	**Response**											
	Strongly Agree		**Agree**		**Neutral**		**Disagree**		**Strongly Disagree**		**No Response**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
I am comfortable talking with the staff	94	73.4%	25	19.5%	6	4.7%	0	0.0%	0	0.0%	3	2.3%
The staff welcomes suggestions from parents	74	57.8%	35	27.3%	13	10.2%	2	1.6%	0	0.0%	4	3.1%
The staff keeps me informed about my child's performance	87	68.0%	30	23.4%	6	4.7%	1	0.8%	0	0.0%	4	3.1%
I am comfortable with how the staff handles discipline	73	57.0%	40	31.3%	6	4.7%	5	3.9%	1	0.8%	3	2.3%
I am satisfied with the number of adult staff available to work with the students	72	56.3%	37	28.9%	11	8.6%	1	0.8%	0	0.0%	7	5.5%
I am satisfied with the overall performance of the staff	71	55.5%	42	32.8%	9	7.0%	1	0.8%	0	0.0%	5	3.9%
The staff recognizes my child's strengths and weaknesses	81	63.3%	32	25.0%	6	4.7%	0	0.0%	0	0.0%	9	7.0%

Finally, parental satisfaction was evident in the following results:

- Nearly all (118, or 92.2%) parents would recommend this school to other parents;

- Of 128 surveyed parents, 95 (74.2%) will send their child to the school next year;[21] and

- When asked to rate the school's overall contribution to their child's learning, most (85, or 68.0%) parents indicated "excellent" and 31 (24.2%) parents rated the school "good." Eighteen (6.3%) parents thought the school was "fair" and 1 (0.8%) parent rated the school as poor. Three parents did not respond to the question.

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[21] Sixteen parents did not know if their child(ren) would return to the school, 13 indicated "no," and four parents did not respond. Children of 5 of the 13 parents whose child was not returning were graduating, 4 were moving, and 4 parents did not indicate why their child would not return.

- When asked how their child would rate the school, 67 (52.3%) indicated excellent, 43 (33.6%) said good, 8 (6.3%) said fair, and 5 (3.9%) said poor. Five (3.9%) parents did not respond.

B.   Teacher Interviews

In the spring of 2010, CRC interviewed 10 teachers regarding their reasons for teaching and overall satisfaction with the school.[22] At least 1 teacher from each grade from K4 through sixth and 1 seventh/eighth-grade teacher were interviewed as well as the special education teacher. Teachers were responsible for 5 to 25 students at a given time. Three of the 10 teachers used team-teaching techniques and the other 7 did not team teach. One teacher had been teaching at the school for 10 years, 2 for 8 years, 1 for 3 years, 3 for 2 years, and 3 teachers for 1 year. All teachers indicated that they routinely used data to make decisions in the classroom and that school leadership used data to make schoolwide decisions. Six teachers' performance reviews occurred at least annually, 1 teacher's performance had not yet been reviewed, and 3 were on another performance review schedule (2 monthly, 1 biannually). Seven of the 10 teachers were satisfied with the process, 2 were not, and 1 teacher's performance had not yet been reviewed. All 10 teachers indicated that they intended to continue teaching at the school.

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[22] The executive director and founder is not included in the teacher interview section.

Teachers were asked to rate how important various reasons were for teaching at the school. Teachers rated financial reasons, educational methodology, general atmosphere, and class size as somewhat important or very important reason for teaching at this school. See Table 3 for more details.

Table 3				
Reasons for Teaching at Central City Cyberschool 2009–10 (N = 10)				
Reason	Importance			
	Very Important	Somewhat Important	Somewhat Unimportant	Not At All Important
Location	1	4	4	1
Financial	1	9	0	0
Educational methodology	8	2	0	0
Age/grade of students	5	4	1	0
Discipline	5	4	0	1
General atmosphere	8	2	0	0
Class size	6	4	0	0
Type of school	4	1	2	3
Parental involvement	3	5	2	0

Other reasons for teaching at the school included recommendation from a friend; the curriculum at the school, great atmosphere compared to previous school; that the school is urban and technology based, and high teacher expectations.

In terms of overall evaluation of the school, teachers were asked to rate the school's performance related to class size, materials and equipment, and student assessment plan, as well as shared leadership, professional support and development, and the school's progress toward becoming an excellent school. Teachers most often rated class size and progress reports as excellent. Four of the 10 teachers rated the school's progress toward becoming an excellent school as good, 4 indicated that they thought the school's progress was good, and 2 indicated that progress was fair.

Table 4 Central City Cyberschool School Performance Rating 2009–10 (N = 10)				
Area	**Rating**			
	Excellent	**Good**	**Fair**	**Poor**
1. Class size	5	3	2	0
2. Materials and equipment	3	6	1	0
3. Student assessment plan	3	7	0	0
3a. Local measures	4	5	1	0
3b. Standardized tests	2	7	1	0
3c. Progress reports	5	1	3	1
4. Shared leadership, decision making, and accountability	3	4	3	0
5. Professional support	2	6	2	0
6. Professional development opportunities	1	7	2	0
7. Progress toward becoming an excellent school	4	4	2	0

On a satisfaction rating scale ranging from very satisfied to very dissatisfied, teachers responded on the satisfied end of the response range in most areas. Areas where the teachers expressed the most satisfaction were with the enrollment policy and procedures, discipline policy, parent-teacher relationships, their own performance as a teacher, professional support, staff performance, and the fluency of staff meetings. Table 5 lists all of the teacher responses.

Table 5 Central City Cyberschool Teacher Satisfaction 2009–10 (N = 10)					
Performance Measure	**Response**				
	Very Satisfied	**Somewhat Satisfied**	**Somewhat Dissatisfied**	**Very Dissatisfied**	**No Opinion/N/A**
Program of instruction	5	4	1	0	0
Enrollment policy and procedures	6	4	0	0	0
Students' academic progress	7	2	1	0	0
Student-teacher ratio	8	1	1	0	0
Discipline policy	7	3	0	0	0
Adherence to discipline policy	3	5	2	0	0
Instructional support	4	5	1	0	0
Parent-teacher relationships	2	8	0	0	0
Teacher collaboration to plan learning experiences	7	2	1	0	0
Parent involvement	1	7	2	0	0
Community/business involvement	2	1	1	0	6
Performance as a teacher	6	4	0	0	0
Principal's performance	4	3	3	0	0
Professional support staff performance	7	3	0	0	0
Opportunities for teacher involvement	5	4	1	0	0
Board of directors' performance	0	1	0	0	9
Opportunities for continuing education	2	3	5	0	0
Frequency of staff meetings	5	5	0	0	0
Effectiveness of staff meetings	4	5	1	0	0

When teachers were asked to name the three things they most liked about the school, teachers noted the following:

- The staff at the school (10 teachers);

- Administration (5 teachers);

- Community (2 teachers);

- Curriculum (2 teachers);

- Independence (2 teachers);

- Technology (2 teachers); and

- One teacher each mentioned teams, students, positive atmosphere, class size, parent support, special education inclusion, the support provided to students, neighborhood school, and sustained academic growth over the years.

Teachers most often mentioned the following as least liked about the school:

- Principal, i.e., not present (4 teachers);

- Inconsistent adherence to discipline policy (3 teachers);

- Technology needs upgrade (3 teachers);

- Lack of parent involvement/organization (2 teachers); and

- One teacher each mentioned the need for more support for students who are struggling academically; lack of clarity around special education referral process; lack of funds for professional development; lack of science and social studies in kindergarten through fourth grade; the lead teacher process; the SDRT; and the lack of a pension plan.

When asked for a suggestion to improve the school, 2 teachers said to develop strategies to improve parental involvement; 1 teacher each mentioned adopt a science curriculum for kindergarten through eighth grade, e.g., FOSS; consistently adhere to the discipline policy by all staff members; increase reading materials in the library; increase variety of materials to be used

to supplement general curriculum materials; more support for kids with behavior problems; and upgrade technology. Two teachers did not provide an opinion.

When asked to provide a suggestion to improve the classroom, teachers indicated the following:

- Increased teacher training regarding incorporation of technology in the classroom (2 teachers); and

- Purchase a smart board (2 teachers).

One teacher each said to add a full-time paraeducator, assist with organizing assessment data, clean out non-working equipment from instructional space, group the students for English depending on their ability, increased access to support the individual needs of kids in academic areas; and more training in writing.

Teachers were also asked to rate the school's contribution to students' academic progress. On a scale of poor, fair, good, or excellent, five of the teachers rated the school's contribution as excellent, 4 rated the school's contribution as good, and 1 teacher rated it as fair.

C.   Student Interviews

At the end of the school year, 20 randomly selected students in seventh or eighth grade were asked several questions about their school. All students indicated that they use computers at school and that their teachers help them. Nineteen indicated that they like their school and that they like being in school. See Table 6 for additional information.

Table 6 **Central City Cyberschool Student Interview 2009–10 (N = 20)**			
Question	**Answer**		
	Yes	**No**	**No Response/ Don't Know/ N/A**
1. Do you like your school?	19	1	0
2. Are you learning new things every day?	18	2	0
3. Have you improved in reading?	18	2	0
4. Have you improved in math?	17	1	2
5. Do you use computers at school?	20	0	0
6. Is your school clean?	13	4	3
7. Do you like the school rules?	6	13	1
8. Do you follow the rules?	9	8	3
9. Does your homework help you learn more?	17	3	0
10. Do your teachers help you at school?	20	0	0
11. Do you like being in school?	19	1	0
12. Do you feel safe in school?	17	3	0
13. Do people work together in school?	17	2	1
14. Do you feel the marks you get on classwork, homework, and report cards are fair?	16	3	1
15. Do your teachers talk to your parents?	17	1	2
16. Does your school have afterschool activities?	19	1	0
17. Do your teachers talk with you about high school plans?	19	1	0

Students were then asked what they liked best and least about the school. Students liked the following aspects best:

- Teachers (5 students);

- Learning more/a lot (4 students);

- Activities (2 students); and

- One student each said can get help on work, computers, environment, feel safe, field trips, gym, performing, friends, and work is easy to understand.

When asked what they liked least, students responded as follows:

- Uniforms (5 students);

- Rules (3 students);

- Teachers (3 students);

- Student behavior (2 students); and

- One student each said did not like cybrary time, drama, homework, lunch, no high school, and other kids fight and make the school look bad.

D. Board Member Interviews

Board member opinions are qualitative in nature and provide valuable insight regarding school performance and organizational competency. Three members of Cyberschool's Board of Directors were interviewed via telephone by CRC staff using a prepared interview guide. One of the board members has served on the board for 10 years, another 4 to 5 years, and the third for 1 year. One interviewee is currently the board president, another is the vice president, and the third is a board member. These board members represent experience in educational psychology, university administration/education, accounting, and membership on another school board.

The board members were asked to rate the school's performance in class size, materials

and equipment, and the student assessment plan (local measures of achievement, standardized testing, and progress reports to parents) if they had knowledge of these school performance elements. The rating scale was excellent, good, fair, or poor. The interviewees rated these elements as either excellent or good.[23] In addition, the interviewees rated the school's performance regarding shared leadership, decision making and accountability, professional support, and professional development opportunities as either excellent or good.[24]

One of the interviewees indicated that the school's progress toward becoming a high-performing school was excellent, while two rated the school's progress as good. Two of the interviewees indicated that, overall, the school was excellent, and the other board member rated the school as good overall. All board members reported that the board of directors uses data to make decisions and cited several examples.

On a satisfaction rating scale ranging from very satisfied to very dissatisfied, all interviewees indicated that they were very satisfied with the program of instruction,[25] the discipline policy, instructional support, the executive director's performance, the human resources to fulfill the school's mission, and the commitment of the school's leadership. The interviewees were either very satisfied or somewhat satisfied with the enrollment policy/procedures, student academic progress, student-teacher ratio/class size, adherence to the discipline policy, community/business involvement, teachers' performance, opportunities for teacher involvement in policy/procedure decisions, the current role of the board of directors, the board of directors' performance, opportunities for continuing education, administrative resources

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[23] One board member did not have knowledge of the student assessment plan.

[24] One board member did not have knowledge of the school's performance in professional support or professional development opportunities.

[25] One board member did not have knowledge of instructional support or the program of instruction.

to fulfill the school's mission, and the safety of the educational environment.[26] The only area of dissatisfaction for at least one board member was the lack of parent involvement.

When asked what they liked best about the school, board members indicated the academic progress the school has made; the high expectations of the students by the adults in the school; the executive director and the staff; the spirit of the school, including the nurturing environment; the mission of the school; and the location and population served by the school.

Board member dislikes included the constant need to raise funds to fill gaps left by the per-pupil reimbursement rate, the uncertainty of funding, and financial instability. In addition, board members indicated that the school needs a succession plan and more visibility in the community at large.

When asked for one suggestion for improving the school, the board members mentioned seeking more financial stability, developing a succession plan, and finding a way to engage more parents in their child's education.

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[26] Not all board members had enough knowledge to provide an opinion in every area.

IV. 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 conferences, and special education student files. 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 reading, mathematics, writing skills, and for special education students, IEP progress. The standardized assessment measures used were the Stanford Diagnostic Reading Test (SDRT) and the Wisconsin Knowledge and Concepts Examination (WKCE).[27]

A. Attendance

Attendance rates were calculated for 391 students enrolled at any time during the school year and averaged across all students.[28] The attendance rate this year was 90%. When excused absences were included, the attendance rate rose to 91.5%. The school's goal was 90%.

Note that 106 students were suspended from school this year. These students spent an average of 2.8 days out of school due to suspension. The school does not use in-school suspensions.

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 students in the

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[27] The WKCE is a standardized test aligned with Wisconsin model academic standards.

[28] Attendance data were provided by Cyberschool for students 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. Attendance data were not submitted for one student.

fall and spring. There were 348 students enrolled at the time of the fall conference and 338 students enrolled at the time of the spring conference.[29] Parents of 97.1% of students attended the fall conference and parents of 98.8% of students attended the spring conference. Cyberschool has exceeded its goal related to parent-teacher conferences.

C. Special Education Student Files

Cyberschool established a goal to maintain up-to-date records for all special education needs students. This year, there were 62 special education students enrolled during the year. Four special education students withdrew during the year and 9 were dismissed from the program. An IEP had been completed for all 49 students. Parents of 41 of the 49 students attended an IEP meeting and parents of the other 8 special education students were invited but did not participate. In addition, a random review of special education files conducted by CRC indicated that IEPs were routinely completed and/or reviewed in a timely fashion and that parents were invited and typically participated in the development of the IEP. The school has therefore met its goal to maintain records for students with special needs.

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 administering standardized tests, each charter school is responsible for describing goals and expectations for its students in of the context of that school's unique approach to education. These goals and expectations are established by each city-chartered school at the beginning of the academic year to measure the educational performance of its students. These local measures are useful for

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[29] Based on aggregate data supplied by the school for 20 classrooms. Note that parent/teacher conferences were not held in one classroom because the teacher resigned and the new teacher started after the conference date.

monitoring and reporting progress, guiding and improving instruction, expressing clearly the expected quality of student work, 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: reading, mathematics, writing, and progress on IEPs for special education students.

1.   Reading

a.   *First Through Fourth Grade*

The school administered the DIBELS assessment three times this year to students in K5 through fourth grade (fall, winter, and spring). First graders were assessed for phoneme segmentation and nonsense word fluency at the beginning, middle, and end of the school year.[30] Second and third graders were tested on oral reading fluency. Results for K5 students reflect progress on the letter-naming fluency tests given at the beginning (fall), middle (winter), and end (spring) of the school year.[31] Students who took the test at all three times were included in the analysis. The school's internal goal was that at least 90.0% of students would improve their score from September to January or January to April.

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[30] First graders were also tested in the fall on letter-naming fluency and in the winter and spring on oral reading fluency. These results were not included. Results reflect students who showed improvement in both phoneme segmentation and nonsense word fluency.

[31] K5 students were also tested on phoneme segmentation, nonsense word fluency, and initial sound fluency. Phoneme segmentation was tested in winter and spring, nonsense word fluency was tested in winter and spring, and initial sound fluency was tested in fall and winter. These test results were not included.

Results indicate that 98.3% of 173 students were able to improve their DIBELS score from the first to second or second to third test administration. The school has therefore exceeded its goal. See Table 7.

Table 7			
Central City Cyberschool Literacy Progress Measured by DIBELS 2009–10			
Grade	**N**	**Number Improved**	**Percentage Improved**
K5	25	25	100.0%
1st	34	32	94.1%
2nd	44	44	100.0%
3rd	41	40	97.6%
4th	29	29	100.0%
Total	**173**	**170**	**98.3%**

b. *Fifth Through Eighth Grade*

This year, fifth through eighth graders were tested using the Read Naturally assessment. This test was administered three times during the academic year (fall, winter, and spring). The goal was that at least 90% of students would improve their scores based on September to January or January to April test results. Results indicate that 99.2% of students met this goal.[32] The school has therefore exceeded its goal.

Table 8 Central City Cyberschool Literacy Progress Grades 5–8 Measured by Read Naturally 2009–10			
Grade	**N**	**Number Improved**	**Percent Improved**
5th	20	20	100.0%
6th	31	31	100.0%
7th	28	28	100.0%
8th	40	39	97.5%
Total	**119**	**118**	**99.2%**

2. Mathematics

This year, Cyberschool examined student academic progress in mathematics by assessing student scores on a Math Fluency assessment and based on report card results from the fourth quarter. Results for each examination of math progress are described below.

a. *Math Fluency*

The school administered a Math Fluency assessment several times during the academic year to students in second through eighth grade. Second graders were tested four times in addition; third through sixth graders were tested four times in addition, subtraction,

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[32] Includes students who took the test at all three times.

multiplication, and division. Seventh graders were tested three times in addition and subtraction and four times in multiplication and division. Eighth graders were tested twice in addition, three times in subtraction, and four times in multiplication and division. The goal was that 90% of students would reach fluency or show improvement in each operation. Test scores from the first to the last test in each of four math operations were examined. A student was considered fluent if he/she scored 95% or higher on the last test. A student was considered improved if he/she scored higher on the last versus the first test administration. Note that this differs from the school's original plan to assess math skills three times during the year. As illustrated below, 94.4% of students reached fluency or showed improvement in addition, 93.0% in subtraction, 95.3% in multiplication, and 95.9% in division (see Table 9).[33]

Table 9 Central City Cyberschool Mathematics Progress 2nd Through 8th Grade Measured by Math Fluency Assessment 2009–10											
Grade	N	Addition: Number Fluent/Improved		N	Subtraction: Number Fluent/Improved		Multiplication: Number Fluent/Improved		Division: Number Fluent/Improved		
		N	%		N	%	N	%	N	%	
2nd	41	40	97.6%	NA	N/A	N/A	N/A	N/A	N/A	N/A	
3rd	25	24	96.0%	25	23	92.0%	24	96.0%	25	100.0%	
4th	27	22	81.5%	27	24	88.9%	23	85.2%	24	88.9%	
5th	20	20	100.0%	20	20	100.0%	18	90.0%	18	90.0%	
6th	39	39	100.0%	39	39	100.0%	39	100.0%	39	100.0%	
7th	27	26	96.3%	27	23	85.2%	27	100.0%	25	92.6%	
8th	34	30	88.2%	34	31	91.2%	33	97.1%	34	100.0%	
Total	213	201	94.4%	172	160	93.0%	164	95.3%	165	95.9%	

[33] Note that there were 16 third, 4 fourth, 3 seventh, and 7 eighth graders who were given parts of the test on some occasions. Results from these students were not included.

b.   *Progress Report for Math*

Cyberschool issues quarterly progress reports for each student. Progress reports reflect student progress in a variety of subject areas, including mathematics. Seventh- and eighth-grade student skills in each area were assessed as "basic," "emerging," "skilled," "mastery," or "advanced." First- through sixth-grade skills were rated on a scale of "inadequate progress," "adequate progress," or "exemplary progress." The goal was that students would earn a "skilled" or higher or "adequate progress" or higher score on 80.0% of math benchmarks for which they were assessed in the fourth quarter.[34]

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[34] Does not include students who have IEP goals for mathematics.

This year, there were 264 students assessed in the fourth quarter in math.[35] Students were assessed on one to seven different math skills. On average, students reached skilled or higher on 94.2% of skills for which they were assessed. Overall, 247 of the 264 students met or surpassed the goal of reaching skilled or higher on 80.0% of math benchmarks (see Figure 7). The school has therefore met its goal.

Figure 7

Central City Cyberschool
Math Progress
Students Who Reached Skilled or Higher on 80.0% of Skills
Based on Fourth-quarter Progress Reports
2009–10

Yes
247 (93.6%)

No
17 (6.4%)

N = 264
Note: On average, students reached the goal on 94.2% of skills. Does not include students assessed on an IEP.
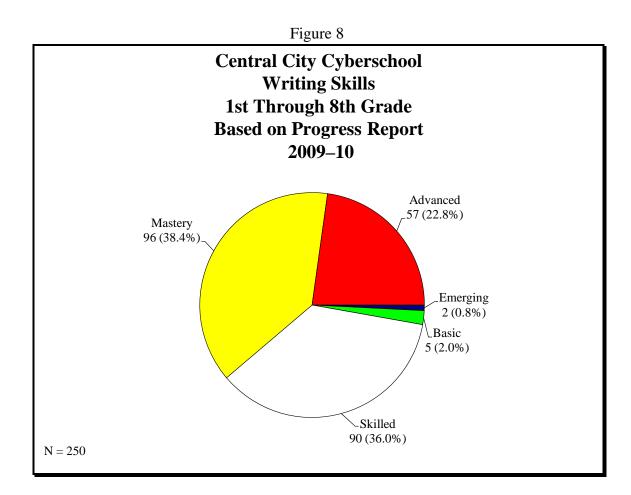
3.   <u>Writing</u>

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

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[35] Does not include students assessed on an IEP.

higher score on 80% of the writing benchmarks in the fourth quarter. There was one writing benchmark for each student.

This year, there were 250 students assessed in the fourth quarter.[36] Fifty-seven (22.8%) were rated as having advanced writing skills, 96 (38.4%) had reached mastery, 90 (36.0%) were skilled, 5 (2.0%) had basic writing skills, and 2 (0.8%) students exhibited emerging writing skills. The school has therefore met its writing progress goal (see Figure 8).

Figure 8

**Central City Cyberschool
Writing Skills
1st Through 8th Grade
Based on Progress Report
2009–10**

Advanced
57 (22.8%)

Mastery
96 (38.4%)

Emerging
2 (0.8%)

Basic
5 (2.0%)

Skilled
90 (36.0%)

N = 250

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[36] Does not include students with an IEP goal in writing.

4.   Special Education Student Progress

This year, the school set a goal that students with active IEPs would demonstrate progress on meeting 80% of their individual IEP goals. Progress was measured by examining the number of goals each student met. There were 49 special education students enrolled at the end of the year. Nine were new to special education and insufficient time had lapsed to assess progress toward meeting IEP goals. IEP goal data were submitted for 36 of the 40 remaining students. Students had between one and seven goals on their IEPs. Of the 36 students, 21 (58.3%) met at least 80% of IEP goals. On average, special education students met 80.4% of goals, meeting the school's goal.

E.   **External Standardized Measures of Educational Performance**

The CSRC required the following standardized tests be administered to students attending city-chartered elementary schools.

- The SDRT would be administered to all first-, second-, and third-grade students. The test was to be administered between March 15 and April 15, 2010.

- The WKCE would be administered to all third- through eighth-grade students.[37]

The CSRC requires that these tests be administered to students to provide a basis for multiple-year student progress. The SDRT is an assessment of reading skills that indicates the grade level at which a child can read. The WKCE is directly aligned with Wisconsin Model Academic standards in reading and math and assesses student skills as advanced, proficient, basic, or minimal. DPI requires all students in third through eighth grade and in tenth grade to participate in WKCE testing to meet federal No Child Left Behind requirements. Note that

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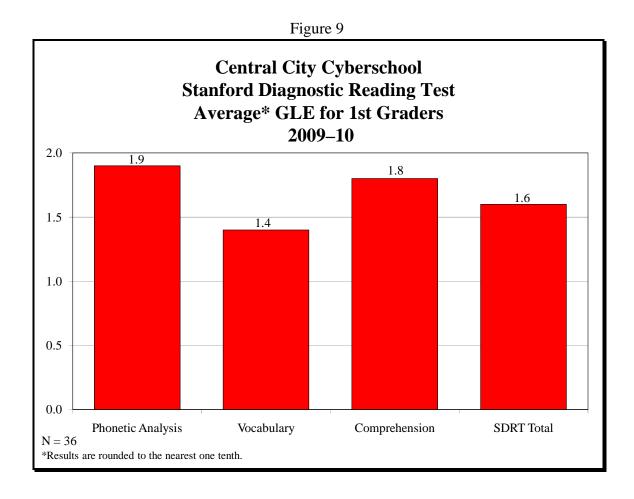
[37] Students in fourth, eighth, or tenth grade were also tested in language arts, science, and social studies.

results in this section include students who have been enrolled at the school for a full academic year (FAY) or longer as well as students new to the school.

1.   SDRT for First Graders

Student performance on the SDRT is reported in phonetic analysis, vocabulary, and comprehension. These scores are summarized in an overall SDRT total.

In April 2010, Cyberschool administered the SDRT to 36 first-grade students. Results indicate that first graders were functioning, on average, at grade level in reading in each of the areas assessed (see Figure 9 and Table 10).

Figure 9

Central City Cyberschool
Stanford Diagnostic Reading Test
Average* GLE for 1st Graders
2009–10

N = 36
*Results are rounded to the nearest one tenth.

Table 10				
Central City Cyberschool **Stanford Diagnostic Reading Test** **GLE for 1st Graders** **2009–10** **(N = 36)**				
Area Tested	**Lowest GLE Scored**	**Highest GLE Scored**	**Median**	**% At or Above GLE**
Phonetic Analysis	K.4	5.2	1.9	88.9%
Vocabulary	K.8	2.6	1.3	91.7%
Comprehension	K.6	5.3	1.8	86.1%
SDRT Total	**K.6**	**3.1**	**1.6**	**91.7%**

Note: Results are rounded to the nearest one tenth.

2.   SDRT for Second Graders

In April 2010, the SDRT was administered to 46 second-grade students. Second graders were functioning, on average, from 2.3 to 3.0 grade-level equivalents (GLE) depending on the areas tested. Results are presented in Figure 10 and Table 11.

Figure 10

Central City Cyberschool
Stanford Diagnostic Reading Test
Average* GLE for 2nd Graders
2009–10

N = 46
*Results are rounded to the nearest one tenth.

Table 11				
Central City Cyberschool **Stanford Diagnostic Reading Test** **GLE for 2nd Graders** **2009–10** **(N = 46)**				
Area Tested	**Lowest GLE Scored**	**Highest GLE Scored**	**Median**	**% At or Above GLE**
Phonetic Analysis	K.8	10.9	2.5	71.7%
Vocabulary	K.5	4.7	2.3	63.0%
Comprehension	1.2	5.7	2.4	69.6%
SDRT Total	**K.8**	**5.2**	**2.3**	**69.6%**
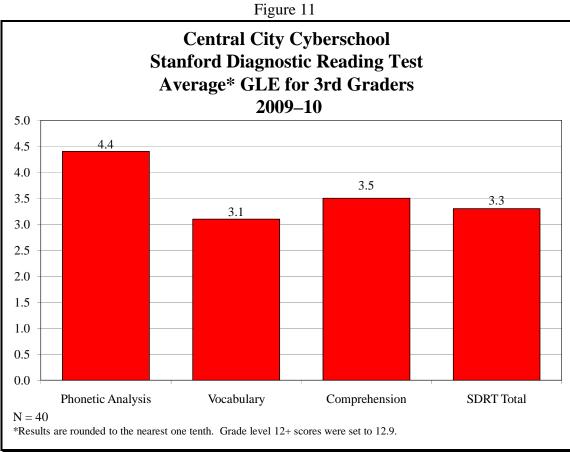
Note: Results are rounded to the nearest one tenth.

3.   Standardized Tests for Third Graders

a.   SDRT for Third Graders

In April 2010, Cyberschool administered the SDRT to 40 third graders.[38] Results indicated that the third graders were, on average, reading at or above third-grade levels, depending on the area tested (see Figure 11 and Table 12).

Figure 11

**Central City Cyberschool
Stanford Diagnostic Reading Test
Average* GLE for 3rd Graders
2009–10**

N = 40
*Results are rounded to the nearest one tenth. Grade level 12+ scores were set to 12.9.

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[38] One additional third grader took part of the test. His/her scores were not included.

Table 12
Central City Cyberschool **Stanford Diagnostic Reading Test** **GLE for 3rd Graders** **2009–10** **(N = 40)**

Area Tested	Lowest GLE Scored	Highest GLE Scored	Median	% At or Above GLE
Phonetic Analysis	1.2	12+	3.2	52.5%
Vocabulary	1.6	4.7	3.0	55.0%
Comprehension	1.4	12+	2.9	50.0%
SDRT Total	**1.7**	**8.2**	**3.1**	**52.5%**

Note: Results are rounded to the nearest one tenth. Grade level 12+ scores were set to 12.9.

b. *WKCE for Third Graders*

In October 2009, 42 Cyberschool third graders were administered the WKCE.[39] Results show that 5 (11.9%) third graders reached the advanced level, 18 (42.9%) scored at the proficient level, 16 (38.1%) scored at the basic level, and 3 (7.1%) students exhibited minimal reading skills.

In math, 2 (4.8%) students scored advanced, 14 (33.3%) scored proficient, 10 (23.8%) scored basic, and 16 (38.1%) students scored at the minimal level (see Figure 12).

Figure 12

Central City Cyberschool
WKCE Proficiency Levels for 3rd Graders
2009–10

N = 42
Note: Two additional students were given the WAA–SwD, an alternative to the WKCE. Results for these students were not included.

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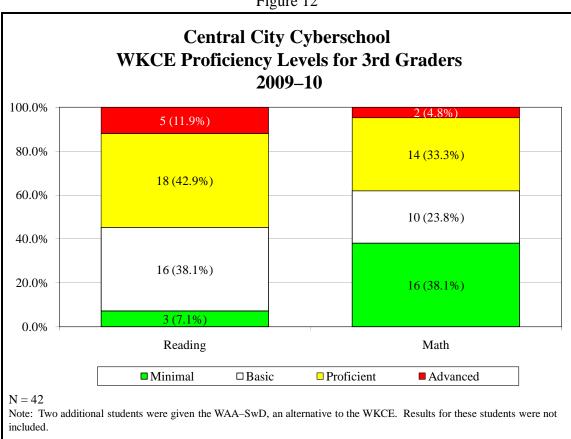
[39] Two additional students were given the WAA-SwD, an alternative to WKCE.

On average, students scored in the 27th percentile statewide in reading. This means that, on average, students scored higher than 27% of all third graders in Wisconsin who took the WKCE. In math, students scored, on average, in the 24th percentile.

4.   WKCE for Fourth Graders

In October 2009, Wisconsin fourth graders were administered the WKCE. In addition to reading and math, fourth graders were tested in language arts, science, and social studies; the test also included an assessment of student writing skills. The CSRC requires that scores from reading, language arts, and math be reported.

This year 30 fourth-grade students were tested. Two (6.7%) fourth graders scored in the advanced level, 17 (56.7%) scored in the proficient level, 10 (33.3%) exhibited a basic level of understanding, and 1 (3.3%) fourth grader scored in the minimal range. In language arts, 1 (3.3%) student scored advanced, 17 (56.7%) scored proficient, 11 (36.7%) scored basic, and 1 (3.3%) scored minimal. In mathematics, 4 (13.3%) students scored advanced, 16 (53.3%) scored proficient, 3 (10.0%) scored basic, and 7 (23.3%) scored minimal (see Figure 13).

Figure 13

Central City Cyberschool
WKCE Proficiency Levels for 4th Graders
2009–10

On average, students scored in the 28th percentile statewide in reading and the 30th in math.

The final score from the WKCE at the fourth-grade level is a writing score. The extended writing sample is scored with two holistic rubrics. A 6-point composing rubric evaluates students' ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice. A 3-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 9. The Cyberschool extended writing scores ranged from 3.0 to 7.0. The median score was 5.0, meaning half of the students scored at or below 5.0, and half scored 5.0 to 7.0 on a scale of 0 to 9.

5.   WKCE for Fifth Graders

In October 2009, 22 fifth graders were given the WKCE. Results indicate that no fifth graders scored in the advanced category, 14 (63.6%) scored in the proficient category, 6 (27.3%) scored in the basic range, and 2 (9.1%) scored in the minimal range. In math, 2 (9.1%) students scored advanced, 8 (36.4%) scored proficient, 5 (22.7%) scored basic, and 7 (31.8%) scored minimal (see Figure 14).
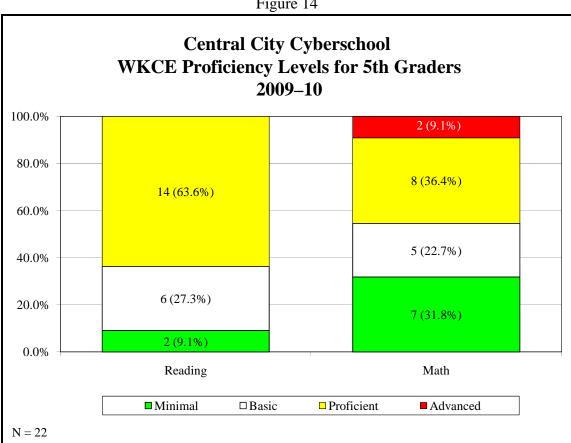
Figure 14

On average, students scored in the 29th percentile statewide in reading and in the 26th percentile in math.

6.   WKCE for Sixth Graders

The WKCE was administered to 32 sixth graders in October 2009.[40] As illustrated, 5 (15.6%) students scored advanced and 19 (59.4%) students scored in the proficient category in reading, while 6 (18.8%) scored in the basic range and 2 (6.3%) scored in the minimal range. In math, 9 (28.1%) students scored advanced, 14 (43.8%) were proficient, 4 (12.5%) scored basic, and 5 (15.6%) scored minimal (see Figure 15).

Figure 15

Central City Cyberschool
WKCE Proficiency Levels for 6th Graders
2009–10

N = 32
Note: Two students took the WAA-SwD. Their results were not included in analysis.
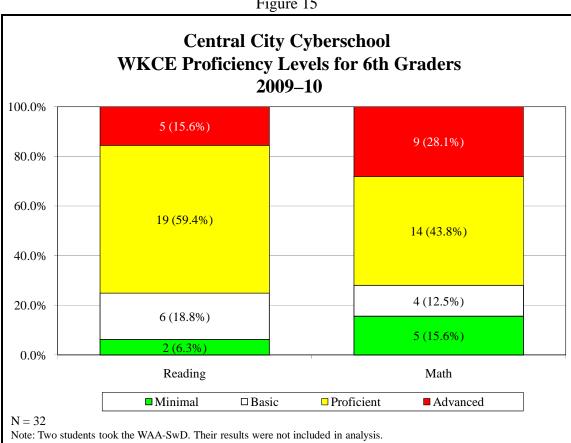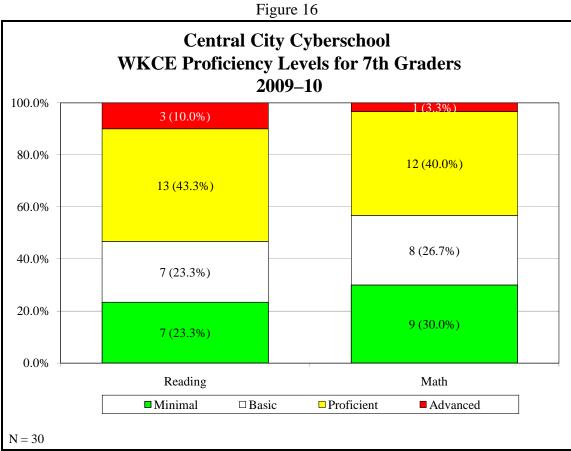
On average, students scored in the 32nd percentile statewide in reading and the 46th percentile in math.

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[40] Two additional students took the WAA-SwD. Results were not included.

7.   WKCE for Seventh Graders

Proficiency levels from the WKCE administered in October 2009 to 30 seventh graders are illustrated in Figure 16. In reading, 3 (10.0%) students scored as advanced and 13 (43.3%) scored as proficient, while 7 (23.3%) students scored at a basic level and 7 (23.3%) scored at a minimal level of proficiency. In math, 1 (3.3%) seventh grader was advanced, 12 (40.0%) were proficient, 8 (26.7%) were at a basic skill level, and 9 (30.0%) scored at a minimal skill level.

Figure 16

Central City Cyberschool
WKCE Proficiency Levels for 7th Graders
2009–10

N = 30

On average, students scored in the 24th percentile statewide in reading and the 21st percentile in math.

8.   WKCE for Eighth Graders

In October 2009, the WKCE was administered to 41 eighth-grade Cyberschool 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 17. In reading, 6 (14.6%) students scored in the advanced level, 22 (53.7%) scored in the proficient level, 11 (26.8%) scored in the basic range, and 2 (4.9%) scored in the minimal range. In language arts, 2 (4.9%) students scored advanced, 12 (29.3%) scored proficient, 16 (39.0%) scored basic, and 11 (26.8%) scored minimal. In math, 3 (7.3%) students scored advanced, 18 (43.9%) scored proficient, 12 (29.3%) scored basic, and 8 (19.5%) scored minimal.

Figure 17

Central City Cyberschool
WKCE Proficiency Levels for 8th Graders
2009–10

N = 41
Note: Three students took the WAA-SwD, an alternate assessment. Their results were not included above.
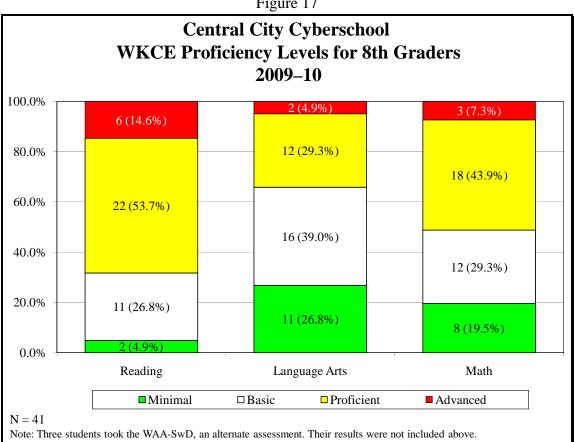
On average, students scored in the 33rd percentile in reading and 30th percentile in math.

The final score from the WKCE is a writing score. The extended writing sample is scored with two holistic rubrics that are similar to those used on the fourth-grade test. Points received on the two rubrics are combined to produce a single score, with a maximum possible score of 9.[41] The Cyberschool eighth-grade writing scores ranged from 2.0 to 7.0. The median score was 5.0, meaning half of students scored at or below 5.0, and half scored 5.0 to 7.0 on a scale of 0 to 9 (note that 1 of the 41 students did not take the writing portion of the WKCE).

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 in these comparisons are the SDRT and the WKCE.

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 students who did not meet proficiency-level expectations, i.e., tested at minimal or basic levels in the 2008–09 school year. The CSRC expectation was that at least 75.0% of the students who were at the proficient or advanced levels on the previous year's WKCE reading and math subtests and who met the FAY definition would maintain their status of proficient or above.[42] The CSRC expectation for those students who scored below expectations, i.e., at the minimal or basic levels on the previous year's WKCE reading and math tests, was that students would either advance to the next proficiency level or advance to the next highest quartile within their previous proficiency level. The SDRT does not provide levels. Instead, results indicate the GLE of student skills. The expectation is that students progress 1.0 GLE, on average, and that students below GLE demonstrate more than 1.0 GLE increase.

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[41] See www.dpi.state.wi.us/oea/kc_writg.html for details.

[42] Students had to be enrolled in the school on or before September 19, 2008, to meet the FAY definition.

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

1.   First Through Third-grade SDRT

Table 13 describes reading progress as measured by SDRT results in two consecutive academic years for students who were administered the exam in 2008–09 and 2009–10.[43] Overall, SDRT totals indicated an average improvement of 1.1 GLE from first to second grade and 0.5 GLE from second to third. The school has therefore met the CSRC goal of 1.0 GLE for second graders but not for third graders.

Table 13 Central City Cyberschool Average GLE Advancement in Reading Based on SDRT Total				
Grade	Average GLE 2008–09	Average GLE 2009–10	Average GLE Advancement	% Advanced 1.0 or More
1st to 2nd Grade (n = 27)	1.5	2.6	1.1	48.2%
2nd to 3rd Grade (n = 28)	3.0	3.5	0.5	14.3%
Total (N = 55)	--	--	0.8	30.9%

Note: Results are rounded to the nearest one tenth.

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[43] FAY requirements did not apply to first through third graders.

Multiple-year student progress can also be examined over two FAYs using the first- to third-grade SDRT results. This year, there were 21 third graders who had been given the SDRT in 2007–08 as first graders. These students advanced, on average, 2.0 GLE (note that there are no CSRC expectations related to two-year growth). See Table 14.

Table 14			
Central City Cyberschool **Average GLE Advancement From 1st to 3rd Grade** **Based on SDRT Total** **(N = 21)**			
Reading	**Average GLE**		
	1st Grade **(2007–08)**	**3rd Grade** **(2009–10)**	**Advancement**
SDRT Total	**1.8**	**3.8**	**2.0**

Note: Results are rounded to the nearest one tenth.

2.   Students Who Met Proficiency-level Expectations

Tables 15 and 16 include students who reached expected proficiency levels, i.e., proficient or advanced, in reading and/or math on the WKCE administered in 2008–09. At least 75.0% of these students were expected to maintain these levels in 2008–09. As illustrated, 81.8% of students maintained their reading levels and 92.0% maintained proficient or advanced levels in math. Therefore, Cyberschool met the expectation for maintaining proficiency levels in reading and math.[44]

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[44] To protect student identity, the CSRC requires group sizes of 10 or more students for reporting.

Table 15		
Central City Cyberschool **Reading Proficiency Level Progress** **for FAY Students Proficient or Advanced in 2008–09** **Based on WKCE**		
Grade	**Students Who Were Proficient/Advanced in 2008–09**	**Students Who Maintained Proficient/Advanced in 2009–10**	
		N	**%**
3rd to 4th	9	Cannot report due to N size	
4th to 5th	13	9	69.2%
5th to 6th	20	17	85.0%
6th to 7th	8	Cannot report due to N size	
7th to 8th	27	22	81.5%
Total	**77**	**63**	**81.8%**

Table 16		
Central City Cyberschool **Math Proficiency Level Progress** **for FAY Students Proficient or Advanced in 2008–09** **Based on WKCE**		
Grade	**Students Who Were Proficient/Advanced in 2008–09**	**Students Who Maintained Proficient/Advanced in 2009–10**	
		N	**%**
3rd to 4th	6	Cannot report due to N size	
4th to 5th	8	Cannot report due to N size	
5th to 6th	18	18	100.0%
6th to 7th	4	Cannot report due to N size	
7th to 8th	14	13	92.9%
Total	**50**	**46**	**92.0%**

3.   <u>Students Who Did Not Meet Proficiency-level Expectations</u>

The SDRT is used to examine reading progress for first through third graders. Results of the SDRT are provided as GLE 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 will advance more than 1.0 GLE.

There were five second-grade students who scored below grade level in the spring of 2009 who also had comparable test scores in 2010. There were five third graders who scored below grade level as second graders in the spring of 2009. Overall, students advanced, on average, 0.6 GLE, short of CSRC expectations of more than 1.0 GLE.[45]

Table 17				
Central City Cyberschool **Average GLE Advancement for FAY Students** **Who Tested Below Grade Level in Reading in 2008–09** **Based on SDRT**				
2008–09 to 2009–10	**N**	**Average GLE Advancement**	**% Met > 1.0 GLE Goal**
1st to 2nd	5	Cannot report due to N size	
2nd to 3rd	5	Cannot report due to N size	
SDRT Total*	**10**	**0.6**	**0.0%**

*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 on the WKCE in 2008–09 to progress one or more levels or, if they scored in the same level, to show progress to a higher quartile within that level at a higher rate than last year. To examine movement within a proficiency level, CRC divided the minimal and basic levels equally 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.

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[45] CRC also examined progress over two years; however, there were no third graders tested this year who tested below grade level in 2007–08 as first graders.

As illustrated in Table 18, 45.5% of 33 students who were below proficiency expectations in 2008–09 showed improvement by progressing to a higher proficiency level or quartile in reading. This compares to 76.1% last year (2007–08 to 2008–09) and 46.3% the year before that (2006–07 to 2007–08). Reading progress based on consecutive WKCE test results does not meet CSRC expectations.

				Total Proficiency-level Advancement	
Table 18 **Central City Cyberschool** **Reading Proficiency-level Progress** **for FAY Students Minimal or Basic in 2008–09** **Based on WKCE**					
Grade	**# Students Minimal/ Basic 2008–09**	**# Students Who Advanced One Proficiency Level 2009–10**	**If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2009–10**	**N**	**%**
3rd to 4th	11	4	1	5	45.5%
4th to 5th	2	Cannot report due to N size			
5th to 6th	1	Cannot report due to N size			
6th to 7th	12	5	2	7	58.3%
7th to 8th	7	Cannot report due to N size			
Total	**33**	**12**	**3**	**15**	**45.5%**

Proficiency-level progress in math is described in Table 19. Overall, 65.0% of 60 students who did not meet proficiency-level expectations, i.e., scored minimal or basic, in 2008–09 either advanced one proficiency level (n = 31) or, if they did not advance a level, improved at least one quartile within their level (n = 8). This compares to 49.1% who showed improvement last year (2007–08 to 2008–09) and 47.7% who showed improvement the year before that (2006–07 to 2007–08). This year, the school exceeded CSRC expectations.

				Total Proficiency-level Advancement	
Grade	# Students Minimal/ Basic 2008–09	# Students Who Advanced One Proficiency Level 2009–10	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2009–10	N	%
3rd to 4th	14	9	3	**12**	**85.7%**
4th to 5th	7	Cannot report due to N size			
5th to 6th	3	Cannot report due to N size			
6th to 7th	16	7	2	**9**	**56.3%**
7th to 8th	20	9	2	**11**	**55.0%**
Total	**60**	**31**	**8**	**39**	**65.0%**

Table 19

Central City Cyberschool
Math Proficiency-level Progress
for FAY Students Minimal or Basic in 2008–09
Based on WKCE

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

1.   <u>Background Information</u>[46]

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:

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[46] This information is based on the DPI website, http://dpi.wi.gov/oea/aact/ayp.html.

- 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, DPI releases an annual review of school performance for all public schools, including charter schools, 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 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, 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 whether Title I funds are directed to this school; if so, the school is subject to federal sanctions.

2. <u>Adequate Yearly Progress: Central City Cyberschool Summary</u>[47]

According to Cyberschool's Adequate Yearly Progress Review Summary for 2009–10, published by DPI, Cyberschool reached adequate yearly progress in all four of the AYP objectives—test participation, attendance, reading, and mathematics—for 2009–10. 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 status continued to be "satisfactory."

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[47] For a copy of Cyberschool's Annual Review of School Performance, see http://www2.dpi.state.wi.us/sifi/AYP_Summary, July 2009.

V.   SUMMARY/RECOMMENDATIONS

A.   Contract Compliance

This report covers the 11th year of Cyberschool's operation as a City of Milwaukee–chartered school. For the 2009–10 academic year, Cyberschool has met all but three of its education-related contract provisions. In addition to the information contained in the body of this report, see Appendix A for an outline of specific contract provision compliance information.

B.   Parent, Teacher, Student, and Board of Directors Satisfaction

On a scale of excellent, good, fair, or poor, 92.2% of parents rated the school's contribution toward their child's learning as good (24.2%) or excellent (68.0%). Ninety percent of teachers rated the school's contribution toward student academic progress as good (40.0%) or excellent (50.0%).

All 20 students interviewed indicated that their teachers help them at school and that they use computers. Nineteen (95.0%) said that they like their school and that they like being in school.

Two of the three members of the board of directors interviewed indicated that the school's progress toward becoming a high-performing school was good, while the other indicated the school's progress was excellent.

C.   Education-related Findings

- Average student attendance was 90%. When excused absences were included, the attendance rate rose to 91.5%. The school's goal was 90%.

- Parents of 97.1% of students attended the fall conference and parents of 98.8% of students attended the spring conference.
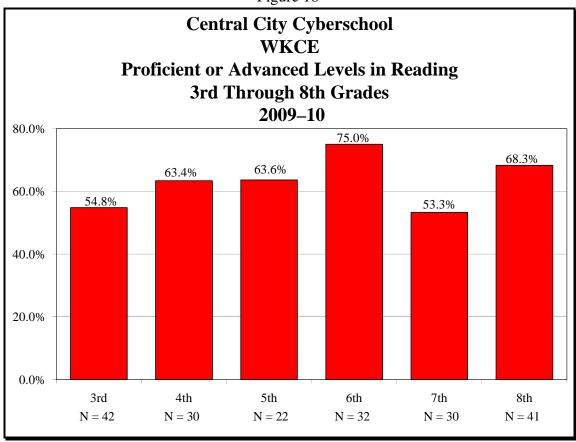
D.   Local Measure Results

- Of 173 K5 through fourth-grade students with comparable test scores, 98.3% demonstrated improvement on the literacy measure (DIBELS) from the first to second or second to third tests.

- Of 119 fifth through eighth graders with comparable Read Naturally assessments given three times during the year, 99.2% improved their scores from fall to winter or winter to spring.

- Of 213 second through eighth graders, 94.4% were fluent or showed improvement in addition. Of 172 third through eighth graders, 93.0% were fluent or showed improvement in subtraction, 95.3% in multiplication, and 95.9% in division.

- Of 264 students, 247, or 93.6%, met or surpassed the goal of reaching skilled or higher progress levels in math benchmarks.

- Of 250 students, 243, or 97.2%, reached skilled, mastery, or advanced levels in writing skills, based on their progress reports.

- On average, the 36 students with IEP reviews met 80.4% of their goals.

E.   Standardized Test Results

- The April 2010 SDRT results indicated the following:

  » First graders were reading, on average, at 1.6 GLE;
  » Second graders were reading at 2.4 GLE; and
  » Third graders were reading at 3.3 GLE.

- The WKCE for third through eighth graders indicated that the following percentages of students were proficient or advanced in reading.

Figure 18

Central City Cyberschool
WKCE
Proficient or Advanced Levels in Reading
3rd Through 8th Grades
2009–10

The following percentages of students were proficient or advanced in math.

Figure 19

Central City Cyberschool
WKCE
Proficient or Advanced Levels in Math
3rd Through 8th Grades
2009–10

3rd	4th	5th	6th	7th	8th
N = 42	N = 30	N = 22	N = 32	N = 30	N = 41

Values shown: 38.1%, 66.6%, 45.5%, 71.9%, 43.3%, 51.2%
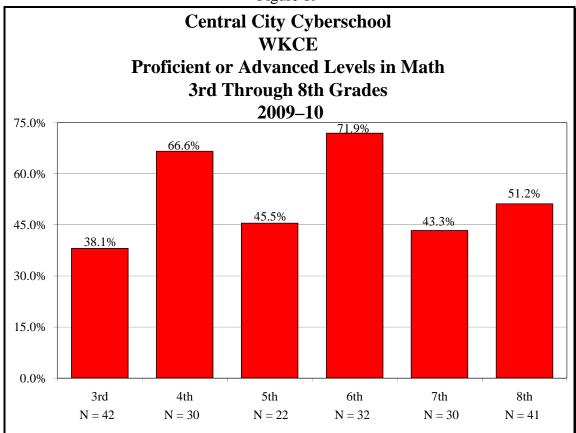
F.   Multiple-year Advancement Results

- SDRT year-to-year advancement results indicated that in reading, second and third graders advanced an average of 1.1 GLE and 0.5 GLE, respectively, exceeding the CSRC's expectation of 1.0 GLE for second grade, but falling short for third grade.

- Of 77 fourth through eighth graders, 81.8% maintained a proficient or advanced level in reading on the WKCE, exceeding the CSRC's expectation of at least 75.0%.

- Of 50 fourth through eighth graders, 92.0% maintained a proficient or advanced level in math on the WKCE, exceeding the CSRC's expectation of at least 75.0%.

- Reading advancement results for second- and third-grade students below grade level in reading in 2008–09 based on the SDRT showed an average advancement of 0.6 GLE, short of CSRC expectations of more than 1.0 GLE.

- Of the students testing below proficiency on the WKCE in 2008–09:

  » Of 33 fourth through eighth graders, 45.5% advanced either one proficiency level or one quartile within the previous year's proficiency level in reading, falling short of this year's expectation of more than 76.1%.

  » Of 60 fourth through eighth graders, 65.0% advanced either one proficiency level or one quartile within the previous year's proficiency level in math, exceeding this year's expectation of more than 49.1%.

After reviewing the information in this report and considering the information gathered during the administration interview in May 2010, CRC and the school jointly recommend that the focus of activities for the 2010–11 school year include the following:

- Work with CESA #1 staff to implement the RtI and PBIS approaches to develop more effective interventions for behavior management. Add services for students.

- Continue to work on improving math fluency.

- Incorporate the video series "*Failure Is Not an Option*" during August staff development and use the assessment strategies throughout the year. Also read and discuss *Teaching with Poverty in Mind* by Eric Jensen.

Appendix A

Contract Compliance Chart

Central City Cyberschool of Milwaukee, Inc.

Overview of Compliance for Education-related Contract Provisions
2009–10

Section of Contract	Education-related Contract Provision	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. 8	Met
Section C	Educational methods.	pp. 2–5	Met
Section D	Administration of required standardized tests.	pp.45–59	Met
Section D	Academic criteria #1: Maintain local measures in reading, math, writing, and IEP goals, showing pupil growth in demonstrating curricular goals.	pp. 37–45	Met
Section D and subsequent memos from the CSRC	Academic criteria #2: Year-to-year Achievement Measure: a. 2nd- and 3rd-grade students: advance an average of 1.0 GLE in reading. b. 4th- through 8th-grade students proficient or advanced in reading: at least 75.0% maintain proficiency levels. c. 4th- through 8th-grade students proficient or advanced in math: at least 75.0% maintain proficiency level.	a. pp. 60–61 b. pp. 61–62 c. pp. 61–62	a. Not met: Met for 2nd; not met for 3rd grade.* b. Met for 81.8% of 77 4th-through 8th-grade students. c. Met for 92.0% of 50 4th-through 8th-grade students.
Section D and subsequent memos from the CSRC	Academic criteria #3: Year-to-year Achievement Measure: a. 2nd- and 3rd-grade students with below-grade-level 2008–09 scores in reading: advance more than 1.0 GLE in reading. b. 4th- through 8th-grade students below proficiency level in 2008–09 in reading: increase the percentage of students who advance one level of proficiency or to the next quartile within their proficiency level range. Expectation: >76.1%. c. 4th- through 8th-grade students below proficiency level in 2008–09 in math: increase the percentage of students who advance one level of proficiency or to the next quartile within their proficiency level range. Expectation: >49.1%.	a. pp. 63–65 b. pp. 63–65 c. p. 63–65	a. Not met** b. Not met: 45.5% of 33 4th-through 8th-grade students advanced in reading compared to 76.1% the prior year. c. Met: 65.0% of 60 4th-through 8th-grade students advanced in math compared to 49.1% the prior year.
Section E	Parental involvement.	pp. 9–10	Met
Section F	Instructional staff hold a DPI license or permit to teach.	p. 5	Met
Section I	Maintain pupil database information for each pupil.	p. 12–14	Met
Section K	Disciplinary procedures.	pp. 11	Met

*Second-grade students advanced an average of 1.1 GLE on year-to-year SDRT testing; third-grade students advanced 0.5 GLE. Note that third-grade students with comparable first-grade scores advanced an average of 2.0 GLE over two years.
**Second- and third-grade students below grade level the prior year advanced an average of 0.6 GLE.

Appendix B

Outcome Measures 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: October 29, 2009

TO: Susan Gramling, CRC

FROM: Christine Faltz, Ph.D., Executive Director

RE: Outcome Measure Agreement

The following describes the educational outcomes CRC will use to monitor our education programs for the 2009-2010 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
 # days Suspended (IN/OUT of school)

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 with Special Education Needs:
  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

ACADEMIC ACHIEVEMENT:

LOCAL MEASURES:

(1) All students in grades K5 through 4 will be administered the *DIBELS* (*Dynamic Indicators of Basic Early Literacy Skills*) assessment and students in grades 5 through 8 will be administered the *Read Naturally* 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, or January to April.

DATA NEEDED:
DIBELS and READ NATURALLY results for each student in September, January and April

(2) All students in grades 2 through 8 will be administered a Math Fluency 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, or January to April.

DATA NEEDED:
Math Fluency results for each student in September, January and April

(3) On average students in Grades 1 through 8 will earn a "Skilled" or "Adequate Progress" score or higher on 80% of their final Mathematics *Progress Report* benchmark grades. Exceptions are made for children with special needs who have IEP goals for mathematics.

DATA NEEDED:
Final Progress Report results for each student in grades 1-8

(4) On average, students in Grades 1 through 8 will earn a "Skilled" score or higher on 80% of their final Writing *Progress Report* benchmark grades. Exceptions are made for children with special needs who have IEP goals for writing.

DATA NEEDED:
Final Progress Report results for each student in grades 1-8

(5) On average, students with active IEP's will demonstrate progress on meeting 80% of their individual IEP goals as documented on their final Progress Report.
Students who have active IEP's will demonstrate progress toward meeting their IEP goals at the time of their annual review or re-evaluation. Progress will be demonstrated by reporting the number of annual goals that have been met. Please note that ongoing student progress on IEP goals is monitored and reported throughout the academic year on the special education progress reports that are attached to the regular progress reports.

DATA NEEDED:
Final Progress Report results for each student with an IEP

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

Appendix C

Trend Information

**Central City Cyberschool
Enrollment**

Year	Number Enrolled at Start of School Year	Number Enrolled During Year	Number Withdrew	Number at the End of School Year	Number Enrolled for Entire Year
1999–2000	Not available	Not available	Not available	38	N/A
2000–01	379	19	84	314	N/A
2001–02	317	12	25	304	N/A
2002–03	344	16	40	320	N/A
2003–04	292	30	28	294	N/A
2004–05	341	43	32	352	N/A
2005–06	319	60	40	339	N/A
2006–07	318	36	49	305	N/A
2007–08	334	48	39	343	N/A
2008–09*	326	24	37	313	293 (89.9%)
2009–10	354	38	39	353	325 (91.8%)

*2008–09 was the first year number enrolled for entire year was required.

Figure C1

**Central City Cyberschool
Student Return Rates**

Note: Return rates were not available prior to the 2002–03 school year.

Figure C2

Central City Cyberschool
Student Attendance Rates

95.0% 91.7% 91.1% 91.0% 92.8% 91.1% 89.1% 87.4% 88.0% 90.0% 90.0%

1999–2000 2000–01 2001–02 2002–03 2003–04 2004–05 2005–06 2006–07 2007–08 2008–09 2009–10

Figure C3

Central City Cyberschool
Parent/Guardian Participation

93.0% 84.0% 94.0% 89.0% 98.3% 99.4% 97.5% 94.2% 95.0% 96.2% 91.0% 96.0% 96.9% 98.5% 97.1% 98.8%

2002–03 2003–04 2004–05 2005–06 2006–07 2007–08 2008–09 2009–10

■ Fall Conference   ■ Spring Conference

Note: Parent/teacher conference data were not computed the same way between 1999–2000 and 2001–02. Therefore, parent/guardian participation data for those years are not included in this figure.

Table C2
Central City Cyberschool **Stanford Diagnostic Reading Test Year-to-year Progress** **Average Grade-level Advancement** **Grades 1–3**

School Year	N	Average Grade-level Advancement
2002–03	34	0.9
2003–04	46	0.9
2004–05	44	0.8
2005–06	55	0.7
2006–07	38	1.0
2007–08	34	0.8
2008–09	45	1.2
2009–10	55	0.8

Note: SDRT scores were not calculated the same way or were not available during 1999–2000 through 2001–02. Therefore, data for those years are not included in this table.

Table C3
Central City Cyberschool **WKCE Year-to-year Progress** **Percentage of Students Who Remained Proficient or Showed Advancement** **Grades 4–8**

School Year	Reading	Math
2004–05	63.5%	67.1%
2005–06	78.4%	75.5%
2006–07	76.8%	72.5%
2007–08	87.1%	89.8%
2008–09	91.2%	89.8%
2009–10	81.8%	92.0%

Note: WKCE scores were not reported the same way or were not available between 1999–2000 and 2003–04. Therefore, data for those years are not included in this table.

Table C4
Central City Cyberschool **WKCE Year-to-year Progress** **Percentage of Students Who Were Minimal or Basic and Showed Improvement** **Grades 4–8**

School Year	Reading	Math
2005–06	71.2%	71.9%
2006–07	50.0%	62.3%
2007–08	46.3%	47.7%
2008–09	76.1%	49.1%
2009–10	45.5%	65.0%

Table C5
Central City Cyberschool **Teacher Retention**

Teacher Type	Year	Number at Beginning of School Year	Number Started After School Year Began	Number Terminated Employment During the Year	Number at the End of School Year	Retention Rate: Number and Rate Employed at the School for Entire School Year
Classroom Teachers Only	2009–10	20	1	1	20	19 (95.0%)
All Instructional Staff	2009–10	28	1	1	28	27 (96.4%)

Table C6
Central City Cyberschool **Teacher Return Rate***

Teacher Type	Year	Number at End of Prior School Year	Number Returned at Beginning of Current School Year	Return Rate
Classroom Teachers Only	2009–10	17	15	88.2%
All Instructional Staff	2009–10	25	23	92.0%

Table C6		
Central City Cyberschool **Adequate Yearly Progress**		
Year	**Met**	**Improvement Status**
2002–03	No	Level 2
2003–04	No	Level 2 Improved
2004–05	No	Level 3
2005–06	Yes	Level 3 Improved
2006–07	Yes	Satisfactory
2007–08	Yes	Satisfactory
2008–09	Yes	Satisfactory
2009–10	Yes	Satisfactory

Darrell Lynn Hines College Preparatory Academy of Excellence

Programmatic Profile and Educational Performance

2009–10 School Year

Report Date: August 2010

Prepared by:
Janice Ereth, Ph.D.
Susan Gramling
Theresa Healy

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APPENDICES

Prepared for:
Darrell Lynn Hines College Preparatory Academy of Excellence
7151 North 86th Street
Milwaukee, WI 53224

EXECUTIVE SUMMARY
for
Darrell Lynn Hines College Preparatory Academy of Excellence
2009–10

This eighth annual report on the operation of Darrell Lynn Hines College Preparatory Academy of Excellence (DLH Academy) is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), DLH 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 findings.

I.   CONTRACT COMPLIANCE SUMMARY

For the 2009–10 academic year, DLH Academy has met all but two of its education-related contract provisions. The provisions not met were the following:

- That second- and third-grade students advance at least 1.0 grade-level equivalent (GLE) in reading (actual: second graders advanced 1.0 GLE, third graders advanced 0.5 GLE);

- That more than 61.8% of students below proficient on the Wisconsin Knowledge and Concepts Examination (WKCE) in reading show advancement (actual: 45.7%).

See Appendix A for an outline of specific contract provision compliance information, page references, and a description of whether or not each provision was met.

II.   PARENT, TEACHER, STUDENT, AND BOARD MEMBER SATISFACTION

On a scale of excellent, good, fair, or poor, 89.5% of 114 parents rated the school's contribution toward their child's learning as good (28.1%) or excellent (61.4%).

Six (54.5%) of 11 teachers rated the school's contribution toward student academic progress as good. No teachers rated the school's contribution as excellent.

Figure ES1

Darrell Lynn Hines Academy
School's Contribution to Student/Child Learning
2009–10

Parents (N = 114): 61.4% Excellent, 28.1% Good

Teachers (N = 11): 54.5% Good

0.0% 20.0% 40.0% 60.0% 80.0% 100.0%

■ Excellent □ Good

- All 20 students interviewed indicated that they use computers at school; 19 of 20 said they have improved in reading.

- Four of five members of the board of directors interviewed indicated that the school's progress toward becoming an excellent school was good, while the other indicated the school's progress toward becoming an excellent school was excellent.

- Teachers suggested that revising the discipline policy would help improve the school.

- Board members mentioned increasing funding to add more seasoned staff as the main suggestion to improve the school.

III.   PERFORMANCE CRITERIA

A.   Local Measures
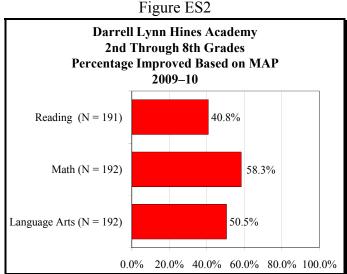
1.   Secondary Measures of Academic Progress

- Average student attendance was 92.1%, exceeding the school's goal of 90.0%.

- Parents of all students enrolled at the time of the two scheduled family-teacher conferences attended, meeting DLH Academy's goal.

2.   Primary Educational Measures of Academic Progress

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

- In math, 44 (88.0%) of 50 kindergarten and first-grade students either met or exceeded math expectations by scoring at least 85% mastery of Everyday Math concepts.

- This year, DLH Academy's local Measures of Academic Progress (MAP) testing for second- through eighth-grade students indicated that the following students met target scores in reading, math, and language arts, based on MAP tests (see Figure ES2).

Figure ES2

Darrell Lynn Hines Academy
2nd Through 8th Grades
Percentage Improved Based on MAP
2009–10

Reading (N = 191)	40.8%
Math (N = 192)	58.3%
Language Arts (N = 192)	50.5%

0.0%   20.0%   40.0%   60.0%   80.0%   100.0%

- In writing, 131 (53.0%) of 247 K5 through eighth-grade students demonstrated at least grade-level writing skills, based on the Six Traits of Writing rubric.

- Of the 33 students with active IEPs, 31 (93.9%) demonstrated progress on at least one goal.
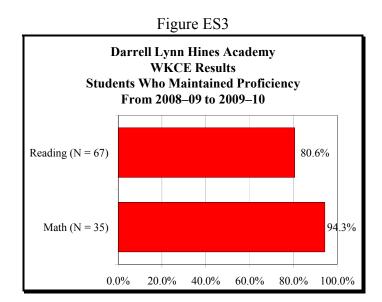
B.   Year-to-year Academic Achievement on Standardized Tests

DLH Academy administered all required standardized tests noted in its contract with the City of Milwaukee.

Multiple-year advancement results indicated that second graders progressed an average of 1.0 GLE and third graders progressed an average of 0.5 GLE in reading on the Stanford Diagnostic Reading Test (SDRT), for an average of 0.7 GLE growth from year to year. The school therefore

did not meet the CSRC's expectation of at least one year of advancement in reading for second and third graders.

There were only eight students who tested below GLE on the SDRT in 2008–09. Due to the small size of this cohort, year-to-year advancement for these students could not be included in this report.

Multiple-year advancement results for fourth- through eighth-grade students who were proficient or advanced on the WKCE in 2008–09 indicated that the school exceeded the CSRC's expectation that at least 75.0% of these students would maintain their proficiency in reading and math (see Figure ES3).

Figure ES3

Darrell Lynn Hines Academy
WKCE Results
Students Who Maintained Proficiency
From 2008–09 to 2009–10

Reading (N = 67)   80.6%

Math (N = 35)   94.3%

0.0%   20.0%   40.0%   60.0%   80.0%   100.0%

Multiple-year advancement results for fourth- through eighth-grade students who were below proficiency level expectations on their 2008–09 WKCE indicated that the following percentage of students either advanced a proficiency level or at least one quartile within their previous proficiency level (see Figure ES4). The expectation was that they would exceed last year's percentages, 61.8% in reading and 45.5% in math. The school met expectations in math but not in reading.

Figure ES4

Darrell Lynn Hines Academy
WKCE Results
Students Below Proficient Who Improved
From 2008–09 to 2009–10

C.   Adequate Yearly Progress

DLH Academy met all of four of the adequate yearly progress (AYP) objectives: test participation, attendance, reading, and math. The school received a "satisfactory" status designation in all four objectives for the past three years, and the school's improvement status remains "satisfactory."

IV.   RECOMMENDATIONS

The school fully addressed the recommendations made in its 2008–09 programmatic profile and educational performance report. After reviewing the information in this report and considering the information gathered during the administration interview in May 2010, CRC and the school jointly recommend that the focus of activities for the 2010–11 school year should be to continue to differentiate instruction based on students' needs by conducting the following activities:

- Implement more focused staff development, especially with newer staff, that specifically addresses the need for commitment to developing excellence.

- Increase the use of student-level data to inform teacher strategies and approaches to meet the needs of individual students.

- Increase the math block across all grade levels.

- Realign math standards so that the math curriculum adequately addresses the second- and third-grade standards.

- Target second- and third-grade students by introducing test-taking strategies and identifying enrichment activities to increase performance on the SDRT.

- Target second- and third-grade students with more intense phonics instruction.

I. INTRODUCTION

This is the eighth annual program monitoring report to address educational outcomes for the Darrell Lynn Hines College Preparatory Academy of Excellence (DLH 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).[1]

The following process was used to gather the information in this report.

1.   CRC staff assisted the school in developing its student learning memorandum.

2.   CRC staff visited the school, conducted a structured interview with the executive director and the principal, 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 assistant principal to review the year and develop recommendations for school improvement.

3.   CRC read case files for selected special education students to ensure that individualized education programs (IEPs) were up-to-date.

4.   At the end of the school year, CRC conducted face-to-face interviews with a selection of students and teachers. CRC also interviewed six members of the school's board of directors. Parent surveys were distributed by the school at the spring parent conferences in March 2010. CRC made two attempts by telephone to gather survey information from parents who did not return a survey.

5.   DLH Academy provided electronic and paper data to CRC. Data were compiled and analyzed at CRC.

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[1] CRC is a nonprofit social science research organization and division of the National Council on Crime and Delinquency.

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 Methodology[2]

1.   <u>Mission and Philosophy</u>

The mission of DLH Academy is to accomplish excellence and equity in a kindergarten through eighth-grade educational environment. DLH Academy provides a quality education in a coeducational, safe, nurturing, caring, and academically challenging learning environment.

The school's Vision of Excellence has been and continues to be that all students will:

- Strive to achieve high academic standards;
- Model good character, strong values, and principles;
- Receive a quality K–8 college preparatory education; and
- Value diversity and multiculturalism.

2.   <u>Description of Educational Programs and Curriculum</u>[3]

DLH Academy provided educational services to children in kindergarten (K4 and K5) through eighth grade during the 2009–10 academic year.

DLH Academy offers a transdisciplinary curriculum through the Primary Years Programme (PYP) of the International Baccalaureate (IB) Organization. Through the IB

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[2] *2009–2010 Student and Family Handbook.*

[3] Information is taken from personal interviews, DLH Academy's *2009–10 Student and Family Handbook*, its personnel policies manual, and Section II of DLH Academy's charter application for the 2002–03 academic year, which was subsequently incorporated into its contract with the City of Milwaukee.

curriculum, the students learn to profile all of the characteristics of educated international persons. They are taught to value diversity and celebrate multiculturalism.

In addition to reading/literacy, language arts, and math, DLH Academy offers instruction in science, Spanish, music, art, physical education, health, and research methods. K4 through fifth-grade students were included in the balanced literacy approach.[4] A "Balanced Literacy" consultant visited the school twice a month to observe classes, provide feedback to the teachers, and assist with analyzing data. Spanish was taught to students in grades two through five, with some Spanish instruction for students in sixth grade. Students in sixth, seventh, and eighth grades received an added reading class and math enrichment class. Music and art were provided from K4 through fourth grade. Violin instruction was provided for students in grades K5 through two and general music was provided for grades K4, three, and four. Students in fifth through eighth grades were offered a variety of activities, such as African drumming, drumline, dance, gospel chorus, and computer club.

DLH Academy uses a variety of methods of instruction, including the following:

- The learning principles promoted by the work of Tuck and Codding (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, musical, and naturalist. These intelligences are personal, interrelated, and interdependent. Multiple intelligence theory is used at DLH 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.

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[4] The emphasis on Direct Instruction for the K4 through first-grade students was discontinued this year.

- The use of a "Balanced Literacy" program for K4 through fifth-grade students. Balanced literacy includes graded reading and leveled books.

- The use of Everyday Math to develop math skills for kindergarten through sixth-grade students and Saxon Math for seventh- and eighth-grade students.

- The use of the Measures of Academic Progress (MAP) program in reading and math to monitor student progress and assist teachers with strategies to meet the needs of individual students.

In addition to academic subjects, DLH Academy provides opportunities for students to learn and be involved in community service projects.

The school provided an extended care program. Under this program, students could come to school as early as 7:00 a.m. for no charge and stay at school until 6:00 p.m. Parents were responsible for transportation and paid a fee for the afterschool care. Parents also had the option of using emergency drop-off, which allowed parents to bring their child to school early on occasion. The time was spent doing homework, then structured play activities, movies, or other activities. This service was offered for a fee and the program was staffed by school staff.

The school's leadership team consists of the executive director and the principal. The executive director oversees the school's operations, including all administrative functions and supervision of administrative staff. The principal directs and supervises the school on a day-to-day basis. The principal is responsible for curriculum development, academic programming, and accountability for academic achievement. The principal provides coordination and oversight for the IB/PYP program and ensures that appropriate guidance and support are given to staff to implement the IB/PYP program.

B. Student Population

At the beginning of the year, there were 289 students, ranging from K4 through eighth grade, enrolled in DLH Academy.[5] Seven students enrolled after the school year started and 33 students withdrew from the school prior to the end of the year. Reasons for withdrawing included the following: 17 students were dissatisfied with the school program, 7 students moved away, 7 left because of transportation issues, 1 left due to medical reasons, and 1 student left for unspecified reasons. Three students withdrew from K4, 4 from K5, 3 from first, 3 from second, 4 from third grade, 3 from fourth, 2 from fifth, 5 from sixth, and 6 from eighth grade. Six of the students who withdrew had special education needs. Of the 289 students who started the year at the school, 258 remained enrolled at the end of the year. This is an 89.3% retention rate.
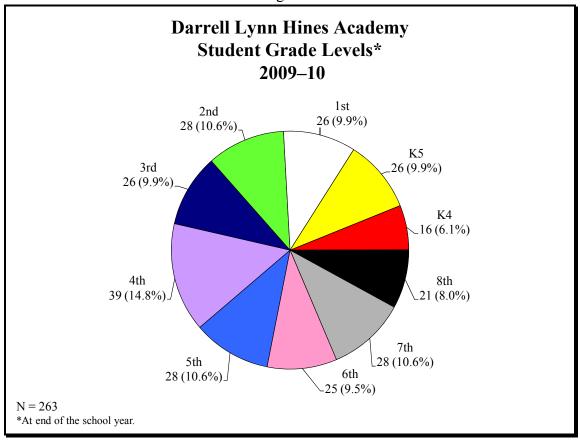
At the end of the year, there were 263 students enrolled at DLH Academy. They can be described as follows:

- Most (252, or 95.8%) of the students were African American, 8 (3.0%) students were Asian, 2 (0.8%) were White, and 1 (0.4%) student was Hispanic;

- There were 149 (56.7%) girls and 114 (43.3%) boys;

- Thirty-nine students had special education needs. Twelve students had special needs in speech/language (SP/L), 6 had learning disabilities (LD), 5 had learning disabilities with speech and language (SP/L/LD) disabilities, 3 had emotional/behavioral disorder (EBD), 2 had cognitive disability (CD), 1 had SP/L/SDD, and 1 student had SP/L with occupational therapy (SP/L/OT). Seven students had other health impairments (OHI) and 2 students had OHI/SP/L impairments; and

- The largest grade was fourth, with 39 students. The number of students by grade level is illustrated in Figure 1.

- There were 200 (76.0%) students eligible for free and 27 (10.3%) for reduced lunch prices. The remaining 36 (13.7%) were not eligible.

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[5] As of September 18, 2009.

Figure 1

Darrell Lynn Hines Academy
Student Grade Levels*
2009–10

N = 263
*At end of the school year.

Of the 251 students attending on the last day of the 2008–09 academic year who were eligible for continued enrollment at the school for the 2009–10 academic year (i.e., did not graduate from eighth grade), 193 were enrolled on the third Friday in September 2009, representing a return rate of 76.9%. This compares to a return rate of 79.8% in September 2008, 90.0% in September 2007, and 85.3% in September of 2006.[6] See Appendix C for trend information.

The school provided reasons why 58 of the students did not return to DLH Academy in the fall. The reasons were as follows: 21 went to Milwaukee public schools (MPS), 7 to suburban public schools, 18 to private/Christian/parental choice schools, 7 moved out of state, 3 went to other independent charter schools, 1 was home schooled, and 1 was deceased.

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[6] Until 2009–10, student return rates were self-reported by the school. This year, data files from 2008–09 and 2009–10 were used by CRC to calculate return rate.

C.   School Structure

1.   Areas of Instruction

In addition to reading/literacy, language arts, and math, DLH Academy offers instruction in science, Spanish, music, art, physical education, health, and research methods. Special education programming is provided to students identified as needing an IEP. 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 student's work habits.

2.   Classrooms

The school had 11 classrooms, each with approximately 26 students. There was 1 classroom each for K4 (half-day only) through eighth grades, except for fourth grade, which had 2 classrooms. Each classroom from K4 through third grades had a teacher and an educational assistant. Teachers in the fourth and fifth grades shared an educational assistant. The sixth-, seventh-, and eighth-grade teachers did not have an educational assistant.

3.   Teacher Information

During the 2009–10 school year, DLH Academy employed a total of 21 instructional staff members. There were 12 classroom teachers and 9 other instructional staff. Classroom teachers consisted of 8 elementary (1 for each grade, K4 through 5, except for fourth grade which had 2) and 4 middle school classroom teachers (1 in English, 1 in science, and 2 in math). The 9 other instructional staff consisted of 3 special education staff, including a special education teacher, a school psychologist, and a speech language pathologist; 1 health/physical education teacher; 1 IB coordinator; 1 librarian/media specialist; a reading teacher; a teacher mentor; and a principal.

All of these personnel remained at the school the entire year. The 12 classroom teachers had been teaching at the school for 1 to 6 years, with an average of 2.3 years. All 21 instructional staff combined taught at this school from 1 to 7 years, with an average of 3.4 years. Two of the staff members, a classroom teacher and the school psychologist, were new to the school in the fall of 2009. All of the 11 classroom teachers who were employed at the end of the 2008–09 school year and were eligible to return came back to the school in fall of 2009. Seven of the 8 instructional staff who were employed at the end of the 2008–09 school year and were eligible to return came back to the school in fall of 2009. Overall, 18 of 19 instructional staff returned to the school. All of these professionals held a Wisconsin Department of Public Instruction (DPI) license or permit.

The school reported the following staff development activities prior to and during the school year:

- Everyday Math training in Chicago, Illinois (August; two elementary math leaders and one middle school leader);

- New teacher orientation (August);

- Everyday Math training at Central City Cyberschool (August, K4 through sixth grade);

- Organizational Day for all teachers, establishing school climate, culture, and routines (August);

- Banking Day for all teachers establishing school climate, culture, and routines (September);

- Southeastern Wisconsin Assessment Collaborative (SEWAC; throughout the year; K4 through eighth-grade teachers);

- Special Education Legal Issues training (three times; Ms. Jasinski and Ms. Washington);

- International Baccalaureate training (October; K4 through fifth-grade teachers);

- Curriculum meetings (throughout the year);

- Wisconsin Promise Conference (January; 11 instructional staff);

- Kindergarten conference (January; K4 and K5 teachers);

- Wisconsin Reading Convention (January; reading specialist);

- Banking Days to analyze school data (January);

- Banking Day for the Northwest Evaluation Association Measures of Academic Progress (March);

- P.A.V.E. data workshop (April; Ms. Horton, Ms. Washington, Ms. Boling, and Ms. Carrington);

- Banking Day: Teachers observed Everyday Math lessons at Central City Cyberschool (May).

First-year employees' performance was formally reviewed three months after the school year began. The review included discussion of 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.

4.   Hours of Instruction/School Calendar

The regular school day for all students began at 7:55 a.m. and ended at 3:10 p.m.[7] The first day of school was September 2, 2009, and the last day of school was June 14, 2010.[8] The highest possible number of days for student attendance in the academic year was 175. Four additional days were "banked" for teacher work days. DLH Academy has met the City of Milwaukee's requirement of providing at least 875 instructional hours, as well as its contract provision requiring the school to publish an annual calendar.

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[7] Breakfast was served daily.

[8] Based on a calendar for the 2009–10 year provided by the school.

5.   Parent and Family Involvement

DLH Academy's *2009–2010 Student and Family Handbook* was provided to every family prior to the start of the school year. In this handbook, DLH Academy invites parents to become active members of the family involvement team (FIT), which is composed of all parents and guardians of DLH Academy 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.

DLH Academy offers parents/guardians/family members an opportunity to review and sign its family agreement. This agreement is a contract that describes the roles of the school and the family in partnership to achieve academic and school goals for students. This year the administrator of the school reported that 145 (77.5%) of 187 DLH Academy families signed the agreement.

Parents/guardians of all new students were required to attend a mandatory orientation session with their child prior to the start of school. Parents/guardians of returning students who had not consistently adhered to school policies and guidelines were 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. Families were also invited to attend special programs and events scheduled throughout the year such as Founder's Day, Harvest Day, Honors and Awards Convocation and Reception, and the Fifth-grade Rites of Passage Ceremony and Luncheon.

6.   Waiting List

In September 2009, the school's leadership reported that the school did not have an active waiting list. At the end of the academic year, the school leadership indicated that as of June 1, 2010, the school had no waiting list and was still in the process of enrolling students.

7.   Disciplinary Policy

DLH Academy clearly explains its discipline policy and plan to parents and students in its *Student and Family 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 administrative team; in-house suspension; out-of-school suspension; and expulsion recommendation. 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. The discipline plan states an action for each type of infraction. The actions include a conference between the student and the teacher, a conference including the parent, referral to the administrative team, a Saturday detention, an in-school or out-of-school suspension, or an expulsion recommendation.

Students are also referred for awards. These include awards for attendance and the academic honor roll. An annual awards convocation honors students who have excelled in academic achievement and have demonstrated positive behavior and character traits that exemplify a model student.

8.   <u>Graduation and High School Information</u>

DLH Academy provides an eighth-grade advisor who works with students and parents to assist students with their high school choices and apply for enrollment by the early admission timeline established by MPS. This advisor helps with completing and tracking the paperwork for school admission. Students were encouraged to attend the MPS high school fair, the school provided letters of recommendation as needed, and calls were made to parents for follow-up.

This year, 21 students graduated from DLH Academy. At the time of this report, 5 students were enrolled at Messmer High School; 5 at Vincent High School; 3 at Riverside University; and 1 student each was enrolled at Shorewood, Whitefish Bay Dominican, Marquette University High School, Milwaukee Lutheran, and Eastbrook Academy. One student moved out of state and 2 were undecided as to where to attend high school.

The spring of 2010 marks the first year that former DLH Academy eighth-grade graduates graduated from high school. The school is setting up a DLH Academy alumni and friends Facebook page as an attempt to track the high school graduates of the class of 2006. The school intends to use Facebook to identify former students who might be enrolled in a university/college, a community college, in the military, and/or actively employed, etc.

D.   Activities for Continuous School Improvement

The following is a description of DLH Academy's response to the activities that were recommended in its programmatic profile and education performance report for the 2008–09 academic year.

- <u>Recommendation</u>: Train new teachers on how to differentiate instruction for all students.

  <u>Response</u>: As mentioned above in the teacher information section, training occurred throughout the year using the banking days and other meeting times. All teachers, including the one new teacher, attended nine day-long sessions at

Alverno College as part of the Southeastern Wisconsin Assessment Collaborative (SEWAC) program. All teachers and staff used banking days to focus on analyzing school data and to learn more about how to use MAP data. School staff representatives and teachers also attended a day-long data workshop provided by PAVE.

- <u>Recommendation</u>: Use MAP more effectively, especially by obtaining the third level of training geared toward differentiation.

  <u>Response</u>: Training focused on differentiating according to students' needs using formative and summative assessments. As mentioned above, all teachers and staff attended the third level of training geared to differentiation provided by Northwest Evaluation Association on the Measures of Academic Progress (MAP).

- <u>Recommendation</u>: Continue the student and teacher support process, e.g., providing extra reading and math support.

  <u>Response</u>: The reading coordinator pulled the "naïve" students out of the classroom for instruction, kept progress notes, and subsequently met with the teacher and then with the principal to make changes to the instructional program.

  The math enrichment person worked with K4 through eighth-grade students who were identified by the math team as needing help. Enrichment work focused on math concepts that were based on the MAP.

  Educational assistants from K4 through fifth grade also worked under the direction of teachers in the classroom to work with small groups of students. Notebooks were used in the classroom to record the skills that were worked on.

  Afterschool tutoring was available on Wednesdays and Thursdays for students in second through eighth grades who were identified as needing help. This tutoring program was staffed by the school's teachers.

III. PARENT, TEACHER, STUDENT, AND BOARD MEMBER SATISFACTION

A. Parent Surveys

Parent opinions are qualitative in nature and provide a valuable external measurement of school performance. To determine how parents heard about the school, why they elected to send their children to the school, parental involvement with the school, and an overall evaluation of the school, parents were provided a survey during the March parent-teacher conferences. Parents were asked to complete the survey, place it in a sealed envelope, and return it to the school. CRC made at least two follow-up phone calls to parents who had not completed a survey. For families who had not submitted a survey, CRC completed the survey over the telephone or sent the parents/guardians a survey in the mail. All completed interview and survey forms were forwarded to CRC for data entry. At the time of this report, 114 (64.4%) of 177 family surveys (representing parents of 185 children) had been completed and submitted to CRC.[9] Results are presented below.

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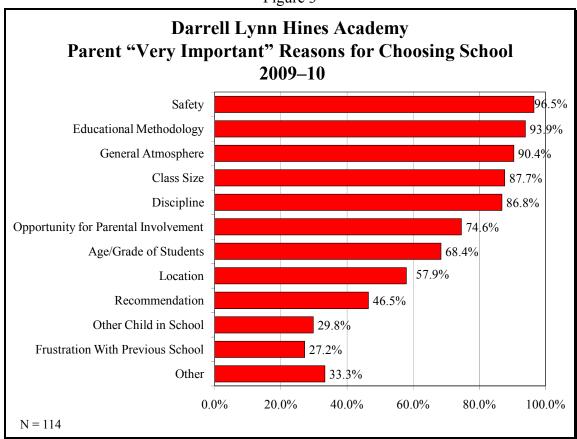
[9] As of July 15, 2010.

Approximately 48.2% of parents heard about the school from church, 47.4% from friends or relatives, 1.8% from television/radio/Internet, and 2.6% heard about the school from other sources (see Figure 2).

Figure 2

Darrell Lynn Hines Academy
How Parents Learned About the School
2009–10

N = 114

Parents chose to send their child to DLH Academy for a variety of reasons. Figure 3 illustrates the reasons parents considered very important when making the decision to send their child to the school.[10] For example, 96.5% of parents stated that safety was a very important reason for selecting this school, while 93.9% of parents indicated that educational methodology was very important to them when choosing this school.

Figure 3

Darrell Lynn Hines Academy
Parent "Very Important" Reasons for Choosing School
2009–10

Reason	Percentage
Safety	96.5%
Educational Methodology	93.9%
General Atmosphere	90.4%
Class Size	87.7%
Discipline	86.8%
Opportunity for Parental Involvement	74.6%
Age/Grade of Students	68.4%
Location	57.9%
Recommendation	46.5%
Other Child in School	29.8%
Frustration With Previous School	27.2%
Other	33.3%

N = 114

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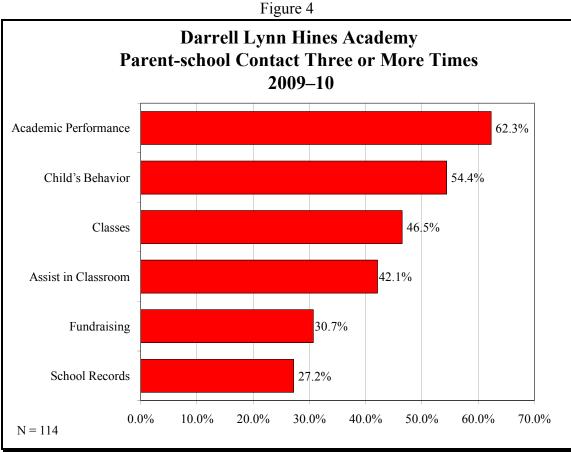
[10] Parents could choose "very important," "somewhat important," "somewhat unimportant," or "not at all important."

Parental involvement was also used as a measure of satisfaction with the school. Parental involvement was measured by number of contacts between the school and the parent(s) and parents' participation in educational activities at home.

Parents and the school were in contact for a variety of reasons, including a child's academic performance and behavior, assisting in the classroom, or engaging in fundraising activities. For example, 62.3% of the parents reported contact with the school at least three times regarding the student's academic performance; 54.4% of parents were in contact with the school regarding their child's behavior; and 46.5% of parents were in contact with the school to discuss classes in which their child was enrolled (see Figure 4).

Figure 4

Darrell Lynn Hines Academy
Parent-school Contact Three or More Times
2009–10

Category	Percentage
Academic Performance	62.3%
Child's Behavior	54.4%
Classes	46.5%
Assist in Classroom	42.1%
Fundraising	30.7%
School Records	27.2%

N = 114

The second measure of parental participation was the extent to which parents engaged in educational activities while at home. During a typical week, parents of elementary-aged children engaged in the following activities:[11] 89.3% worked on arithmetic or math with their child; 88.4% worked on homework with their child; 84.5% of parents read to or with their child; 68.9% watched educational programs on television; and 64.1% participated in activities such as sports, library visits, or museum visits with their child.
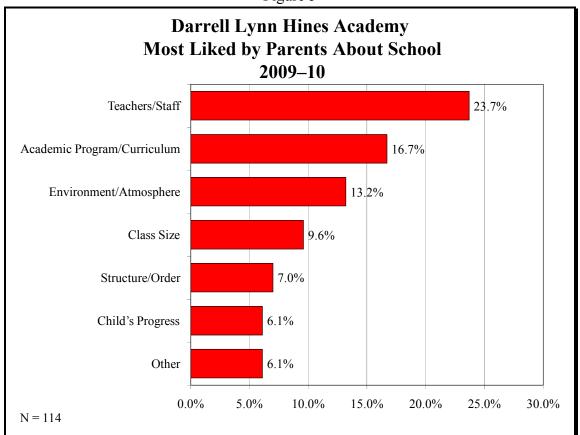
Parents of older students (grades six through eight) engaged in the following activities at least monthly:[12] 98.3% monitored homework completion, 93.1% discussed their child's progress toward graduation, 91.3% participated in activities outside of school, 89.6% watched educational programs with their child, and 89.7% discussed post-secondary plans with their child.

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[11] N = 103.

[12] N = 58.

When asked what they most liked about the school, 23.7% of parents indicated an appreciation for the teachers and/or staff, 16.7% indicated that they like the academic program/curriculum, 13.2% mentioned the overall environment and atmosphere at the school, e.g., warm, caring, family-like (see Figure 5).[13]
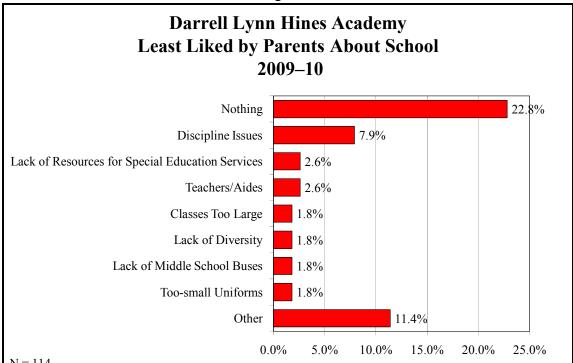
Figure 5

Darrell Lynn Hines Academy
Most Liked by Parents About School
2009–10

Teachers/Staff — 23.7%
Academic Program/Curriculum — 16.7%
Environment/Atmosphere — 13.2%
Class Size — 9.6%
Structure/Order — 7.0%
Child's Progress — 6.1%
Other — 6.1%

N = 114

Parents were then asked what they least liked about the school. Responses included discipline issues at the school (7.9%); the need for more resources for children with special education needs (2.6%); and a few parents were unhappy with a few teachers and/or aides (2.6%). Twenty-six (22.8%) parents indicated that there was nothing they disliked about the school. See Figure 6 for additional responses.

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[13] Other responses included location, communication, that all children can attend the same school, attend church, and "everything."

Figure 6

Darrell Lynn Hines Academy
Least Liked by Parents About School
2009–10

Category	Percentage
Nothing	22.8%
Discipline Issues	7.9%
Lack of Resources for Special Education Services	2.6%
Teachers/Aides	2.6%
Classes Too Large	1.8%
Lack of Diversity	1.8%
Lack of Middle School Buses	1.8%
Too-small Uniforms	1.8%
Other	11.4%

N = 114

*Other responses included no school nurse, a parent who would like all-day K4, unsafe security practices, parent volunteer requirements, the current focus on behavior instead of academics, the school should be year-round, lack of foreign language classes, lack of daycare when school is out, cost of supplies, lack of extracurricular activities, location, lack of African American teachers, and lack of afterschool homework help.

Parents were also asked to rate the school on various aspects including the program of instruction, the school's responsiveness, and progress reports provided to parents/guardians. Table 1 indicates that parents rated the school as good or excellent in most of the aspects of the academic environment. For example, most parents indicated that the program of instruction was excellent (60.5%) or good (32.5%). Parents indicated that the enrollment policies and procedures were excellent (59.6%) or good (33.3%) and that their child's academic progress at the school was excellent (56.1%) or good (36.8%). Where "no response" was indicated, the parent either had no knowledge or experience with that aspect or had no opinion.

Table 1									
Darrell Lynn Hines Academy Parental Satisfaction 2009–10 (N = 114)									
	Response								
Area	Excellent		Good		Fair		Poor		No Response	
	N	%	N	%	N	%	N	%	N	%
Program of instruction	69	60.5%	37	32.5%	5	4.4%	111	97.4%	3	2.6%
Enrollment policy and procedures	68	59.6%	38	33.3%	5	4.4%	0	0.0%	3	2.6%
Child's academic progress	64	56.1%	42	36.8%	5	4.4%	1	0.9%	2	1.8%
Student-teacher ratio	57	50.0%	38	33.3%	16	14.0%	3	2.6%	0	0.0%
Discipline policy methods	48	42.1%	36	31.6%	21	18.4%	6	5.3%	3	2.6%
Parent-teacher relations	69	60.5%	35	30.7%	6	5.3%	2	1.8%	2	1.8%
Communication regarding learning expectations	69	60.5%	34	29.8%	9	7.9%	1	0.9%	1	0.9%
Parent involvement in policy and procedures	73	64.0%	34	29.8%	6	5.3%	1	0.9%	0	0.0%
Teacher performance	65	57.0%	39	34.2%	10	8.8%	0	0.0%	0	0.0%
Principal performance	72	63.2%	34	29.8%	6	5.3%	1	0.9%	1	0.9%
Teacher/principal accessibility	74	64.9%	36	31.6%	3	2.6%	0	0.0%	1	0.9%
Responsiveness to concerns	72	63.2%	37	32.5%	4	3.5%	0	0.0%	1	0.9%
Progress reports	81	71.1%	32	28.1%	1	0.9%	0	0.0%	0	0.0%

Parents were then asked to indicate their level of agreement with several statements about school staff. Results are summarized below (see Table 2).

	Table 2											
	Darrell Lynn Hines Academy **Parental Rating of School Staff** **2009–10** **(N = 114)**											
Statement	**Response**											
	Strongly Agree		**Agree**		**Neutral**		**Disagree**		**Strongly Disagree**		**No Response**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
I am comfortable talking with the staff	76	66.7%	26	22.8%	6	5.3%	0	0.0%	0	0.0%	6	5.3%
The staff welcomes suggestions from parents	67	58.8%	31	27.2%	10	8.8%	0	0.0%	0	0.0%	6	5.3%
The staff keeps me informed about my child's performance	71	62.3%	30	26.3%	6	5.3%	1	0.9%	0	0.0%	6	5.3%
I am comfortable with how the staff handles discipline	51	44.7%	34	29.8%	14	12.3%	5	4.4%	4	3.5%	6	5.3%
I am satisfied with the number of adult staff available to work with the students	60	52.6%	33	28.9%	9	7.9%	4	3.5%	1	0.9%	7	6.1%
I am satisfied with the overall performance of the staff	64	56.1%	30	26.3%	10	8.8%	2	1.8%	1	0.9%	7	6.1%
The staff recognizes my child's strengths and weaknesses	67	58.8%	34	29.8%	4	3.5%	0	0.0%	0	0.0%	9	7.9%

Finally, parental satisfaction was evident in the following results:

- Nearly all (83.3%) parents would recommend this school to other parents;

- Of surveyed parents, 74.8% will send their child to the school next year;[14] and

- When asked to rate the school's overall contribution to their child's learning, most (61.4%, or 70) parents indicated "excellent" and 32 (28.1%) parents rated the school "good." Five (4.4%) parents thought the school's contribution was "fair"

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[14] Sixteen parents did not know if their child(ren) would return to the school and 10 indicated "no." One family was moving away, one parent mentioned transportation as an issue, one family is looking for more diversity and better behavior, one is leaving because of disciplinary actions, one due to scheduling conflict, one because of lack of academic challenge, one because older children do not want to wear uniforms. The other families did not indicate why their child may not or will not attend next year. These data do not include three families whose children are graduating.

and 1 (0.9%) parent rated the school as poor. Six (5.3%) parents did not respond to the question.

- When asked how their child would rate the school, 36.8% of parents indicated excellent, 46.5% indicated good, 6.1% indicated fair, and 3.5% indicated poor. Note that 7.0% of parents did not respond to this question.

B.   Teacher Interviews

In the spring of 2010, CRC interviewed 11 teachers regarding their reasons for teaching and overall satisfaction with the school. At least one teacher from each grade from K4 through eighth grade (except third grade) was interviewed. Teachers were responsible for 4 to 30 students at a given time. One of the 11 teachers used team-teaching techniques, and the other 7 did not team teach. One teacher had been teaching at this school for six years, 1 teacher for four years, 2 teachers for three years, 5 teachers for two years, and 2 teachers had been at the school for one year.[15] All teachers indicated that they routinely used data to make decisions in the classroom, and 9 of the 11 indicated that school leadership used data to make schoolwide decisions. Seven teachers' performance reviews occurred at least annually, 2 teachers' performance was reviewed at least two times during this year, and the other 2 had not had a formal evaluation yet. Five teachers indicated that students' academic performance was part of the evaluation. Nine of the 11 teachers were satisfied with the process and 2 were not.

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[15] The executive director and founder is not included in the teacher interview section.

Teachers were asked to rate how important various reasons were for teaching at the school. Nine teachers rated location as a somewhat important reason for teaching at this school. Ten teachers rated financial considerations as important or very important. See Table 3 for more details.

Table 3				
Reasons for Teaching at Darrell Lynn Hines Academy 2009–10 (N = 11)				
Reason	Importance			
	Very Important	Somewhat Important	Somewhat Unimportant	Not At All Important
Location	0	9	1	1
Financial considerations	2	8	0	1
Educational methodology	3	4	3	1
Age/grade of students	5	2	4	0
Discipline	2	5	2	2
General atmosphere	2	5	2	2
Class size	2	5	3	1
Governance structure	0	1	3	7
Parental involvement	3	3	2	3

Other reasons given for teaching at the school included dedicated staff, responsive administration, and the attitude of the administration team; five teachers indicated that they needed the full-time work and/or there were no other jobs available.

In terms of overall evaluation of the school, teachers were asked to rate the school's performance related to class size, materials and equipment, and student assessment plan, as well as shared leadership, professional support and development, and the school's progress toward becoming an excellent school. Teachers most often rated standardized tests and progress reports to parents as excellent or good. Class size, materials and equipment, and shared leadership were rated the lowest by the most teachers.

Table 4				
Darrell Lynn Hines Academy **School Performance Rating** **2009–10** **(N = 11)**				
Area	**Rating**			
	Excellent	**Good**	**Fair**	**Poor**
1. Class size	1	1	5	4
2. Materials and equipment	1	2	5	3
3. Student assessment plan	3	6	2	0
3a. Local measures	1	7	3	0
3b. Standardized tests	3	7	0	1
3c. Progress reports	5	5	1	0
4. Shared leadership, decision making, and accountability	0	3	5	3
5. Professional support	3	5	1	2
6. Professional development opportunities	5	4	1	1
7. Progress toward becoming an excellent school	1	5	3	2

On a satisfaction rating scale ranging from very satisfied to very dissatisfied, teachers responded on the "satisfied" end of the response range in most areas. Areas where teachers expressed the most satisfaction were the students' academic progress, parent-teacher relationships, and their own performance as a teacher. Teachers expressed the most dissatisfaction with the discipline policy and the school's adherence to the discipline policy. Table 5 lists all of the teacher responses.

Table 5 Darrell Lynn Hines Academy Teacher Satisfaction 2009–10 (N = 11)					
Performance Measure	**Response**				
	Very Satisfied	**Somewhat Satisfied**	**Somewhat Dissatisfied**	**Very Dissatisfied**	**No Opinion/N/A**
Program of instruction	1	6	4	0	0
Enrollment policy and procedures	2	5	0	0	4
Students' academic progress	4	5	1	1	0
Student-teacher ratio	1	4	3	3	0
Discipline policy	0	4	6	1	0
Adherence to discipline policy	0	2	7	2	0
Instructional support	3	5	2	1	0
Parent-teacher relationships	3	6	2	0	0
Teacher collaboration to plan learning experiences	4	3	3	1	0
Parent involvement	2	3	5	1	0
Community/business involvement	0	2	2	3	4
Performance as a teacher	7	4	0	0	0
Principal performance	4	3	3	1	0
Professional support staff performance	4	4	2	1	0
Opportunities for teacher involvement	0	4	6	1	0
Board of directors' performance	1	0	0	0	10
Opportunities for continuing education	2	3	4	2	0
Frequency of staff meetings	4	4	3	0	0
Effectiveness of staff meetings	1	4	4	2	0

When teachers were asked to name the three things they most liked about the school, teachers noted the following:

- Colleagues (n=5)
- Administration team (n=2);
- Environment (n=2);
- Students (n=2);
- The facility (n=2);
- Values and mission of the school (n=2);
- Autonomy (n=1);
- Location (n=1);
- Meal program (n=1);
- Professional development (n=1);
- PYP program, IB emphasis (n=1);
- Reading program (n=1);
- Special education department (n=1);
- Support teachers (n=1);
- Tutoring program (n=1); and
- Violin program (n=1).

Teachers most often mentioned the following as least liked about the school:

- Discipline issues/student behavior (n=6);
- Class size (n=4)
- Administration (n=3);
- Time for special classes, e.g., art, music, etc. (n=3);
- Lack of clear curriculum for reading and language arts (n=1);
- Lack of clear responsibilities for support staff (n=1);
- Lack of meaningful teacher involvement (n=1);
- Lack of organized computer class (n=1);
- Lack of standards-based report card/grading system (n=1);
- Lack of student diversity (n=1);
- Lack of supplies (n=1);
- Lack of support (n=1);
- Lack of teacher planning time (n=1);
- Lack of technology (n=1); and
- Lack of urgency in responding to failing kids (n=1).

Teachers were also asked to rate the school's progress toward becoming an excellent school. On a scale of poor, fair, good, or excellent, 1 (9.1%) of the teachers rated the school's

progress as excellent, 5 (45.5%) rated the school's contribution as good, 3 (27.3%) rated it as fair, and 2 (18.2%) rated the progress as poor. Teachers were also asked to rate the school's contribution to student academic progress. None of the teachers indicated excellent, 6 (54.5%) indicated good, 3 (27.3%) indicated fair, and 2 (18.2%) rated the school's contribution as poor. Nine of the 11 teachers stated that they intended to continue teaching at the school.

When asked for a suggestion to improve the school, teachers responded as follows:

- Revise entire discipline policy (n=4);
- Continue efforts to retain teachers (n=1);
- Decrease class size (n=1);
- Implement a character-building program (n=1);
- More education for assistants (n=1);
- More teacher involvement in curriculum development (n=1);
- Revise budget to eliminate classroom aides/hire additional teachers (n=1); and
- Stronger program to engage parents (n=1).

When asked to provide a suggestion to improve the classroom, teachers indicated the following:

- Smaller class size (n=4);
- More computers and/or a smart board for each classroom (n=3);
- More materials (n=2);
- Respect for each teacher's professionalism (n=1).

One teacher did not respond.

C.   Student Interviews

At the end of the school year, 20 randomly selected students in seventh or eighth grade were asked several questions about their school. All 20 students indicated that they use computers at school and 19 said they have improved in reading. See Table 6 for additional responses.

Table 6 **Darrell Lynn Hines Academy** **Student Interview** **2009–10** **(N = 20)**			
Question	**Answer**		
	Yes	**No**	**No Response/ Not Applicable**
1. Do you like your school?	13	5	2
2. Do you learn new things every day?	17	3	0
3. Have you improved in reading?	19	1	0
4. Have you improved in math?	16	3	1
5. Do you use computers at school?	20	0	0
6. Is your school clean?	13	3	4
7. Do you like the school rules?	8	12	0
8. Do you follow the rules?	12	7	1
9. Does your homework help you learn more?	18	2	0
10. Do your teachers help you at school?	17	2	1
11. Do you like being in school?	14	5	1
12. Do you feel safe in school?	18	0	2
13. Do people work together in school?	14	5	1
14. Do you feel the marks you get on classwork, homework, and report cards are fair?	15	5	0
15. Do your teachers talk to your parents?	18	1	1
16. Does your school have afterschool activities?	18	2	0
17. Do your teachers talk with you about high school plans?	18	2	0

Students were then asked what they liked best and least about the school. Students liked the following aspects best:

- Teachers (n=5);
- Extracurricular sports/activities (n=4);
- Gym (n=3);
- Academics (n=1);
- English class (n=1);
- High expectations (n=1);
- I just like it (n=1);
- Learn new things (n=1); and
- Math class (n=1).

Two students did not respond.

When asked what they liked least, students responded as follows:

- Uniforms/dress code (n=6);
- Teachers (n=5);
- Lunch (n=2);
- Rules (n=2);
- Science (n=2);
- School day too long (n=1);
- Would like to be challenged more (n=1).

One student did not provide an answer.

D.   Board Member Interviews

Board member opinions are qualitative in nature and provide valuable insight regarding school performance and organizational competency. Five members of DLH Academy's Board of Directors were interviewed via telephone by CRC staff using a prepared interview guide. Four of these board members have served since the school started in 1999 and one has served for three years. One interviewee is currently the board chair, another is the vice president, another the treasurer, another the secretary, and one is a community representative. These board members

represented experience in administrative and spiritual leadership, the law, technical skills, banking, and nonprofit and for-profit business administration. One board member's experience also reflected the parent perspective.

The interviewees were asked to rate the school's performance in class size, materials and equipment, and the student assessment plan (local measures of achievement, standardized testing, progress reports to parents) if they had knowledge of these school performance elements; shared leadership; decision making and accountability; professional support; and professional development opportunities. The rating scale was excellent, good, fair, or poor. The interviewees generally rated these elements as either excellent or good. However, one board member rated class size and professional support as fair, and three members rated materials and equipment as fair.[16]

One of the board members indicated that the school's progress toward becoming an excellent school was excellent, while the other four indicated that the school's progress toward becoming an excellent school was good. Two of the interviewees indicated that, overall, the school was excellent, and the other three interviewees rated the school as good overall. These board members reported that the board of directors uses data to make decisions and cited several examples.

On a satisfaction rating scale ranging from very satisfied to very dissatisfied, all interviewees who had knowledge of these factors indicated that they were either very satisfied or somewhat satisfied with the following areas:[17]

- Program of instruction;

- Enrollment policy/procedures;

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[16] There were two instances in which a board member did not know enough to make a judgment: student assessment plan overall and progress reports to parents.

[17] At least one board member did not have knowledge of the following: enrollment policy/procedures, instructional support, parent involvement, community business involvement, teachers' performance, and opportunities for continuing education.

- Student-teacher ratio/class size;

- Discipline policy and adherence to the discipline policy;

- Instructional support, particularly the principal's performance;

- Opportunities for teacher involvement in policy/procedure decisions;

- The current role of the board of directors and the board's performance;

- Opportunities for continuing education, the commitment of the school's leadership; and

- The safety of the environment.

The only areas where board members were either somewhat or very dissatisfied were parent involvement and the financial resources to fulfill the school's mission. In one instance, board members expressed being somewhat dissatisfied with the students' academic progress and the administrative resources available to fulfill the school's mission.

When asked what they liked best about the school, board members noted the following:

- The strong administrative staff, particularly leadership who care about the students;

- The curriculum, specifically the IB program which sets high standards; the foreign language program; and the inclusion of the arts;

- The plan for assisting the students in making yearly progress;

- The facility (particularly the library and resource center); and

- The safety and pleasantness of the environment.

Regarding dislikes, the two main themes were the need for increased funding (particularly to lessen the student-teacher ratio) and the lack of sufficient and consistent parental involvement. One board member also mentioned high teacher turnover rate.

When asked for one suggestion for improving the school, board members mentioned money to hire more seasoned teachers and other staff such as psychologists, teachers, and teacher aides to provide more individualized help for students in need and to lower the teacher/student ratio. More parental involvement was also suggested.

IV. EDUCATIONAL PERFORMANCE

To monitor DLH Academy's activities as described in its contract with the City of Milwaukee, a variety of qualitative and quantitative information was collected at specific 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 student records. The school also identified local and standardized measures of academic performance to monitor student progress. The local assessment measures included reading assessments based on the MAP for second through eighth graders; mathematics progress reports for K5 and first graders and MAP math 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 Stanford Diagnostic Reading Test (SDRT) and the Wisconsin Knowledge and Concepts Examination (WKCE). The WKCE is administered to all public school third- through eighth-grade students to meet federal No Child Left Behind requirements that schools test students' skills in reading and math.

A. Attendance

CRC examined student attendance in two ways. The first reflects the average time students attended school and the second rate includes excused absences. Both rates include all students enrolled in the school at any time. The school considered a student present if she/he attended the school for at least half of the day. CRC also examined the time students spent, on average, suspended (in or out of school).

The attendance rate this year was 92.1%.[18] When excused absences were included, the attendance rate rose to 96.1%. This year, 139 students were suspended at least once. Grade levels ranged from K5 to eighth grade. Ninety-four students spent, on average, 3.5 days out of school on suspension, and 120 students spent an average of 3.1 days in school and on suspension. (Note that some students were given in- and out-of-school suspensions during the year.)

At the beginning of the academic year, the school established a goal of maintaining an average attendance rate of 90.0%. Based on these calculations, DLH 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 258 students enrolled at the time of both conferences (i.e., for the year). Parents of all (100.0%) children attended both scheduled conferences. DLH 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 for all special education students. IEPs were completed for all 43 students with special education needs, and IEP reviews were conducted for all students requiring one; the school has therefore met its goal.[19] 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, the IEPs

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[18] 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. Individual rates were then averaged across all students.

[19] One child withdrew prior to the midterm assessment. This student was not included in the analysis.

were reviewed in a timely manner, and that parents were invited to develop and be involved in their child's IEP.

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 administering standardized tests, each charter school is responsible for describing goals and expectations for its students in the context of that school's unique approach to education. These goals and expectations are established by each City of Milwaukee–chartered 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. The CSRC expectation is that at a minimum, schools must establish local measures in reading, writing, math, and special education.

A description of the local measures developed by DLH Academy and a discussion of outcomes follows.

1.   Reading Progress for Second Through Eighth Graders

This year, the school set a goal that more than 52.1% of 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. Results from the fall assessment were used to establish an individual

target reading growth score.[20] Spring assessment scores were used to determine if a student had reached the target.

As illustrated in Table 7, 78, or 40.8%, of the 191 students who were administered the exam on both occasions met their target reading score. The school has therefore not met its goal. Note that a grade-level analysis indicates none that of the seven grade levels met the goal.

Table 7 **Darrell Lynn Hines Academy** **Target Reading Scores for 2nd Through 8th Graders** **Based on Measures of Academic Progress Tests**					
Grade	**N**	**Did Not Meet Target**		**Met Target**	
		N	**%**	**N**	**%**
2nd	28	15	53.6%	13	46.4%
3rd	26	17	65.4%	9	34.6%
4th	39	22	56.4%	17	43.6%
5th	28	14	50.0%	14	50.0%
6th	25	14	56.0%	11	44.0%
7th	26	15	57.7%	11	42.3%
8th	19	16	84.2%	3	15.8%
Total	**191**	**113**	**59.2%**	**78**	**40.8%**

*Includes students with both fall and spring test results.

[20] The RIT score indicates student skills on developmental curriculum scales or continua. There are RIT scales for each subject, so scores from one subject are not the same as for another. Individual growth targets are defined as the average amount of RIT growth observed for students in the latest Northwest Evaluation Association (NWEA) norming study who started the year with a RIT score in the same 10-point RIT block as the individual student. For more information on the RIT score and the mean growth target score, see the NWEA website, www.nwea.org/assessments/researchbased.asp.

2.   Math Progress

a.   K5 and First Graders

To track math progress at a local level, DLH Academy set a goal that students in K5 and first grade would demonstrate an average of at least 85% mastery of grade-level math concepts on the Everyday Math unit assessments. The percentage of students meeting this expectation will be used as baseline data for future planning.

This year, 44 (88.0%) of 50 students met the goal to master 85% of unit assessment content (Figure 7).

Figure 7

**Darrell Lynn Hines Academy
Math Expectations
K5 and 1st Graders
2009–10**

Met Expectations
44 (88.0%)

Did Not Meet Expectations
6 (12.0%)

N = 50
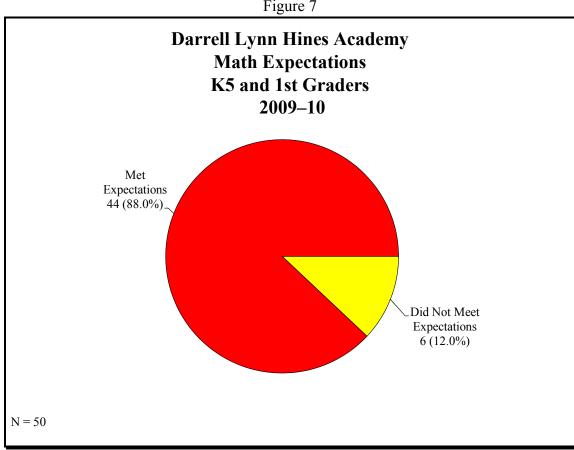
b.   Second Through Eighth Graders

This year, the school set a goal that more than 61.3% of students in second through eighth grades would demonstrate math progress on the MAP tests administered in the fall and again in the spring. Results from the first assessment were used to set a target math growth score for each student. MAP results were submitted for 192 students who were administered the test at both times.

Results indicate that 58.3% of students met their target math scores at the time of the spring test administration, falling short of the school's goal. Three of the grade levels exceeded the goal (Table 8).

Table 8 **Darrell Lynn Hines Academy** **Target Math Scores for 2nd Through 8th Graders** **Based on Measures of Academic Progress Tests**					
Grade	**N**	**Did Not Meet Target**		**Met Target**	
		N	**%**	**N**	**%**
2nd	28	9	32.1%	19	67.9%
3rd	26	12	46.2%	14	53.8%
4th	38	14	36.8%	24	63.2%
5th	28	13	46.4%	15	53.6%
6th	26	10	38.5%	16	61.5%
7th	26	13	50.0%	13	50.0%
8th	20	9	45.0%	11	55.0%
Total	**192**	**80**	**41.7%**	**112**	**58.3%**

3.   Language Arts Progress for Second Through Eighth Graders

The school also used MAP test results from the fall and spring to assess student progress in language arts. Results from the first assessment were used to set a target math growth score for each student. The school's goal was that at least 53.2% of students would reach their target score on the spring test administration. Test results were submitted for 192 students who were administered MAP on both occasions. Results indicate that 50.5% of students met their target score, falling short of the school's goal. Four of the grades tested reached the school's goal (Table 9).

Table 9					
Darrell Lynn Hines Academy **Target Language Arts Scores for 2nd Through 8th Graders** **Based on Measures of Academic Progress Tests**					
Grade	**N**	**Did Not Meet Target**		**Met Target**	
		N	**%**	**N**	**%**
2nd	28	13	46.4%	15	53.6%
3rd	26	8	30.8%	18	69.2%
4th	40	24	60.0%	16	40.0%
5th	28	11	39.3%	17	60.7%
6th	25	11	44.0%	14	56.0%
7th	26	16	61.5%	10	38.5%
8th	19	12	63.2%	7	36.8%
Total	**192**	**95**	**49.5%**	**97**	**50.5%**

4.   <u>Writing Progress</u>

To assess writing skills at the local level, the school set a goal that by the end of the sixth marking period, 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 assessed as at, above, or below grade level. Student skills were rated as advanced, proficient, basic, or minimal.

Results provided for 247 students in K5 through eighth grades indicated that 23 (9.3%) exhibited skills above grade level, 108 (43.7%) exhibited skills at grade level, and 116 (47.0%) students exhibited skills below grade level on their writing pieces.

Figure 8

Darrell Lynn Hines Academy
Six Traits of Writing Grade Level
K5 Through 8th Grade
2009–10

At Grade Level
108 (43.7%)

Above Grade Level
23 (9.3%)

Below Grade Level
116 (47.0%)

N = 247

Note: Includes any students for whom writing skills were assessed.

Table 10 illustrates the Six Traits of Writing proficiency levels for each grade. There were 108 (43.7%) students with proficient and 23 (9.3%) with advanced writing skills.

Table 10										
Darrell Lynn Hines Academy **Six Traits of Writing Assessment Proficiency Levels Results by Grade** **2009–10**										
Grade	**Results**									
	Minimal		**Basic**		**Proficient**		**Advanced**		**Total**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
K5	0	0.0%	2	8.0%	15	60.0%	8	32.0%	**25**	**100.0%**
1st	0	0.0%	7	26.9%	13	50.0%	6	23.1%	**26**	**100.0%**
2nd	7	24.1%	7	24.1%	11	37.9%	4	13.8%	**29**	**100.0%**
3rd	15	57.7%	11	42.3%	0	0.0%	0	0.0%	**26**	**100.0%**
4th	7	17.9%	17	43.6%	12	30.8%	3	7.7%	**39**	**100.0%**
5th	2	7.1%	13	46.4%	11	39.3%	2	7.1%	**28**	**100.0%**
6th	2	8.0%	11	44.0%	12	48.0%	0	0.0%	**25**	**100.0%**
7th	3	10.7%	7	25.0%	18	64.3%	0	0.0%	**28**	**100.0%**
8th	1	4.8%	4	19.0%	16	76.2%	0	0.0%	**21**	**100.0%**
Total	**37**	**15.0%**	**79**	**32.0%**	**108**	**43.7%**	**23**	**9.3%**	**247**	**100.0%**

5.   IEP Progress for Special Education Students

The school also set a goal that students who had IEPs would demonstrate progress towards meeting their IEP goals. Students were rated as having made no progress, emerging, progressing, or having achieved each goal. There were 33 students with at least one goal. (Goals were identified for 9 other students, but they were new goals and insufficient time had elapsed for review.) At the time of the final marking period, there were students with active IEPs with at least one goal. Students had between one and seven goals. This year, 31 (93.9%) of 33 special education students were able to demonstrate progress (including achieving) on at least one goal. On average, students exhibited progress in 87.4% of IEP goals. The school has met its goal related to special education students.

E. External Standardized Measures of Educational Performance

The CSRC requires that the school administer certain standardized tests to students in city-chartered schools. The school is required to administer the SDRT to all first, second, and third graders enrolled in charter schools, while third through eighth graders take the WKCE. The test is directly aligned with Wisconsin model academic standards and is available to students in third through eighth grades. The WKCE meets federal No Child Left Behind requirements to test students' reading and math skills. The following section describes results of these standardized tests for all children who took the tests. This includes student who have been enrolled in the school for a full academic year (FAY) or longer as well as students who were new to the school.

1. <u>SDRT for K5</u>

Although not required to do so by the CSRC, DLH administered the SDRT to K5 students. Results provide a measure of student skills at the end of kindergarten. This year, the test was given to 26 K5 students in April 2010. Results indicate that students were reading, on average, at the K.5 to 1.4 level, depending on area tested. See Figure 9 and Table 11.

Figure 9

Darrell Lynn Hines Academy
Stanford Diagnostic Reading Test
Average* Grade-level Equivalent for K5
2009–10

N = 26
*Results are rounded to the nearest one tenth. Pre-K scores were converted to 0.0.

Table 11

Darrell Lynn Hines Academy
Stanford Diagnostic Reading Test
GLE Range for K5
2009–10
(N = 26)

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Phonetic Analysis	PK/K.0	3.5	K.0
Vocabulary	K.1	2.5	K.7
Comprehension	K.6	5.3	1.2
SDRT Total	**K.2**	**2.8**	**K.9**

2.   SDRT 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 2010, the test was administered to 27 first graders. Results on this measure indicate that first graders were functioning above grade-level equivalents (GLEs) in all three areas tested (Figure 10).

Figure 10

Darrell Lynn Hines Academy
Stanford Diagnostic Reading Test
Average* Grade-level Equivalent for 1st Graders
2009–10

N = 27
*Results are rounded to the nearest one tenth.

The GLE range and median score for first graders are illustrated in Table 12.

Table 12 **Darrell Lynn Hines Academy Stanford Diagnostic Reading Test GLE Range for 1st Graders 2009–10 (N = 27)**				
Area Tested	**Lowest Grade Level Scored**	**Highest Grade Level Scored**	**Median GLE**	**Percentage At or Above GLE**
Phonetic Analysis	K.5	5.2	3.5	96.3%
Vocabulary	1.1	4.3	2.4	100.0%
Comprehension	K.5	7.7	2.6	92.6%
SDRT Total	**K.8**	**5.4**	**2.3**	**96.3%**

Note: Results are rounded to the nearest one tenth.

3.   SDRT for Second Graders

Second graders were administered the SDRT in April 2010. Results are presented in Figure 11 and Table 13. As illustrated, second graders were, on average, reading at 2.3 to 2.7 GLE in the areas tested.

Figure 11

Darrell Lynn Hines Academy
Stanford Diagnostic Reading Test
Average* Grade-level Equivalent for 2nd Graders
2009–10

N = 29
*Results are rounded to the nearest one tenth.

Table 13			
Darrell Lynn Hines Academy **Stanford Diagnostic Reading Test** **GLE Range for 2nd Graders** **2009–10** **(N = 29)**			
Area Tested	**Lowest Grade Level Scored**	**Highest Grade Level Scored**	**Median GLE**	**Percentage At or Above GLE**
Phonetic Analysis	1.5	4.7	2.2	62.1%
Vocabulary	K.6	3.9	2.3	69.0%
Comprehension	1.0	8.9	2.4	82.8%
SDRT Total	**1.1**	**3.7**	**2.3**	**65.5%**

4.   <u>Standardized Tests for Third Graders</u>

a.   *SDRT for Third Graders*

Results from this year's SDRT, administered in April 2010, indicate that third graders were, on average, reading at second- to third-grade levels in the areas tested (see Figure 12 and Table 14).

Figure 12

Darrell Lynn Hines Academy
Stanford Diagnostic Reading Test
Average* Grade-level Equivalent for 3rd Graders
2009–10

N = 26
*Results are rounded to the nearest one tenth.

Table 14				
Darrell Lynn Hines Academy **Stanford Diagnostic Reading Test** **GLE Range for 3rd Graders** **2009–10** **(N = 26)**				
Area Tested	**Lowest Grade Level Scored**	**Highest Grade Level Scored**	**Median GLE**	**Percentage At or Above GLE**
Phonetic Analysis	1.1	10.8	2.7	30.8%
Vocabulary	1.2	4.5	2.8	42.3%
Comprehension	1.1	8.1	2.8	53.9%
SDRT Total	**1.5**	**5.1**	**2.8**	**38.5%**
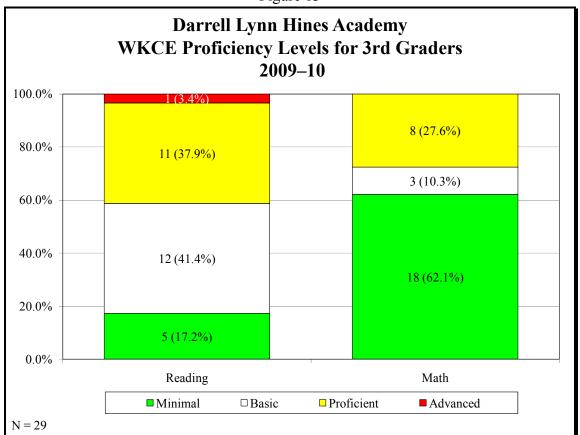
b. *WKCE for Third Graders*

Every year, the CSRC requires its charter schools to administer the WKCE 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.[21] Results were used to assess third-grade reading and math skills, as well as to provide scores against which to measure progress over multiple years. This year, the test was administered in October 2009.

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[21] *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.

As illustrated in Figure 13, 1 (3.4%) third grader scored advanced, 11 (37.9%) scored proficient, 12 (41.4%) scored basic, and 5 (17.2%) scored in the minimal proficiency level in reading. In math, no students scored advanced, 8 (27.6%) scored proficient, 3 (10.3%) scored basic, and 18 (62.1%) students scored minimal proficiency.

Figure 13
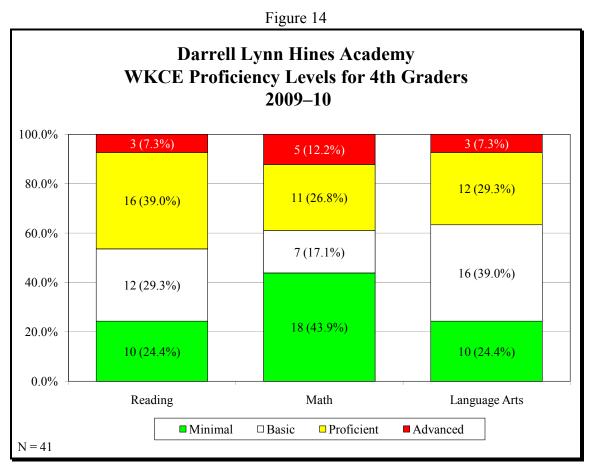
On average, students scored in the 20th percentile statewide in reading. This means that, on average, students scored higher than 20% of all third graders who took the WKCE this year. In math, students scored, on average in the 15th percentile.

<u>WKCE for Fourth Graders</u>

In October 2009 all fourth graders in Wisconsin public schools were given the WKCE. The WKCE for fourth graders consists of subtests in reading, math, language arts, science, and social studies. The CSRC requires that schools report student achievement on the WKCE in reading, language arts, and math for fourth graders.

The WKCE was administered to 41 fourth-grade students at DLH Academy. This year, in reading, 3 (7.3%) fourth graders scored advanced, 16 (39.0%) scored proficient, 12 (29.3%) scored basic, and 10 (24.4%) fourth graders scored in the minimal category. In math, 5 (12.2%) students exhibited advanced skills, 11 (26.8%) students scored proficient, 7 (17.1%) scored basic, and 18 (43.9%) students exhibited minimal skills. In language arts, 3 (7.3%) students were advanced, 12 (29.3%) were proficient, 16 (39.0%) had basic skills, and 10 (24.4%) students exhibited minimal skills (see Figure 14).

Figure 14

Darrell Lynn Hines Academy
WKCE Proficiency Levels for 4th Graders
2009–10

N = 41
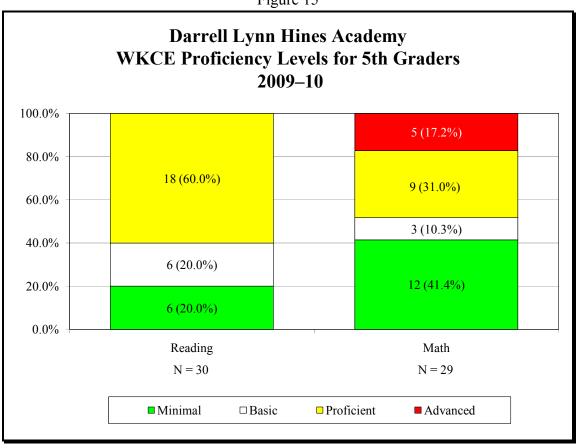
On average, students scored in the 24th percentile statewide in reading, the 23rd in math, and the 24th in language arts.

The final score from the WKCE is a writing score. The extended writing sample is evaluated using two holistic rubrics. A 6-point composition rubric evaluates students' ability to control purpose, organization, content development, sentence fluency, and word choice. A 3-point conventions rubric evaluates students' ability to manage punctuation, grammar, capitalization, and spelling. Rubric scores are combined to produce a single score ranging from 0.0 to a maximum possible score of 9.0. DLH Academy's fourth graders' writing scores ranged from 2.0 to 7.0. 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 7.0.

6. WKCE for Fifth Graders

As required by the CSRC, fifth graders were administered the WKCE reading and math subtests. The examination was administered in October 2009. The reading subtest was given to 30 fifth-grade students and math was given to 29 students. Results indicated that no fifth graders scored advanced, 18 (60.0%) were proficient, 6 (20.0%) scored basic, and 6 (20.0%) scored in the minimal reading level. In math, 5 (17.2%) fifth graders scored advanced, 9 (31.0%) scored proficient, 3 (10.3%) scored basic, and 12 (41.4%) scored in the minimal proficiency level (see Figure 15).

Figure 15

Darrell Lynn Hines Academy
WKCE Proficiency Levels for 5th Graders
2009–10

On average, students scored in the 28th percentile statewide in reading and the 26th percentile in math.[22]

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7.   WKCE for Sixth Graders

Figure 16 illustrates proficiency levels for all sixth graders who took the WKCE in October 2009. Two (6.9%) scored advanced, 17 (58.6%) scored proficient, 7 (24.1%) scored basic, and 3 (10.3%) students scored minimal in reading. Four (13.8%) students scored advanced, 8 (27.6%) scored proficient, 7 (24.1%) scored basic, and 10 (34.5%) students scored minimal in math (see Figure 16).

Figure 16

Darrell Lynn Hines Academy
WKCE Proficiency Levels for 6th Graders
2009–10

N = 29
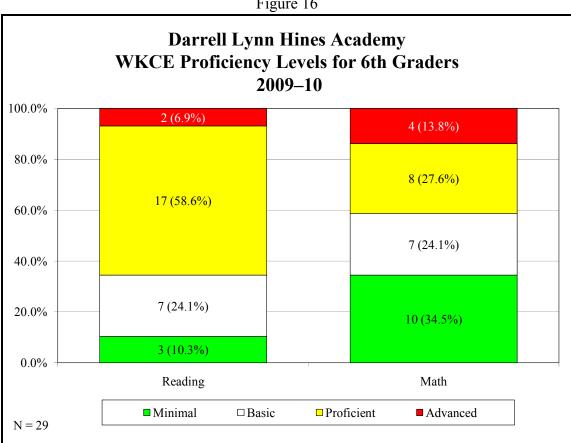
On average, students scored in the 27th percentile statewide in reading and the 25th in math.

8.   WKCE for Seventh Graders

Figure 17 illustrates the proficiency levels from the seventh-grade WKCE, administered to 25 students in October 2009. In reading, 5 (20.0%) seventh graders scored advanced, 14 (56.0%) scored proficient, 5 (20.0%) scored basic, and 1 (4.0%) scored at the minimal reader level. In math, 3 (12.0%) seventh graders scored advanced, 9 (36.0%) scored proficient, 7 (28.0%) scored basic, and 6 (24.0%) seventh graders were at the minimal level in math.

Figure 17

Darrell Lynn Hines Academy
WKCE Proficiency Levels for 7th Graders
2009–10

N = 25
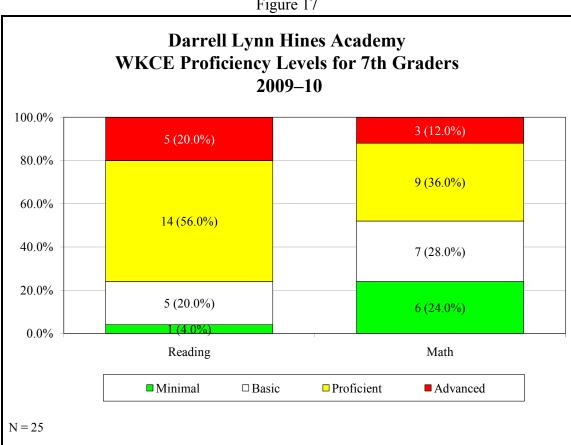
On average, students scored in the 28th percentile statewide in reading and the 27th percentile in math.

9.   WKCE for Eighth Graders

Eighth graders were administered the WKCE in October 2009. The eighth-grade test consists of reading, math, language arts, science, and social studies. The CSRC requires that results be reported in reading, math, and language arts.

This year, the test was administered to 25 students. One (4.0%) eighth grader scored advanced, 13 (52.0%) scored proficient, 5 (20.0%) scored basic, and 6 (24.0%) scored minimal in reading. In math, no students scored advanced, 9 (36.0%) scored proficient, 8 (32.0%) scored basic, and 8 (32.0%) students scored at the minimal level. In language arts, 1 (4.0%) student scored advanced, 5 (20.0%) students scored proficient, 11 (44.0%) scored basic, and 8 (32.0%) students were at the minimal level (see Figure 18).

Figure 18

Darrell Lynn Hines Academy
WKCE Proficiency Levels for 8th Graders
2009–10

N = 25
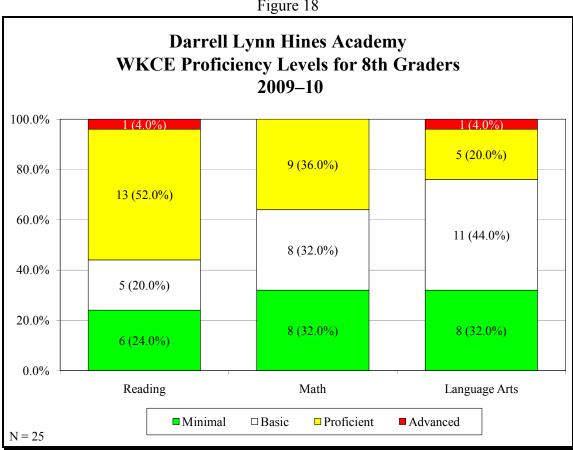
On average, eighth graders scored in the 23rd percentile statewide in reading, the 20th percentile in math, and the 25th percentile in language arts.

Eighth graders are also assessed on an extended writing sample. The extended writing sample is assigned up to 3 points for punctuation, grammar, capitalization, and spelling, and up to 6 points for purpose, organization, content development, sentence fluency, and word choice. The maximum possible score is 9 points. This year, eighth graders' scores ranged from 2.0 to 6.0. The average score was 4.6, 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.

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 for a FAY, i.e., since September 19, 2008. 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 GLE and do not translate into proficiency levels. The CSRC expects students to advance, on average, at least 1.0 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 19 students enrolled in the school as first graders in 2008–09 and then as second graders in 2009–10, and 17 students enrolled as second graders in 2008–09 and then as third graders in 2009–10. SDRT totals indicated an average improvement of 1.0 GLE in reading from first to second grade and 0.5 GLE from second to third grade. Overall, students advanced 0.7 GLE. The school did not meet the CSRC expectations for third graders (see Table 15).

Table 15					
Darrell Lynn Hines Academy **Average GLE Advancement in Reading From 1st to 2nd and 2nd to 3rd Grade** **Based on SDRT**					
SDRT Total 2008–09 to 2009–10	**Average GLE 2008–09**	**Average GLE 2009–10**	**Median GLE Advancement**	**Average GLE Advancement**	**Percentage Advanced At Least One GLE**
1st to 2nd (n = 19)	1.6	2.6	1.0	1.0	52.6%
2nd to 3rd (n = 17)	2.4	2.9	0.5	0.5	11.8%
Total (N = 36)	--	--	--	**0.7**	**33.3%**

Note: Results are rounded to the nearest tenth.

It is possible to compare SDRT results over two academic years for third-grade students who took the SDRT in 2007–08 as first graders to scores they earned as third graders in 2009–10. As illustrated, in 2007–08, first-grade students were reading at GLE and were not able to maintain grade-level skills in 2009–10. Over two years, these students improved, on average, 1.2 GLE (see Table 16).

Table 16				
Darrell Lynn Hines Academy **Average GLE Advancement From 1st to 3rd Grade** **Based on SDRT**				
Reading	**Average GLE 2007–08**	**Average GLE 2009–10**	**Median GLE Advancement**	**Average GLE Advancement**
1st to 3rd (n = 15)	1.5	2.7	1.2	1.2

Note: Results are rounded to the nearest tenth.

2.   <u>Progress for Students Who Met Proficiency Level Expectations</u>

The CSRC expects that at least 75.0% of the students who reached proficiency, i.e., proficient or advanced on the WKCE, in 2008–09 will maintain their status of proficient or above in 2009–10. As illustrated, 80.6% of students met this expectation in reading, and 94.3% met this expectation in math, exceeding CSRC's requirements (see Tables 17a and 17b).

Table 17a			
Darrell Lynn Hines Academy **Reading Proficiency Level Progress** **for FAY Students Who Tested Proficient or Advanced in 2008–09** **Based on WKCE**			
Grade	**Students Proficient/Advanced in 2008–09**	**Students Maintained Proficient/Advanced in 2009–10**	
		N	**%**
3rd to 4th	13	11	84.6%
4th to 5th	14	11	78.6%
5th to 6th	14	12	85.7%
6th to 7th	14	12	85.7%
7th to 8th	12	8	66.7%
Total	**67**	**54**	**80.6%**

<table>
<tr><td colspan="4" align="center">Table 17b

Darrell Lynn Hines Academy
Math Proficiency Level Progress
for FAY Students Proficient or Advanced in 2008–09
Based on WKCE</td></tr>
<tr><td rowspan="3" align="center">Grade</td><td rowspan="3" align="center">Students Proficient/Advanced in 2008–09</td><td colspan="2" align="center">Students Maintained Proficient/Advanced in 2009–10</td></tr>
<tr><td align="center">N</td><td align="center">%</td></tr>
<tr><td align="center">3rd to 4th</td><td align="center">9</td><td>Cannot report due to N size</td><td>Cannot report due to N size</td></tr>
</table>

Grade	Students Proficient/Advanced in 2008–09	N	%
3rd to 4th	9	Cannot report due to N size	Cannot report due to N size
4th to 5th	9	Cannot report due to N size	Cannot report due to N size
5th to 6th	6	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	5	Cannot report due to N size	Cannot report due to N size
Total	**35**	**33**	**94.3%**

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 2008–09. Progress for first- through third-grade students is assessed using the SDRT. The SDRT results do not translate into proficiency levels. Therefore, CRC selected students who scored below GLE in 2008–09. It is expected that these students would improve more than one GLE. This year, there were two second graders and six 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 could not be included in this report.

Grade	Average GLE 2008–09	Average GLE 2009–10	Average GLE Advancement	Percentage Advanced At Least One GLE
Table 18 **Darrell Lynn Hines Academy** **Reading Progress for Students Below GLE** **on 2008–09 SDRT**				
1st to 2nd (n=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
2nd to 3rd (n=6)	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 (N = 8)	--	--	--	--

Analysis of scores from 2007–08 to 2009–10 (two academic years) indicated that there were third graders who tested below GLE in 2007–08 as first graders. Due to the small size of this group, results over this two-year period could not be reported.

Progress for fourth through eighth graders is assessed for FAY students using proficiency levels from the WKCE over two consecutive years. The CSRC expects students who scored minimal or basic on the 2008–09 test to progress at least one level or, if they scored in the same level, to progress within that level.[23] The goal is that the rate of students showing progress this year should be higher than the rate from last year.

As illustrated in Table 19, 45.7% of FAY students who were below proficiency improved at least one proficiency level or advanced a quartile within their reading proficiency level. Last year (2008–09), 61.8% of students showed progress and the year before that (2007–08), 52.1% of students showed progress. The school has therefore not met this expectation.

			If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level	Total Advancement	
Grade	# Students Minimal/Basic in 2008–09	# Students Who Advanced One Proficiency Level		N	%
3rd to 4th	12	4	2	6	50%
4th to 5th	5	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	8	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size
6th to 7th	5	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size
7th to 8th	5	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	35	12	4	16	45.7%

Table 19

Darrell Lynn Hines Academy
Reading Proficiency Level Progress
for FAY Students Minimal or Basic in 2008–09
Based on WKCE

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[23] To examine whether or not students who remained within the same level, e.g., minimal in 2008–09 and minimal in 2009–10, CRC used the scale score thresholds used by the DPI to establish proficiency levels. The basic and minimal levels were then equally divided into quartiles, and CRC determined whether or not a student had progressed one or more quartiles.

Proficiency level progress in math is described in Table 20. As illustrated, 58.2% of students who did not meet proficiency level expectations, i.e., scored minimal or basic, in 2008–09, either advanced one proficiency level (n=21) or if they did not advance a level, improved at least one quartile within their level (n=18). This compares to 45.5% who were able to improve scores last year (2008–09), exceeding the CSRC expectation.

Grade	# Students Minimal/Basic in 2008–09	# Students Who Advanced One Proficiency Level	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level	Total Proficiency Level Advancement	
				N	%
3rd to 4th	16	3	7	10	62.5%
4th to 5th	10	1	1	2	20.0%
5th to 6th	16	7	5	12	75.0%
6th to 7th	13	6	4	10	76.9%
7th to 8th	12	4	1	5	41.7%
Total	67	21	18	39	58.2%

Table 20

Darrell Lynn Hines Academy
Math Proficiency Level Progress for
FAY Students Minimal or Basic in 2008–09

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

1.   Background Information[24]

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, 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

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[24] This information is taken from the DPI website: www.dpi.state.wi.us/sifi/AYP_Summary.

required adequate yearly progress (AYP) objectives. If a school fails to make AYP for two consecutive years in the same 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 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 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 Summary

According to DLH Academy's *Adequate Yearly Progress Review for 2009–10*, published on the DPI's website, DLH Academy met all four of the AYP objectives: test participation, attendance, reading, and mathematics.[25]

The school received a "satisfactory" status for all four objectives and therefore met the AYP requirements. The DLH Academy's improvement status remains "satisfactory."

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[25] For a copy of DLH Academy's Annual Review of School Performance, see www.dpi.state.wi.us/sifi/AYP_Summary.

V. SUMMARY AND RECOMMENDATIONS

A. Contract Compliance

This report covers the eighth year that DLH Academy has operated as a City of Milwaukee–chartered school. For the 2009–10 academic year, DLH Academy has met nearly all of its education-related contract provisions. The provisions not met were the following:

- That second- and third-grade students advance at least 1.0 GLE in reading (actual: second graders advanced 1.0 GLE, third graders advanced 0.5 GLE);

- That more than 61.8% of students below proficient on the WKCE in reading show advancement (actual: 45.7%).

See Appendix A for an outline of specific contract provision compliance information, page references, and a description of whether or not each provision was met.

B. Parent, Teacher, Student, and Board Member Satisfaction

- On a scale of excellent, good, fair, or poor, 89.5% of 114 parents rated the school's contribution toward their child's learning as good (28.1%) or excellent (61.4%).

- Six (54.5%) of 11 teachers rated the school's contribution toward student academic progress as good. No teachers rated the school's contribution as excellent.

- All 20 students interviewed indicated that they use computers at school; 19 of 20 said they have improved in reading.

- Four of five members of the board of directors interviewed indicated that the school's progress toward becoming an excellent school was good, while the other indicated the school's progress toward becoming an excellent school was excellent.

- Teachers suggested that revising the discipline policy would help improve the school.

- Board members mentioned increasing funding to add more seasoned staff as the main suggestion to improve the school.

C.   **Education-related Findings**

- Average student attendance was 92.1%, exceeding the school's goal of 90.0%.

- Parents of all students enrolled at the time of the two scheduled family-teacher conferences attended, meeting DLH Academy's goal.

D.   **Local Measure Results**

Results of DLH Academy's local measures of academic progress indicated the following.

- Of 50 kindergarten and first-grade students, 44 (88.0%) met or exceeded math expectations by scoring at least 85% mastery of Everyday Math concept.

- Fall to spring MAP scores for second- through eighth-grade students were as follows:

  » In reading, 40.8% of 191 students met target scores, falling short of the school's goal of 52.1%;

  » In math, 58.3% of 192 students met target scores, falling short of the school's goal of 61.3%; and

  » In language arts, 50.5% of 192 students met target scores, falling short of the school's goal of 53.2%.

- In writing, 131 (53.0%) of 247 students demonstrated at least grade-level writing skills based on the Six Traits of Writing.

- Of the 33 students with active IEPs, 31 (93.9%) demonstrated progress on at least one goal.

E.   **Standardized Test Results**

The April 2010 SDRT results indicate the following:

- Kindergarteners were, on average, reading at 1.0 GLE overall;
- First graders were, on average, reading at 2.5 GLE overall;
- Second graders were reading at 2.4 GLE; and
- Third graders were reading at 2.7 GLE overall.

The WKCE reading and math results are summarized in Figures 19 and 20.

Figure 19

Darrell Lynn Hines Academy
WKCE Reading
Proficient or Advanced
2009–10

3rd	4th	5th	6th	7th	8th
N = 29	N = 41	N = 30	N = 29	N = 25	N = 25
41.3%	46.3%	60.0%	65.5%	76.0%	56.0%

Figure 20
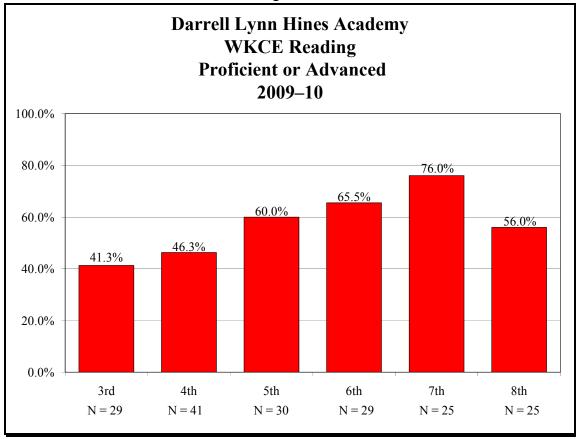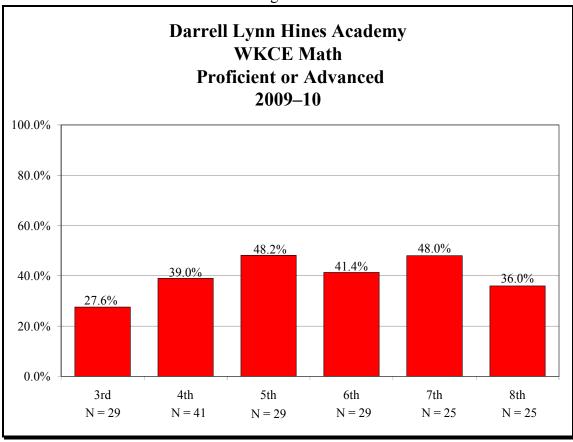
Darrell Lynn Hines Academy
WKCE Math
Proficient or Advanced
2009–10

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

- Second and third graders advanced an average of 0.5 GLE, falling short of the CSRC's expectation of 1.0 GLE.

- Of 67 fourth through eighth graders, 54 (80.6%) maintained a proficient or advanced level in reading, exceeding the CSRC's expectation of at least 75.0%.

- Of 35 fourth through eighth graders, 33 (94.3%) maintained a proficient or advanced level in math, exceeding the CSRC's expectation of at least 75.0%.

- There were only eight students who tested below GLE on the SDRT in 2008–09. Due to the small size of this cohort, year-to-year advancement could not be included in this report.

- Of the students testing below proficiency in the fall of 2008:

  » Of 35 fourth through eighth graders, 45.7% either advanced one proficiency level or one quartile within the previous year's proficiency level in reading. This does not meet the goal of 61.8%, which reflects the percentage of students who advanced last year.

» Of 67 fourth through eighth graders, 58.2% either advanced one proficiency level or one quartile within the previous year's proficiency level in math. This exceeded the goal of 45.5%, which reflects the percentage of students who advanced last year.

G. Recommendations

After reviewing the information in this report and considering the information gathered during the administration interview in May 2010, CRC and the school jointly recommend that the focus of activities for the 2010–11 school year should be to continue to differentiate instruction based on student's needs by conducting the following activities:

- Implement more focused staff development, especially with newer staff, that specifically addresses the need for commitment to developing excellence.

- Increase the use of student-level data to inform teacher strategies and approaches to meet the needs of individual students.

- Increase the math block across all grade levels.

- Realign math standards so that the math curriculum adequately addresses the second- and third-grade standards.

- Target second- and third-grade students by introducing test-taking strategies and identifying enrichment activities to increase performance on the SDRT.

- Target second- and third-grade students with more intense phonics instruction.

Appendix A

Contract Compliance Chart

<table>
<tr><th colspan="4">**Darrell Lynn Hines Academy**</th></tr>
<tr><th colspan="4">**Overview of Compliance for Education-related Contract Provisions**
2009–10</th></tr>
<tr><th>**Section of Contract**</th><th>**Education-related Contract Provision**</th><th>**Report Page Number**</th><th>**Contract Provisions Met or Not Met?**</th></tr>
<tr><td>Section B</td><td>Description of educational program: student population served.</td><td>pp. 2–6</td><td>Met.</td></tr>
<tr><td>Section I,V</td><td>Education program of at least 180 days (including five banked and two organization days).</td><td>p. 9</td><td>Met.</td></tr>
<tr><td>Section C</td><td>Educational methods.</td><td>pp. 2–12</td><td>Met.</td></tr>
<tr><td>Section D</td><td>Administration of required standardized tests.</td><td>pp. 43–58</td><td>Met.</td></tr>
<tr><td>Section D</td><td>Academic criteria #1: Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, writing, math, and special education goals.</td><td>pp. 36–42</td><td>Met.</td></tr>
<tr><td rowspan="3">Section D and subsequent memos from the CSRC</td><td>Academic criteria #2: Year-to-year achievement measure.

a. 2nd- and 3rd-grade students: advance average of 1.0 GLE in reading.</td><td>a. pp. 58–60</td><td>a. Not met. Met for first graders, not met for second graders.*</td></tr>
<tr><td>b. 4th- to 8th-grade students proficient or advanced in reading: at least 75.0% maintain proficiency level.</td><td>b. p. 60</td><td>b. Met. 80.6% maintained proficiency in reading.</td></tr>
<tr><td>c. 4th- to 8th-grade students proficient or advanced in math: at least 75.0% maintain proficiency level.</td><td>c. pp. 60–61</td><td>c. Met. 94.3% maintained proficiency in math.</td></tr>
<tr><td rowspan="3">Section D</td><td>Academic criteria #3:

a. 2nd- and 3rd-grade students with below grade-level 2008–09 scores in reading: advance more than 1.0 GLE in reading.</td><td>a. pp. 61–62</td><td>a. Could not be reported (n=8).</td></tr>
<tr><td>b. 4th- to 8th-grade students below proficient level in 2008–09 reading test: increase the percentage of students who have advanced one level of proficiency or to the next quartile within the proficiency level range, i.e., >52.1%.</td><td>b. pp. 61–63</td><td>b. Not met. 45.7% of 35 students advanced this year, compared to 61.8% last year.</td></tr>
<tr><td>c. 4th- to 8th-grade students below proficient level in 2008–09 math test: increase the percentage of students who have advanced one level of proficiency or to the next quartile within their proficiency level range, i.e., >45.5%.</td><td>c. pp. 61–63</td><td>c. Met. 58.2% of 67 advanced this year, compared to 45.5% last year.</td></tr>
<tr><td>Section E</td><td>Parental involvement.</td><td>pp. 10, 35</td><td>Met.</td></tr>
<tr><td>Section F</td><td>Instructional staff hold a DPI license or permit to teach.</td><td>p. 8</td><td>Met.</td></tr>
<tr><td>Section I</td><td>Pupil database information.</td><td>pp. 5–6</td><td>Met.</td></tr>
<tr><td>Section K</td><td>Disciplinary procedures.</td><td>p. 11</td><td>Met.</td></tr>
</table>

*2nd and 3rd graders with comparison 1st-grade SDRT scores advanced, on average, 1.0 GLE, and 0.5 GLE respectively, for an average advancement of 0.7 GLE.

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Appendix B

Student Learning Memorandum

Learning Memo for Darrell Lynn Hines College Preparatory Academy Of Excellence

To: City of Milwaukee Charter School Review Committee and Children's Research Center
From: Darrell Lynn Hines College Preparatory Academy Of Excellence
Re: Student Learning Memorandum for the 2009–10 School Year
Date: November 3, 2009

The following procedures and outcomes will be used for the 2009–10 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 the Children's Research Center (CRC), 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 ID number(s). All spreadsheets and/or the database should include all students enrolled at any time during the school year.

Attendance
The school will maintain an average daily attendance rate of 90.0%. Attendance will be reported as present, excused absence, or unexcused absence. A student is considered present for the day if he/she is in attendance for half a day or more.

Enrollment
The school will record the enrollment date for every student. Upon admission, individual student information, including gender and race/ethnicity, 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 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 the individualized education program (IEP) team assessment, assessment outcome, IEP completion date, IEP review dates, and any reassessment results.

Students who have active IEPs will demonstrate progress toward meeting their IEP goals at the time of their annual review or reevaluation. Progress will be demonstrated by reporting the number of sub-goals that have been met for each annual goal on the IEP. Please note that ongoing student progress on IEP goals is monitored and reported throughout the academic year through the special education progress reports that are attached to the regular report cards.

Academic Achievement: Local Measures

Mathematics

Each student in grades K5 and 1 will demonstrate an average of at least 85% mastery of grade-level math concepts on their Everyday Mathematics unit assessments. The percentage of students meeting this expectation during the 2009–10 school year will be used as baseline data for future planning.

Students from second through eighth grades will demonstrate progress in reading, language arts, and mathematics on the Measures of Academic Progress (MAP) tests administered in the fall and again in the spring. Specifically:

- More than 52.1% of the students in grades 2 through 8 will meet their target RIT score in reading.

- More than 61.3% of the students in grades 2 through 8 will meet their target RIT score in math.

- More than 53.2% of the students in grades 2 through 8 will meet their target RIT score in language arts.

Writing

By the end of the sixth marking period, students will demonstrate a grade-appropriate writing piece using the Six Traits of Writing rubric that corresponds with the student's grade level. Grading of the writing piece will be scored based on the Six Traits rubric. Students will be scored as minimal, basic, proficient, or advanced.

Academic Achievement: Standardized Measures

The following standardized test measures will assess academic achievement in reading and/or mathematics.

CSRC Expectations

- On average, second- and third-grade students will demonstrate a minimum increase of one grade level on the Stanford Diagnostic Reading Test (SDRT) as measured by the year-to-year SDRT scores. Students who initially test below grade level on the SDRT will demonstrate more than one grade level gain.

- At least 75.0% of the students who were proficient or advanced on the Wisconsin Knowledge and Concepts Examination (WKCE) in 2008–09 will maintain their status of proficient or above.

- More than 61.8% of fourth- through eighth-grade students who tested below proficient (basic or minimal) in reading on the WKCE in 2008–09 will improve a level or move at least one quartile within their level.

- Of the fourth- through eighth-grade students who tested below proficient (basic or minimal) in mathematics on the WKCE in 2008–09, more than 40.5% will improve a level or move at least one quartile within their level.

<u>Grades 1, 2, and 3</u>
The SDRT will be administered between March 15 and April 15, 2010. The first-year testing will serve as baseline data. Progress will be assessed based on the results of the test in reading in the second and subsequent years.

<u>Grades 3 Through 8</u>
The WKCE will be administered on an annual basis in the timeframe identified by the Wisconsin Department of Public Instruction. The WKCE reading subtest will provide each student with a proficiency level via a scale score in reading, and the WKCE math subtest will provide each student with a proficiency level via a scale score in math.

Learning Memo Data Addendum
Darrell Lynn Hines College Preparatory Academy Of Excellence

The following describes the data collection and submission process related to each of the outcomes in the learning memo for the 2009–10 academic year. Additionally, there are important principles applicable to all data collection that must be considered.

1.   All students attending the school at any time during the academic year should be included in all student data files. This includes students who enroll after the first day of school and students who withdraw before the end of the school year. Be sure to include each student's unique Wisconsin student ID number and school-based 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 when a measure is completed, record N/E to indicate "not enrolled." If the measure did not apply to the student for another reason, enter N/A for that student to indicate "not applicable." N/E may occur if a student enrolls after the beginning of the school year or withdraws prior to the end of the school year. N/A may apply if a student 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(s) responsible for year-end data submission: _____

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Enrollment, Termination, and Attendance	Create a column for each of the following. Include for all students enrolled at any time during the school year: • WI student ID number • School student ID number (school-based) • Student name • Grade level • Race/ethnicity • Gender (M/F) • Enrollment date • Termination date, or N/A if the student did not withdraw • Reason for termination • The number of days the student was enrolled at the school this year • The number of days the student attended this year • The number of excused absences this year • The number of unexcused absences this year • Indicate if the student had and/or was assessed for special education needs during the school year (yes and eligible, yes and not eligible, or no)		

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Parent Participation	Create a column for each of the following. Include for all students enrolled at any time during the school year: • WI student ID number • School student ID number • Student name • Create one column labeled <u>conference 1</u>. In this column, indicate with a Y or N whether a parent/guardian/adult attended the first conference. If the student was not enrolled at the time of this conference, enter N/E. • Create one column labeled <u>conference 2</u>. In this column, indicate with a Y or N whether a parent/guardian/adult attended the second conference. If the student was not enrolled at the time of this conference, enter N/E.	Excel spreadsheet designed by school	
Special Education Needs Students	For each student who had or was assessed for special education, i.e., with "yes and eligible" in the data file above, include the following: • WI student ID number • School student ID number • Student name • The special education need, e.g., ED, CD, LD, OHI, etc. • Assessment date • IEP completion date • IEP review date • IEP review results, e.g., continue in special education, no longer eligible for special education • Number of goals, including sub-goals, on IEP • Number of goals, including sub-goals, met on IEP	Excel spreadsheet designed by school	

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Academic Achievement: Local Measures *Math*	For each student enrolled at any time during the year, include the following: • WI student ID number • School student ID number • Student name For K5 and first graders, include the percentage of items for which student showed mastery of grade-level math concepts. Create a field for each unit test and enter results. For second through eighth graders include the following: • Fall MAP test score • Target RIT score • Spring MAP test score	Excel spreadsheet designed by school	
Academic Achievement: Local Measures *Reading and Language Arts*	For second- through eighth-grade students enrolled at any time during the year, include the following: • WI student ID number • School student ID number • Student name • Fall MAP test score for reading • Target RIT score for reading • Spring MAP test score for reading • Fall MAP test score for language arts • Target RIT score for language arts • Spring MAP test score for language arts	Excel spreadsheet designed by school	

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Academic Achievement: Local Measures *Writing*	For each student enrolled at any time during the year, include the following: • WI student ID number • School student ID number • Student name • Indication of whether student demonstrated a grade-appropriate writing piece (at grade, below grade, above grade) • Writing level (minimal, basic, proficient, advanced)	Excel spreadsheet designed by school	
Academic Achievement: Standardized Measures *SDRT*	Create a spreadsheet including all first- through third-grade students enrolled at any time during the school year. Include the following: • WI student ID number • School student ID number • Student name • Grade • Phonetics scale score • Phonetics GLE • Vocabulary scale score • Vocabulary GLE • Comprehension scale score • Comprehension GLE • Total scale score • Total GLE Please provide the test date(s) in an email or other document.	Excel spreadsheet designed by school	Steven Shaw Shree Brooks

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Academic Achievement: Standardized Measures *WKCE*	For each third through eighth-grade student enrolled at any time during the school year, include the following: • WI student ID number • School student ID number • Student name • Grade • Scale scores for each WKCE test (e.g., math and reading for all grades, plus language, social studies, and science for fourth and eighth graders) • Proficiency level for each WKCE test Note: Enter N/E if the student was not enrolled at the time of the test. Enter N/A if the test did not apply for another reason. Please provide the test date(s) in an email or other document.	Excel spreadsheet designed by school, or grant CRC access to the Turnleaf website to download school data	

Appendix C

Trend Information
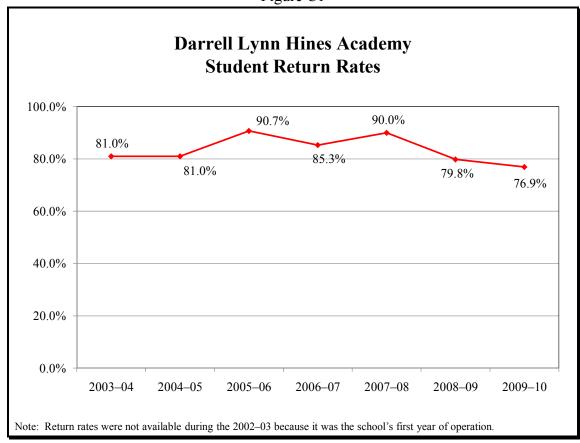
Year	Number Enrolled at Start of School Year	Number Enrolled During Year	Number Withdrew	Number at the End of School Year	Number and Rate Enrolled for Entire School Year
		Table C1			
		Darrell Lynn Hines Academy **Student Enrollment and Retention**			
2002–03	225	17	26	216	--
2003–04	246	2	20	228	--
2004–05	235	13	11	237	--
2005–06	257	10	13	254	--
2006–07	303	7	21	289	--
2007–08	298	19	32	288	--
2008–09*	281	11	15	277	267 (95.0%)
2009–10	289	7	33	263	258 (89.3%)

*2008–09 was the first year CSRC required that retention rate be included in this report.

Figure C1

Note: Return rates were not available during the 2002–03 because it was the school's first year of operation.

Figure C2

Darrell Lynn Hines Academy
Student Attendance Rates

Figure C3

Darrell Lynn Hines Academy
Parent/Guardian Participation

Note: Parent/teacher conference data were not available for the 2002–03 or 2003–04 school years.
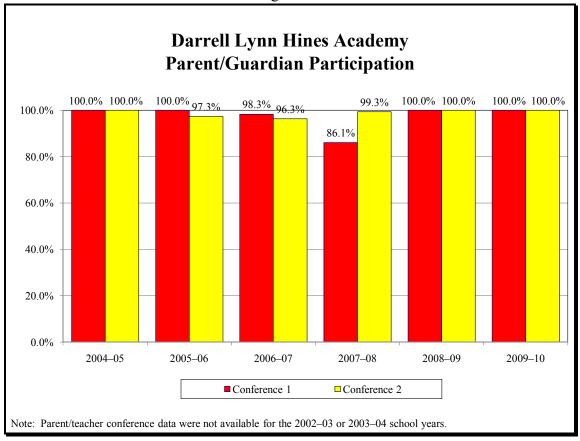
Table C2		
Darrell Lynn Hines Academy **Stanford Diagnostic Reading Test Year-to-year Progress** **Average Grade Level Advancement** **Grades 1–3**		
School Year	**N**	**Average Grade Level Advancement**
2004–05	38	0.9
2005–06	41	1.0
2006–07	46	0.5
2007–08	52	0.7
2008–09	45	0.9
2009–10	36	0.7

Note: SDRT scores were not calculated the same way during the 2002–03 and 2003–04 school years. Therefore, data for those years are not included in this table.

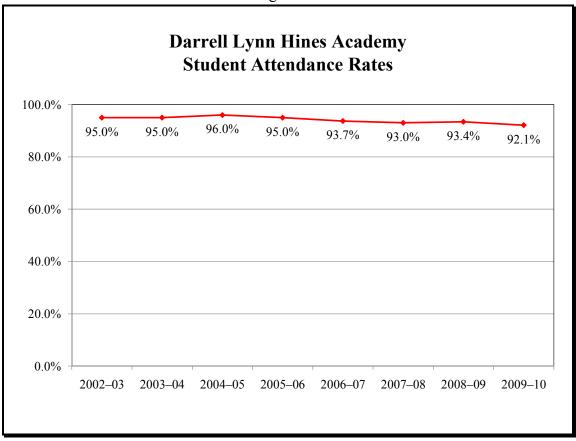| Table C3		
Darrell Lynn Hines Academy **WKCE Year-to-year Progress** **Students Who Remained Proficient or Showed Advancement** **Grades 4–8**		
School Year	**Reading**	**Math**
2005–06	72.7%	64.2%
2006–07	82.2%	73.1%
2007–08	83.8%	76.7%
2008–09	80.0%	67.9%
2009–10	80.6%	94.3%

Note: WKCE scores were not reported the same way during the 2002–03, 2003–04, and 2004–05 school years. Therefore, data for those years are not included in this table.

Table C4		
Darrell Lynn Hines Academy **WKCE Year-to-year Progress** **Students Who Were Minimal or Basic and Showed Improvement** **Grades 4–8**		
School Year	**Reading**	**Math**
2005–06	54.8%	54.8%
2006–07	71.2%	68.4%
2007–08	52.1%	30.6%
2008–09	61.8%	45.5%
2009–10	45.7%	58.2%

Table C5						
Darrell Lynn Hines Academy **Teacher Retention**						
Teacher Type	**Year**	**Number at Beginning of School Year**	**Number Started After School Year Began**	**Number Terminated Employment During the Year**	**Number at the End of School Year**	**Retention Rate: Number and Rate Employed at the School for Entire School Year**
Classroom Teachers Only	2009–10	12	0	0	12	100.0%
All Instructional Staff	2009–10	21	0	0	21	100.0%

Table C6				
Darrell Lynn Hines Academy **Teacher Return Rate***				
Teacher Type	**Year**	**Number at End of Prior School Year**	**Number Returned at Beginning of Current School Year**	**Return Rate**
Classroom Teachers Only	2009–10	11	11	100.0%
All Instructional Staff	2009–10	19	18	94.7%

*Includes only teachers who were eligible to return, i.e., offered a position for fall.

Table C7		
Darrell Lynn Hines Academy **Adequate Yearly Progress**		
Year	**Met**	**Improvement Status**
2003–04	Yes	Satisfactory
2004–05	Yes	Satisfactory
2005–06	Yes	Satisfactory
2006–07	Yes	Satisfactory
2007–08	No	Satisfactory
2008–09	Yes	Satisfactory
2009–10	Yes	Satisfactory

The Milwaukee Academy of Science

Programmatic Profile and Educational Performance

2009–10 School Year

Report Date: September 2010

Prepared by:
Janice Ereth, Ph.D.
Susan Gramling
Theresa Healy

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Appendix A: Contract Compliance Chart
Appendix B: Outcome Measure Agreement Memos
Appendix C: Trend Information

Prepared for:

Milwaukee Academy of Science
2000 West Kilbourn Avenue
Milwaukee, WI 53233

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EXECUTIVE SUMMARY
for
Milwaukee Academy of Science
2009–10

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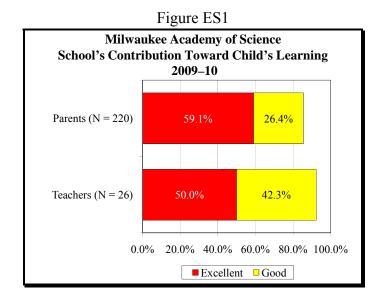
This is the second annual report to describe the operation of the Milwaukee Academy of Science as a City of Milwaukee–chartered school. It is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), school staff, and the Children's Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has reached the following findings.

I. CONTRACT COMPLIANCE SUMMARY[1]

The Milwaukee Academy of Science (MAS) has met all but the following educational provisions in its contract with the City of Milwaukee and the subsequent requirements of the CSRC. Provisions not met were that all eleventh and twelfth graders take the ACT or SAT; that all second and third graders advance 1.0 grade level equivalent (GLE); and that second and third graders below GLE advance more than 1.0 GLE.

II. PARENT, TEACHER, STUDENT, AND BOARD MEMBER SATISFACTION
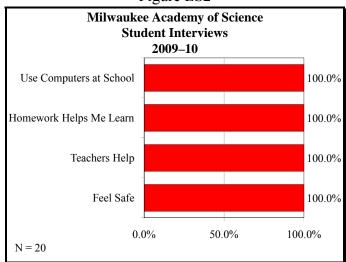
- Over 85% of 220 parents indicated that the school's contribution to their child's academic progress/learning was excellent (59.1%) or good (26.4%); and

- Twenty-four (92.3%) of 26 teachers rated the school's contribution to students' academic progress as excellent (50.0%) or good (42.3%).

<div align="center">

Figure ES1

</div>

- All 20 students interviewed indicated that they use computers at school, homework helps them learn more, teachers help them at school, and they feel safe at school. See Figure ES2.

Figure ES2

Milwaukee Academy of Science
Student Interviews
2009–10

Use Computers at School	100.0%
Homework Helps Me Learn	100.0%
Teachers Help	100.0%
Feel Safe	100.0%

0.0%   50.0%   100.0%

N = 20

- Among other things, teachers suggested that creating a shared sense of community and providing additional materials at the elementary school would improve the school and/or classroom. Junior academy/high school teachers had a variety of suggestions that would help improve the school, including continuing to use data to support decisions and ensuring cohesive communication.

- All eight board members interviewed indicated that they were very satisfied with the commitment of the school's leadership and seven of eight were very satisfied with the safety of the educational environment.

- Board members offered the following suggestions to improve the school: focus on efforts to attract more appropriate students; focus on learning and accept no excuse for failure; focus on reading and comprehension; and examine data closely and thoughtfully.

III.   PERFORMANCE CRITERIA

A.   Local Measures

1.   <u>Secondary Measures of Educational Outcomes</u>

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

- Attendance;
- Parent conferences; and
- Special education student records.

The school met all of these goals.

2.   <u>Primary Measures of Educational Progress</u>

The CSRC requires each school to track student progress in reading, writing, mathematics, and individualized education program (IEP) goals 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, MAS's primary local measures of academic progress resulted in the following outcomes.

For primary/elementary academy grades (K4 through fifth):

- Of 345 K4 through third-grade students, 93.3% showed improvement or reached proficiency in literacy skills. K4 and K5 progress was based on the BRIGANCE Comprehensive Inventory of Basic Skills and first through third graders were tested using the Scholastic Guided Reading Level. The school's goal was 90%.

- Of 149 fourth and fifth graders, 83.2% demonstrated growth or maintained grade equivalency in literacy, based on BRIGANCE. The school's goal was 80%.

- Of 126 K4 and K5 students, 99.2% exhibited progress or maintained proficiency in mathematics, based on BRIGANCE. The school's goal was 90%.

- Of 375 first through fifth graders, 90.4% showed improvement or maintained grade level expectations, based on BRIGANCE. The school's goal was 80%.

- Third- through fifth-grade students scored, on average, 12.5 points on the teacher-assessed writing sample. The school's goal was 12 points.

- Of 46 primary/elementary academy students with IEP goals, 91.3% met one or more of their goals this year. The school's goal was 80%.

For junior academy (sixth through eighth grade) and high school (ninth through twelfth grade):

- Junior academy students scored, on average, 74.9 points higher on the Scholastic Reading Inventory (SRI) administered at the end of the year compared to the beginning of the year. High school students scored, on average, 27.0 points higher. The school's goal was 50 points for junior academy and 25 points for high school.

- Of 195 junior academy students, 86.2% demonstrated progress in math based on the Wide Range Achievement Test (WRAT). On average, students demonstrated a 2.0 increase in grade level based on spring 2009 to spring 2010 scores. The school's goal was that, on average, students would show one month increase for each month of instruction.

- Of 151 high school students, 92.7% demonstrated math competency by scoring 70% or higher at the final course examination. The school's goal was 80%.

- Junior academy students scored, on average, 19.2 points on a teacher-assessed writing sample. The goal for these students was 18 points. High school students, on average, scored 22.1 points. The goal for these students was 21 points.

- Of 33 junior academy and high school students with IEP goals, 93.9% met one or more of their goals this year. The school's goal was 80%.

- Graduation plans were developed for all (100%) 153 ninth- through twelfth-grade students. The school's goal was to develop a plan for all students.

- Ninth graders earned an average of 6.3 credits; tenth graders accumulated an average of 13.1 credits; eleventh graders accumulated an average of 19.7 credits; and twelfth graders accumulated, on average, 25.2 credits. One hundred thirty-eight (90.2%) students were promoted to the next grade or graduated from high school this year.
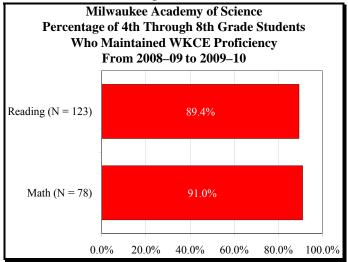
B. Year-to-year Academic Achievement on Standardized Tests

The following summarizes year-to-year achievement based on standardized test scores.

- Fifty-seven second graders advanced, on average, 0.8 GLE and 66 third graders advanced, on average, 1.0 GLE, based on Stanford Diagnostic Reading Test (SDRT) scores from consecutive years. Overall, these students advanced 0.9 GLE. The CSRC goal is 1 GLE or higher.

- Fifty second and third graders below GLE last year advanced, on average, 0.9 GLE. The CSRC goal is that these students would advance more than 1 GLE.
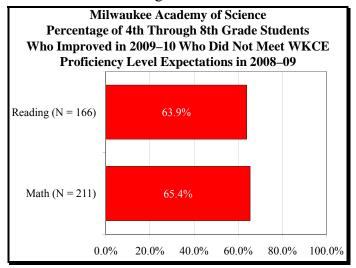
- Of 123 fourth through eighth graders, 89.4% maintained proficiency in reading, and 91.0% of 78 students maintained proficiency in math. The CSRC goal is 75%. See Figure ES3.

Figure ES3

Milwaukee Academy of Science
Percentage of 4th Through 8th Grade Students
Who Maintained WKCE Proficiency
From 2008–09 to 2009–10

Reading (N = 123)	89.4%
Math (N = 78)	91.0%

0.0% 20.0% 40.0% 60.0% 80.0% 100.0%

- Of 166 fourth through eighth grade students who were below proficient in reading, 63.9% showed improvement, while 65.4% of 211 students who were below proficient in math showed improvement. See Figure ES4. This compares to 47.3% of 165 students who showed improvement in reading and 52.3% of 218 students who improved in math the previous year.

Figure ES4

Milwaukee Academy of Science
Percentage of 4th Through 8th Grade Students
Who Improved in 2009–10 Who Did Not Meet WKCE
Proficiency Level Expectations in 2008–09

Reading (N = 166)	63.9%
Math (N = 211)	65.4%

0.0% 20.0% 40.0% 60.0% 80.0% 100.0%

- Twenty-four (75.0%) of 32 tenth graders scored within and 5 (15.6%) scored above the expected range based on ninth grade EXPLORE to tenth grade PLAN scores.

C. Adequate Yearly Progress

The school met adequate yearly progress (AYP) in all four objectives. The school's improvement status is "Level 2, Improved."

IV. RECOMMENDATIONS

The following recommendations were jointly identified by the school leadership and CRC. To continue a focused school improvement plan, it is recommended that the following activities be undertaken for the 2010–11 year.

For the primary/elementary academy:

- Improve the planning, instruction, and assessment skills of all reading teachers. The staff will review students' reading assessments on a regular basis and plan next steps for each student. The two reading coaches will assist the classroom teachers with implementation of the reading curriculum, with a focus on pre-literacy skills for the youngest students and comprehension skills for second through fifth graders. The school has a goal to move its reading instruction from good to excellent by increasing the consistency in teachers' instructional practices across grade level teams. An emphasis will be placed on raising the level of reading instruction at all grades levels so that all students (low and high achievers) can maximize their reading skill levels.

- Provide sufficient training for the achievement director and all teaching staff to enable them to effectively utilize a new assessment model: Measure of Academic Progress (MAP) including how to adapt the curriculum to ensure that all students meet the school's high expectations for growth.

- Maintain and improve the math initiative launched during the 2009–10 school year.

For the junior academy:

- Continue implementing the strategies adopted last year to improve all students' (low and high achieving) math competencies. Utilize some of these same interventions to improve students' reading competencies.

- Involve all students and teachers in cross curriculum projects. Special attention will be given to improving students' skills with "project management" in such areas as creating and meeting timelines, following procedures, planning efficiently and effectively, and producing expected outcomes (accountability).

- Assign all teachers to a content specialty area for instructional purposes. Teacher looping will also be utilized to enable "good" teachers to continue effectively building students' skills in the next school year.

For the high school:

- Improve the use of the Committee of Concern for issues related to academic performance. Staff will work to design and implement more effective intervention strategies, incentives, etc.

- Offer students more elective options during all periods of the school day. Examples of some of the elective options will be Honors English in both Composition and Speech and Advanced Composition for seniors to improve their writing skills.

- Utilize the results from the staff's spring data retreat[2] to create and implement the diverse interventions required to improve students' reading and math performance in the 2010–11 school year. These interventions will also include strategies to assist the students with their "project management" skills.

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[2] The spring data retreat included staff from the junior academy as well as the high school.

I. INTRODUCTION

This is the second regular program monitoring report to describe educational outcomes for the Milwaukee Academy of Science (MAS), a school chartered by the City of Milwaukee.[3] 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).[4]

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

- Two initial site visits occurred, wherein a structured interview was conducted with the primary/elementary academy and junior academy/high school's leadership staff, critical documents were reviewed, and copies of these documents were obtained for CRC files.

- CRC staff assisted the school in developing its outcome measures for two distinct learning memos.

- 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. CRC staff also reviewed a representative sample of special education files.

- At the end of the school year, CRC conducted face-to-face interviews with a random selection of teachers and students. CRC also interviewed eight members of the school's board of directors. Parent surveys were distributed by the school at the spring parent conferences in April, and CRC made two attempts by telephone to gather survey information from parents who did not return a survey.

- At the end of the school year, structured interviews were conducted with the primary/elementary academy and the junior academy/high school leadership teams.

- The school provided electronic data to CRC, which were compiled and analyzed by CRC.

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[3] The City of Milwaukee chartered five schools for the 2008–09 school year. MAS initially opened in August 2000 and was chartered by UW–Milwaukee. In July 2008, the school entered into a five-year charter agreement with the City of Milwaukee.

[4] CRC is a nonprofit social research organization and division of the National Council on Crime and Delinquency.

II. PROGRAMMATIC PROFILE

The Milwaukee Academy of Science
2000 West Kilbourn Avenue
Milwaukee, WI 53233

Phone Number: 414-933-0302

President and Chief Executive Officer: Judy Merryfield
Associate Principal, six through twelfth grade: Murece Johnson
Associate Principal, Kindergarten through fifth grade: Jacqueline DeJean

A. Description and Philosophy of Educational Methodology

1. <u>Mission and Philosophy</u>

According to the MAS website and its 2009–2010 Parent Handbook, "the mission of the Milwaukee Academy of Science, an exemplary leader in innovative science education that maximizes the potential of each young mind, is to graduate urban students prepared to compete successfully in science at the post-secondary level, by providing a rigorous 21st century curriculum taught by master educators in collaboration with students, families, staff, and the community."

MAS opened in August 2000, and was chartered by the University of Wisconsin–Milwaukee (UWM). The school began a new five-year charter agreement with the City of Milwaukee in July 2008. It currently serves students from K4 through twelfth grade with a challenging curriculum that emphasizes science. It enhances its curriculum with community partnerships so it can offer its students unique science opportunities.

MAS complements its mission by operating under the following guiding principles:

- All human beings have equal, intrinsic worth;

- Every individual is unique, and has an unlimited capacity for learning;

- In a changing world, a passion for lifelong learning is crucial for reaching one's full potential;

- Personal success is achieved through high expectations, hard work, and perseverance;

- As individuals mature, they become increasingly more responsible for their choices and behavior;

- Everyone benefits when people willingly contribute to the well-being of their community;

- A quality education requires the collaborative effort of devoted and enthusiastic students, family, staff, and community;

- Integrity is essential for building and sustaining a strong, supportive community;

- Diversity of experience and culture strengthens understanding and enriches life;

- The understanding and application of science prepares individuals for the complexities of the 21st century.

2. <u>Instructional Design</u>

MAS emphasizes the integration of science into the general curriculum. It also provides its students with unique science opportunities at all levels. The school's overall objectives, as stated in the school's 2008–2013 strategic plan and the 2009–10 Parent Handbook, are threefold.

1. All students who are enrolled at MAS for three or more years will meet or exceed grade-level standards in reading, writing, and mathematics.

2. By 2013, all MAS graduates will demonstrate 21st century skills necessary to make a successful transition to post-secondary education in science.

3. Each student will design and complete challenging, meaningful science projects or experiences tailored to their interest, abilities, and aspirations.

As part of the school's efforts to achieve these objectives, the teachers at MAS are trained in differentiated instruction as well as in the curricular areas they teach. Teachers use a variety of instructional groupings including one-on-one instruction, small group instruction, cooperative learning, whole-group instruction, and independent study. Teachers may team teach, which commonly occurs in inclusion classrooms with the regular education teacher and the special

education teacher. The school's professionals use direct and indirect instruction methodologies, project-based learning, computer-based learning, interactive learning techniques, and experiential learning opportunities. The needs of the students and the objectives of the lesson determine the most appropriate instructional techniques.[5]

The school's curriculum is challenging and designed to meet the needs of individual learners. Open Court reading, a research-based program with proven ability to accelerate reading skills with urban students, is used as the core reading program for the primary/elementary academy. The junior academy students use Holt, Rinehart, and Winston's Elements of Literature series as a foundation text. Teachers supplement this curriculum through the use of novels and techniques such as literature circles. The high school program uses a variety of materials, dependent upon the reading skills of the students. Both programs used the Scholastic Reading Inventory (SRI) to assess and monitor students' acquisition of higher level reading skills.

For math, MAS uses the New Math curriculum for the primary/elementary academy students. Transitions Math is used for the junior academy students, while the high school math program allows students to progress through courses in pre-algebra, algebra I, geometry, and algebra II/trigonometry. More advanced courses are provided based on students' needs.

Students start their science learning at the youngest ages by focusing on themes aligned with their reading series. At third grade, students move to the FOSS curriculum, a research-based program developed at University of California–Berkeley to engage students in exploration of the natural world. The junior academy students use Science Plus, which is an active, hands-on curriculum. It is based on the Constructivist Learning Model, which encourages students to build their own understanding of science. Older students engage in Project Lead the Way (PLTW). PLTW consists of four 10-week stand-alone modules that cover topics such as design and modeling, "the magic of electrons," the science of technology, and automation and robotics.

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[5] This information was taken from the school's application to become a city-chartered school.

Finally, MAS recognizes the importance of "specials" in a student's academic program, so each student receives instruction in art, music, and physical education on a regular basis.

B.   School Structure

1.   Areas of Instruction

MAS administration is structured to support the ongoing improvement of the learning environment and academic achievements of all its students. The structure has a president/chief executive officer who is responsible for the overall school and its academic outcomes. Two associate principals, assisted by achievement coordinators, oversee the two academies: the primary/elementary academy and the junior academy/high school. The primary/elementary academy serves students in K4 through fifth grades. The junior academy/high school serves students in sixth through twelfth grades.

A major part of the school's overall strategic plan is to identify 21st century skills, integrate them throughout the K4 through twelfth-grade curriculum, and develop appropriate means for assessment and improving students' academic performance. In the earliest grades (K4–third), instruction focuses primarily on the acquisition of literacy and mathematical skills. At these early ages, students are also introduced to science, social studies, technology, and the fine arts. As students progress into the next two grades in the primary/elementary academy, the curriculum expands its focus to encompass additional instructional time on scientific constructs and social studies material, but special attention continues to be given to the acquisition of all age-appropriate literacy and mathematical skills.

Students in the junior academy/high school receive instruction in language arts, writing, reading, literature, mathematics, technology, social studies, science, foreign languages, art, music, and physical education. Grade-level standards and benchmarks have been established for each of these curricular areas; progress is measured against these standards for each grade level.

Most recently, the high school students have been given expanded opportunities to participate in Advanced Placement (AP) classes and other more advanced courses. In order to graduate from MAS, students must acquire 22 credits. The minimum credit requirements for graduation are as follows:

- English 4.0
- Mathematics 4.0
- Social Studies 3.0
- Science 3.0
- Engineering 2.0
- Foreign Language 2.0
- Physical Education/Health 2.0
- Electives 2.0

These requirements may vary for students with special education needs, depending upon their individualized education program (IEP) goals and their transition plan.

The school offers the 21st Century Community Learning Center (CLC), an afterschool program operated in partnership with the Boys and Girls Clubs of America, to provide students with math preparation for the Wisconsin Knowledge and Concepts Examination (WKCE), science fair project assistance, and academic enrichment. Students on the "bubble," i.e., those who scored minimal or basic on the WKCE, were selected to participate in the first phase of the program. For other phases of CLC, students were selected based on their overall academic needs.

2.   Teacher Information

MAS is located on a 2.54-acre parcel of land. The primary/elementary and junior academies occupy a three-story-plus-basement building, while the high school occupies two stories of the 12-story attached "tower" building. The school has a gymnasium on the north side of its building, which is currently used by all students. At the beginning of the 2009–10 academic year, MAS had 28 primary/elementary academy classrooms and 21 junior academy/high school

classrooms. There are also numerous rooms available for art, music, computer labs, libraries, science labs, resource areas, engineering lab, and conference rooms.

Classrooms were staffed with 28 primary/elementary academy teachers, 11 junior academy teachers, and 10 high school teachers. These classroom teachers were supported by a special education coordinator and seven special education teachers,[6] two art teachers, a music teacher, two physical education instructors, and two Title 1 teachers. Other educational support staff at the school included five tutors, a substitute teacher, eight classroom assistants, and a guidance counselor for the ninth- through twelfth-grade students. Five of the classroom teachers served as lead teachers: 3 were in the primary/elementary academy, 1 was in the junior academy, and 1 was in the high school. The school also employed two parent support staff, two health services nurses, and a four-person technology team that included a librarian. In addition to the president/chief executive officer, the school's administrative staff included an executive vice president/chief operating officer, two associate principals, two achievement coordinators, two science directors, three office staff, three security staff, and a food services worker.

At the beginning of the year, 17 (26.6%) of the 64 teachers were newly hired. The remaining 47 (73.4%) teachers returned from the 2008–09 school year and had been at the school from one to nine years. The return rate for classroom teachers was 73.5% (36 of 49); the return rate for other teachers was 73.3% (11 of 15). During the 2009–10 school year, two[7] of the 64 teachers left the school prior to the end of the school year resulting in an annual school year teacher retention rate of 96.9%. By the end of the 2009–10 school year, the classroom teachers had been teaching at the school for an average of 3.3 years and other teaching staff for 3.5 years. Overall, classroom teachers/other teachers had 3.4 average years experience at the school.

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[6] The special education teachers included two speech and language specialists.

[7] One of the departing teachers was a classroom teacher and the other teacher was a physical education teacher.

An end-of-the-year review of teacher plans indicated that 51 (82.3%) teachers were planning to return to the school to teach for another school year and 11 (17.7%) of the 62 teaching staff were not intending to return. Eight of the 11 were classroom teachers and 3 were in other teaching positions. Six teachers were leaving for personal or professional reasons; five were not offered contracts due to inadequate performance during the school year and/or their positions were eliminated

All 64 teachers employed during the year (including the two who left) held a Wisconsin Department of Public Instruction (DPI) license or permit to teach.

MAS believes that staff members are accountable for their own professional growth and development. The school is accountable for providing opportunities for professional development. Staff members are provided with in-house support and multiple opportunities to grow as professionals.[8] The school maintains a comprehensive induction program for initial (new) educators. Components include the following:

- Orientation program prior to the start of the school year;

- Trained mentors for each teacher;

- Professional development plan reviewers on staff;

- Membership in the Southeastern Wisconsin New Teacher Project, which includes regular mentor/new teacher seminars;

- New teacher group moderated by the principals;

- Strong, cohesive teams; and

- Principal observations.

All K4 through eighth-grade staff members are involved in the professional development program, "Wednesday University." Every Wednesday during the school year, K4 through

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[8] The material in this section was extracted from MAS's application to the City to be authorized as a charter school in July 2008, pages 24 and 25.

eighth-grade students are dismissed at 12:30 p.m. and the staff spend the remainder of the day in professional development. Activities have included the following:

- College courses (credit or non-credit options) on topics such as Differentiated Instruction;

- Collaborative work time for grade-level teams;

- Focused professional development with content area experts (for example, science director, reading coordinator);

- Workshops presented by staff in their areas of expertise;

- Specific team meetings (e.g., math team, science team, literacy team, data team); and

- Workshops presented by consultants, accompanied by individualized coaching during the school year.

In addition, teachers are encouraged to attend relevant conferences and workshops. For example, some of the K4 through eighth-grade staff attends the Wisconsin State Reading Association Conference each year.

Formal teacher evaluations occur on an annual basis and are used to guide decisions about contract renewals for the next school year. Assessments/evaluations of MAS teaching staff are based on four criteria: professionalism measures, evidence of professional growth and development, student achievement gains, and contributions to the community. Each criterion accounts for 25% of the total evaluation rating. The evaluation process is explained in detail in the MAS's *Staff Handbook, 2008–2009*.[9]

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[9] The handbook was not updated for the 2009–10 school year. It is currently being updated for the 2010–11 school year.

3.   Hours of Instruction/School Calendar

For primary/elementary and junior academy students, the regular school day began at 7:45 a.m. and ended at 3:05 p.m.[10] Students were dismissed at 12:30 p.m. every Wednesday. The high school students could start their day at 8:30 a.m. with breakfast in the cafeteria. The first class period started at 9:00 a.m., but the first period bell rang at 8:50 a.m. so that all students were prepared and present for their first class session. Dismissal was at 3:50 p.m., but any student involved in project work/study or an extracurricular activity could stay at the school until 5:00 p.m. The high school students participated in seven 50-minute class periods each day. These students also had a 25-minute lunch break. The first day of student attendance was August 10, 2009, and the last day was June 18, 2010. The highest possible number of days for student attendance in the academic year was 190 (including Wednesday early release days for primary/elementary and junior academy students); therefore, the contract provision of at least 875 hours of instruction was met.

MAS offers its students regular opportunities for afterschool activities and academic support. Staff provide homework support, reading and math instruction, assistance with PLTW, sports, band, scouts, arts/crafts, recreational activities, and assorted other clubs. These activities typically take place from the time of dismissal until 4:00 p.m. for the younger students and 5:00 p.m. for the older students, while some of the activities available to the older students extend until 7:00 p.m.

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[10] Breakfast was served to eligible children in their classrooms at 7:45 a.m. each school day.

4.   <u>Parental Involvement</u>

MAS recognizes that parent/family involvement is a critical component of student success. The school encourages and solicits the engagement and involvement of parents in the following ways:

- One of the 13 directors on the school's Consortium Board is a parent representative. This board is responsible for making decisions related to school policies and for approving the school's strategic direction.

- MAS employs a full-time family coordinator. The coordinator is expected to work with parents/families to ensure that children are coming to school regularly. It is also the coordinator's task to provide parents with regular and diverse opportunities to participate in school functions.

- MAS seeks regular communication with its families by sending weekly newsletters from the president. These newsletters highlight upcoming school activities, provide updates on school policy changes, and describe recent student achievements and school awards. The school uses an auto-dialer system to contact parents via telephone about important information related to their child. Finally, teachers are encouraged to communicate with parents on a regular basis via written notes, telephone, and/or email as well as to be prepared to meet with parents on a quarterly basis during parent/teacher conferences.[11]

The school also has a Parent Action Team, which holds meetings on a monthly basis. All parents are members of this organization and are encouraged to participate so that the team can achieve its mission, which is to make MAS the best school in Milwaukee. The team provides parents with an additional link to teachers; bridges communication between parents, school, students, and teachers; helps to develop students as lifelong learners; provides leadership for the school community; and raises funds for school programs and projects.

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[11] This information was extracted from MAS's charter school application and the high school 2008–09 and 2009–10 Parent Handbook.

5.   <u>Waiting List</u>

The school's administrator reported that as of May 2010, the school had a waiting list for some of the grade levels this upcoming fall.

6.   <u>Discipline Policy</u>

MAS places a strong emphasis on a safe and orderly learning environment. The school has adopted a "Code of Conduct," which is recited each morning by all students during the morning news broadcast. The Code of Conduct reads as follows:

> At the Milwaukee Academy of Science,
> I will respect myself,
> respect my school staff,
> respect my fellow students,
> and respect my school.

In the MAS Parent Handbook, the school emphasizes its commitment to creating and maintaining a positive learning environment that promotes cooperation, fosters creativity, and encourages and nurtures students to take risks involved in learning. MAS believes that parents and community members play a critical role in supporting this learning environment through the use of common, respectful language that inspires students while setting clear limits. These partners are encouraged to discuss the school's Code of Conduct with their children.

The Parent Handbook also contains detailed information about MAS's discipline code. The code contains detailed information about what MAS considers to be Level 1, 2, and 3 violations. It also provides clear and concrete descriptions of the range of disciplinary consequences that will be used by MAS staff. The handbook identifies each type of consequence, describes each consequence in some detail, indicates who can assign the consequence, and associates each consequence with a set of procedures that increase in severity from step 1

through 7. For example, a warning issued to a student is a step 1 procedure, and expulsion is a step 7 procedure.

7.   Graduation Information

MAS's guidance department provides some assistance to the school's eighth graders, but the junior academy staff work throughout the year with these students and their parents and strongly encourage them to continue their education at MAS through high school graduation. If eighth graders decide they do not plan to continue at MAS as ninth graders, the school works with these students and their parents to enroll in the school of their choice. The reasons generally stated for non-returning students are their desire to participate in school athletics or to pursue interests other than science and/or engineering. The leadership team at MAS indicated that most of their eighth graders continue at MAS for high school.

MAS employs a full-time guidance counselor, whose primary responsibility is to work with the high school students as they prepare for post-secondary careers and educational experiences. As part of her work over the last school year, the counselor completed the following activities with MAS students:

- All twelfth graders participated in a credit check and graduation progress meeting. A specific form was structured for use in these meetings so that each senior was aware of what was required of him/her in order to graduate at the end of the school year. During this session, each student identified the colleges and careers of greatest interest to him/her.

- All eleventh graders participated in an individual session to develop a career plan. As part of this plan, each student was required to complete an online career exploration tool. This tool assists students in identifying potential careers based on their personal preferences and interests. The plan also requires students to determine what they will need to do to be successful in the career(s) of their choice.

- All tenth graders and their parents participated in a counseling session related to post-secondary education and future careers. Topics discussed included PLAN

results, credit status, graduation plans, career interest inventory outcomes, steps required for college admission, etc.

- All ninth graders participated in group counseling sessions reviewing the graduation requirements at MAS. Additionally, students were given information related to opportunities for participation in pre-college programs and information to help them understand how MAS staff would work with them on scheduling, reviewing credit status, and planning for graduation within a four-year timeframe. These students also signed the Wisconsin Covenant Pledge.

Individualized sessions were complemented by a series of other activities that MAS provided to its high school students to increase their knowledge and ability to be more successful in their careers after graduation from high school. Some of these activities included the following:

- A college/career exploration course was offered as an elective. During the course, students practiced job interviews, developed short- and long-term goals, and researched colleges.

- A Career Club was launched to help students develop critical employability skills. The club met after school once per week.

- Representatives from several pre-college programs (e.g., Upward Bound, Talent Search, and Upward Bound Math-Science) met with students to discuss potential opportunities.

- Students were assisted with completing applications, preparing for interviews, and getting to interviews for Mayor Barrett's Summer Youth Internship Program.

- Students were offered opportunities for trips to Concordia, UWM, UW–Parkside, UW–Waukesha, Carroll University, UW–Platteville, and UW–LaCrosse.

- Recruiters from several UW sites, Marquette, Mount Mary, ITT Tech, McNally Smith Music College, and the Air Force visited the school and talked with students.

Some of the outcomes of these diverse activities, as reported by the guidance counselor at the end of the school year, were as follows:

- Eighteen (78.3%) of the 23 high school graduates were accepted into post-secondary schools or a branch of the military;

- Another two students were planning to attend college after working for a period of time. No information was provided about the plans for the other three graduates.

Finally, MAS launched a website at the end of the 2008–09 school year in an effort to stay in touch with its graduates and to enable alumni to stay connected to each other. At the end of each school year, all graduates receive a flier informing them of the website and encouraging them to log on in the near future.

C.   Student Population

MAS started the school year on August 10, 2009. As of September 18, 2009, there were 969 students enrolled in K4 through twelfth grades.[12] During the year, 14 students enrolled in the school and 111 students withdrew.[13] Students withdrew for a variety of reasons. Of the primary/elementary academy students, 26 students moved away, 12 left before or after a Charter Discipline Review Board (CDRB) session on a possible expulsion, 6 left because of transportation issues, 6 left after a sibling withdrew, 4 left due to excessive behavioral issues, 3 because of family issues, 2 students left for a school that better suited special needs, 1 was accepted to military school, 1 student wanted a smaller environment, 1 student submitted a false application, 1 student was not ready for full-day K4, and 1 student never attended and was dropped from the roster. Two students left for unknown reasons. Of the junior academy and high school students, 20 students withdrew and no reason was provided, 14 withdrew due to fighting, 6 left to attend another school, 2 students stopped coming to school, 1 student withdrew due to assault, 1 left when his/her sibling withdrew, and 1 student was expelled.

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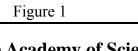
[12] There were 580 students in primary/elementary academy, K4 through fifth grade; 216 in junior academy, sixth through eighth grade; and 173 students were in high school, ninth through twelfth grades. Two elementary students withdrew and re-enrolled in the school, and one student was promoted to the next grade during the year.

[13] Eight students enrolled and 66 withdrew from primary/elementary academy; 5 enrolled and 24 withdrew from junior academy; and 1 enrolled and 21 withdrew from high school. Twelve of the students who withdrew from MAS had special education needs.

At the end of the year, there were 872 students enrolled. Student enrollment was as follows:

- There were 522 students in K4 through fifth grades, 197 in junior academy (sixth through eighth grades), and 153 students in high school (ninth through twelfth grades);

- There were 473 (54.2%) girls and 399 (45.8%) boys.

- Five-hundred and fourteen (98.5%) students in the primary/elementary academy were African American, 5 (1.0%) students were White, 2 (0.4%) students were Hispanic, and 1 (0.2%) was Native American. Three hundred forty-eight (99.4%) students in the junior academy/high school were African American, 1 (0.3%) was Hispanic, and 1 (0.3%) was White.

- There were 107 students who had special education needs. Thirty-four students had speech and language needs (SPL); 20 students had other health impairments (OHI); 18 students had learning disabilities (LD) and SPL; 15 students had LD; 8 students had OHI/SPL; 4 had cognitive disabilities (CD) and SPL; 3 had emotional/behavioral disabilities (EBD); 1 had autism/SPL; 1 had CD; 1 had significant developmental delay (SDD) and SPL; 1 had SPL/LD; and 1 student had a traumatic brain injury (TBI) and SPL.

- There were 717 (82.2%) students eligible for free/reduced lunch.

The number of students in each grade level is illustrated in Figures 1 and 2.

Figure 1

Milwaukee Academy of Science
Primary/Elementary Academy Grade Levels*
2009–10

K5
83 (15.9%)

K4
60 (11.5%)

5th
82 (15.7%)

4th
69 (13.2%)

3rd
80 (15.3%)

2nd
74 (14.2%)

1st
74 (14.2%)

N = 522
*Reflects enrollment at the end of the year.

Figure 2

Milwaukee Academy of Science
Junior Academy and High School Grade Levels*
2009–10

7th
60 (17.1%)

6th
68 (19.4%)

8th
69 (19.7%)

12th
23 (6.6%)

11th
37 (10.6%)

9th
63 (18.0%)

10th
30 (8.6%)

N = 350
*Reflects enrollment at the end of the year.

There were 858 students who had been enrolled for the entire school year. This represents a retention rate of 88.5%.[14] There were 344 (88.4%) of 389 students enrolled in the junior academy and high school for the year, and 514 (88.6%) of 580 in the primary/elementary academy.

There were 869 students enrolled at the end of the 2008–09 school year who were eligible to return to the school, i.e., had not graduated from high school. Of these, 715 were enrolled as of the third Friday in September 2009. This represents a student return rate of 82.3%.

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[14] Eight hundred and fifty-eight of 969 students.

D. Activities for Continuous School Improvement

The following is a description of MAS's response to the recommended activities in its programmatic profile and educational performance report for the 2008–09 academic year.

For the primary/elementary academy:

- Recommendation: Improve the math competency of students by using math coaches with lower-achieving students. The staff will review students' math assessments on a regular basis and plan next steps for each student. The math coaches will assist the classroom teacher with the implementation of the adopted math curriculum strategies for each low-achieving student.

- Response: The academy utilized time during Wednesday University for a team of math coaches to work with consultants from Wisconsin Education Innovations (WEI).[15] As part of these sessions, the coaches used student test data and designed a variety of instructional applications to improve students' math performance. The coaches then worked with the head math leaders, which was one teacher for each grade level, to prepare for the implementation of data driven instructional practices. These math leaders spent time in a retreat to reflect on current math practices at each grade level and review strategies known to be best practices. This work led to a consensus on the beginning and end of math grade level skills for each grade level. Finally, all teachers participated in a professional development day reviewing the math outcomes for each grade level. Throughout the day, special attention was given to best practices and how to implement them. Time was also spent reviewing obstacles and engaging in potential problem solving activities. The end result of all these efforts was that each grade level had rewritten its math skill requirements, redesigned its quarterly assessment tools, and adopted best practice strategies to improve the math skills of all students whether low or high achievers.

- Recommendation: Move the Guided Reading program into the fourth and fifth grades for the next school year. Intervention staff (tutors) will focus their time and efforts on increasing the reading competencies of the lower-achieving students in these two grade levels.

  Response: The Guided Reading program was moved into the fourth and fifth grades by the beginning of the 2009–10 school year. The program was provided to these students on a daily basis. Title 1 staff were used as the intervention staff due to their previous familiarity with the Guided Reading program. The lowest achieving students in these two grade levels were given extra time and resources to improve their reading skill levels.

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[15] WEI was founded in 1994 and is operated in conjunction with Cardinal Stritch University. WEI provides the opportunity for teachers to continue their professional growth. Science, mathematics, technology, and reading/writing are emphasized. An expanded number of courses and workshops are offered in all subject areas and instructional methodologies. Application of theory and best classroom practice is provided.

- Recommendation: Develop benchmark examples and protocols for teachers to use in their efforts to improve students' writing skills. Special attention will be given to writing fluency and grammar.

  Response: Staff implemented a new language program in K4 and K5 to provide an early focus initially on oral and subsequently on grammar and fluency skills. For all other students, teachers analyzed their students' writing examples with increased frequency. These assessments were used by staff to develop solid benchmark writing examples and clearer protocols for the assessment of all students' writing skills.

For the junior academy, the focus was on improving the math competencies of students through the following strategies:

- Recommendation: Involve all students in a math learning laboratory on Wednesday mornings for two hours. The students with above-grade-level skills will work with the high school math teachers to increase their knowledge base, while the students with below-grade-level skills will work with the junior academy staff in their specific areas of need.

  Response: All students were involved in a two-hour math learning laboratory every Wednesday morning. During the first hour, the high-achieving students worked with the high school math teachers and then spent time with the junior academy staff to practice expanding their skill levels. The lower-achieving students spent the entire time with the junior academy staff and utilized specific materials related to their identified needs. Students' progress was assessed weekly and then student groupings were reformatted based on their current needs and weekly math progress.

- Recommendation: Supply the seventh- and eighth-grade students with bus passes to stay after school for additional assistance with math skills.

  Response: The students with the greatest math needs were identified at a data retreat held at the beginning of the school year. These students were provided bus passes and were required to stay on Thursday afternoon for specialized tutorial sessions.

- Recommendation: Use master teachers to mentor other teachers about curricular strategies with the greatest potential for success with students who exhibit below-grade-level skills. These teachers will have time to observe the students in their regular math classes. The teacher mentors will meet on a monthly basis to discuss students' progress and formulate recommendations for more appropriate instructional strategies for use by the classroom teachers.

  Response: MAS implemented the practice described above. In addition to the master teachers, the staff engaged with math coaches from CESA as well. The

master teachers and coaches also spent time assisting teachers with best practice strategies related to science.

For the high school, the focus was on the following steps:

- Recommendation: Increase the rigor of the curriculum, especially in the areas of math and science. More instructional time will be devoted to engaging students in the more advanced mathematical curricula.

  Response: The high school introduced several new and rigorous math and science courses for its students. The courses were advanced math/trade class, advanced placement biology, anatomy, and physiology. Tutors were used in the algebra classes to enable the lower-achieving students to engage in this course. The students with average achievement in the algebra class were given special assignments requiring them to progress to higher skill levels.

- Recommendation: Improve entrance tests for ninth graders and all newly enrolled students to better ascertain their current reading and math skill levels and competencies so that lower-achieving students are provided with supplemental instruction at the start of each school year.

  Response: All ninth graders and newly enrolled students were tested on the WRAT within 30 days of their first day of attendance. These test results were used to identify the low-achieving students at the beginning of the school year. Math tutors were assigned to the lower-achieving students and provided them with assistance based on their specific needs.

- Recommendation: Provide targeted, supplemental assistance to all students who do not meet the expected benchmarks on the EXPLORE and PLAN, increase the test-taking skills of tenth graders, and build their overall vocabularies.

  Response: Staff met in December to review the student results on the EXPLORE and PLAN. The student results were used by staff to redesign the core curriculum to ensure that all students would be acquiring the skills needed to reach the expected benchmarks in each content area by the time of the next testing. Students were also engaged in reviewing their test results and participated in planning activities designed to improve their performance over the next year. Finally, all tenth-grade students participated in a "test-taking skill class" as well as completed a vocabulary test on every unit of instruction.

- Recommendation: For all students, the school will plan and provide higher-level plans/activities for students who are at or above grade level in the acquisition of basic skills.

  Response: In addition to offering AP and higher level skill courses, the highest achievers were engaged in special projects and encouraged to participate in independent reading assignments.

III. PARENT, TEACHER, STUDENT, AND BOARD MEMBER SATISFACTION

A. Parent Surveys

Parent opinions are qualitative in nature and provide a valuable external measurement of school performance. To determine how parents heard about the school, why they elected to send their students to the school, parental involvement with the school, and an overall evaluation of the school, parents were asked to complete a survey that was provided to them during the student-led parent/teacher conferences held in April 2010. CRC made two attempts by telephone to gather survey information from parents who did not return a survey. At the time of this report, 220 of 526 (41.8%) family surveys (representing parents of 352 students) had been completed and submitted to CRC.[16]

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[16] Surveys submitted as of July 27, 2010.

As illustrated below, 67.3% of parents heard about the school from friends or relatives. Others heard about the school from the TV, radio, or internet (6.4%) and 2.7% of parents heard about the school from their community center (see Figure 3).

Figure 3

**Milwaukee Academy of Science
How Parents Learned About the School
2009–10**

Category	Percentage
Friends/Relatives	67.3%
TV/Radio/Internet	6.4%
Community Center	2.7%
Research/Resource Book	2.3%
Via My Profession*	2.3%
Live in Neighborhood	1.8%
Newspaper	1.8%
Walked By	1.8%
Other**	2.7%

N = 220
*E.g., social worker, school board member, mail carrier.
**Other included church (2), private school (2), daycare (1), visit from school personnel (1).

Parents chose to send their child(ren) to the Academy for a variety of reasons. Figure 4 illustrates the reasons parents considered very important when making the decision to send their child(ren) to this school.[17] For example, 86.4% of parents indicated that school safety was a very important reason for selecting this school, and 84.5% indicated that educational methodology were very important to them when choosing this school.
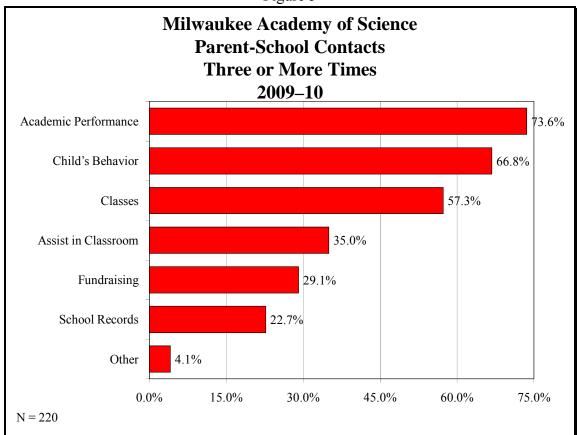
Figure 4

Milwaukee Academy of Science
Parent "Very Important" Reasons for Choosing School
2009–10

Reason	Percentage
School Safety	86.4%
Educational Methodolgoy	84.5%
General Atmosphere	81.8%
Discipline	77.7%
Class Size	71.4%
Age/Grade of Students	70.0%
Parental Involvement	65.9%
Recommended by Family/Friends	53.6%
Location	53.2%
Other Child in School	38.6%
Frustration With Previous School	31.8%
Other	30.5%

N = 220

Parental involvement was also used as a measure of satisfaction with the school. Parental involvement was measured by the number of contacts between parents and the school and participation in educational activities at home.

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[17] Parents were given the following choices for each reason: very important, somewhat important, somewhat unimportant, and not at all important.

Parents and the school were in contact for a variety of reasons, such as a child's academic performance and/or behavior, as well as to inquire about the classes in which their child was enrolled. This year, 73.6% of parents were in contact with the school at least three times regarding their child's academic performance, 66.8% of parents were in contact regarding their child's behavior, and 57.3% of parents were in contact with the school to discuss classes (see Figure 5).

Figure 5

Milwaukee Academy of Science
Parent-School Contacts
Three or More Times
2009–10

Category	Percent
Academic Performance	73.6%
Child's Behavior	66.8%
Classes	57.3%
Assist in Classroom	35.0%
Fundraising	29.1%
School Records	22.7%
Other	4.1%

N = 220

Parents of high school students were asked how often they had been in contact with the school regarding their child's graduation plan. Of 69 parents, 44.9% had been in touch with the school three or more times.

Parental participation can be described in terms of educational activities the family engages in while at home. The survey asked some engagement questions of primary/elementary academy parents and others of junior academy/high school parents. Results include parents who responded to questions in either category.

Elementary

There were 167 parents of elementary academy children. Parents indicated that during a typical week, they engaged in the following activities:

- 88.6% of parents read to their children;
- 59.8% participated in activities with their children (e.g., sports, library, museum);
- 90.4% worked with arithmetic or math;
- 73.6% watched educational programs on TV; and
- 92.8% worked on homework with their children.
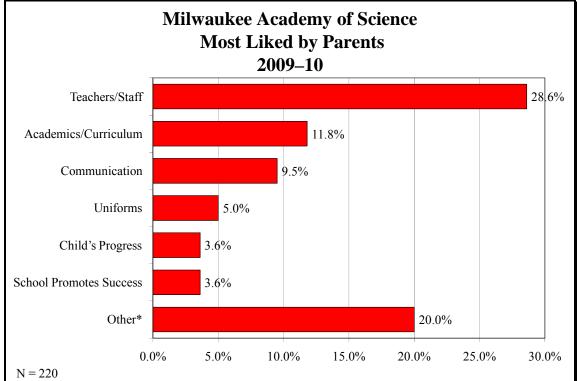
Junior Academy/High School

There were 117 parents who responded to questions about activities for older children (sixth through twelfth grades). These parents indicated that they engaged in the following at least weekly:

- 83% monitored homework;
- 60.7% watched educational programs on TV with their children;
- 55.5% participated in activities outside of school;
- 73.5% discussed progress toward graduation; and
- 67.5% discussed post-secondary plans.

When asked an open-ended question about what they most liked about the school, 28.6% of parents indicated an appreciation for the teachers and/or staff; 11.8% liked the school's academic rigor and/or curriculum; 9.5% of parents mentioned communication between school and home; 5.0% mentioned uniforms; and 3.6% mentioned that their child had made progress at the school and/or the school promotes success, particularly post-secondary success. See Figure 6.

Figure 6

Milwaukee Academy of Science
Most Liked by Parents
2009–10

Teachers/Staff — 28.6%
Academics/Curriculum — 11.8%
Communication — 9.5%
Uniforms — 5.0%
Child's Progress — 3.6%
School Promotes Success — 3.6%
Other* — 20.0%

N = 220
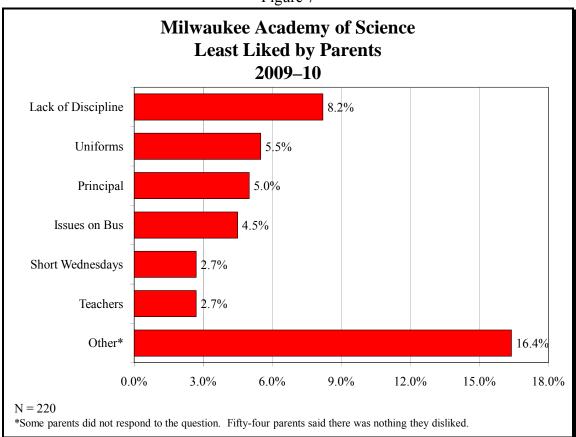
*Other included afterschool activities/assistance, attendance policy, atmosphere, class size, computer access for progress and homework assignments, discipline, easy, everything, facility, familiarity/consistency, grade range, grades go beyond eighth, location, nothing, and opportunities for parent involvement.

Parents were also asked their opinion about what they liked least about the school. Their responses are shown in Figure 7.[18] For example, 8.2% indicated the lack of discipline, 5.5% mentioned school uniforms, and 5.0% were unhappy with the principal.

Figure 7

Milwaukee Academy of Science
Least Liked by Parents
2009–10

Category	Percentage
Lack of Discipline	8.2%
Uniforms	5.5%
Principal	5.0%
Issues on Bus	4.5%
Short Wednesdays	2.7%
Teachers	2.7%
Other*	16.4%

N = 220
*Some parents did not respond to the question. Fifty-four parents said there was nothing they disliked.

On a scale of excellent, good, fair, or poor, parents rated most areas of the academic environment as excellent or good most of the time. For example, 55.0% of parents indicated that the program of instruction was excellent and 30.9% thought it was good; 51.4% thought that the enrollment policy and procedures were excellent and 31.8% thought they were good. The areas that received the lowest ratings were discipline methods and principals' performance: 14.1% of

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[18] "Other" included attendance policy, cell phone policy, changes to curriculum, child's progress, lack of communication, fees, inconsistent treatment of students, lack of activities for girls, lack of teachers outside, limited special education resources, location, lunch, not enough diversity, minimal educational activities for middle school, not academically challenging, schedule, student behavior, teacher turnover, and unwelcoming environment.

parents indicated discipline methods used at the school were fair and 9.1% thought the methods were poor, and 13.2% of parents indicated that the principals' performance was fair and 8.2% said it was poor. Where no response was indicated, the parent either had no knowledge or experience with that aspect or had no opinion. See Table 1.

Table 1 **Milwaukee Academy of Science** **Parent Rating of Academic Areas** **2009–10** **(N = 220)**										
Area	**Response**									
	Excellent		**Good**		**Fair**		**Poor**		**No Response**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Program of instruction	121	55.0%	68	30.9%	24	10.9%	5	2.3%	2	1.0%
Enrollment policy and procedures	113	51.4%	70	31.8%	25	11.4%	4	1.8%	8	3.6%
Child's academic progress	124	56.4%	63	28.6%	24	10.9%	6	2.7%	3	1.4%
Student/teacher ratio	98	44.5%	84	38.2%	31	14.1%	5	2.3%	2	0.9%
Discipline methods	96	43.6%	70	31.8%	31	14.1%	20	9.1%	3	1.4%
Parent-teacher relationships	134	60.9%	65	29.5%	12	5.5%	6	2.7%	3	1.4%
Communication regarding learning expectations	141	64.1%	48	21.8%	18	8.2%	9	4.1%	4	1.8%
Parent involvement in policy and procedures	132	60.0%	65	29.5%	16	7.3%	3	1.4%	4	1.8%
Teachers' performance	134	60.9%	61	27.7%	20	9.1%	3	1.4%	2	0.9%
Principals' performance	111	50.5%	56	25.5%	29	13.2%	18	8.2%	6	2.7%
Teacher/principal accessibility	109	49.5%	73	33.2%	24	10.9%	8	3.6%	6	2.7%
Responsiveness to concerns	123	55.9%	61	27.7%	20	9.1%	11	5.0%	5	2.3%
Progress reports	134	60.9%	55	25.0%	14	6.4%	6	2.7%	11	5.0%

Parents of high school students were asked how well the high school graduation plan addresses credit accumulation and post-secondary planning.

- Of 79 parents, 49.4% said credit accumulation was excellent and 35.4% said good.

- Of 77 parents, 45.5% indicated that post-secondary planning was excellent and 39.0% indicated good.

Parents were then asked their opinions about school staff. Parents rated their feelings about each of the following statements as strongly agree, agree, neutral, disagree, or strongly disagree. See Table 2 for results.

Area	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
I am comfortable talking with the staff.	145	65.9%	53	24.1%	8	3.6%	2	0.9%	1	0.5%	11	5.0%
The staff welcomes suggestions from parents.	120	54.5%	59	26.8%	18	8.2%	9	4.1%	2	0.9%	12	5.5%
The staff keeps me informed about my child's performance.	141	64.1%	51	23.2%	11	5.0%	3	1.4%	0	0.0%	14	6.4%
I am comfortable with how the staff handles the discipline.	106	48.2%	52	23.6%	24	10.9%	19	8.6%	6	2.7%	13	5.9%
I am satisfied with the number of adult staff available to work with the students.	107	48.6%	77	35.0%	16	7.3%	4	1.8%	3	1.4%	13	5.9%
I am satisfied with the overall performance of the staff.	103	46.8%	80	36.4%	17	7.7%	6	2.7%	2	0.9%	12	5.5%
The staff recognizes my child's strengths and weaknesses.	114	51.8%	71	32.3%	16	7.3%	4	1.8%	3	1.4%	12	5.5%

Table 2

**Milwaukee Academy of Science
Parent Rating of School Staff
2009–10
(N = 220)**

Overall parent satisfaction was evident in the following:

- Of 220 parents, 184 (83.6 %) would recommend the Academy to other parents;

- Of 220 parents, 163 (74.1%) will send their child to the Academy next year;[19] 21 (9.5%) are not sure, 25 (11.4%) will not, and 11 (5.0%) parents did not answer the question; and

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[19] Of the 25 parents who said no, 2 students are graduating, 2 are moving, 6 indicated that their child is not offered enough academic challenge, 2 raised issues about the school's response to discipline, 1 due to transportation, 1 because siblings are going elsewhere, and the other 13 parents did not have an explanation.

- When asked how they thought their child would rate the school, 95 (43.2%) of 220 parents indicated excellent, 83 (37.7%) indicated good, 19 (8.6%) said fair, and 12 (5.5%) parents indicated that their child would rate the school as poor. Eleven (5.0%) parents did not respond to the question.

- When asked to rate the school's overall contribution to their child's learning, 130 (59.1%) of 220 parents indicated it was excellent and 58 (26.4%) parents rated the school as good. Seventeen (7.7%) parents thought the school was fair and 7 (3.2%) parents indicated it was poor. Note that 8 (3.6%) parents did not respond to the question.

B.   Teacher Interviews

At the end of the school year, 15 teachers from the elementary academy and 11 from the junior academy/high school were interviewed regarding their reasons for teaching and their satisfaction with the school.[20] Elementary teachers were responsible for 8 to 25 students at a given time and junior academy/high school teachers for up to 32 students. Six (40.0%) elementary and two (18.2%) junior academy/high school teachers used team-teaching techniques and the others did not team teach. Four elementary and five junior academy/high school teachers were in their first year at the school. Other teachers had been at the school for two to eight years, and one teacher had 10 years of experience at the school. All teachers indicated that they routinely used data to make decisions in the classroom and that school leadership used data to make schoolwide decisions. Eight (53.3%) elementary teachers' performance reviews occurred annually and reviews occurred at least quarterly for the others. Junior academy/high school teacher performance reviews occurred monthly for five teachers, every six weeks for one teacher, quarterly for three teachers, two to three times per year for one teacher, and one teacher's performance was evaluated on an annual basis. Fourteen (93.3%) elementary and all (100.0%) junior academy/high school teachers were satisfied with the performance review process. All elementary and 10 (90.9%) junior academy/high school teachers indicated that

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[20] The administrator is not included in the teacher interview section.

student performance was part of teacher performance review. All 26 teachers indicated that they planned to continue teaching at the school.

Overall, at least 24 of 26 teachers indicated that the educational methodology, age/grade of students, discipline, general atmosphere of the school, and class size were important reasons for teaching at this school.[21] See Table 3 for more details.

	Table 3 **Milwaukee Academy of Science** **Reasons for Teaching at School Based on Teacher Interviews** **2009–10**				
Reason	**Elementary (n = 15)**		**Junior Academy/High School (n = 11)**		**Total* (N = 26)**
	Very Important	**Somewhat Important**	**Very Important**	**Somewhat Important**	
Location	2	5	2	7	**16**
Financial	4	7	0	10	**21**
Educational methodology	8	6	8	3	**25**
Age/grade of students	11	3	4	6	**24**
Discipline	6	8	7	3	**24**
General atmosphere	12	3	8	3	**26**
Class size	6	7	5	6	**24**
Type of school	4	3	2	5	**14**
Parental involvement	6	5	3	5	**19**

*Combines "very important" and "somewhat important" responses.

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[21] Teachers could respond very important, somewhat important, somewhat unimportant, or not at all important.

In terms of overall satisfaction with the school, teachers were asked to rate the school's performance related to class size, materials and equipment, the school's overall student assessment plan, shared leadership, professional support and development activities, and the school's progress toward becoming excellent. Possible responses included excellent, good, fair, and poor. Most teachers rated these areas as good or excellent. Areas in which 25 of 26 teachers agreed were excellent or good included student assessment plan, local measures, and progress toward becoming an excellent school. The area with the lowest rating was shared leadership, decision making, and accountability (see Table 4).

Table 4					
Milwaukee Academy of Science **School Performance Rating Based on Teacher Interviews** **2009–10**					
Area	**Elementary Rating** **(n = 15)**		**Junior Academy/** **High School Rating** **(n = 11)**		**Total*** **(N = 26)**
	Excellent	**Good**	**Excellent**	**Good**	
1. Class size	5	8	4	5	**22**
2. Materials and equipment	5	6	3	7	**21**
3. Student assessment plan	3	11	3	8	**25**
a. Local measures	8	6	4	7	**25**
b. Standardized tests	3	9	6	2	**20**
c. Progress reports	9	4	8	3	**24**
4. Shared leadership, decision making, accountability	5	5	2	7	**19**
5. Professional support	9	4	7	4	**24**
6. Professional development opportunities	9	5	7	3	**24**
7. Progress toward becoming an excellent school	9	5	7	4	**25**

*Combines "good" and "excellent" responses.

On a satisfaction rating scale ranging from very satisfied to very dissatisfied, teachers responded on the satisfied end of the response range in most areas. The area where all teachers expressed satisfaction included teacher collaboration to plan learning experiences and their own performance as a teacher. Teacher dissatisfaction was most often in parent and community/business involvement. Table 5 lists all of the teacher responses.

Table 5 Milwaukee Academy of Science Teacher Satisfaction 2009–10					
Performance Measure	**Elementary (n = 15)**		**Junior Academy/ High School (n = 11)**		**Total* (N = 26)**
	Very Satisfied	**Somewhat Satisfied**	**Very Satisfied**	**Somewhat Satisfied**	
Program of instruction	6	8	3	8	**25**
Enrollment policy and procedures	2	9	1	5	**17**
Students' academic progress	9	5	7	4	**25**
Student/teacher ratio/class size	7	7	4	5	**23**
Discipline policy	4	6	6	4	**20**
Adherence to discipline policy	5	4	3	8	**20**
Instructional support	8	5	5	6	**24**
Parent-teacher relationships	4	6	3	4	**17**
Teacher collaboration to plan learning experiences	8	7	5	6	**26**
Parent involvement	2	5	1	1	**9**
Community/business involvement	6	3	2	4	**15**
Teachers' performance	8	7	5	6	**26**
Principals' performance	7	5	10	1	**23**
Professional support staff performance	9	4	4	7	**24**
Opportunities for teacher involvement	4	5	3	6	**18**
Board of directors' performance	7	4	1	5	**17**
Opportunity for continuing education	8	4	7	1	**20**
Frequency of staff meetings	6	7	9	2	**24**
Effectiveness of staff meetings	5	5	3	7	**20**

*Combines "very satisfied" and "somewhat satisfied."

When teachers were asked what they most liked about the school, they most often noted the following:

Elementary

- Staff are cohesive and supportive (n= 14);
- Support staff/resources (n = 6);
- Parent support (n = 5);
- Students (n = 4);
- Environment (n = 3);
- Leadership willingness to listen (n = 3);
- Math and/or science curriculum (n = 3);
- Curriculum offers freedom, flexibility, and autonomy (n = 2);
- Monitoring student progress (n = 2);
- Class size (n = 1);
- Pull-out groups (n = 1); and
- Schedule allows more days to help students (n = 1).

Junior Academy/High School

- Staff collaboration and support (n = 8);
- Science focus (n = 5);
- Administration/support (n = 3);
- Freedom to teach (n = 3);
- Atmosphere (n = 2);
- Class size (n = 2);
- Students (n = 2);
- Character counts curriculum (n = 1);
- Consistent procedures (n = 1);
- Dedication to student improvement (n = 1);
- Facilities (n = 1);
- Leadership (n = 1);
- Parent/teacher relationships (n = 1);
- Professional development opportunities (n = 1); and
- School size (n = 1).

Teachers most often mentioned the following as least liked about the school:

Elementary

- Lack of consistency with discipline policy (n = 4);
- Lack of prep time (n = 4);
- Parent involvement (n = 3);
- Inconsistencies with parent/student accountability (n = 2);
- Lack of breaks (n = 2);
- Lack of feedback from leadership (n = 2);
- Lack of staff input with curriculum changes (n = 2);
- Lack of strong science curriculum (n = 2);
- Benefits (n = 1);
- Class size (n = 1);

Junior Academy/High School

- Lack of parental support (n = 6);
- Communication needs improvement (n = 3);
- Staff changes/turnover (n = 3);
- Budget (n = 2);
- Food (n = 2);
- Lack of professional development (n = 2);
- Student behavior/inconsistent discipline (n = 2);
- Conflict between cultural versus educational values (n = 1);
- Inconsistent teacher accountability (n = 1);
- Lack of materials (n = 1);

Elementary (continued)
- Food (n = 1);
- Lack performance reviews (n = 1);
- Lack of social studies curriculum (n = 1);
- Micromanagement (n = 1);
- No union (n = 1);
- No windows in classrooms (n = 1);
- Pay (n = 1);
- Procedural changes (n = 1); and
- Writing program (n = 1).

Junior Academy/High School (continued)
- Minimal sports and art (n = 1); and
- Pay (n = 1).

On a scale of poor, fair, good, or excellent, 13 (86.7%) of 15 elementary and all 11 (100.0%) junior academy/high school teachers rated the school's contribution toward academic progress as excellent or good. Two elementary teachers indicated it was fair.

When asked for a suggestion to improve the school, two or more teachers responded as follows:

Elementary

- Create shared sense of community—teachers, students, and particularly parents (n = 5);
- Collaborate between grade levels (n = 2);
- Follow-through on discipline (n = 2); and
- One teacher each said the following: bring in healthy food, eliminate Wednesday University; establish a committee to review communication; keep class size small; review special education caseload; and stick with decisions.

Junior Academy/High School

One teacher each had the following recommendations: continue using data to support decisions and cohesive communication; ensure consistency between teachers; ensure strong mentors; get better at recruiting students interested in science; improve parent involvement; install computer lab; more accountability at lower levels to prepare students; more extracurricular activities; more specialized classes; and recognize teacher contributions.

When asked to provide suggestions to improve the classroom, two or more teachers responded as follows:

Elementary

- Provide materials—equipment, supplies, sturdy furniture (n = 6);
- Improve time management to access all students (n = 2);
- Smaller class sizes (n = 2); and
- One teacher each suggested the following: individualize education; hold parents accountable; improve discipline; allow more prep time; provide constructive feedback; and provide science and social studies curriculum.

Junior Academy/High School

- More computers/technology (n = 4);
- More rigor (n = 2); and
- One teacher each suggested adding staff (e.g., teachers, aides); decreasing the size of pillars; installing blinds on windows to keep temperatures low; and providing more books.

C.   Student Interviews

At the end of the year, CRC staff interviewed 10 students in fifth grade, and 10 students in eleventh or twelfth grades about their school. All students indicated that they used computers at school, homework helps them learn more, teachers help them at school, and they feel safe in school (see Table 6).

Table 6
Milwaukee Academy of Science **Student Interviews** **2009–10**

Question	Elementary (n = 10)	Junior Academy/ High School (n = 10)	Total
	Yes	Yes	
1. Do you like your school?	10	8	18
2. Do you learn new things every day?	9	9	18
3. Have you improved in reading?	8	10	18
4. Have you improved in math?	7	9	16
5. Do you use computers at school?	10	10	20
6. Is your school clean?	9	8	17
7. Do you like the school rules?	8	2	10
8. Do you follow the rules?	9	7	16
9. Does your homework help you learn more?	10	10	20
10. Do your teachers help you at school?	10	10	20
11. Do you like being in school?	10	8	18
12. Do you feel safe in school?	10	10	20
13. Do people work together at your school?	8	9	17
14. Do you feel the marks you get on class work, homework, and report cards are fair?	9	9	18
15. Do your teachers talk to your parents?	9	7	16
16. Does your school have afterschool activities?	10	8	18
17. Do your teachers talk with you about high school plans?*	9	N/A	N/A
18. Do you have a high school graduation plan?**	N/A	10	N/A
19. Do your teachers talk with you about college?**	N/A	9	N/A
20. Are you planning to go to college?*	N/A	9	N/A

*Does not apply to high school students.
**Applies to high school students only.

Students were then asked what they liked best and least about the school. Students indicated that they liked the following the best:

Elementary	Junior Academy/High School
• Atmosphere, e.g., bad things don't happen (n = 2); • Math (n = 2); • Teachers (n = 2); and • One student each indicated parties; principal; reading; and school trips.	• Classes (n = 3); • Teachers (n = 3); • Open lunch (n = 2); and • One student said afterschool activities and another said the school environment, e.g., safe, happy.

Students indicated that they liked the following the least:

Elementary	Junior Academy/High School
One student each indicated the following: difficult to do activities I don't understand; "girl drama"; have to tell if someone hits you; math; negative people; reading; science; tuck in shirt; when something goes on in the bathroom that shouldn't.	• Drama (n = 2); • Lack of activities (n = 2); • Rules (n = 2); • Clothing restrictions (n = 1); • Homework (n= 1); and • Lunch (n = 1).

D. Board of Directors Interviews

Board member opinions are qualitative in nature and provide valuable, although subjective, insight regarding school performance and organizational competency. Eight members of the Academy's Board of Directors were interviewed via telephone by CRC staff using a prepared interview guide. Four board members had served for 10 years, three members served between four and seven years, and one member was new to the board this year. CRC interviewed the president, vice president, the treasurer/secretary, and five other board members. These board members represented experience in education/academia, nonprofit administration, business, and law. Seven of eight members indicated they participate in strategic planning, all indicated they

approve the school's annual budget, and all indicated that the board is presented with the school's annual academic monitoring report. All members indicated that the board used data to make decisions about the school.

The interviewees were asked to rate the school's performance in class size, materials and equipment, and the student assessment plan (local measures of achievement, standardized testing, progress reports to parents) if they had knowledge of these school performance elements. The rating scale was excellent, good, fair, or poor. All interviewees rated these elements as either excellent or good.[22] In addition, the interviewees rated the school's performance regarding shared leadership, decision making and accountability, professional support, and professional development opportunities as either excellent or good.[23] One interviewee indicated that the school was making excellent progress toward becoming high-performing, six said progress was good, and one indicated the school's progress toward becoming high-performing was fair. Seven interviewees indicated that, overall, the school was good, and the other interviewee rated the school as fair.

On a satisfaction rating scale ranging from very satisfied to very dissatisfied, most interviewees indicated that they were somewhat to very satisfied with a number of areas including the program of instruction, the discipline policy, adherence to the discipline policy, instructional support, community/business involvement, teachers' performance, performance of the principals, board of directors' performance, and safety of the educational environment. All members indicated that they were very satisfied with the commitment of the school's leadership. Members expressed the most dissatisfaction with the financial resources to fulfill the school's mission, citing no funds for transportation, and parent involvement, indicating a need to increase the level at which parents are involved with the school. See Table 7 for details.

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[22] One member did not have enough information to form an opinion regarding local measures of student achievement, one did not offer an opinion on standardized testing, and three did not provide an opinion on progress reports to parents.

[23] One member did not provide an opinion on professional development opportunities.

Table 7 — Milwaukee Academy of Science Board Member Interviews 2009–10 (N = 8)					
	Response				
Area	**Very Satisfied**	**Somewhat Satisfied**	**Somewhat Dissatisfied**	**Very Dissatisfied**	**Do Not Know/No Opinion**
Program of instruction	5	3	0	0	0
Enrollment policy and procedures	4	4	0	0	0
Students' academic progress	0	6	2	0	0
Student/teacher ratio/class size	3	5	0	0	0
Discipline policy	5	3	0	0	0
Adherence to discipline policy	5	2	0	0	1
Instructional support	5	3	0	0	0
Parent involvement	1	4	3	0	0
Community/business involvement	5	1	2	0	0
Teachers' performance	5	3	0	0	0
Principals' performance	5	3	0	0	0
Opportunities for teacher involvement in policy/procedures decisions	4	3	1	0	0
Current role of board of directors	4	4	0	0	0
Board of directors' performance	5	3	0	0	0
Opportunities for continuing education	2	4	1	0	1
Human resources to fulfill school's mission	2	5	0	0	1
Administrative resources to fulfill school's mission	4	3	0	0	1
Financial resources to fulfill school's mission	0	5	3	0	0
Commitment of school's leadership	8	0	0	0	0
Safety of the educational environment	7	1	0	0	0

When asked what they liked best about the Academy, board members indicated the following:

- Board commitment (n = 5);
- Emphasis on science and/or math (n = 5);
- Leadership team (n = 3); and
- High academic standards (n = 3).

One board member each mentioned staff enthusiasm/dedication, the students, enrollment efforts, reasonable alternative for parents, and data-based decision making.

Regarding dislikes, the interviewees mentioned the unstable funding, particularly related to transportation (n = 6); the slow pace of educational improvement (n = 3); low parent involvement/home support (n = 3); that public relations needs to improve so that the school attracts the students it was designed to attract (n = 3); the need to establish a clear vision for the future (n = 1); that the board was not focused on educational outcomes early on (n = 1); the facility (n = 1); and that there is too little focus on academics (n = 1).

When asked for one suggestion for improving the school, the board members mentioned the following:

- Focus on efforts to attract more appropriate students, including highlighting vision and promoting positive aspects of the school in the community (n = 3);

- Focus on learning and accept no excuses for failure (n = 2);

- Focus on reading and comprehension (n = 2);

- Examine data closely, and thoughtfully consider implications and solutions (n = 1).

IV.   EDUCATIONAL PERFORMANCE

To monitor the performance of MAS as it relates to the CSRC contract, the school collected a variety of qualitative and quantitative information at specified intervals during the past two academic years. This year, the school established goals for attendance, parent conferences, and special education student records. 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, mathematics, and writing, as well as IEP goals for special education students. The standardized assessment measures used were the Stanford Diagnostic Reading Test (SDRT), the WKCE,[24] the EXPLORE, the PLAN,[25] and the ACT or SAT. Results for measures of academic progress are presented for primary/elementary academy students in K4 through fifth grades and then for students attending the junior academy (sixth through eighth grades) and high school (ninth through twelfth grades).

A.   Primary/Elementary Academy (K4 Through Fifth Grades)

1.   Attendance

At the beginning of the 2009–10 academic year, the primary/elementary academy established a goal to maintain an average attendance rate of 90.0%. A student was considered present if he/she arrived no later than 11:00 a.m. This year, students attended school an average of 90.2% of the time. When excused absences were included, the attendance rate rose to 90.7%. The school has therefore met its goal.[26]

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[24] The WKCE is a standardized test aligned with Wisconsin model academic standards.

[25] The EXPLORE and PLAN were developed by ACT and measure a student's preparedness to take the ACT.

[26] Attendance data were provided for 588 students 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.

Note that 18 students were suspended at least once from school during the year. These students spent, on average, 7.1 days out of school due to suspension.

2.   Parent-teacher Conferences

At the beginning of the school year, the school set a goal that, on average, parents would attend two of three scheduled parent-teacher conferences. Conferences were scheduled for October 2009, January 2010, and April 2010. There were 514 primary/elementary academy students enrolled all year. Parents of 505 (98.2%) students attended two of three conferences. The school has therefore exceeded its goal for parent participation.

3.   Special Education Student Records

The school established a goal to maintain up-to-date records for all special education needs students. There were 70 special education students enrolled in primary/elementary academy at the end of the year. An IEP had been developed and/or reviewed for all 70 students. In addition, CRC conducted a random review of special education files. This review indicated that IEPs were routinely completed and that parents were invited to develop and/or be involved in developing the IEP. The school has therefore met its goal to maintain records on all students with special needs.

4.   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 administering standardized tests, each charter school is responsible for describing the goals and expectations for its students in the context of that school's unique approach to education. These goals and

expectations are established by each City of Milwaukee–chartered 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.

At the beginning of the school year, MAS designated three different areas in which students' competencies would be measured: literacy, mathematics, and writing.
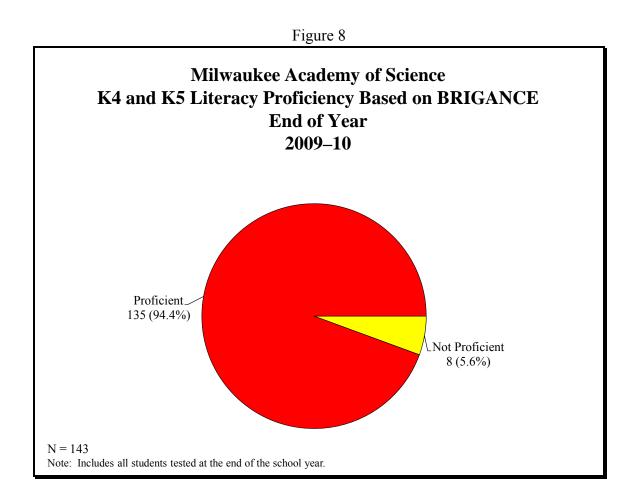
a.   Literacy

The school set a goal that at least 90% of students in K4 and K5 would show progress or maintain proficiency in literacy skills, that 90% of students in first through third grades would show progress or reach proficiency, and that 80% of students in fourth and fifth grades would demonstrate growth or maintain grade equivalency (GE). Literacy skills for K4 and K5 included reciting the alphabet and recognizing and printing upper and lowercase letters. K4 student progress was based on scores from fall of 2009 and spring of 2010 BRIGANCE assessments. K5 student progress was based on spring 2009 to spring 2010 BRIGANCE scores (for new students, progress was based on fall 2009 and spring 2010 scores). Results were provided as raw and quotient scores. An increase in all quotient scores was considered improvement. First- through third-grade literacy skills were assessed using the Scholastic Guided Reading Level. Students were to exhibit reading skills at grade level or show at least four levels of improvement based on the test gradient scale, which assesses reading fluency and comprehension. The test gradient scale consists of 27 levels, each assigned an alphabetic character(s). Levels correspond to grade-level skills; for example, levels A through C indicate Kindergarten, and B through I indicate second-grade-level reading skills. The minimum level for first grade proficiency was H;

for second grade, L; and for third grade, O. Tests were given in the fall of 2009 and spring of 2010.

The school's goal for fourth and fifth graders was that 80% of students would show one month's growth for each month of instruction or maintain a GE score at or above grade level. Fourth and fifth graders were assessed using the word recognition portion of the BRIGANCE. Scores were provided as GE. Returning students were tested in the spring of 2009 and spring of 2010. New students were tested in the fall of 2009 and spring of 2010.

At the end of the year, most (94.4%) K4 and K5 students were proficient[27] or higher on reciting the alphabet and recognizing and printing upper and lowercase letters (i.e., scored 85 or higher on all areas). See Figure 8.

Figure 8

Milwaukee Academy of Science
K4 and K5 Literacy Proficiency Based on BRIGANCE
End of Year
2009–10

Proficient
135 (94.4%)

Not Proficient
8 (5.6%)

N = 143
Note: Includes all students tested at the end of the school year.

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[27] A score of 85 is considered proficient.

Of first through third graders, 69.0% were reading at or above grade level expectations (Table 8).[28]

Table 8 **Milwaukee Academy of Science** **1st Through 3rd Grades** **Reading Proficiency at the End of the Year Based on Scholastic Guided Reading Level** **2009–10**				
Grade	**Minimum SRI Level for Proficiency**	**N**	**Proficient or Higher**	
			N	**%**
1st	H	74	51	68.9%
2nd	L	74	46	62.2%
3rd	O	78	59	75.6%
TOTAL	**--**	**226**	**156**	**69.0%**

Of fourth through fifth graders, 80.3% were at GE[29] or above in reading. See Table 9.

Table 9 **Milwaukee Academy of Science** **4th Through 5th Grades** **Reading GE at the End of the Year Based on BRIGANCE** **2009–10**					
Grade	**N**	**Minimum GE**	**Maximum GE**	**Average GE**	**% At or Above GE**
4th	71	2.0	6.8	5.4	74.6%
5th	81	2.5	6.8	6.1	85.2%
TOTAL	**152**	**--**	**--**	**--**	**80.3%**

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[28] Scores were provided as an alpha-character level.

[29] Fourth grade GE scores of 4.0 or higher were considered at or above grade level. Fifth grade GE scores of 5.0 or higher were considered at or above grade level.

Results for the K4 through third-grade students indicate that 93.3% of students showed improvement or reached proficiency or reading level requirements in literacy skills (see Table 10 for details). The school has therefore met its internal literacy goal.

Table 10 — Milwaukee Academy of Science — Literacy Progress for K4 through 3rd Grades — 2009–10					
Grade	Test Administrations	Test	N	Met Goal	
				N	%
K4	Spring 2009 and Spring 2010	BRIGANCE	51	51**	100.0%
K5	Spring 2009 and Spring 2010*	BRIGANCE	71	68**	95.8%
1st	Fall 2009 and Spring 2010	Scholastic Guided Reading Level	73	66***	90.4%
2nd	Fall 2009 and Spring 2010	Scholastic Guided Reading Level	73	64***	87.7%
3rd	Fall 2009 and Spring 2010	Scholastic Guided Reading Level	77	73***	94.8%
Total	--	--	**345**	**322**	**93.3%**

*New students were tested in the fall of 2009 and the spring of 2010.
**Reflects students who reached proficiency or improved in all quotient scores.
***Reflects students who reached reading level requirements or improved four or more levels on the test gradient scale.
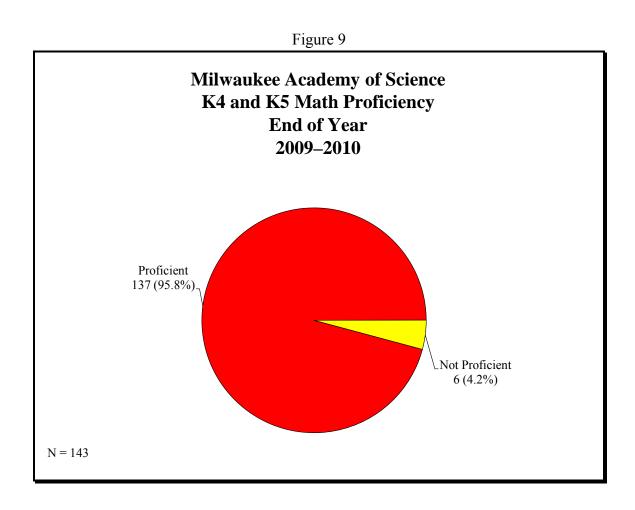
Results for fourth and fifth graders indicate that 83.2% of students maintained GE or showed improvement of one month GE per month of instruction in literacy skills. This meets the school's internal goal (see Table 11).

Table 11 Milwaukee Academy of Science Literacy Progress for 4th and 5th Grades Based on BRIGANCE 2009–10					
Grade	Test Administrations	N	Maintained GE	Number Improved 1 GE/ Month	Percentage Maintained or Improved
4th	Spring 2009 and Spring 2010*	71	39	14	74.7%
5th	Spring 2009 and Spring 2010*	78	55	16	91.0%
Total	--	149	94	30	83.2%

*New students were tested in the fall of 2009 and the spring of 2010.

b.   *Mathematics*

To assess primary/elementary academy student progress in mathematics, the school set a goal that at least 90% of students in K4 and K5 would exhibit progress or maintain proficiency from the first to the final assessment of their math skills, based on the BRIGANCE. Math skills included rote counting, counting objects, and reading numbers. K4 skills were tested in the fall of 2009 and the spring of 2010. K5 skills were tested in the spring of 2009 and spring of 2010. New K5 students were tested in the fall of 2009. Results for K4 and K5 students were provided in quotient and raw scores. An increase in all quotient scores was considered improvement. At the end of the year, most (95.8%) K4 and K5 students were proficient in math (Figure 9).

Figure 9

**Milwaukee Academy of Science
K4 and K5 Math Proficiency
End of Year
2009–2010**

Proficient
137 (95.8%)

Not Proficient
6 (4.2%)

N = 143

BRIGANCE was also used to test math skills for first through fifth graders. The school set a goal that 80% of these students would show improvement or maintain GE or higher. These students were tested on computation skills. Results for first through fifth grades were provided as GE. Tests were given in the spring of 2009 and spring of 2010 for all returning students. All first graders and newly enrolled students were tested in the fall of 2009 and again in spring of 2010. At the end of the year, on average, all (100.0%) first graders were functioning at grade level, as were 97.2% of second, 86.4% of third, 87.5% of fourth, and 81.5% of fifth graders.[30] See Table 12.

Table 12 Milwaukee Academy of Science 1st Through 5th Grades At or Above GE in Math Based on Spring 2010 BRIGANCE 2009–10			
Grade	**N Tested**	**At or Above GE**	
		N	**%**
1st	72	72	100.0%
2nd	71	69	97.2%
3rd	81	70	86.4%
4th	72	63	87.5%
5th	81	66	81.5%
Total	**377**	**340**	**90.2%**

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[30] At or above GE reflects students who scored GE equal to or greater than their grade. For example, first-grade scores of 1.0 or higher were considered at or above grade level, second-grade scores of 2.0 or higher were considered at or above grade level, etc.

Academic progress results indicate that 99.2% of 126 K4 and K5 students reached or maintained proficiency or showed improvement in all three math quotient scores (see Table 13).

Table 13 Milwaukee Academy of Science Math Progress for K4 and K5 Based on BRIGANCE 2009–10			
Grade	N	Progress*	
		N	%
K4	51	51	100.0%
K5	75	74	98.7%
Total	**126**	**125**	**99.2%**

*Reached or maintained proficiency or increased all quotient scores.

Academic progress for 375 first- through fifth-grade students with comparable test results from the spring of 2009 or fall of 2009 and the spring of 2010, indicated that 90.4% improved at least one month for every month of instruction or maintained GE[31] (see Table 14). The school has therefore met its goal.

Table 14 Milwaukee Academy of Science Mathematics Progress for 1st Through 5th Grades Based on BRIGANCE 2009–10					
Grade	N	Number Maintained GE	Number Improved 1 GE per Month	Total	
				N	%
1st	72	16	56	**72**	**100.0%**
2nd	70	39	24	**63**	**90.0%**
3rd	80	25	46	**71**	**88.8%**
4th	72	5	61	**66**	**91.7%**
5th	81	33	34	**67**	**82.7%**
Total	**375**	**118**	**221**	**339**	**90.4%**

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[31] To be considered "maintained," a student's scores must be equal to or greater than their grade. For example, first-grade scores were considered "maintained" if the student scored 1.0 or higher on each test; second grade scores were considered maintained if they scored 2.0 or higher on each test, etc.

c.   *Writing*
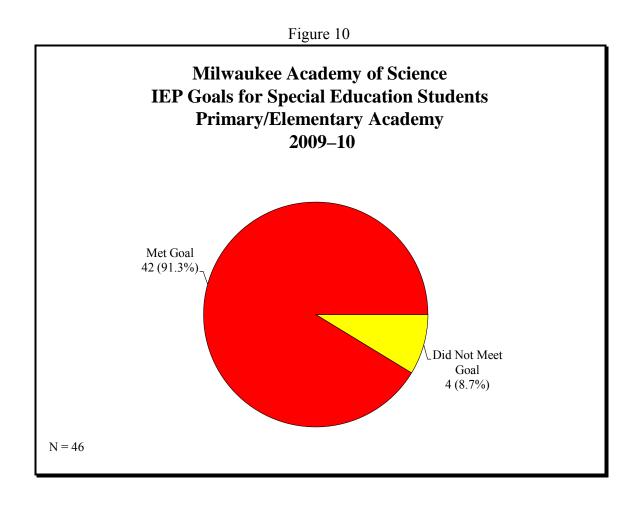
To assess student skills in writing, at the end of the school year teachers judged student writing samples and assigned a score to each student. Student writing skills were assessed in six domains: purpose and focus, organization and coherence, development of content, sentence fluency, word choice, and grammar. Each domain was assigned a score of 1, minimal/basic control; 2 for adequate control; or 3 for proficient/advanced control. Scores in each domain were totaled. A score of 12 or more indicated that the student was writing at grade level. The school's goal was that students in third through fifth grades would reach a score of 12 or more, on average.

Results for students in third through fifth grades indicate that students, on average, scored 12.5, meeting the school's goal (see Table 15).

Table 15 **Milwaukee Academy of Science** **Writing Skills for 3rd Through 5th Grades Based on Teacher Assessment** **2009–10**		
Grade	**N**	**Writing Score Average**
3rd	81	11.8
4th	69	13.7
5th	80	12.3
Total	**230**	**12.5**

d.   IEP Goals for Special Education Students

This year, the primary/elementary academy's goal was that at least 80% of special education students would meet one or more goals defined on their IEP as assessed by the participants in their most recent annual IEP review. There were 70 special education students enrolled at the end of the year. IEPs for 24 students had been in effect for less than one year and were not yet due for an assessment of student progress toward meeting goals. Of the 46 students who were assessed for progress, 42 (91.3%) met at least one goal (see Figure 10). Therefore, the elementary academy has exceeded its goal.

Figure 10

Milwaukee Academy of Science
IEP Goals for Special Education Students
Primary/Elementary Academy
2009–10

Met Goal
42 (91.3%)

Did Not Meet
Goal
4 (8.7%)

N = 46

5. <u>External Standardized Measures of Educational Performance</u>

The CSRC required the SDRT be administered to all first-, second-, and third-grade students between March 15 and April 15, 2010. Student performance is reported in phonetic analysis, vocabulary, and comprehension. These scores are summarized in an overall SDRT total. CSRC also required that the WKCE be administered to all third- through fifth-grade students in October or November, the timeframe established by the Wisconsin DPI.[32] The WKCE directly aligns with Wisconsin model academic standards in reading and math. Results describe how students perform relative to these standards. Skills are assessed as minimal, basic, proficient, or advanced.

The CSRC requires that these tests be administered to students to provide an assessment of student skills and to provide a basis for student progress over consecutive school years. The DPI required all students in third through eighth and tenth grades to participate in WKCE testing to meet federal No Child Left Behind requirements.

Results for primary/elementary academy students administered the examinations are included in this section. This section reflects results for all students enrolled in the school who were administered all portions of the exams, including those enrolled for a full academic year (FAY) or longer and those students who were new to the school.

a.   SDRT for First Graders

In March 2010, MAS administered the SDRT to 74 first-grade students. Results indicate that first graders were functioning, on average, at 1.4 to 1.9 grade-level equivalents (GLE) in reading, depending on the area assessed (see Figure 11 and Table 16).

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[32] The WKCE is also given to students in sixth, seventh, eighth, and tenth grades. Students in fourth, eighth, or tenth grade were also tested in language arts, science, and social studies.

Figure 11

Milwaukee Academy of Science
Stanford Diagnostic Reading Test
Average GLE for 1st Graders
2009–10

N = 74
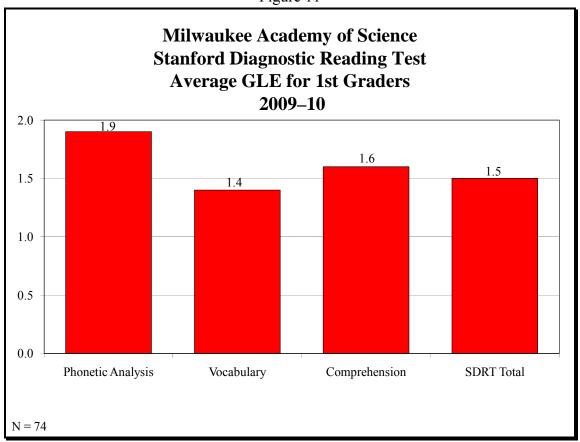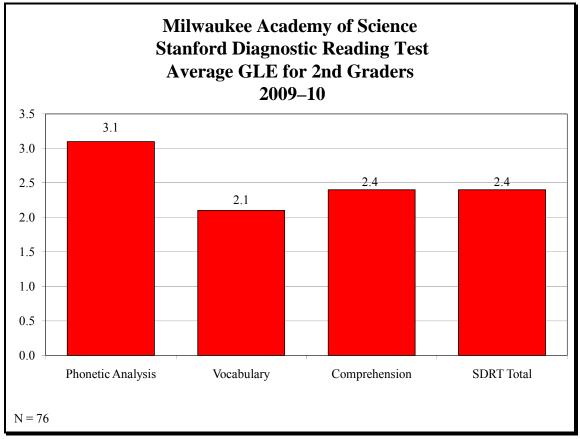
	Table 16

Milwaukee Academy of Science
Stanford Diagnostic Reading Test
GLE for 1st Graders
2009–10
(N = 74)

Area Tested	Lowest GLE Scored	Highest GLE Scored	Median	% At or Above Grade Level
Phonetic Analysis	K.0	5.2	1.6	85.1%
Vocabulary	K.4	2.6	1.4	75.7%
Comprehension	K.2	5.3	1.6	82.4%
SDRT Total	**K.4**	**2.7**	**1.5**	**85.1%**

Note: Results are rounded to the nearest one tenth.

b.   *SDRT for Second Graders*

In March 2010, the SDRT was administered to 76 second-grade students. Second graders were functioning, on average, at or above GLE depending on the areas tested. Results are presented in Figure 12 and Table 17.

Figure 12

**Milwaukee Academy of Science
Stanford Diagnostic Reading Test
Average GLE for 2nd Graders
2009–10**

N = 76

Table 17				
Milwaukee Academy of Science **Stanford Diagnostic Reading Test** **GLE for 2nd Graders** **2009–10** **(N = 76)**				
Area Tested	**Lowest GLE Scored**	**Highest GLE Scored**	**Median**	**% At or Above Grade Level**
Phonetic Analysis	K.9	10.9	2.3	72.4%
Vocabulary	K.5	5.6	2.0	50.0%
Comprehension	K.7	5.7	2.2	60.5%
SDRT Total	**K.7**	**7.3**	**2.0**	**55.3%**

Note: Results are rounded to the nearest one tenth.

c.   Standardized Tests for Third Graders

   i.   SDRT for Third Graders

In March 2010, MAS administered the SDRT to 82 third graders. Results indicated that the third graders were, on average, reading at second- or third-grade levels, depending on the area tested (see Figure 13 and Table 18).

Figure 13

Milwaukee Academy of Science
Stanford Diagnostic Reading Test
Average GLE for 3rd Graders
2009–10

Category	Average GLE
Phonetic Analysis	3.3
Vocabulary	2.8
Comprehension	3.2
SDRT Total	2.9

N = 82

Table 18				
Milwaukee Academy of Science **Stanford Diagnostic Reading Test** **GLE for 3rd Graders** **2009–10** **(N = 82)**				
Area Tested	**Lowest GLE Scored**	**Highest GLE Scored**	**Median**	**% At or Above Grade Level**
Phonetic Analysis	K.9	10.8	2.7	36.6%
Vocabulary	K.8	7.2	2.7	42.7%
Comprehension	1.1	10.1	2.7	41.5%
SDRT Total	**1.2**	**9.6**	**2.7**	**37.8%**

Note: Results are rounded to the nearest one tenth.

In October 2009, 83 MAS third graders were administered the WKCE. Results show that 9 (10.8%) third graders reached the advanced level, 23 (27.7%) scored at the proficient level, 40 (48.2%) scored at the basic level, and 11 (13.3%) students exhibited minimal reading skills.

In math, 4 (4.8%) students reached the advanced level, 22 (26.5%) scored at the proficient level, 14 (16.9%) scored at the basic level, and 43 (51.8%) students scored at the minimal level (see Figure 14).

Figure 14

Milwaukee Academy of Science
WKCE Proficiency Levels for 3rd Graders
2009–10

N = 83
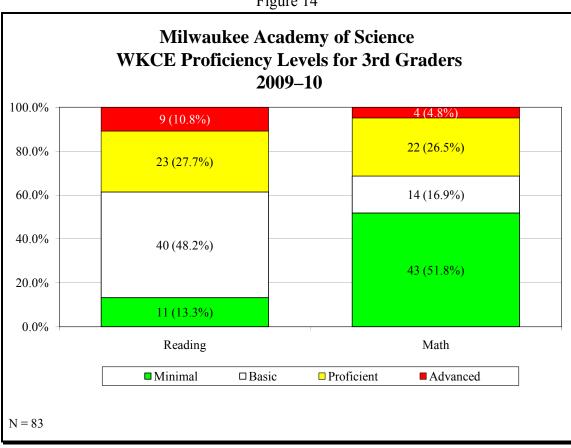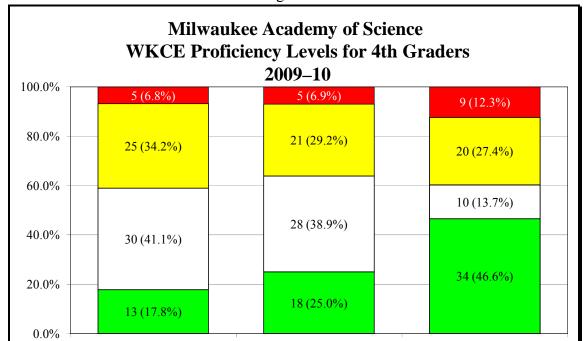
d.   *WKCE for Fourth Graders*

In October 2009, Wisconsin fourth graders were administered the WKCE. In addition to reading and math, fourth graders were tested in language arts, science, and social studies. CSRC requires that results in reading, language arts, and math be reported.

Proficiency indicators from the WKCE reading, language arts, and math subtests are illustrated in Figure 15. Five (6.8%) fourth graders had advanced reading proficiency, 25 (34.2%) were proficient readers, 30 (41.1%) had a basic level of understanding, and 13 students (17.8%) had minimal reading proficiency. In language arts, 5 (6.9%) students scored in the advanced category, 21 (29.2%) were proficient, 28 (38.9%) had basic skills, and 18 (25.0%) students had minimal skills. Nine (12.3%) students exhibited advanced math skills, 20 (27.4%) scored in the proficient category, 10 (13.7%) had basic skills, and 34 (46.6%) students had minimal skills in mathematics.

Figure 15

Milwaukee Academy of Science
WKCE Proficiency Levels for 4th Graders
2009–10

*A language arts score was not submitted for one student.

The final score from the WKCE is a writing score. Each students' extended writing sample is scored using 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 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 MAS fourth-grade extended writing scores ranged from two to six. The median score was four, meaning half of the students scored at or below four, and half scored four to six on a scale of zero to nine.

e. *WKCE for Fifth Graders*

The WKCE reading and math tests were administered to fifth graders in October 2009. As illustrated in Figure 16, 7 (8.0%) fifth graders scored at an advanced level, 33 (37.9%) scored proficient, 36 (41.4%) exhibited basic skills, and 11 (12.6%) students exhibited minimal skills in reading. In math, 9 (10.3%) students scored in the advanced range, 27 (31.0%) were proficient, 11 (12.6%) showed basic understanding, and 40 (46.0%) exhibited minimal skills.

Figure 16

Milwaukee Academy of Science
WKCE Proficiency Levels for 5th Graders
2009–10
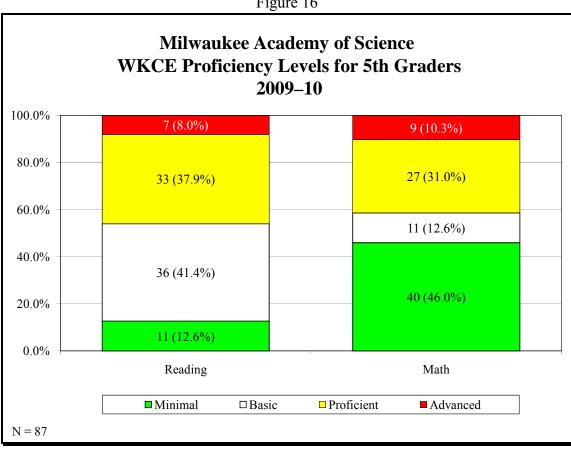
B.   Junior Academy and High School (Sixth Through Twelfth Grades)

1.   <u>Attendance</u>
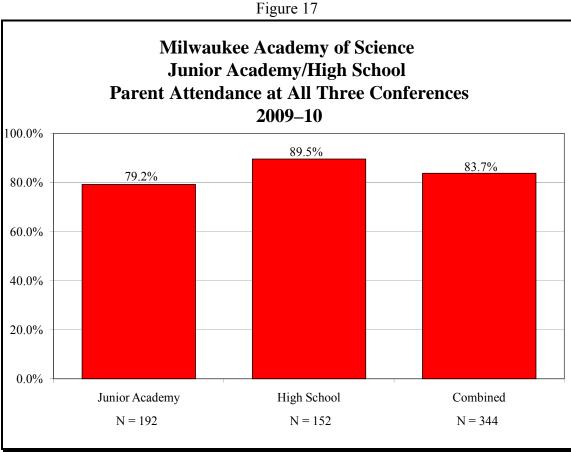
At the beginning of the 2009–10 academic year, the junior academy/high school established a goal to maintain an average attendance rate of 90.0%. A junior academy student was considered present if he/she arrived at school prior to 10:00 a.m. High school students were considered present if they attended 90% or more of the instructional hours for that day. Junior academy and high school students attended school an average of 89.1% of the time.[33] When excused absences were included, the attendance rate rose to 94.6%, meeting the school's goal.

Note that 253 students were suspended at least once during the year. These students spent an average of 9.4 days out of school due to suspension.

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[33] Attendance data were provided for 395 students 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.

2.   Parent-teacher Conferences

At the beginning of the school year, the school set a goal that 80% of parents of junior academy/high school students would attend each of three scheduled parent-teacher conferences. Conferences were scheduled for October 2009, January 2010, and April 2010. There were 344 students enrolled for all three conferences (i.e., the entire year). Parents of 79.2% of junior academy and 89.5% of high school students attended all three conferences (attendance could occur in-person at the school, at the parents' home, or via telephone). Overall, parents of 83.7% of students attended the three conferences, which meets the school's goal (see Figure 17).

Figure 17

Milwaukee Academy of Science
Junior Academy/High School
Parent Attendance at All Three Conferences
2009–10

3.   Special Education Student Records

The school established a goal to maintain up-to-date records for all special education needs students. There were 37 special education students enrolled in junior academy or high school at the end of the school year. An IEP had been completed or reviewed for all of these students. In addition, CRC conducted a random review of special education files that indicated that IEPs were routinely completed and that parents were invited to develop and/or were involved in developing the IEP. The school has therefore met its goal to maintain records on all students with special needs.

4.   High School Graduation Plan

A high school graduation plan is to be developed for each high school student by the end of his/her first semester of enrollment at the school. The plans are to include: 1) evidence of parent/guardian/family involvement; 2) information regarding the student's post-secondary plans; and 3) a schedule reflecting plans for completing four credits in English and mathematics; three credits in science and social studies; and two credits each in engineering, foreign language, physical education/health, and other electives.[34]

This year, plans were completed for all 153 high school students enrolled at the end of the year.[35] Of these, 79.7% included the students' post-secondary plans,[36] 98.7% were submitted to parents for their review, and 100.0% included a schedule reflecting credits needed to graduate. Counselors were required to review each student's plan at least once during the year. Part of the review was to ensure that students were on track to graduate and to determine if a student should

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[34] Evidence of involvement reflects whether or not the school provided the student's parent with a copy of the plan. Parents are also encouraged to review the plan as part of scheduled parent-teacher conferences.

[35] Graduation plan data were not submitted for students who withdrew during the year.

[36] These data were not submitted for tenth graders.

be referred for summer school. This year, 88.2% of students were on track to graduate and 23.5% were referred to summer school (Figure 18).

Figure 18

**Milwaukee Academy of Science
High School Graduation Plans
for 9th Through 12th Graders
2009–10**

N = 153
*Tenth-grade data were not submitted.

5.   High School Graduation Requirements

As part of high school graduation requirements, the school set a goal that all ninth graders who earned at least 5.5 credits would be promoted to tenth grade; all tenth graders who accumulated at least 11 credits would be promoted to eleventh grade; all eleventh graders who accumulated at least 16 credits would be promoted to twelfth grade; and all twelfth graders who had earned 22 or more credits would graduate. This measure applies to high school students only (not to junior academy students).

Credit and promotion information was provided for high school students who finished the school year at MAS. Of 153 students, 138 (90.2%) earned at least the minimum number of credits to be promoted to the next grade or, in the case of twelfth graders, to graduate from high school. Fifty-two (82.5%) of 63 ninth graders were promoted; 27 (90.0%) of 30 tenth graders were promoted; 36 (97.3%) of 37 eleventh graders were promoted; and all 23 twelfth graders graduated. Ninth graders earned, on average, 6.3 credits; tenth graders accumulated, on average, 13.1 credits; eleventh graders earned, on average, 19.7 credits; and twelfth graders earned an average of 25.2 credits. See Table 19.

Table 19 Milwaukee Academy of Science High School Graduation Requirements 2009–10					
Grade	N	Minimum Number of Credits Required	Average Credits Earned/Accumulated	Promoted/Graduated	
				N	%
9th	63	5.5	6.3	52	82.5%
10th	30	11.0	13.1	27	90.0%
11th	37	16.0	19.7	36	97.3%
12th	23	22.0	25.2	23	100.0%
Total	**153**	**--**	**--**	**138**	**90.2%**

6.   Local Measures of Educational Performance

At the beginning of the school year, MAS designated four different areas in which junior academy and high school students' competencies would be locally measured: literacy, mathematics, writing, and IEP goals.

The school set a goal that all students be administered the SRI in the fall and again in the spring. The goal for junior academy students was to show improvement in scores, called measures,[37] of at least 50 points. High school students were to increase measures by 25 points. These Lexile measure increases would indicate that students had made one year of progress in attaining skills. Lexile measures can range from 0 (beginning reader) to 1700[38] and are used to help students find books that align with reading skills. Lexile levels cannot be converted into grade level units. Based on SRI scores from the spring 2010 test administration, students scored, on average, the measures indicated in Table 20. (Note that Lexile measures are typically denoted with an "L."[39])

Table 20 Milwaukee Academy of Science Junior Academy and High School Scholastic Reading Inventory Lexile Measures at the End of the Year Spring 2010					
Grade	**N**	**Minimum**	**Maximum**	**Average**	**Typical Reader Measures**
6th	68	0L	1,317L	673.2L	665L to 1000L
7th	60	111L	1,237L	751.4L	735L to 1065L
8th	69	52L	1,285L	860.8L	805L to 1100L
9th	65	206L	1,356L	906.6L	855L to 1165L
10th	30	665L	1,266L	976.1L	905L to 1195L
11th	37	684L	1,367L	1,021.7L	940L to 1210L
12th	22	642L	1,463L	1,061.6L	940L to 1210L

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[37] www2.scholastic.com/browse/article.jsp?id=1556

[38] www.lexile.com/about-lexile/lexile-overview; www.lexile.com/m/uploads/downloadablepdfs/WhatDoestheLexileMeasure Mean.pdf indicates that the largest maximum possible measure is 2000.

[39] www.lexile.com/about-lexile/grade-equivalent/grade-equivalent-chart/

As illustrated in Table 21, 56.6% of 196 junior academy and 51.3% of 154 high school students with comparable SRI measures were able to show improvement (as measured by a 50-point increase for junior academy and a 25-point increase for high school students) in reading skills based on SRI fall and spring test measures. Overall, junior academy students improved, on average, 74.9 points and high school students improved 27.0 points, on average. The school has therefore met its internal goal.

Table 21 **Milwaukee Academy of Science** **Junior Academy and High School** **Literacy Progress Based on SRI Measures** **2009–10**				
Grade	**N**	**Number Improved***	**Percentage Improved**	**Average Increase in Score**
6th	68	42	61.8%	114.2
7th	60	33	55.0%	73.3
8th	68	36	52.9%	37.0
Junior Academy Subtotal	**196**	**111**	**56.6%**	**74.9**
9th	65	31	47.7%	19.4
10th	30	17	56.7%	42.2
11th	37	19	51.4%	32.6
12th	22	12	54.5%	19.1
High School Subtotal	**154**	**79**	**51.3%**	**27.0**

*Improved by 50 or more points for junior academy; 25 or more points for high school.

b.   *Mathematics*

To assess junior academy student progress in mathematics, the school set a goal that junior academy students would exhibit progress from the spring of 2009 to the spring of 2010 assessment of their math skills, based on the WRAT.[40] The goal was that, on average, students would show at least one month gain for every month of instruction. To assess progress for high

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[40] Note that new students are given the WRAT within 30 days of enrollment to test math competency level.

school students, the school set a goal that at least 80% of students in each math class would attain a score of 70% or more on the course examination at the end of the school year. Math scores for junior academy students were provided as GL. High school student scores were percentage correct. Results for junior academy students from the test administered at the end of the school year indicate that students exhibited math skills, on average, at the following GL (see Table 22).

Table 22 — Milwaukee Academy of Science — Junior Academy — WRAT Math Average GL Scores at the End of the Year — Spring 2010		
Grade	**N**	**Average GL**
6th	67	7.2
7th	60	7.7
8th	69	8.3
Total	**196**	**--**

High school results from exams at the end of the year indicate that, on average, students scored 82.7% correct (see Table 23).

Table 23 — Milwaukee Academy of Science — High School — Final Math Exam Percentage Correct at the End of the Year — Spring 2010				
Grade	**N**	**Minimum %**	**Maximum %**	**Average %**
9th	63	37.0%	100.0%	87.1%
10th	30	53.0%	97.0%	79.6%
11th	36	40.0%	100.0%	78.0%
12th	22	70.0%	100.0%	82.0%
Total	**151**	**--**	**--**	**82.7%**

As illustrated in Table 24, 86.2% of 195 junior academy students with comparable scores showed progress from the spring of 2009 to the spring of 2010 mathematics test.[41] On average, students showed 2.0 GL increase in scores, exceeding the school's goal.

Table 24 Milwaukee Academy of Science Junior Academy Math Progress Measured by WRAT GL Scores 2009–10				

Grade	N	Improved		Average GE Improvement
		N	**%**	
6th	67	65	97.0%	2.7
7th	60	48	80.0%	1.9
8th	68	55	80.9%	1.4
Total	**195**	**168**	**86.2%**	**2.0**

As illustrated in Table 25, 92.7% of high school students scored 70% or higher on their end-of-the-year mathematics examinations, exceeding the school's goal.

Table 25 Milwaukee Academy of Science High School End-of-the-Year Math Course Examination (A Measure of Progress) Spring 2010			

Grade	N	N Met Goal	% Met Goal
9th	63	59	93.7%
10th	30	27	90.0%
11th	36	32	88.9%
12th	22	22	100.0%
Total	**151**	**140**	**92.7%**

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[41] Fall 2009 test scores were used for new students.

c.   *Writing*
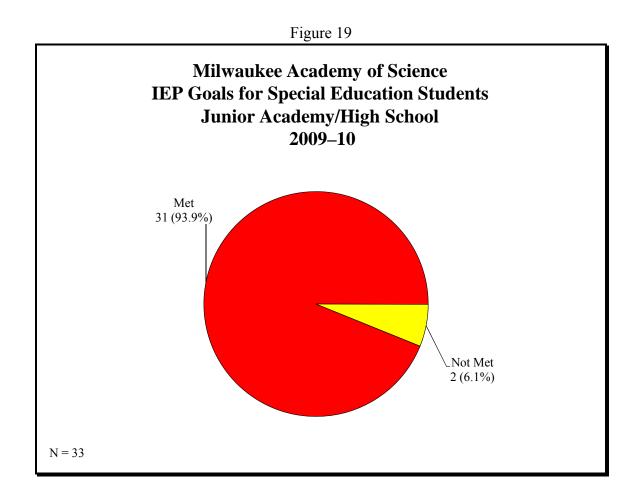
To assess junior academy and high school students' skills in writing, at the end of the school year teachers judged student writing samples and assigned a score to each student. Student writing skills were assessed in six domains: purpose and focus, organization and coherence, development of content, sentence fluency, word choice, and grammar. Each domain was assigned a score from zero to six. Scores in each domain were totaled. A score of 18 or more for junior academy students and a score of 21 or more for high school students indicated that the student was writing at grade level. The goal was that students in sixth through eighth grades would reach a score of 18 or more, on average, and students in grades nine through twelve would achieve 21 or more, on average.

Results for students in junior academy indicated that students scored, on average, 19.2 points. Results for high school students indicate that students' average score was 22.1 points (see Table 26). The school has therefore met its goal.

Table 26 Milwaukee Academy of Science Junior Academy and High School Writing Skills Based on Teacher Assessment 2009–10		
Grade	**N**	**Writing Score Average**
6th	68	18.0
7th	60	18.9
8th	69	20.7
Junior Academy Subtotal	**197**	**19.2**
9th	64	20.8
10th	30	22.0
11th	38	22.7
12th	23	24.6
High School Subtotal	**155**	**22.1**

d.   Special Education Students

This year, the junior academy and high school's goal was that 80% of special education students would meet one or more goals on their IEP, as assessed by the participants in their most recent annual IEP review. There were 37 special education students in sixth through twelfth grades at the end of the year. IEPs for four students had been in effect for less than one year; therefore, progress toward meeting goals was not required. Of the remaining 33 students, 31 (93.9%) were able to meet one or more of the goals in their IEP (Figure 19). The junior academy/high school has therefore met its goal related to student progress on IEP goals.

Figure 19

**Milwaukee Academy of Science
IEP Goals for Special Education Students
Junior Academy/High School
2009–10**

Met
31 (93.9%)

Not Met
2 (6.1%)

N = 33

7.   <u>External Standardized Measures of Educational Performance</u>

The CSRC required that the WKCE be administered to all sixth- through eighth- and tenth-grade students.[42] Results for all junior academy and high school students administered all subtests, regardless of FAY status, are reflected in this section.

a.   WKCE for Sixth Graders

Sixth graders were administered the WKCE in October 2009. As illustrated, 4 (5.5%) sixth graders showed advanced reading skills and 37 (50.7%) scored as proficient in reading. In math, 4 (5.5%) students exhibited advanced skills and 29 (39.7%) scored in the proficient range (see Figure 20).

Figure 20

Milwaukee Academy of Science
WKCE Proficiency Levels for 6th Graders
2009–10

N = 73

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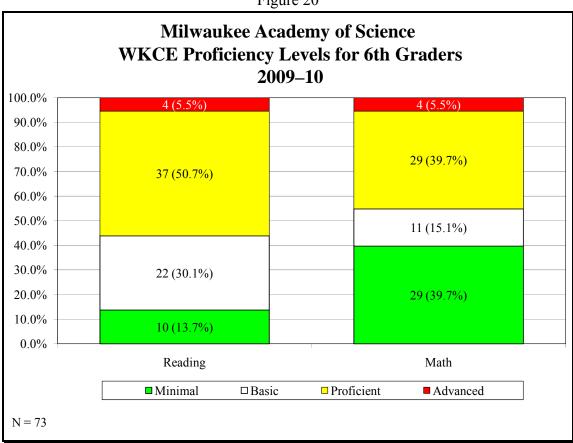
[42] The WKCE is also given to students in third, fourth, and fifth grades to test reading and math skills. Students in fourth, eighth, or tenth grade were also tested in language arts, science, and social studies.

b.   *WKCE for Seventh Graders*

Proficiency levels from the WKCE administered in October 2009 for seventh graders are illustrated in Figure 21. In reading, 9 (13.6%) students scored at the advanced level and 35 (53.0%) scored as proficient, while 17 (25.8%) students scored at a basic level and 5 (7.6%) scored at a minimal level of proficiency. In math, 4 (6.1%) seventh graders were advanced, 35 (53.0%) were proficient, 14 (21.2%) were at a basic skill level, and 13 (19.7%) scored at a minimal skill level.

Figure 21

**Milwaukee Academy of Science
WKCE Proficiency Levels for 7th Graders
2009–10**

Reading:
- 9 (13.6%) — Advanced
- 35 (53.0%) — Proficient
- 17 (25.8%) — Basic
- 5 (7.6%) — Minimal

Math:
- 4 (6.1%) — Advanced
- 35 (53.0%) — Proficient
- 14 (21.2%) — Basic
- 13 (19.7%) — Minimal

Legend: ■ Minimal □ Basic ■ Proficient ■ Advanced

N = 66
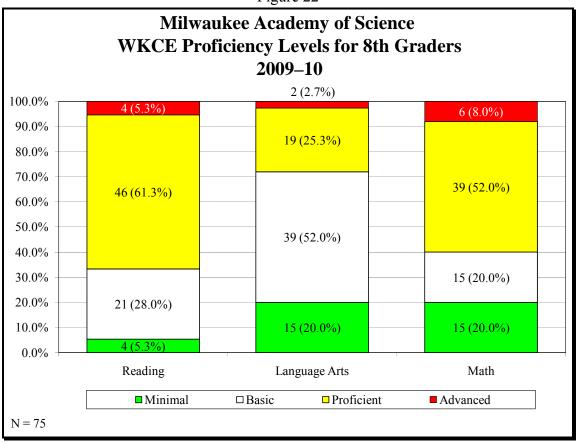
c. *WKCE for Eighth Graders*

In October 2009, the WKCE was administered to 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 22. For example, 4 (5.3%) eighth graders scored in the advanced reading proficiency range, 46 (61.3%) scored in the proficient range, 21 (28.0%) had a basic understanding, and 4 (5.3%) scored in the minimal range. In terms of language arts ability, 2 (2.7%) students demonstrated advanced skills, 19 (25.3%) scored in the proficient range, 39 (52.0%) had a basic understanding, and 15 (20.0%) students demonstrated minimal skills. In mathematics, 6 (8.0%) students scored in the advanced range, 39 (52.0%) were proficient, 15 (20.0%) had a basic understanding, and 15 (20.0%) students demonstrated minimal skills.

Figure 22

Milwaukee Academy of Science
WKCE Proficiency Levels for 8th Graders
2009–10

N = 75

The final score from the WKCE is a writing score. The extended writing sample is scored using two holistic rubrics that are similar to those used on the fourth-grade test. Points received on the two rubrics are combined to produce a single score on the report, with a maximum possible score of 9.[43] The MAS eighth-grade writing scores ranged from two to six. The median score was five, meaning half of students scored two to five and half scored five to six on a scale of zero to nine.

d.   Standardized Tests for Ninth and Tenth Graders

The EXPLORE is the first in a series of two pre-ACT tests developed by ACT and is typically administered to students in eighth or ninth grade. The EXPLORE includes sections for

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[43] See www.dpi.state.wi.us/oea/kc_writg.html for details.

English, math, reading, and science. EXPLORE scores provide information about students' knowledge, skills, interests, and plans. Students can use this information as they plan their high school coursework and begin thinking about college and careers. In addition to providing a score for each section, the EXPLORE provides a composite score for each student that reflects all the areas tested. Students can score between 1 and 25 on each section of the test; the composite score, which also ranges from 1 to 25, is an average of the scores from all four of the subtests.[44]

The PLAN, the second in the series of pre-ACT tests, is generally taken in tenth grade as a follow-up to the EXPLORE. Like the EXPLORE, the PLAN includes sections for English, math, reading, and science. Results of the PLAN can be used as a guidance tool for students planning to attend college or join the workforce following graduation. It has also been shown to be a predictor of student success on the ACT. Students can score between 1 and 32 on each section of the test; the composite score, which also ranges from 1 to 32, is an average of the scores from all four of the subtests.[45]

In addition to providing information about students' skill levels in reading, math, English, and science, scores from the EXPLORE, PLAN, and ACT from consecutive years can be used to gauge student progress toward college readiness. ACT conducted a study to determine the relationship between scores on the EXPLORE, PLAN, and ACT with success in college courses. Based on that research, ACT set minimum scores on the English, math, reading, and science subtests for the EXPLORE, PLAN, and ACT that serve as benchmarks for success in college-level English composition, algebra, social sciences, and biology. Students who reach the benchmark or higher on the EXPLORE as ninth graders, the PLAN as tenth graders, and the ACT as eleventh or twelfth graders have a 50% chance of receiving at least a B in those college

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[44] Information found at http://actstudent.org/explore/index.html, July 2008.

[45] Information found at http://www.act.org/plan, July 2008.

courses. Table 27 shows ACT's benchmark scores for each subtest on the EXPLORE and PLAN.[46]

Table 27 Milwaukee Academy of Science ACT College Readiness Benchmarks for the EXPLORE and PLAN 2009–10			
Subtest	EXPLORE Benchmark (9th Grade)	PLAN Benchmark (10th Grade)	ACT Benchmark (11th Grade)
English	14	15	18
Math	18	19	22
Reading	16	17	21
Science	20	21	24

The following describes results for ninth and tenth graders relative to these benchmarks. It also describes the school's progress toward meeting goals related to providing additional intervention to students based on their composite scores.
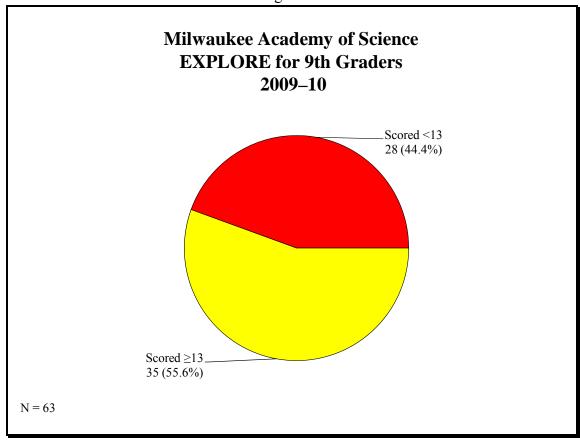
i. *EXPLORE for Ninth Graders*

All ninth graders were required to take the EXPLORE during October/November 2009, the same timeframe the DPI established for the standardized WKCE. During December, teachers of students who scored below 13 reviewed the results of the EXPLORE with the achievement director and embedded additional instructional activities into the applicable core content areas. Examples of embedded activities included do-nows, exit cards, review sheets, math tutoring, reading comprehension practice, and periodic basic skill reviews. In some cases, students were referred to the school's Committee of Concern for further support and intervention.

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[46] For more information, see the ACT EXPLORE Technical Manual online at http://www.act.org/explore/pdf/TechManual.pdf.

This year, there were 63 students who took the EXPLORE in the fall and remained in school through the end of the second semester. Twenty-eight (44.4%) of these students scored below 13 (see Figure 23).

Figure 23

**Milwaukee Academy of Science
EXPLORE for 9th Graders
2009–10**

Scored <13
28 (44.4%)

Scored ≥13
35 (55.6%)

N = 63

The following illustrates student performance relative to the ACT readiness benchmarks on each subtest, as well as the composite score for all students who took the test (including those who withdrew during the year). As shown, 14 (20.0%) students who completed the test scored 14 or more on the English test, 4 (5.7%) scored 18 or higher on the math test, 12 (17.1%) scored 16 or better on the reading test, and 2 (2.9%) students were at or above the benchmark for science (see Table 28).

Table 28
Milwaukee Academy of Science **EXPLORE for 9th Graders** **Minimum, Maximum, and Average Scores** **Fall 2009** **(N = 70)**

Test Section	Minimum Score	Maximum Score	Average Score	Students At or Above Benchmark
English	8.0	21.0	11.8	14 (20.0%)
Math	4.0	18.0	12.4	4 (5.7%)
Reading	8.0	21.0	12.6	12 (17.1%)
Science	11.0	20.0	15.4	2 (2.9%)
Composite	**9.0**	**20.0**	**13.4**	--*

*Note: There is not a college readiness benchmark for the composite score.
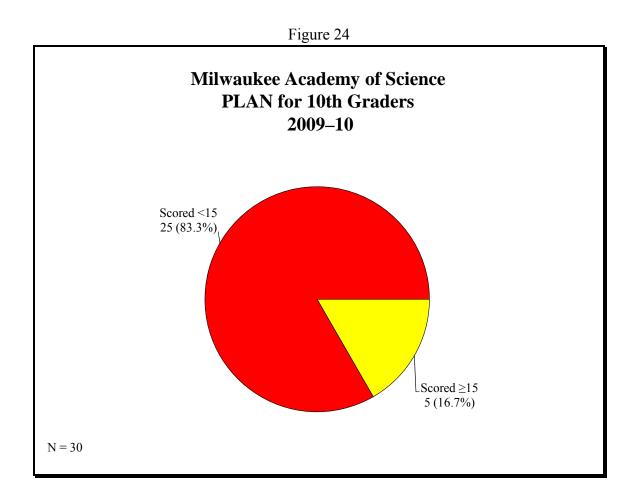
ii. PLAN for Tenth Graders

All tenth-grade students were required to take the PLAN. The PLAN was administered during the fall semester of 2009. In December, teachers of students who scored less than 15 reviewed the results of the PLAN with the achievement director and created additional appropriate instructional activities to be embedded in applicable core content areas for students who scored low. Examples of embedded activities included do-nows, exit cards, review sheets, math tutoring, periodic basic skill reviews, reading comprehension practice, and, in some instances, a referral to the school's Committee of Concern.

In February 2010, the achievement director met with tenth-grade students to review results. In addition, parents of tenth graders were invited to review and interpret PLAN scores and were provided with suggestions for how students can prepare for the ACT.

This year, there were 30 tenth graders who took the test in the fall and remained enrolled in the school through the second semester. Results indicate that 25 (83.3%) of these students scored below 15 (see Figure 24).

Figure 24

**Milwaukee Academy of Science
PLAN for 10th Graders
2009–10**

Scored <15
25 (83.3%)

Scored ≥15
5 (16.7%)

N = 30

Student performance relative to ACT benchmarks in each subtest indicated that eight (23.5%) of the tenth-grade students who completed the test in the fall of 2009 scored 15 or higher on the English test, one (2.9%) student scored 19 or better on the math test, two (5.9%) students scored at least 17 on the reading test, and none of the students received a score of 21 or higher on the science test. Note: This includes all students who completed the test. See Table 29.

Table 29 Milwaukee Academy of Science PLAN for 10th Graders Minimum, Maximum, and Average Scores Fall 2009 (N = 34)				
Test Section	**Minimum**	**Maximum**	**Average**	**Students at or Above Benchmark**
English	7.0	19.0	12.6	8 (23.5%)
Math	7.0	20.0	13.5	1 (2.9%)
Reading	8.0	18.0	13.1	2 (5.9%)
Science	9.0	19.0	15.3	0 (0.0%)
Composite	**11.0**	**19.0**	**13.7**	**--***

*Note: There is no college readiness benchmark for the composite score.

In October 2009, 35 tenth graders were given the WKCE. Nine (25.7%) students scored proficient and three (8.6%) scored advanced in reading; nine (25.7%) scored proficient and none scored advanced in language arts; and eight (22.9%) students scored proficient and none scored advanced in math. Results are illustrated in Figure 25.

Figure 25

**Milwaukee Academy of Science
WKCE Proficiency Levels for 10th Graders
2009–10**
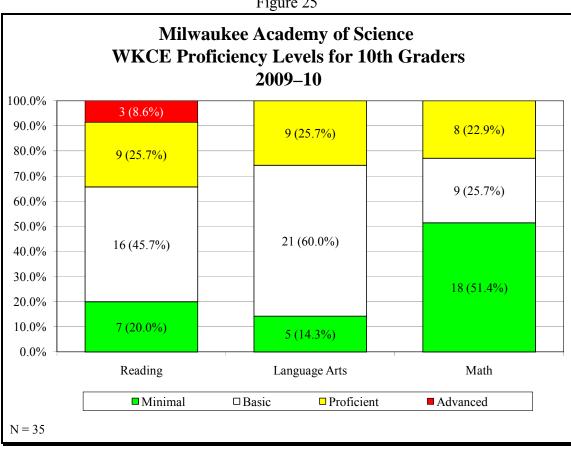
N = 35

e.   *ACT or SAT for Eleventh or Twelfth Graders*

The final CSRC expectation was that all eleventh and twelfth graders will have taken the ACT or SAT. Eleventh graders were to have taken the test by the end of the school year. Twelfth graders who had not taken the test as eleventh graders were to have taken the test in the fall of 2009.

This year, there were 37 eleventh and 23 twelfth graders who were enrolled at the end of the year and therefore should have taken the test. Forty-two (70.0%) of these 60 students took the ACT and one took the SAT. This falls short of CSRC expectations that all eleventh and twelfth graders take the ACT or SAT.

Composite ACT scores for eleventh graders ranged from 10.0 to 23.0, with an average of 15.4. ACT scores for twelfth graders ranged from 11.0 to 28.0, with an average of 15.6. To protect student identity, SAT scores could not be included in this report.[47] Overall, eleventh and twelfth graders scored, on average, 15.5 points on the ACT composite. See Table 30.

Table 30 Milwaukee Academy of Science Composite ACT Scores for 11th and 12th Graders 2009–10			
Grade	**Minimum**	**Maximum**	**Average**
11th (N = 23)	10.0	23.0	15.4
12th (N = 19)	11.0	28.0	15.6
Total	**--**	**--**	**15.5**

C.   Multiple-year Student Progress

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. First- through third-grade skills are assessed based on the SDRT. Year-to-year progress expectations apply to all students with scores in consecutive years. Fourth- through

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[47] CSRC requires cohorts of 10 or more students for inclusion in this report.

eighth-grade reading and math skills are tested on the WKCE. Year-to-year progress expectations apply to students who have been enrolled at the school for a full academic year. Progress toward college readiness from ninth to tenth grade is assessed using benchmarks from the EXPLORE and PLAN tests. The CSRC requires that multiple-year progress be reported for students who met proficiency level expectation (i.e., scored at proficient or advanced levels), and for those students who did not meet proficiency level expectations (i.e., tested at minimal or basic levels) in the 2008–09 school year.

The CSRC expectation is that at least 75.0% of the students who were at the proficient or advanced levels on their previous year's WKCE reading and math subtests, and who met the full academic year definition,[48] 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 or math tests, was that students would either advance to the next proficiency level or advance to the next highest quartile within their previous year's proficiency level. Minimal expectations on the SDRT are that students advance, on average, at least 1.0 GLE. Students below grade level are expected to advance, on average, more than 1.0 GLE.

1.   SDRT Results for First Through Third Graders

a.   Consecutive Years

The standardized test used by the CSRC to track reading progress from first through third grade is the SDRT. GLE scores 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.

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[48] Students had to be enrolled in the school on or before September 19, 2008, to meet the full academic year definition.

There were 57 students enrolled at MAS as first graders in 2008–09 who took the test in 2009–10 as second graders, and 66 students enrolled in 2008–09 as second graders who took the test in 2009–10 as third graders. The CSRC expects that these students will advance, on average, 1.0 GLE. As illustrated in Table 31, 31.6% of second and 42.4% of third graders improved by 1.0 GLE or more. The average advancement from first to second grade was 0.8 GLE, and second to third graders advanced an average of 1.0 GLE. Overall, these students advanced, on average, 0.9 GLE from 2008–09 to 2009–10. These data indicate that the school met the goal for third grade and that second-grade students did not meet the CSRC expectation of 1.0 GLE average advancement.

Table 31 **Milwaukee Academy of Science** **Average GLE Advancement in Reading** **Based on SDRT Total**				
Grade **(2008–09 to 2009–10)**	**Average GLE** **2008–09**	**Average GLE** **2009–10**	**Average GLE** **Advancement**	**% Met Goal**
1st to 2nd (N = 57)	1.5	2.3	0.8	31.6%
2nd to 3rd (N = 66)	2.0	3.0	1.0	42.4%
Total (N = 123)	--	--	**0.9**	**37.4%**

In addition to examining reading skills progress from last year to the current year, SDRT scores can be used to estimate advancement from first to third grade. Because this is the school's second year as a city-chartered school, results were not yet available. Next year, year-to-year SDRT results will include student progress from first to third grade.

b.   *Students Below GLE*

The CSRC requires that progress for students below proficiency be examined separately. The SDRT does not provide proficiency indicators; therefore, GLE scores were used to identify students who were functioning below grade level in reading. The CSRC expects more than 1.0

GLE improvement for these students. As illustrated below, there were 50 second and third graders who tested below GLE as first or second graders. These students advanced, on average, 0.9 GLE this year, short of the CSRC goal. See Table 32.

Table 32				
Milwaukee Academy of Science **Average GLE Advancement in Reading** **for Students Below GLE**				
Grade (2007–08 to 2009–10)	**Average GLE 2008–09**	**Average GLE 2009–10**	**Average GLE Advancement**	**% Met Goal**
1st to 2nd (N = 10)	0.6	1.4	0.8	30.0%
2nd to 3rd (N = 40)	1.4	2.4	1.0	42.5%
Total (N = 50)	--	--	**0.9**	**40.0%**

Note: Results are rounded to the nearest one tenth.

2. Multiple-year Student Progress for Fourth Through Eighth Graders

a. Students Who Met Proficiency Level Expectations

Based on fall 2008 WKCE data, there were 123 students who reached proficiency in reading and 78 who were proficient or higher in math. As illustrated in Tables 33 and 34, 89.4% of students maintained their reading levels and 91.0% maintained proficient or advanced levels in math, exceeding CSRC expectations.

Table 33			
Milwaukee Academy of Science **Reading Proficiency Level Progress** **for Students Proficient or Advanced in 2008–09** **Based on WKCE**			
Grade	**Students Proficient/Advanced in 2008–09**	**Students Maintained Proficient/Advanced in 2009–10**	
		N	**%**
3rd to 4th	16	15	93.8%
4th to 5th	32	26	81.3%
5th to 6th	23	21	91.3%
6th to 7th	21	21	100.0%
7th to 8th	31	27	87.1%
Total	**123**	**110**	**89.4%**

Table 34			
Milwaukee Academy of Science **Math Proficiency Level Progress** **for Students Proficient or Advanced in 2008–09** **Based on WKCE**			
Grade	**Students Proficient/Advanced in 2008–09**	**Students Maintained Proficient/Advanced in 2009–10**	
		N	**%**
3rd to 4th	8	Cannot report due to N size	Cannot report due to N size
4th to 5th	24	21	87.5%
5th to 6th	12	11	91.7%
6th to 7th	11	11	100.0%
7th to 8th	23	20	87.0%
Total	**78**	**71**	**91.0%**

b. *Students Who Did Not Meet Proficiency Level Expectations*

To determine if students who did not meet proficient or advanced levels were making progress, CRC examined whether or not these students were able to improve scores by moving up one or more categories, e.g., minimal to basic, minimal to proficient, or basic to proficient. If students were not able to improve by a level, CRC examined student progress within the student's skill level. To examine movement within a proficiency level, CRC equally 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 lower threshold for the basic level and the upper threshold for both levels reflected the scale scores used by DPI to establish proficiency levels.[49]

There were 166 students who scored in the minimal or basic categories in 2008–09. Of these, 63.9% showed improvement by progressing to a higher proficiency level (N = 74) or quartile (N = 32) in reading (see Table 35). This compares to 47.3% of 165 students who showed improvement from 2007–08 to 2008–09. Note that because 2008–09 was the school's first year as a City charter school, the CSRC expectation to increase the percentage of students who

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[49] This method is used by CRC to examine student progress in the schools chartered by the city.

advance does not apply; however, if the expectation was applied, MAS would have met the expectation. The expectation will apply next year.

Table 35 **Milwaukee Academy of Science Reading Proficiency Level Progress for Students Minimal or Basic in 2008–09 Based on WKCE**				
Grade	**# Students Minimal/Basic 2008–09**	**# Students Who Advanced One Proficiency Level 2009–10**	**If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2009–10**	**Total Proficiency Level Advancement**	
				N	**%**
3rd to 4th	43	17	6	**23**	**53.5%**
4th to 5th	40	13	9	**22**	**55.0%**
5th to 6th	30	17	9	**26**	**86.7%**
6th to 7th	28	17	5	**22**	**78.6%**
7th to 8th	25	10	3	**13**	**52.0%**
Total	**166**	**74**	**32**	**106**	**63.9%**

Proficiency level progress in math is described in Table 36. There were 211 students who scored below proficient on the fall 2008 WKCE. Overall, 65.4% of these students either advanced one proficiency level (N = 103) or, if they did not advance a level, improved at least one quartile within their level (N = 35). This compares to 52.3% of 218 students who showed progress from 2007–08 to 2008–09. Note that because 2008–09 was the first year as a City charter, the CSRC expectations for increasing the percentage of students who show improvement are not applicable this year; however, if the expectation was applied, MAS would meet the expectation. The expectation will be applied next year.

<table>
<tr><td colspan="6">Table 36

Milwaukee Academy of Science
Math Proficiency Level Progress
for Students Minimal or Basic in 2008–09
Based on WKCE</td></tr>
<tr><td rowspan="2">Grade</td><td rowspan="2"># Students Minimal/Basic 2008–09</td><td rowspan="2"># Students Who Advanced One Proficiency Level 2009–10</td><td rowspan="2">If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2009–10</td><td colspan="2">Total Proficiency Level Advancement</td></tr>
<tr><td>N</td><td>%</td></tr>
<tr><td>3rd to 4th</td><td>51</td><td>21</td><td>12</td><td>33</td><td>64.7%</td></tr>
<tr><td>4th to 5th</td><td>48</td><td>11</td><td>6</td><td>17</td><td>35.4%</td></tr>
<tr><td>5th to 6th</td><td>41</td><td>19</td><td>11</td><td>30</td><td>73.2%</td></tr>
<tr><td>6th to 7th</td><td>38</td><td>29</td><td>6</td><td>35</td><td>92.1%</td></tr>
<tr><td>7th to 8th</td><td>33</td><td>23</td><td>0</td><td>23</td><td>69.7%</td></tr>
<tr><td>Total</td><td>211</td><td>103</td><td>35</td><td>138</td><td>65.4%</td></tr>
</table>

3.   EXPLORE to PLAN for Tenth Graders

Students in ninth grade during the 2008–09 school year took the EXPLORE in the fall of 2008. Those same ninth-grade students who were enrolled as tenth graders during 2009–10 took the PLAN during the fall of 2009. Composite scores from each examination were available for

analysis.[50] Note that next year, progress toward college readiness by subtest will be included in this report.

The ACT website provides estimated PLAN composite score ranges based on ninth-grade fall EXPLORE scores. The PLAN composite score range is a prediction of how well a student who earns a particular score on the EXPLORE as a ninth grader will perform on the PLAN as a tenth grader if the student is enrolled in the "right courses and works hard in those courses."[51] If a student does not keep up with his/her academic work or if he/she excels in high school courses, his/her PLAN scores may fall below or above the predicted range. By comparing fall EXPLORE scores from 2008 to fall PLAN scores from 2009, students, teachers, and parents can see whether the student is on track for success on the ACT and in college courses.[52]

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[50] Subtest scores were not reported (or required to be reported) to CRC for 2008–09.

[51] http://actstudent.org/explore/score/plancomp.html.

[52] Note that the expected PLAN composite score range shows progress based on the score achieved on the EXPLORE. Therefore, if the student received a score below baseline, as described earlier in this report, being in the expected range on the PLAN may not predict success on the ACT or in college; it shows only that the student did not perform as well as expected, performed as expected, or performed better than expected based on his/her EXPLORE results.

There were 32 students who had fall 2008 EXPLORE and fall 2009 PLAN results. Based on each student's score on the EXPLORE, CRC determined whether the student's PLAN score was below, within, or above the estimated PLAN score range. As Figure 26 shows, 5 (15.6%) students' PLAN scores were above the estimated score range, 24 (75.0%) students' scores were in the expected range, and 3 (9.4%) students' scores were below the expected range based on his/her EXPLORE score.

Figure 26

Milwaukee Academy of Science
Student Scores Compared to the Estimated PLAN Score Range
Based on Fall 2008 EXPLORE and Fall 2009 PLAN Results

Above
5 (15.6%)

Within
24 (75.0%)

Below
3 (9.4%)

N = 32

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

1.   Background Information[53]

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 all public schools, including charter schools, 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 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, 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

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[53] This information is based on the DPI website: http://dpi.wi.gov/oea/aact/ayp.html.

two years in a row in that objective to be removed from "improvement" status and returned to "satisfactory" status.

- Title I status identifies whether Title I funds are directed to this school; if so, the school is subject to federal sanctions.

2. <u>Adequate Yearly Progress Summary</u>[54]

According to the Adequate Yearly Progress Review Summary for 2009–10 published by DPI, MAS reached adequate yearly progress in all four AYP objectives. Status in test participation and other academic indicator (graduation) was "satisfactory" and the school's AYP status in reading and mathematics was "Level 2 Improved." This is the first time in three years that MAS has met AYP in reading and math. Its school status is Level 2 Improved.

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[54] For a copy of MAS's Annual Review of School Performance, see http://www2.dpi.state.wi.us/sifi/AYP_Summary.asp?Ag Key=071238.

V.   SUMMARY AND RECOMMENDATIONS

This report describes the programmatic profile and educational performance of the second year of MAS's operation as a City of Milwaukee–chartered school. Results are described below.

A.   Contract Compliance

MAS has met all but three of the educational provisions in its contract with the City of Milwaukee. See Appendix A for a list of contract provisions and whether or not the school met CSRC expectations.

B.   Education-related Findings

- Average student attendance including excused absences was 90.7% for elementary and 94.6% for junior academy/high school. This meets the school's goal of 90.0%.

- The school held parent conferences for all students this year. Parents of 98.2% of elementary academy students attended two of three conferences and parents of 83.7% junior academy/high school students attended all three conferences, exceeding the school's goal of 80%.

- The school maintained up-to-date records for special education students, meeting its goal.

C.   Local Measures Results

For primary/elementary academy (K4 through fifth grades):

- Of 345 K4 through third-grade students, 93.3% exhibited progress in literacy skills. The school's goal was 90%.

- Of 149 fourth and fifth graders, 83.2% showed progress in literacy skills. The school's goal was 80%.

- Of 126 K4 and K5 students, 99.2% showed progress in math. The school's goal was 90%.

- Of 375 first through fifth graders, 90.4% showed progress in math. The school's goal was 80%.

- Third- through fifth-grade students scored, on average, 12.5 points on the teacher assessed writing sample. The school's goal was 12 points.

- Of 46 students with IEP goals, 91.3% met at least one of their goals this year. The school's goal was 80%.

For junior academy (sixth through eighth grades) and high school (ninth through twelfth grades):

- One hundred ninety-six junior academy students advanced an average of 74.9 and 154 high school students improved on average 27.0 measures on the SRI. The school's goal was 50 points for junior academy and 25 for high school students.

- One hundred ninety-five junior academy students improved, on average, 2.0 GL based on WRAT. Of 151 high school students, 92.7% demonstrated math competencies. The school's goal was that junior academy students would show progress of at least one month for every month of instruction and 80% of high school students would demonstrate competency.

- Junior academy students scored, on average, 19.2 points on a teacher-assessed writing sample. The goal was 18. High school students, on average, scored 22.1 points. The goal for these students was 21.

- Of 33 junior academy and high school students with IEP goals, 93.9% reached at least one of their goals this year. The school's goal was 80%.

- Graduation plans were developed for all (100%) high school students, meeting the school's goal.

- Ninth graders earned an average of 6.3 credits; tenth graders accumulated an average of 13.1 credits; eleventh graders accumulated an average of 19.7 credits; and twelfth graders accumulated 25.2 credits, on average. One hundred thirty-eight (90.2%) students were promoted and/or graduated.

D.   Standardized Test Results

Standardized tests results for MAS students were as follows:

- The April 2010 SDRT results indicated the following:

  » First graders were reading, on average, at 1.5 GLE;
  » Second graders were at 2.4 GLE; and
  » Third graders were at 2.9 GLE.

- The WKCE for third through eighth and tenth graders indicated that the following percentage of students were proficient or advanced in reading (see Table 37).

Table 37 Milwaukee Academy of Science WKCE Summary 2009–10			
Grade	**N**	**% Proficient or Advanced**	
		Reading	**Math**
3rd	83	38.5%	31.3%
4th	73	41.0%	39.7%
5th	87	45.9%	41.3%
6th	73	56.2%	45.2%
7th	66	66.6%	59.1%
8th	75	66.6%	60.0%
10th	35	34.3%	22.9%
Total	**492**	**50.6%**	**43.9%**

E.   Multiple-year Advancement

Based on SDRT from two consecutive years, 57 second graders advanced 0.8 GLE and

66 third graders advanced 1.0 GLE. Overall advancement was 0.9, short of CSRC goal of 1.0.

Based on WKCE for full academic year students:

- Of fourth through eighth graders, 89.4% of 123 maintained proficiency in reading and 91.0% of 78 maintained proficiency in math;

- Of students who were below proficient in reading, 63.9% of 166 showed improvement, while 65.4% of 211 who were below proficient in math showed improvement.

Based on EXPLORE to PLAN, 75% of 32 tenth graders were within and 15.6% were above expected scores on the PLAN.

F.   Survey and Interview Results

- Over 85% of 220 parents indicated that the school's contribution to their child's academic progress/learning was excellent (59.1%) or good (26.4%).

- Twenty-four (92.3%) of 26 teachers rated the school's contribution to students' academic progress as excellent (50.0%) or good (42.3%).

- All 20 students interviewed indicated that they use computers at school, that homework helps them learn more, teachers help them at school, and they feel safe at school.

- Among other things, teachers suggested that creating a shared sense of community and providing materials at the elementary school would improve the school and/or classroom. Junior academy/high school teachers had a variety of suggestions that would help improve the school, including continuing to use data to support decisions and ensuring cohesive communication.

- All eight board members interviewed indicated that they were very satisfied with the commitment of the school's leadership and seven of eight were very satisfied with the safety of the educational environment.

- Board members offered the following suggestions to improve the school: focus on efforts to attract more/better students; focus on learning and accept no excuse for failure; focus on reading and comprehension; and examine data closely and thoughtfully.

G.   Recommendations

After reviewing the information in this report and considering the information gathered during the administration interview in May 2010, CRC and the school jointly identified a list of focus activities for the 2010–11 school year. This includes the following:

For the primary/elementary academy:

- Improve the planning, instruction, and assessment skills of all reading teachers. The staff will review students' reading assessments on a regular basis and plan next steps for each student. The two reading coaches will assist the classroom teachers with implementation of the reading curriculum, with a focus on pre-literacy skills for the youngest students and comprehension skills for second through fifth graders. The school has a goal to move its reading instruction from good to excellent by increasing the consistency in teachers' instructional practices across grade level teams. An emphasis will be placed on raising the level of reading instruction at all grades levels so that all students (low and high achievers) can maximize their reading skill levels.

- Provide sufficient training for the achievement director and all teaching staff to enable them to effectively utilize a new assessment model: Measure of Academic Progress (MAP) including how to adapt the curriculum to ensure that all students meet the school's high expectations for growth.

- Maintain and improve the math initiative launched during the 2009–10 school year.

For the junior academy:

- Continue implementing the strategies adopted last year to improve all students' (low and high achieving) math competencies. Utilize some of these interventions to improve students' reading competencies.

- Involve all students and teachers in cross curriculum projects. Special attention will be given to improving students' skills with "project management" in such areas as creating and meeting timelines, following procedures, planning efficiently and effectively, and producing expected outcomes (accountability)

- Assign all teachers to a content specialty area for instructional purposes. Teacher looping will also be utilized to enable "good" teachers to continue effectively building students' skills in the next school year.

For the high school:

- Improve the use of the Committee of Concern for issues related to academic performance. Staff will work to design and implement more effective intervention strategies, incentives, etc.

- Offer students more elective options during all periods of the school day. Examples of some of the elective options will be Honors English in both

Composition and Speech and Advanced Composition for seniors to improve their writing skills.

- Utilize the results from the staff's spring data retreat[55] to create and implement the diverse interventions required to improve students' reading and math performance in the 2010–11 school year. These interventions will also include strategies to assist the students with their "project management" skills.

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[55] The spring data retreat included staff from the junior academy as well as the high school.

Appendix A

Contract Compliance Chart

<table>
<tr><td colspan="4" align="center">Milwaukee Academy of Science

Overview of Compliance for Education-related Contract Provisions
2009–10</td></tr>
<tr>
<th>Section of Contract</th>
<th>Education-related Contract Provision</th>
<th>Report Reference Page</th>
<th>Contract Provision Met or Not Met?</th>
</tr>
<tr>
<td>Section I, B</td>
<td>Description of educational program; student population served.</td>
<td>pp. 2–5 and pp. 15–18</td>
<td>Met</td>
</tr>
<tr>
<td>Section I, V</td>
<td>Charter school operation under the days and hours indicated in its calendar.</td>
<td>p. 10</td>
<td>Met</td>
</tr>
<tr>
<td>Section I, C</td>
<td>Educational methods.</td>
<td>pp. 2–5</td>
<td>Met</td>
</tr>
<tr>
<td>Section I, D</td>
<td>Administration of required standardized tests:

a. Grades 1 through 8

b. Grades 9 through 12</td>
<td>pp. 55–64; 76–79; pp. 79–87</td>
<td>a. Met

b. Not met[56]</td>
</tr>
<tr>
<td>Section I, D</td>
<td>Expectation that 9th and 10th graders receive supplemental instruction if below the EXPLORE/PLAN benchmarks.</td>
<td>pp. 79–85</td>
<td>Met</td>
</tr>
<tr>
<td>Section I, D</td>
<td>All new high school students tested within 30 days of first day of attendance in reading and math.</td>
<td>pp. 70–71</td>
<td>Met</td>
</tr>
<tr>
<td>Section I, D</td>
<td>Written annual plan for graduation.</td>
<td>pp. 13–15</td>
<td>Met</td>
</tr>
<tr>
<td>Section I, D</td>
<td>Academic criteria #1: Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education goals.</td>
<td>pp. 44–54 and pp. 69–75</td>
<td>Met[57]</td>
</tr>
<tr>
<td>Section I, D</td>
<td>Academic criteria #2: Year-to-year achievement measure for grades 1 through 8:

a. 2nd- and 3rd-grade students: Advance average of one GLE in reading.

b. 4th- through 8th-grade students proficient or advanced in reading: At least 75.0% maintain proficiency level.

c. 4th- through 8th-grade students proficient or advanced in math: At least 75.0% maintain proficiency level.</td>
<td>a. pp. 88–89

b. p. 90

c. p. 91</td>
<td>a. Not met[58]

b. Met. 89.4% of 123

c. Met. 91.0% of 78</td>
</tr>
</table>

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[56] Not all eleventh- and twelfth-grade students took the ACT or SAT as required.

[57] The school did not meet all of its internal goals, but it met the expectations established by the CSRC.

[58] Second graders advanced 0.8. GLE third graders advanced 1.0 GLE.

<table>
<tr><td colspan="4" align="center">

Milwaukee Academy of Science

Overview of Compliance for Education-related Contract Provisions
2009–10
</td></tr>
<tr>
<th>Section of Contract</th>
<th>Education-related Contract Provision</th>
<th>Report Reference Page</th>
<th>Contract Provision Met or Not Met?</th>
</tr>
<tr>
<td rowspan="3">Section I, D</td>
<td>

Academic criteria #3: Year-to-year achievement measure for grades 1 through 8:

a.   2nd- and 3rd-grade students below grade level in reading: Advance more than one GLE in reading.
</td>
<td>a.   pp. 89–90</td>
<td>a.   Not met[59]</td>
</tr>
<tr>
<td>

b.   4th- through 8th-grade students below proficient level in reading: Increase the percentage of students who have advanced one level of proficiency or to the next quartile within the proficiency level range.
</td>
<td>b.   pp. 91–92</td>
<td>b.   N/A, but would have met</td>
</tr>
<tr>
<td>

c.   4th- through 8th-grade students below proficient level in math: Increase the percentage of students who have advanced one level of proficiency or to the next quartile within the proficiency level range.
</td>
<td>c.   p. 93</td>
<td>c   N/A, but would have met</td>
</tr>
<tr>
<td>Section I, E</td>
<td>Parental involvement.</td>
<td>p. 11</td>
<td>Met</td>
</tr>
<tr>
<td>Section I, F</td>
<td>Instructional staff hold a DPI license or permit to teach.</td>
<td>pp. 6–9</td>
<td>Met</td>
</tr>
<tr>
<td>Section I, I</td>
<td>Pupil database information, including special education needs students.</td>
<td>pp. 15–18</td>
<td>Met</td>
</tr>
<tr>
<td>Section I, K</td>
<td>Discipline procedures.</td>
<td>pp. 12–13</td>
<td>Met</td>
</tr>
</table>

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[59] Second and third graders advanced 0.9 GLE, on average.

Appendix B

Outcome Measure Agreement Memos

To: Children's Research Center/Charter School Review Committee
From: Milwaukee Academy of Science Primary/Elementary Academy
Re: Student Learning Memorandum for the 2009–10 School Year
Date: September 14, 2009

The following procedures and outcomes will be used for the 2009–10 school year to monitor the education-related activities described in the Milwaukee Academy of Sciences (MAS) Primary/Elementary Academy's charter school contract with the City of Milwaukee. Data will be provided to the Children's Research Center (CRC), the monitoring agent contracted by the City of Milwaukee Charter School Review Committee (CSRC). Data will be reported in a spreadsheet or database that includes each student's state ID number(s). CRC requests electronic submission of year-end data on the fifth day following the last day of student attendance for the academic year, or June 25, 2010.

The school will record student data in the PowerSchool (PS) database and Excel spreadsheets. The school will be able to generate a student roster in a usable data file format that lists all students enrolled at any time during the school year. The roster will include student name; student state ID number; enrollment date; withdrawal date and reason; grade; gender; race/ethnicity; free/reduced lunch eligibility; special education status; and if applicable, disability type.

Attendance
The school will maintain an average daily attendance rate of 90.0%. Attendance rates will be reported as present, excused absence, unexcused absence, and in-school and out-of-school suspension. MAS considers a student in attendance if the student arrives at the school no later than 11:00 a.m.

Enrollment
The school will record the enrollment date for every student. Upon admission, individual student information will be added to the school database, including student name; student ID; enrollment date; grade; gender; free/reduced lunch eligibility; race/ethnicity; special education status; and, if applicable, disability type.

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

Parent Participation
At least 80% of students enrolled for the entire school year will have their parent(s) participate in two of the three scheduled parent-teacher conferences. If a parent(s) does not attend a scheduled conference at the school, MAS will conduct the conference with the parent either via phone or home visit. The date of the conference, the type of contact (school, phone, or home), 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 the individualized education program (IEP) team assessment, assessment outcome, IEP completion date, parent participation in IEP, IEP review dates, review/reassessment results, and parent participation in IEP review/reassessment.

Academic Achievement: Local Measures

Literacy and Math
At least 90% of the students in K4 and K5 will exhibit progress or maintain their proficiency status between the first[60] and final assessments of their literacy skills (specifically, recites ABCs, recognizes upper/lowercase letters, and prints upper/lowercase letters) and math skills (specifically, rote counting, counting of objects, and reading of numbers), based on student raw scores and/or quotients on the BRIGANCE: Comprehensive Inventory of Basic Skills.[61] (Note: A quotient score of 85 or higher is considered proficient.)

At least 90% of the students in first through third grade will progress at least four levels on their Scholastic Guided Reading Level as measured by the text gradient scale, which assesses reading fluency and comprehension. At least 80% of the students in first through third grade will demonstrate one month's growth for each month of instruction or maintain a grade-equivalency score that is at or above grade level in mathematics (math computation) on the BRIGANCE. At least 80% of the students in fourth and fifth grade will demonstrate one month's growth for each month of instruction or maintain a grade-equivalency score that is at or above grade level in reading (word recognition) and mathematics (math computation) on the BRIGANCE. The tests for students at all grade levels will be administered in the fall and again in the spring.[62]

Writing
By the end of the final marking period, students in third through fifth grade will have a writing sample assessed, and each grade cohort will be judged to have, on average, at least "adequate control," as indicated by an average total score of 12, of writing skills appropriate for their grade level in the following six domains: purpose and focus, organization and coherence, development of content, sentence fluency, word choice, and grammar. Each domain will be assessed on the following scale: 1 = minimal/basic control; 2 = adequate control; and 3 = proficient/advanced control.

Special Education Students
At least 80% of the special education students will meet one or more of the goals defined in their IEP, as assessed by the participants in their most recent annual review. Data on each special education student's goal achievements will be recorded in an Excel spreadsheet by student ID.

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[60] The spring test results will be used as the pre-tests for all students returning to MAS this school year. All newly enrolled students will be tested early in the fall of 2009.

[61] BRIGANCE is a basic skills assessment model created and distributed by Curriculum Associates, Inc.

[62] The spring test results will be used as the pre-tests for all fourth- and fifth-grade students returning to MAS this school year. All newly enrolled students will be tested early in the fall of 2009.

Academic Achievement: Standardized Measures
The following standardized test measures will assess academic achievement in reading and/or mathematics.

During the current and subsequent years as a city-chartered school, each grade will demonstrate, on average, a minimum increase of one grade level on the Stanford Diagnostic Reading Test (SDRT), as measured by the academic progress of each student in that grade. Students who tested below grade level on the SDRT in one year will demonstrate more than one grade-level gain the following year. At least 75.0% of the students who were proficient or advanced on the Wisconsin Knowledge and Concepts Examination (WKCE) in 2008–09 will maintain their status of proficient or above in the subsequent year. Students who tested below proficient on the WKCE in 2008–09 will improve a level or at least one quartile within their level in the next school year.

Grades 1, 2, and 3: The SDRT will be administered each spring between March 15 and April 15. Progress will be assessed based on the results of testing in reading in the second and subsequent years.

Grades 3, 4, and 5: The WKCE will be administered on an annual basis in the timeframe identified by the Wisconsin Department of Public Instruction. The WKCE reading subtest will provide each student with a proficiency level via a scale score in reading, and the WKCE math subtest will provide each student with a proficiency level via a scale score in math. Results will also reflect the student's statewide percentile score.

Student Learning Memo Data Addendum
Milwaukee Academy of Science

This addendum has been developed to clarify the data collection and submission process related to each of the outcomes stated in the school's student learning memo for the 2009–10 academic year. Additionally, there are important principles applicable to all data collection that must be considered.

1. All students attending the school *at any time during the 2009–10 academic year* should be included in all student data files created by the school. This includes students who enroll after the first day of school and students who withdraw before the end of the school year. 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 when a measure is completed, record N/E for that student to indicate "not enrolled." This may occur if a student enrolls after the beginning of the school year or withdraws prior to the end of the school year.

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%).

End-of-the-year data must be submitted to CRC by no later than the fifth working day after the end of the second semester or June 25, 2010.

Staff person responsible for mid-year data submission: Judy Merryfield/Jenny Berwanger
Staff person responsible for year-end data submission: Judy Merryfield/Jenny Berwanger

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Student Roster		PowerSchool	
Attendance	For each student enrolled at any time during the year, include the following: • Student ID • Student name • Number of days expected attendance • Number of days attended • Number of days excused absent • Number of days unexcused absent • Number of days in-school suspension • Number of days out-of-school suspension	Export data from PowerSchool into a usable data format such as a spreadsheet	Judy Merryfield/Jenny Berwanger

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Enrollment, Termination/Withdrawal	For every student enrolled at any time during the year, include the following: • Wisconsin Student ID • Local student ID • Student name • Grade • Enrollment date • Withdrawal date (if applicable) • Withdrawal reason (if applicable, including if the student was expelled and why) • Gender • Race/ethnicity • Free/reduced lunch status • Special education status • Disability type (if applicable)	Export data from PowerSchool into a usable data format such as a spreadsheet	Judy Merryfield/Jenny Berwanger
Parent Participation	For each student enrolled at any time during the year, include the following: • Student ID • Student name • Parent participation in conference 1 (Y, N, N/A) • Type of conference 1 (school, phone, home, N/A) • Participants in conference 1 (parent/guardian, other party, parent/guardian and other) • Parent participation in conference 2 (Y, N, N/A) • Type of conference 2 (school, phone, home, N/A) • Participants in conference 2 (parent/guardian, other party, parent/guardian and other) • Parent participation in conference 3 (Y, N, N/A) • Type of conference 3 (school, phone, home,	Student data in a spreadsheet Provide conference dates via a document or email	Judy Merryfield/Jenny Berwanger

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	N/A) • Participants in conference 3 (parent/guardian, other party, parent/guardian and other)		
Special Education Needs Students	For each student with a special education need, as noted on the student roster, include the following: • Student ID • Student name • The special education needs type (e.g., ED, CD, LD) • The IEP team assessment date • The IEP completion date • Parent participation in IEP (Y, N) • The IEP review date • The IEP review result (whether the student no longer qualified for special education or continued to qualify for special education) • Parent participation in IEP review (Y, N)		Judy Merryfield/Jenny Berwanger
Academic Achievement: Local Measures *K4 and K5 Literacy*	For each student, include the following: • Student ID • Student name • Grade • Spring 2009 quotient score for reciting ABCs • Spring 2009 quotient score for recognizing UC letters • Spring 2009 quotient score for recognizing LC letters • Spring 2009 quotient score for printing UC letters • Spring 2009 quotient score for printing LC letters Note: For new enrollees, provide fall 2009 scores. • Spring 2010 quotient score for reciting ABCs • Spring 2010 quotient score	Spreadsheet	Judy Merryfield/Jenny Berwanger

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	for recognizing UC letters • Spring 2010 quotient score for recognizing LC letters • Spring 2010 quotient score for printing UC letters • Spring 2010 quotient score for printing LC letters		
K4 and K5 Math	For each student, include the following: • Student ID • Student name • Grade • Spring 2009 quotient score for rote counting • Spring 2009 quotient score for counting objects • Spring 2009 quotient score for reading numbers Note: For new enrollees, provide fall 2009 scores. • Spring 2010 quotient score for rote counting • Spring 2010 quotient score for counting objects • Spring 2010 quotient score for reading numbers	Spreadsheet	Judy Merryfield/Jenny Berwanger
1st- Through 5th-grade Literacy	For each student, include the following: • Student ID • Student name For first through third graders, including the following: • Fall 2009 Scholastic Guided Reading Level score • Spring 2010 Scholastic Guided Reading Level score For 4th and 5th graders, include the following: • Spring 2009 BRIGANCE word recognition GE score Note: For new enrollees, provide the fall 2009 BRIGANCE word recognition GE score. • Spring 2010 BRIGANCE word recognition GE score	Spreadsheet	Judy Merryfield/Jenny Berwanger

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
1st- Through 5th-grade Math	For each student, include the following: • Student ID • Student name • Grade For 1st through 5th graders, include the following: • Spring 2009 BRIGANCE math computation GE score Note: For new enrollees, provide the fall 2009 BRIGANCE math computation GE score. • Spring 2010 BRIGANCE math computation GE score	Spreadsheet	Judy Merryfield/Jenny Berwanger
3rd- Through 5th-grade Writing	For each student, include the following: • Student ID • Student name • End-of-year purpose and focus score • End-of-year organization and coherence score • End-of-year development of content score • End-of-year sentence fluency score • End-of-year word choice score • End-of-year grammar score	Spreadsheet	Judy Merryfield/Jenny Berwanger
Individualized Education Program (IEP)	For each student with an IEP, include the following: • Student ID • Student name • Number of goals or benchmarks on the IEP • Number of goals or benchmarks achieved	Note: These data can be added to the data file that contains special education student IEP information.	Judy Merryfield/Jenny Berwanger
Academic Achievement: Standardized Measures *SDRT* *1st Through 3rd grade*	For each student, include the following: • Student ID • Student name • Raw scores from each section of the SDRT • GLE scores from each section of the SDRT	Spreadsheet; provide paper copies of the test publisher's printout	Judy Merryfield/Jenny Berwanger
Academic Achievement:	For each student, include the	Spreadsheet; provide	Judy

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Standardized Measures *WKCE* *3rd Through 5th grade*	following: • Student ID • Student name • Proficiency level, scale score, and statewide percentile for WKCE math test • Proficiency level, scale score, and statewide percentile for WKCE reading test For students in 4th grade: • Proficiency level and scale score for WKCE language arts test • Proficiency level and scale score for WKCE social studies test • Proficiency level and scale score for WKCE science test • Writing composite score Note: Enter absent in each column if the student was absent at the time of the test. Enter N/E if the student was not enrolled in the school at the time of the test.	paper copies of the test publisher's printout	Merryfield/Jenny Berwanger

Learning Memo for Milwaukee Academy of Science

To: Children's Research Center/Charter School Review Committee
From: Milwaukee Academy of Science Junior Academy/High School
Re: Student Learning Memorandum for the 2009–10 Academic Year
Date: August 26, 2009

Note: This memorandum of understanding includes the *minimum* measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC). 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 have been defined by the leadership and/or staff at the school in consultation with staff from the Children's Research Center (CRC) 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**. CRC requests electronic submission of school-year data no later than the fifth day following the last day of student attendance for the academic year or June 25, 2010.

Milwaukee Academy of Science (MAS) will record student data in the PowerSchool (PS) database and Excel spreadsheets. The school will be able to generate a student roster that lists all students enrolled at any time during the school year. The roster will include student name, student ID, student enrollment date, withdrawal date and reason, grade, gender, race/ethnicity, and free/reduced lunch eligibility status.

Enrollment
The school will record enrollment dates for every student. Upon admission, individual student information and actual enrollment date will be added to the school's PS database.[63]

Termination
The date and reason for every student leaving the school will be determined, and an exit date will be recorded in the school's PS database. Information will include the date of withdrawal/ termination and the reason why the student left the school, such as expelled, dropped out, moved, transportation issues, dissatisfaction with the school, etc.

Attendance
The school will maintain appropriate attendance records. These records need to include student data on excused absences; unexcused absences; suspension data, both in-school and out-of-school; and expulsions. Attendance data will include student ID numbers. MAS will achieve an attendance rate of at least 90%. Junior academy students will be marked present for the day if they arrive at school prior to 10:00 a.m. High school students will be marked present for the day if they attend 90% of the instructional hours for that day.

Parent/Guardian Participation
At least 80% of parents will participate in each of the three scheduled parent-teacher conferences held for the junior academy students. If a high school parent(s) does not attend a scheduled

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[63] Transfer student information will be obtained by the receiving school and transcript information will be entered into the receiving school's database.

conference at the school, respond to a phone call, or participate in a home visit, MAS will conduct the conference with the student and submit a written report to the parent via regular mail. The student name; student ID; date of each conference; who participated in the conference (student and/or parent); and whether the conference was held at the school, via phone, at the student's home, or via a written report (due to parent not attending the conference at the school and not being available for phone or home contact) will be recorded in a database or spreadsheet.

Special Education Needs Students
The school will maintain updated records on all special education students, including disability type, date of individualized education program (IEP) team assessment, assessment outcome, IEP completion date, parent participation in IEP, IEP review date(s), review/reassessment results, and parent participation in IEP review/reassessment(s).

High School Graduation Plan
A high school graduation plan will be developed for all students (ninth through twelfth grade) by the end of their first semester of enrollment at the school. Each student will incorporate the following into his/her high school graduation plan.

- Evidence of parent/guardian/family involvement. The guidance counselor/advisor will meet with each eleventh- and twelfth-grade student within the first quarter. After the guidance counselor/advisor meets with each eleventh and twelfth grader to review his/her graduation plan, a written update of the plan will be submitted to the parent/guardian for review. The school will record, by student ID, the date of the review, and indicate whether a report was submitted to the parent upon completion of the review. Parents who participate in parent conferences, whether at the school or via phone or home visit, will review their student's high school graduation plan as part of their regular involvement in the scheduled parent-teacher conference events.

- Information regarding the student's post-secondary plans.

- A schedule reflecting plans for completing four credits in English and mathematics; three credits in science and social studies; and two credits each in engineering, foreign language, physical education/health, and other electives.

Student schedules will be reviewed annually by the guidance counselor/advisor by the end of the school year. The school will record information in a spreadsheet that includes student name, student ID, review status (completed or pending), if the student is on track toward earning credits, and whether or not the student will need to enroll in summer school.

High School Graduation Requirements[64]

- All ninth graders who earn at least 5.5 credits will be promoted to the tenth grade.

- All tenth graders who earn at least 11 credits will be promoted to the eleventh grade.

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[64] This item depends on the school's high school graduation requirements and the timing of the student's coursework. Outcomes reflect what would be needed at each grade level to meet graduation requirements by the end of the fourth year.

- All eleventh graders who earn at least 16 credits will be promoted to twelfth grade.

- All twelfth graders who earn at least 22 credits, including the required courses, will graduate.

Academic Achievement: Local Measures[65]

Literacy

All students will show some progress in their Lexile level score[66] in reading as measured by the Scholastic Reading Inventory (SRI) administered to all students by the end of September and again at the end of the school year.[67] Junior academy students will increase their Lexile level scores, on average, by at least 50 points. High school students will increase their Lexile level scores, on average, by at least 25 points.[68] If a student enrolls after the September testing date, he/she will be tested within 30 calendar days of enrollment.

Mathematics

All junior academy students will show some progress in their grade-level equivalency (GLE) score in mathematics as measured by the Wide Range Achievement Test (WRAT) administered to students in the spring of 2009 (during the prior school year) and again in the spring of 2010. The test will be administered to all new students within 30 days of their entrance into the junior academy during the 2009–10 school year and again at the end of the school year. On average, students will show at least one month gain for each month of instruction.

All high school students will show some progress in the acquisition of math competencies as measured by the comprehensive tests for their math course.[69] The tests will be administered in September and again at the end of the school year. At least 80% of the students in each math class will attain a score of at least 70% on their comprehensive course exam at the end of the school year. In addition, all new high school students will be given the WRAT within 30 days of their enrollment to assess their basic math competency level.[70]

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[65] Local measures of academic achievement are 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.

[66] The Lexile Framework is a research-proven system for measuring students' reading levels and matching readers to text. The Lexile Framework is unique because it uses a common metric—a Lexile measure—to evaluate both reading ability and text difficulty. By placing both reader and text on the same scale, the Lexile Framework allows educators to forecast the level of comprehension a student will experience with a particular text, and to evaluate curriculum needs based on each student's ability to comprehend the materials.

[67] This test will regularly be given to all new students as per the requirement (#1) of the CSRC expectations policy dated February 1, 2008, for its high schools.

[68] These Lexile score increases would indicate that students in these respective grade levels had made one year of progress in the acquisition of comprehension and vocabulary skills.

[69] The math courses offered to high school students include algebra, geometry, advanced algebra, and advanced algebra/trigonometry.

[70] This test will regularly be given to all new students as per the requirement (#1) of the CSRC expectations policy dated February 1, 2008, for its high schools.

Writing

By the end of the final marking period, students in sixth through twelfth grade will have a writing sample assessed, and each grade cohort will be judged to have, on average, at least "adequate control," as indicated by an average total score of 18 for junior academy students and 21 for high school students. Student writing skills will be assessed in the following six domains: purpose and focus, organization and coherence, development of content, sentence fluency, word choice, and grammar. Each domain will be assessed on the following scale for junior academy students: 1 = minimal control; 2 = basic control; 3 = adequate control; 4 = proficient control; and 5 = advanced control. Another assessment level, 6 = exemplary control, will be included for high school students.

IEP Goals

At least 80% of the special education students will meet one or more of the goals defined in their IEP. Data on each special education student's goal achievements will be recorded in an Excel spreadsheet by student ID.

Academic Achievement: Standardized Measures

Sixth-, Seventh-, Eighth-, and Tenth-grade Students

All sixth-, seventh-, eighth-, and tenth-grade students are required to take the Wisconsin Knowledge and Concepts Examination (WKCE) in the timeframe identified by the Department of Public Instruction (DPI).

Ninth-grade Students

All ninth-grade students are required to take all subtests[71] of the EXPLORE test (the first in a series of two pre-ACT tests that will identify students who are not ready for the ACT)[72] in the same timeframe identified by the DPI for the WKCE. During the second semester, teachers of all ninth-grade students who scored below 13 on the EXPLORE test will review the test results with the achievement director and embed additional instructional activities appropriate for these students' needs within the core courses related to the appropriate subtest content area. The achievement director will monitor and document the provision of additional instructional activities to the lower-achieving students.

Tenth-grade Students

All tenth-grade students are required to take all subtests of the PLAN (the second test in the pre-ACT series).[73] The PLAN will be administered in the fall of 2009. During the second semester of tenth grade, teachers of all tenth-grade students who scored below 15 on the PLAN will review the test results with the achievement director and embed additional instructional activities appropriate for these students' needs within the core courses related to the appropriate

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[71] English, mathematics, reading, and science.

[72] The Educational Planning and Assessment System (EPAS), developed by the American College Testing (ACT) service, 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 courses of study.

[73] English, mathematics, reading, and science.

subtest content area. The achievement director will monitor and document the provision of additional instructional activities to the lower-achieving students.

<u>Eleventh-grade Students</u>

All eleventh-grade students are required to take the ACT or the SAT by the end of the school year. MAS will monitor students' participation in a spreadsheet.

<u>Twelfth-grade Students</u>

MAS will require all seniors who did not take the ACT or SAT test during eleventh grade to take one of these tests in the fall semester of 2009. MAS will monitor students' participation in a spreadsheet.

Learning Memo Data Addendum
Milwaukee Academy of Science

This addendum has been developed to clarify the data collection and submission process related to each of the outcomes stated in the school's learning memo for the 2009–10 academic year. Additionally, there are important principles applicable to all data collection that must be considered.

4. All students attending the school *at any time during the 2009–10 academic year* should be included in all student data files created by the school. This includes students who enroll after the first day of school and students who withdraw before the end of the school year. Be sure to include each student's unique ID number in each data file.

5. 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/E for that student to indicate "not enrolled." This may occur if a student enrolls after the beginning of the school year or withdraws prior to the end of the school year.

6. 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%).

End-of-the-year data must be submitted to CRC by no later than the fifth working day after the end of the second semester or June 25, 2010.

Staff person(s) responsible for year-end data submission: Judy Merryfield/Katie Morrison

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Student Roster; Enrollment and Termination	For each student enrolled at any time during the year, include the following: • Wisconsin Student Number • Local student ID • Student name • Grade • Gender • Race/ethnicity • Free/reduced lunch status (free, reduced, not eligible) • Enrollment date • Termination (withdrawal) date, if applicable • Termination (withdrawal) reason, if applicable, including if the student was expelled • Special education (Y, N)	PowerSchool	Katie Morrison/ Judy Merryfield
Attendance	For each student enrolled at any time during the year, include the following: • Student ID • Student name • Number of days expected attendance • Number of days attended • Number of days excused absence • Number of days unexcused absence • Number of days in-school suspension • Number of days out-of-school suspension	PowerSchool	Katie Morrison/ Judy Merryfield
Parent Participation	For each student enrolled at any time during the year, include the following: • Student ID • Student name • Attend conference 1 (parent, student, parent and student, none, N/A) • Type conference 1 (school, phone, home, written report, none, N/A) • Attend conference 2 (parent,	Spreadsheet designed by school	Katie Morrison/ Judy Merryfield

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	student, parent and student, none, N/A) • Type conference 2 (school, phone, home, written report, none, N/A) • Attend conference 3 (parent, student, parent and student, none, N/A) • Type conference 3 (school, phone, home, written report, none, N/A)		
Special Education Needs Students	For each student with special education needs (as indicated on the student roster), include the following: • Special education disability type (e.g., CD, ED, LD, etc.) • IEP team assessment date • IEP team assessment outcome • IEP completion date • Parent participation in IEP (Y, N, N/A) • IEP review date(s) • IEP review result (whether the student continued to qualify or no longer qualified for special ed) • Parent participation in IEP review (Y, N, N/A)	Spreadsheet designed by school	Katie Morrison/ Judy Merryfield
High School Graduation Plan	For each 9th- through 12th-grade student, include the following: • Student ID • Student name • Graduation plan developed (Y, N) • Date graduation plan developed • Graduation plan included evidence of parent/guardian/family involvement (Y, N, N/A) • Graduation plan included post-secondary plans (Y, N, N/A) • Graduation plan included a schedule that reflected credits required for graduating (Y, N, N/A)	Spreadsheet designed by school	Katie Morrison/ Judy Merryfield

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	• Date guidance counselor/advisor reviewed student schedule • Review status (completed or pending) • Is student on track toward earning credits (Y, N) • Will student need to enroll in summer school (Y, N, N/A) For each 11th- and 12th-grade student enrolled at any time in the school, also include the following: • Date met with guidance counselor/advisor to review graduation plan (enter N/A if the meeting did not occur) • Submitted graduation plan to parent (Y, N, N/A) • Parent reviewed graduation plan at conference (Y, N, N/A)		
High School Graduation Requirements	For each 9th- through 12th-grade student, include the following: • Student ID • Student name • The number of credits earned during the current school year • The number of cumulative credits earned at MAS and any other high school attended • If 9th through 11th grade, indicate if the student was promoted to the next grade level (Y, N) • If 12th grade, indicate if the student graduated (Y, N)	PowerSchool	Katie Morrison/ Judy Merryfield
Academic Achievement: Local Measures Literacy and Math	For all students, include the following: • Student ID • Student name • Fall semester SRI Lexile reading level (or for new students, level from the test given within 30 days of enrollment)	Spreadsheet designed by school	Katie Morrison/ Judy Merryfield

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	• Spring semester SRI Lexile reading level For 6th-, 7th-, and 8th-grade students, also include the following: • Spring 2009 WRAT math GLE (or for new students, GLE from the WRAT given within 30 days of enrollment) • Spring 2010 semester WRAT math GLE For each 9th- through 12th-grade student, also include the following: • Spring semester comprehensive course exam percentage correct • WRAT given within 30 days of enrollment (Y, N, N/A—not a new student)		
Academic Achievement: Local Measures Writing	For each student, enter the following: • Student ID • Student name • Final writing total score	Spreadsheet designed by school	Katie Morrison/ Judy Merryfield
Academic Achievement: Local Measures IEP	For each student with an IEP, indicate the following: • Student ID • Student name • Number of goals or benchmarks on the IEP • Number of goals or benchmarks achieved Note: This information can be added to the special education needs student data file described above.	Spreadsheet designed by school	Katie Morrison/ Judy Merryfield
Academic Achievement: Standardized Measures WKCE	For each 6th-, 7th-, 8th-, and 10th-grade student, include the following: • Student ID • Student name • Proficiency level, scale score, and state percentile for WKCE math test • Proficiency level, scale score,	Spreadsheet designed by school or grant CRC access to Turnleaf website	Katie Morrison/ Judy Merryfield

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	and state percentile for WKCE reading test For 8th- and 10th-grade students, also include the following: • Proficiency level and scale score for WKCE language test • Proficiency level and scale score for WKCE social studies test • Proficiency level and scale score for WKCE science test • PLAN composite score from the fall semester • Total writing score Note: Enter N/A in each column if the student was absent or not enrolled at the time of the test.		
Academic Achievement: Standardized Measures EXPLORE	For each 9th-grade student, include the following: • Student ID • Student name • EXPLORE composite score from fall semester. Enter N/A if the student was not enrolled. • Reviewed by teacher and achievement director (Y, N, N/A) • Instructional activities embedded (Y, N, N/A)	Spreadsheet designed by school	Katie Morrison/ Judy Merryfield
Academic Achievement: Standardized Measures PLAN	For each 10th-grade student, include the following: • Student ID • Student name • PLAN composite score from fall semester. Enter N/A if the student was not enrolled. • Reviewed by teacher and achievement director (Y, N, N/A) • Instructional activities embedded (Y, N, N/A)	Spreadsheet designed by school	Katie Morrison/ Judy Merryfield
Academic Achievement: Standardized Measures	For each 11th-grade student, include the following: • Student ID • Student name	Spreadsheet designed by school	Katie Morrison/ Judy Merryfield

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
ACT or SAT	• Took the ACT (Y, N, N/A) • Took the SAT (Y, N, N/A)		
Academic Achievement: Standardized Measures ACT or SAT	For each 12th-grade student, include the following: • Student ID • Student name • Took the ACT as 12th grader (Y, N, Y as 11th grader, N/A) • Took the SAT (Y, N, Y as 11th grader, N/A)	Spreadsheet designed by school	Katie Morrison/ Judy Merryfield

Appendix C

Trend Information

Table C1					
Milwaukee Academy of Science **Enrollment**					
Year	**Number Enrolled at Start of School Year**	**Number Enrolled During Year**	**Number Withdrew**	**Number at the End of School Year**	**Number/ Percentage Enrolled for Entire School Year**
2008–09	954	36	99	891	867 (90.9%)
2009–10	969	14	111	872	858 (88.5%)

Table C2			
Milwaukee Academy of Science **Student Return Rates**			
Year	**Number Enrolled at End of 2008–09**	**Number Enrolled at Start of 2009–10**	**Student Return Rate**
2009–10	869	715	82.3%

Figure C1

Milwaukee Academy of Science
Student Attendance Rates
Elementary

Figure C2

Milwaukee Academy of Science
Student Attendance Rates
Junior Academy/High School

Figure C3

Milwaukee Academy of Science
Parent-Teacher Conference Participation
Elementary

Note: Reflects attendance at two of three conferences.

Figure C4

**Milwaukee Academy of Science
Parent-Teacher Conference Participation
Junior Academy/High School**

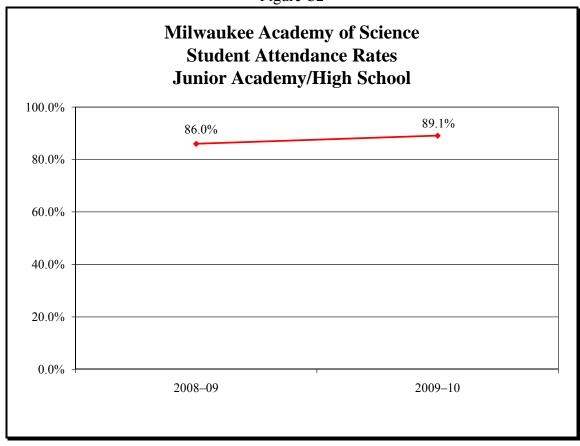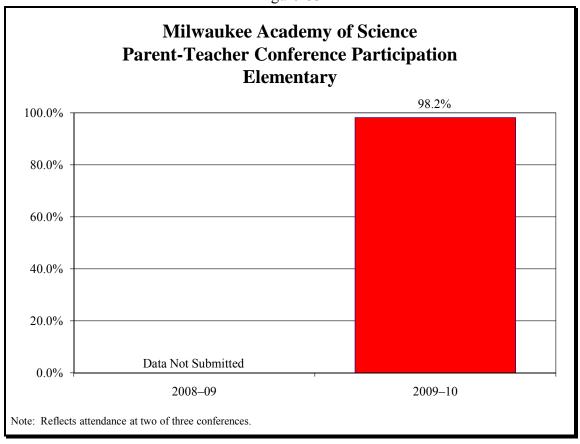Note: Reflects attendance at three of three conferences.
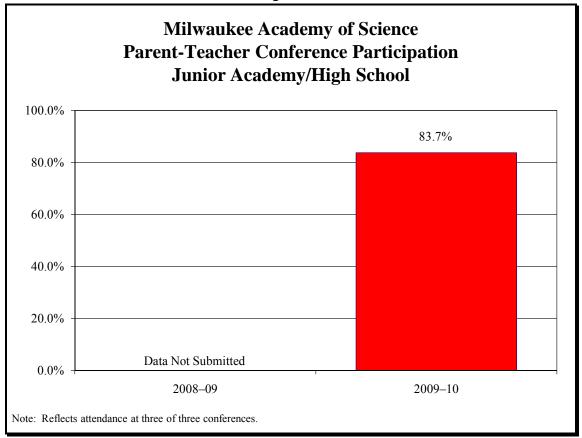
Table C3
Milwaukee Academy of Science SDRT Year-to-year Progress Average Grade Level Advancement 1st Through 3rd Grades

School Year	N	Average Grade Level Advancement
2009–10*	123	0.9

*The school was chartered by the city in 2008–09. Therefore, 2009–10 is the first year multiple-year progress was available.

Table C4
Milwaukee Academy of Science WKCE Year-to-year Progress Students Who Remained Proficient or Showed Advancement 4th Through 8th Grades

School Year	Reading	Math
2008–09*	85.6%	74.1%
2009–10	89.4%	91.0%

*Although not required, the school provided WKCE data.

Table C5
Milwaukee Academy of Science **WKCE Year-to-year Progress** **Students Who Were Minimal or Basic and Showed Improvement** **4th Through 8th Grades**

School Year	Reading	Math
2008–09*	47.3%	52.3%
2009–10	63.9%	65.4%

*Although not required, the school provided WKCE data.

Table C6
Milwaukee Academy of Science **Teacher Retention**

Year	Number at Beginning of School Year	Number Started After School Year Began	Number Terminated Employment During the Year	Number at the End of School Year	Teacher Retention Rate: Number and Rate Employed at the School for Entire School Year
2009–10	64	0	2	62	62 (96.9%)

Table C7
Milwaukee Academy of Science **Teacher Return**

Year	Number at End of Prior School Year	Number Returned at Beginning of Current School Year	Teacher Return Rate
2009–10	64	47	73.4%

Table C8
Milwaukee Academy of Science **% Proficient or Advanced** **WKCE** **3rd Through 8th Grades**

School Year	N	Reading	Math
2008–09*	506	42.7%	26.5%
2009–10	492	50.6%	43.9%

*First year as a City-chartered school.

Table C9		
Adequate Yearly Progress		
School Year	**Met**	**Improvement Status**
2002–03	No	Satisfactory
2003–04	No	Satisfactory
2004–05	Yes	Satisfactory
2005–06	Yes	Satisfactory
2006–07	No	Satisfactory
2007–08	No	Level 1
2008–09*	No	Level 2
2009–10	Yes	Level 2 Improved

*From 2000 to 2008, the school was chartered by UW-Milwaukee. In 2008, the school became a City of Milwaukee-chartered school.