



**Charter School Review Committee
Academic Progress Report
2005-2006
for
Steering and Rules Committee on:**

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

Data from Reports Issued by the Children's Research Center



Meaningful Academic Accountability

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

School Accountability: City of Milwaukee's Charter School Review Committee (CSRC)

Since 1998 the CSRC has:

- Adopted high academic standards
- Authorized public schools that:
 - ☐ Had no student selection criteria
 - ☐ Had potential to be high performing
- Required schools to monitor students' academic growth from year to year



CSRC Monitoring Practices

- Attendance and retention
- Parent/family involvement and licensed teachers
- Local measures in reading, math, and writing
- Standardized tests: required for all students, grades 1-8, and high school

CSRC Monitoring Practices (cont.)

Academic gain: year-to-year student growth analysis

- Year-to-year expectations for reading and math:
 - ☐ Students at grade level: average gain of least 1 GLE*
 - ☐ Students at proficient level or above: maintain this status
 - ☐ Students below grade level: average gain of more than 1 GLE
 - ☐ Students at minimal proficiency or below: advance to the next quartile or next level of proficiency

*grade level equivalency

CSRC Academic Progress Reports

2005-2006 Attendance and Retention Rates

	Average Attendance Rate		Student Return Rate	
	04-05	05-06	Fall of 04	Fall of 05
ALL	93.0%	91.3%	89.0%	75.8%
Cyberschool	91.1%	89.1%	83.0%	77.6%
D.L. Hines	96.0%	95.0%	81.0%	90.7%
DM	93.9%	92.5%	85.0%	76%
Maasai	N/A*	87.2%	N/A*	N/A*

*Not applicable; this is Maasai's first year of operation.

CSRC Academic Progress Reports

2005-2006 Parent/Family Involvement and Licensed Teachers

	Parent Conference Average Attendance Rate	Number of Classroom Teachers with DPI License or Permit
ALL	93.4%	All 16
Cyberschool	95.9%	18 of 19
D.L. Hines	98.7%	All 12
DM*	100%	All 4
Maasai	N/A**	4 of 6

*DM teachers also held Montessori certification.

**Maasai did not set a specific parent conference rate goal this year.



Survey on Stakeholder Satisfaction

- In the 2005-06 school year, the 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 (or IV for Maasai) of attached reports for detailed information.



CSRC Academic Progress Reports

2005-2006 Local Measures

All schools met their Local Measures, indicating students made satisfactory academic progress or maintained local measures that demonstrated academic progress according to those measures during the 2005-2006 school year.

See Section IV-E or IV-D in each school's report.

CSRC Academic Progress Report

2005-2006 Standardized Test Measures

Year-to-Year Progress		
Academy of Learning and Leadership (K4 – Eighth Grade)	All Students Reading Expectation: Average of One Year Progress	Students Below Grade Level Reading Expectation: Average of > One Year Progress
First to second and second to third grade (Stanford Diagnostic)	0.3 GLE	2005-2006: Group sizes < ten
	Students proficient or advanced expectation: for 2005-2006, at least 75% maintain proficient or advanced levels	Students below proficient level expectation: increase one quartile or one level
Fifth through eighth grade students with comparison scores in reading, Language Arts, and Math	Reading: 100% of 12 Lang. Arts: Group size < ten Math: Group size < ten	Reading: 54.3% of 35 Lang. Arts: Group size < ten Math: 24.4% of 41

Focused School Improvement Plan

Recommendations:

Academy of Learning & Leadership

- Focus on improving student progress in reading and math by:
 - 📁 Developing a math curriculum that is aligned with the state standards, sequencing benchmarks from kindergarten through eighth grade, and developing learning targets.
 - 📁 Working with teachers to improve the validity of running records for establishing where a student falls on the reading continuum.
 - 📁 Analyzing the current writing continuum and working with teachers to identify what stages and steps effectively describe a student's writing skills.
 - 📁 Devoting more time to specific skill building in reading and math each day.
- Work with teachers and students on strategies related to improving test taking skills.

CSRC Academic Progress Report

2005-2006 Standardized Test Measures

Year-to-Year Progress		
Central City Cyberschool (K4 – Eighth Grade)	All Students Reading Expectation: Average of One Year Progress	Students Below Grade Level Reading Expectation: Average of > One Year Progress
First to second and second to third grade (Stanford Diagnostic)	Second graders: 0.9 GLE Third graders: 0.5 GLE	Third graders: 0.4 GLE (There were no second graders in this group w/comparable scores)
First to third grade (Stanford Diagnostic)	Average advancement: 1.2 GLE	
	Students proficient or advanced expectation: at least 75% maintain proficient or advanced levels	Students below proficient level expectation: increase one quartile or one level
Fifth through eighth grade students with comparison scores in Reading , Language Arts, and Math	Reading: 86.7% of 26 Lang.Arts: 81.1% of 11 Math: 93.5% of 31	Reading: 71.2% of 52 Lang. Arts: 50.0% of 22 Math: 71.9% of 64

*GLE: Grade Level Equivalency



Focused School Improvement Plan

Recommendations:

Central City Cyberschool

- To meet the needs of students who score below proficiency in reading and math, implement the grade level school improvement plans developed by all staff.
- Continue to implement strategies to improve reading levels at the primary grade levels one through three.
- Expand the “responsive classroom” training to increase clear understanding of school rules, appropriate behavior, and consistency of consequences for unwanted behaviors.

CSRC Academic Progress Report

2005-2006 Standardized Test Measures

Year-to-Year Progress		
Darrell Lynn Hines Academy (K4 – Eighth Grade)	All Students Reading Expectation: Average of One Year Progress	Students Below Grade Level Reading Expectation: Average of > One Year Progress
First to second and second to third grade (Stanford Diagnostic)	Second graders: 1.0 GLE Third graders: 0.9 GLE	Group sizes < ten
	Students proficient or advanced expectation: for 05-06, at least 75% maintain proficient or advanced levels	Students below proficient level expectation: increase one quartile or one level
Fifth through eighth grade students with comparison scores in Reading , Language Arts and Math	Reading: 83.8% of 68 Lang. Arts: 76.5% of 17 Math: 76.6% of 47	Reading: 54.8% of 68 Lang. Arts: 53.3% of 15 Math: 54.8% of 62



Focused School Improvement Plan

Recommendations:

Darrell Lynn Hines Academy

- Focus on math instruction and techniques to improve math performance.
- Continue to develop a balanced approach to literacy to enhance the Direct Instruction approach.
- Continue to develop teacher skills.
- Develop skills to make Powerschool more functional for teachers and parents.

CSRC Academic Progress Report

2005-2006 Standardized Test Measures

Year-to-Year Progress		
Downtown Montessori Academy (K4 – Sixth Grade)	All Students Reading Expectation: Average of One Year Progress	Students Below Grade Level Reading Expectation: Average of > One Year Progress
First to second and second to third grade (Stanford Diagnostic)	Second graders: 2.0 GLE Second & third: 2.2 GLE	No second or third graders tested below grade level the previous year
	Students proficient or advanced expectation: for 05-06, at least 75% maintain proficient or advanced levels	Students below proficient level expectation: increase one quartile or one level
Fifth through sixth grade students with comparison scores in Reading, Language Arts and Math	Reading, Lang. Arts, and Math comparison group sizes < ten	Reading, Lang. Arts, and Math comparison group sizes < ten



Focused School Improvement Plan

Recommendations:

Downtown Montessori Academy

- Increase marketing and advertising relative to the school's move and increased space.
- Develop plans to increase the student population at the school in order to extend the program to eighth grade. With this accomplished, develop the curriculum to include higher level mathematics and foreign language.
- Fully implement Powerschool, including the capacity to generate electronic reports. Identify which electronic reports can be used to provide data for monitoring purposes

CSRC Academic Progress Report

2005-2006 Standardized Test Measures

First Year Academic Indicators		
Maasai Institute Grades Ninth and Tenth Grades	Academic Requirements	Results
Ninth graders:	ACT Preparation: Required to take the EXPLORE; Intervene with those scoring < 13	41 ninth graders: 26 of the 27 students who scored < 13 received supplemental instruction
Tenth graders:	ACT Preparation: Required to take the PLAN; Intervene with those scoring < 15 WKCE: Reading (R) Language Arts (LA) Math (M)	12 tenth graders: All 9 of the students who scored < 15 received supplemental instruction. (N=20): R.: 35% Proficient/Advanced LA: 25% Proficient/Advanced M: 10% Proficient/Advanced
Eleventh graders:	Required to take the ACT and the SAT	Does not apply as no eleventh graders enrolled in 05-06

Focused School Improvement Plan

Recommendations:

Maasai Institute

- Develop specific strategies to address the school's academic goal that all graduates will have a strong grounding in the basics—reading, writing, and math at functional levels.
- Individualize programming for students by:
 - ☐ Using the students' life plans to drive their academic focus; and
 - ☐ Develop project-based learning to enable students to operate within their learning style.
- Develop the intended community collaborations to become a full-service community school.
- Employ teachers who have a DPI license or permit to teach.



CSRC Academic Progress Reports

2005-2006 Activities for Continuous School Improvement

All the elementary schools engaged in activities that were responsive to each of the Continuous School Improvement recommendations from the previous year.

See Section II-D or II-E in each school's report.

Note: Maasai Institute was in its first year of operation as a city of Milwaukee chartered high school.



School Accountability

Wisconsin NCLB Compliance 2005-2006

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

DPI Status: Adequate Yearly Progress Summary

2005-2006	Academy of Learning & Leadership	Central City Cyberschool	Darryl Lynn Hines Academy	Downtown Montessori Academy	Maasai Institute
I. Test Participation (95.0%)	Yes, Satisfactory	Yes, Satisfactory	Yes, Satisfactory	Yes, Satisfactory	Yes, Satisfactory
II. Other Academic Indicator: (attendance 85.0%)	Yes, Satisfactory	Yes, Satisfactory	Yes, Satisfactory	Yes, Satisfactory	Yes, Satisfactory
III. Reading (67.5% proficient)	Yes, Satisfactory	Yes, Satisfactory	Yes, Satisfactory	Yes, Satisfactory	Yes, Satisfactory
IV. Math (47.5% proficient)	Yes, Satisfactory	Yes, Satisfactory	Yes, Satisfactory	Yes, Satisfactory	Yes, Satisfactory

Becoming a High Performing School

